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

Town House,
ABERDEEN, 16 January 2023

EDUCATION AND CHILDREN'S SERVICES COMMITTEE

The Members of the **EDUCATION AND CHILDREN'S SERVICES COMMITTEE** are requested to meet in the **Council Chamber - Town House** on **TUESDAY, 24 JANUARY 2023 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>

JENNI LAWSON
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 There are no items of exempt business

DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

3.1 Members are requested to intimate any declarations of interest

DEPUTATIONS

4.1 There are no requests for deputation at this time

MINUTE OF PREVIOUS MEETING

5.1 Minute of Meeting of 8 November 2022 (Pages 5 - 14)

COMMITTEE PLANNER

6.1 Committee Business Planner (Pages 15 - 22)

NOTICES OF MOTION

7.1 There are no Notices of Motion at this time

REFERRALS FROM COUNCIL, COMMITTEES & SUB COMMITTEES

8.1 There are no referrals at this time

PERFORMANCE AND RISK

9.1 Performance Management Framework - Education and Children's Services - CUS/23/038 (Pages 23 - 64)

GENERAL BUSINESS

10.1 Coronation of King Charles III Public Holiday - CFS/23/037 (Pages 65 - 70)

EDUCATION

11.1 Education Reform - CFS/22/009 (Pages 71 - 86)

11.2 Early Learning and Childcare Concession Agreements - CFS/23/019
(Pages 87 - 94)

11.3 Early Learning and Childcare Delivery Plan 2022-24 Update - CFS/23/003
(Pages 95 - 120)

11.4 Inspection Reporting - CFS/22/008 (Pages 121 - 142)

- 11.5 Kingsford ELC Assurance - CFS/22/002 (Pages 143 - 154)
- 11.6 Music Centre Options - CFS/22/020 (Pages 155 - 170)
- 11.7 Autumn in the City - CFS/22/004 (Pages 171 - 182)
- 11.8 Supporting Learners - CFS/22/021 (Pages 183 - 200)
- 11.9 Children's Rights Reporting - CFS/22/022 (Pages 201 - 308)

AT THIS JUNCTURE, THE EXTERNAL MEMBERS OF THE COMMITTEE WILL DEPART

CHILDREN'S SERVICES

- 12.1 Children's Care and Justice Bill - CFS/22/023 (Pages 309 - 314)
- 12.2 Replacement of CareFirst / D365 Implementation (Pages 315 - 322)

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

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EDUCATION AND CHILDREN'S SERVICES COMMITTEE

ABERDEEN, 8 November 2022. Minute of Meeting of the EDUCATION AND CHILDREN'S SERVICES COMMITTEE. Present:- Councillor Greig, Convener; Councillor Mennie, Vice-Convener; and Councillors Al-Samarai, Blake, Bouse, Brooks, Hazel Cameron, Davidson (as substitute for Councillor van Sweeden), Grant, Henrickson (as substitute for Councillor Radley for part of the meeting), Macdonald, MacGregor, McLeod and Radley (for part of the meeting). External Members:- Mrs Frances Cardno (Parent Representative - Primary Schools/ASN) (for articles 1 to 12), Mr Michael Crawford (Parent Representative - Secondary / ASN) (for articles 1 to 12), Mr John Murray (Roman Catholic Religious Representative) (for articles 1 to 12), Mr Madhav Regmi (Third Religious Representative) (for articles 1 to 12), Miss Pamela Scott (Teacher Representative - Primary Schools) (for articles 1 to 12) and Mrs Hilda Smith (Church of Scotland representative) (for articles 11 and 12).

The agenda and reports associated with this minute can be located [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.

DETERMINATION OF URGENT BUSINESS

1. The Convener advised that he would shortly be circulating two notices of motion, the first in his own name, and the second a joint notice of motion with Councillor Brooks as a matter of urgency in terms of Section 50(4)(b) of the Local Government (Scotland) Act 1973, noting that both items had significant recent public interest and therefore he felt both matters required to be considered at the meeting.

The Committee resolved:-
to note the position.

URGENT NOTICE OF MOTION BY CONVENER - NORTHFIELD ACADEMY

2. The Committee had before it the following urgent notice of motion by the Convener:-

“That the Committee:-

- (a) welcome the continued willingness of senior management in the Education Service to continue engagement and collaboration with EIS union colleagues;
- (b) welcome that the Education Service continues to work with the whole Northfield Academy school community, including the young people, to support further improvement in the best interests of all;
- (c) note and welcome the information that there have been zero incidents of harm reported at the school since August 2022;

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- (d) note and welcome that the young people at Northfield Academy are keen to work with senior staff to celebrate their many achievements; and
- (e) instruct the Chief Officer - Education to provide a verbal update to the next Committee on continued progress at Northfield Academy.”

The Committee resolved:-

to approve the notice of motion.

URGENT NOTICE OF MOTION BY COUNCILLOR BROOKS AND THE CONVENER - KINGSFORD NURSERY

3. The Council had before it the following urgent joint notice of motion by Councillor Brooks and the Convener in the following terms:-

“That the Committee:-

- (a) express sincere regret about the recent case at Kingsford Nursery and sympathise with the parents and family and others involved;
- (b) agree the safety of children in our care is of paramount importance;
- (c) note the involvement of the Care Inspectorate and their reported finding of a ‘failure to protect the toddler from risk of harm’;
- (d) instruct the Chief Officer – Education to ascertain the confidence of staff in following agreed Council policies designed to keep children safe;
- (e) instruct the Chief Officer - Corporate Landlord to review door security arrangements at all early years settings; and
- (f) instruct a report back on the above at the next Education and Children's Services Committee detailing the outcome of the above instructions.

The Committee resolved:-

to approve the notice of motion.

DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

4. In relation to item 10.2 (School Estate Plan – Implementation Plan), the following statements of transparency were noted, with all Members considering that these did not amount to interests which needed to be declared, nor which would prevent them from participating in that item of business:-

- Mrs Frances Cardno advised that she had children who attended Forehill School and Oldmachar Academy which were referred to within the report.
- Mr Michael Crawford advised that he had children at Airyhall School and Cults Academy, and his wife was an Active Schools Assistant supporting Cults and Lochside ASG schools.

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- Councillor Blake advised that she had children who attended Cults School and Cults Academy.
- Councillor Brooks advised that he had a child who attended Cults Academy.
- Councillor Grant advised that he had children at Riverbank School.
- The Vice Convener advised that she had a child who attended the Early Learning and Childcare provision at Gilcomstoun School.

In relation to item 10.3 (Update of Gaelic Medium Education), the Vice Convener advised that although her child attended the Early Learning and Childcare Provision at Gilcomstoun School, she did not attend the GME provision and so the Vice Convener did not consider that this amounted to an interest which required to be declared and which would prevent her from participating in that item of business.

MINUTE OF EDUCATION OPERATIONAL DELIVERY COMMITTEE OF 8 SEPTEMBER 2022

5. The Committee had before it the minute of the Education Operational Delivery Committee meeting of 8 September 2022 for approval.

The Committee resolved:-

to approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

6. The Committee had before it the planner of committee business, as prepared by the Interim Chief Officer – Governance.

The Committee resolved:-

- (i) to agree to remove item 12 (National Hub for Reviewing and Learning from the Deaths of Children and Young People) from the planner;
- (ii) in relation to item 31 (Pupil Climate Change Group - Impact of Funding), to note that the Chief Officer – Education would include detail of the ideas and solutions provided by schools, for example, through their eco-committees, as part of the report back in March 2023;
- (iii) in relation to item 46 (Free School Meals Annual Update), to note that the Chief Officer – Education would liaise with the Chief Officer – Early Intervention and Community Empowerment to ascertain if either a report or a service update could be provided in relation to the work that was being done around the cost of living crisis, separate to the work around providing free school meals; and
- (ii) to otherwise note the planner.

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2021-22 ATTAINMENT AND ACHIEVEMENT DATA PERFORMANCE REPORT - CUS/22/240

7. The Committee had before it a report by the Chief Executive which provided Members with oversight of 2021-22 Senior Phase data, Curriculum for Excellence (CfE) outcomes, and current in year progress towards the targets outlined in the Aberdeen City Council National Improvement Framework Plan 2022/23.

The report recommended:-

that the Committee –

- (a) note the content of the report presenting the 2021-22 pre-review Scottish Qualifications Authority (SQA) and Insight Tool outcomes, provisional Curriculum for Excellence data for the same period and live attendance and exclusion data;
- (b) note the content of Appendix A, outlining the progress of actions supporting delivery of the National Improvement Framework Plan 2022/23; and
- (c) provide comment on the approach taken to presenting the live data within the report to inform future reporting styles.

The Committee resolved:-

- (i) in relation to page 58 of the report and senior and middle leadership development, to note that the Chief Officer – Education would include figures as to the numbers taking up the opportunity to engage with quality professional learning in the next report due to Committee in January 2023; and
- (ii) to approve the recommendations.

CLUSTER RISK REGISTERS - EDUCATION AND INTEGRATED CHILDREN'S & FAMILY SERVICES - CUS/22/233

8. The Committee had before it a report by the Chief Executive which presented the Cluster Risk Registers and Assurance Maps in accordance with the Education and Children's Services Committee Terms of Reference to provide assurance that risks were being managed effectively within each Cluster.

Members asked a number of questions in relation to the risks relating to child migration.

The report recommended:-

that the Committee note the Cluster Risk Register and Assurance Maps set out in Appendices A, B and C.

The Committee resolved:-

- (i) in relation to the Child Migration risk, to note that the Chief Officer – Integrated Children's and Family Services would provide further detail to Members outwith the meeting, to include information on the work being done by Community Planning Aberdeen; and
- (ii) to note the risk registers and assurance maps.

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HEALTH AND WELLBEING SUMMIT - OPE/22/249

9. With reference to article 9 of the minute of the meeting of the Education Operational Delivery Committee of 8 September 2022, the Committee had before it a report by the Chief Executive which addressed the instruction that the Chief Officer – Education consider the data shared at that meeting in relation to health and wellbeing and plan next steps by holding a multi-agency Health and Wellbeing Summit, with a report back to Committee on the outcomes.

The report recommended:-

that the Committee –

- (a) note the approach taken to delivery of the Health and Wellbeing Summit held on 14 October 2022;
- (b) instruct the Chief Officer – Education to establish a Mental Health Collaborative to focus on positive mental health from birth to end of life;
- (c) instruct the Chief Officer – Education to establish an aligned Youth Taskforce to inform the work of the Mental Health Collaborative; and
- (d) instruct the Chief Officer – Education to report on progress within one calendar year.

The Committee resolved:-

- (i) in relation to section 3.8 of the report, and the development of materials to support an improved, collective understanding of adolescent brain development, to request that these materials also be shared with the Committee, and that a workshop be arranged for Members; and
- (ii) to approve the recommendations.

SCHOOL ESTATE PLAN - IMPLEMENTATION PLAN - RES/22/242

10. With reference to article 14 of the minute of the meeting of the Education Operational Delivery Committee of 8 September 2022, the Committee had before it a report by the Director of Resources which presented the draft timeline for implementing the recommended actions from the School Estate Plan, agreed by the Education Operational Delivery Committee at its meeting in September.

The report recommended:-

that the Committee instruct the Chief Officer – Corporate Landlord to implement the School Estate Plan in accordance with the timeline presented at Appendix 1 of the report.

The Committee resolved:-

- (i) to note that officers would incorporate an overview of previous instructions and schools where work had already commenced in the annual update of the School Estate Plan to ensure that Members had oversight of all projects;

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- (ii) to note that officers would look at the language used in consultation documentation to ensure that it was easily accessible for parents, and that they would meet with the Aberdeen City Parent Forum ahead of consultation being undertaken;
- (iii) to note the request from the Aberdeen City Parent Forum that officers provide further detail at its meeting in December around the accessibility of schools and how this will be assessed;
- (iv) to note that the Chief Officer - Education would issue further communication to schools and Parent Councils to promote the School Estate Plan consultation link;
- (v) to thank officers for the considerable effort in preparing the next stage of the School Estate Plan, and note the proposed Implementation Plan and timescales;
- (vi) to agree that the 38 separate instructions within the implementation plan will be reported back to future meetings of the Education and Children's Committee as a combination of updates to the plan and separate standalone reports; and
- (vii) to note that the approved motion in September 2022 included an instruction to officers to report on the feasibility study to identify options for reducing the number of primary schools in the Northfield ASG and Oldmachar ASG areas and to agree that officers should fully explore and exhaust all options in order to avoid any such school closures where possible.

UPDATE OF GAELIC MEDIUM EDUCATION - OPE/22/241

11. With reference to article 8 of the minute of the meeting of the Education Operational Delivery Committee of 26 January 2022, the Committee had before it a report by the Chief Executive which presented the outcomes of an evaluation of the current approach to the delivery of Gaelic Medium Education in order to understand the relatively low demand for provision in Aberdeen City with a view to taking action to increase uptake.

The report recommended:-

that the Committee –

- (a) note the outcome of the online survey conducted contained in Appendix A and high level evaluation undertaken by the Education Service contained in Appendix B;
- (b) instruct the Chief Officer – Education to review and enhance how Gaelic Medium Provision was promoted across the city;
- (c) instruct the Chief Officer – Education to continue to work with partners to fill the vacant posts in Gaelic Medium provision;
- (d) instruct the Chief Officer – Corporate Landlord to undertake a statutory public consultation commencing 16 January 2023 on the proposal to change the catchment area for Gaelic Medium Education provision at Hazlehead Academy and Gilcomstoun School, to align with the boundaries of Aberdeen City (i.e. to propose a city wide catchment area for GME provision); and
- (e) instruct the Chief Officer – Corporate Landlord to report back to the Committee on the outcomes of the consultation at its next available meeting following conclusion of the consultation process.

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The Committee resolved:-

- (i) to note the assurance from officers that there would be monthly meetings, involving GME parents and learners, to learn from their experience and to promote the service more widely; and
- (ii) to approve the recommendations.

INSPECTION REPORTING - OPE/22/234

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

The report recommended:-

that the Committee –

- (a) note the content of the report;
- (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; and
- (c) instruct the Chief Officer – Education to monitor progress against the action plans put in place to realise improvements at Stompers and Flexible Childcare and report progress towards achieving the actions within two committee cycles.

At this juncture, it was noted that recommendation (c) should also have referred to Walker Road School, as the action plan for that school was appended to the report.

The Committee resolved:-

to approve the recommendations, subject to adding 'and Walker Road School' at recommendation (c).

At this juncture, the External Members of the Committee departed the meeting.

CHIEF SOCIAL WORK OFFICER ANNUAL REPORT 2021/22 - OPE/22/246

13. The Committee had before it a report by the Chief Executive which presented the Chief Social Work Officer's Annual Report for year 2021/22. The report informed Members of the role and responsibilities exercised by the Chief Social Work Officer; provided information on statutory decision making in the period; and gave a progress report on key areas of social work provision within Aberdeen City.

The report recommended:-

that the Committee note the content of the Annual Report, as attached at Appendix 1.

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The Committee resolved:-

to note the report.

KEEPING THE PROMISE - YEAR ONE OF PLAN 21-24 - OPE/22/244

14. With reference to article 7 of the minute of the Operational Delivery Committee minute of 18 November 2021 the Committee had before it a report by the Chief Executive which provided an update on progress with the Council's implementation of the Scottish Government's Plan 21-24 to #KeepThePromise.

The report recommended:-

that the Committee –

- (a) note and endorse progress and activities against the national Plan 21-24 to #KeepThePromise;
- (b) note the local progress made in Year One of Plan 21-24 as outlined in the appendix report (Appendix 1);
- (c) instruct the Chief Officer – Integrated Children's and Family Services to provide a progress report in Autumn 2023 in relation to the partnership's implementation of Plan 21-24; and
- (d) instruct the Chief Officer – Integrated Children's and Family Services to provide a report in July 2023 in relation to the partnership's plans for the use of Aberdeen City's share of the Whole Family Wellbeing Fund.

The Committee resolved:-

to approve the recommendations.

IMPLEMENTATION OF THE NATIONAL GUIDANCE FOR CHILD PROTECTION IN SCOTLAND 2021 - OPE/22/243

15. The Committee had before it a report by the Chief Executive which provided an update on progress with the implementation of the new National Guidance for Child Protection in Scotland 2021.

The report recommended:-

that Committee note the progress of the implementation of the National Guidance to date and be assured that the Child Protection Committee (CPC) would continue to oversee the implementation of the identified areas requiring local development.

The Committee resolved:-

to approve the recommendation.

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SECURE CARE - CHILDREN'S RIGHTS - OPE/22/245

16. With reference to article 10 of the minute of the meeting of the Public Protection Committee of 7 December 2021, the Committee had before it a report by the Chief Executive which provided an update on the use of Secure Care and compliance with the Secure Care regulations.

The report recommended:-

that the Committee –

- (a) note the report;
- (b) note the 'Secure Care Pathway Review' thematic inspection currently being undertaken by the Care Inspectorate and instruct the Chief Social Work Officer to report back to Committee on the findings of the inspection when it was published in Autumn 2023 and learning for Aberdeen City; and
- (c) request that the Chief Social Work Officer report to Committee on the provisions of the Children's Care and Justice Bill and their implications for practice in Aberdeen City.

The Committee resolved:-

to approve the recommendations.

- **COUNCILLOR MARTIN GREIG, Convener**

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	A	B	C	D	E	F	G	H	I
1	EDUCATION AND CHILDREN'S SERVICES COMMITTEE BUSINESS PLANNER The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year.								
2	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
3	24 January 2023								
4	Northfield Academy	E&CS 08/11/22 - to instruct the Chief Officer - Education to provide a verbal update to the next committee on continued progress at Northfield Academy.		Eleanor Sheppard	Education	Children's and Family Services	N/A		Verbal update - no report
5	Early Learning and Childcare 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		Louise Beaton	Education	Children's and Family Services	1.1.1		
6	Kingsford Nursery	E&CS 08/11/22 - to (a) instruct the Chief Officer – Education to ascertain the confidence of staff in following agreed Council policies designed to keep children safe; (b) instruct the Chief Officer - Corporate Landlord to review door security arrangements at all early years settings; and (c) instruct a report back on the above at the next Education and Children's Services Committee detailing the outcome of the above instructions		Gael Simpson / Andrew Jones	Education / Corporate Landlord	Children's and Family Services / Resources	1.1.1		
7	Music Centre	EODC 08/09/22 - to instruct the Chief Officer – Education to explore models and costings in order to create a Music Centre and report back to Education and Children's Services Committee prior to referral to the budget process.		Shona Milne	Education	Children's and Family Services	1.1.1		
8	Coronation of King Charles III Public Holiday	To seek delegated authority for the Chief Officer - Education to apply to the Scottish Government for an additional closure day		Eleanor Sheppard	Education	Children's and Family Services	1.1.1		
9	Autumn in the City Programme	EODC 08/09/22 - to instruct the Chief Officer – Education to report to Committee on the impact of the October 2022 programme following delivery.		Sharon Skene	Education	Children's and Family Services	1.1.1		
10	Replacement of Carefirst/D365 Implementation	To update Committee on D365		Graeme Simpson	Integrated Children's and Family Services	Children's and Family Services	2.1.4		
11	Performance Management Framework Report – Education and Children's Services	To present the latest performance for the cycle and update on the progress made delivering the National Improvement Framework Plan		Alex Paterson	Data and Insights	Customer	1.1.3		
12	Inspection Reporting	A standing item to report on the outcome of Early Learning and Childcare and school inspections and any changes in the approach of inspection agencies if required		Eleanor Sheppard	Education	Children's and Family Services	1.1.6		
13	Supporting Learners	EODC 26/01/22 - to instruct the Chief Education Officer to report on the Supporting Learners programme in one calendar year		Craig McDermott	Education	Children's and Family Services	1.1.1		
14	Education Reform	To update members on progress made in the national education reform agenda.		Eleanor Sheppard	Education	Children's and Family Services	1.1.1		
15	Children's Rights Reporting	To seek approval for the statutory children's rights report due to be submitted to the Scottish Government in March 2023		Matthew Reid	Education	Children's and Family Services	1.1.1		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
16	Early Learning and Childcare Delivery Plan 2022-24 Update	To present the implications of the national Childcare Delivery Plan on the work of Aberdeen City Council and seek approval for amended Early Learning and Childcare delivery models based on demand		Louise Beaton	Education	Children's and Family Services	1.1.1		
17	Children's Care & Justice Bill	E&CS 08/11/22 - to request that the Chief Social Work Officer report to committee on the provisions of the Children's Care and Justice Bill and their implications for practice in Aberdeen City		Graeme Simpson	Integrated Children's and Family Services	Children's and Family Services	1.1.1		
18	21 March 2023								
19	Inspection Reporting	A standing item to report on the outcome of Early Learning and Childcare and school inspections and any changes in the approach of inspection agencies if required E&CS 08/11/22 - to instruct the Chief Officer – Education to monitor progress against the action plans put in place to realise improvements at Stompers, Flexible Childcare and Walker Road and report progress towards achieving the actions within two committee cycles		Shona Milne	Education	Children's and Family Services	1.1.6		
20	Walker Road School Relocation - Consultation (Rec L2)	EODC 08/09/22 - to instruct 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.		Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
21	Greenbrae School rezoning - Consultation (Rec O2)	EODC 08/09/22 - to instruct 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.		Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
22	Bucksburn Academy Extension - Outline Business Case (Rec B1)	EODC 08/09/22 - to note that officers have completed a feasibility study on the proposed permanent extension to Bucksburn Academy, and instruct the Chief Officer – Corporate Landlord to report back to the Finance and Resources Committee with an outline business case for consideration.	NB - There may not be any requirement for a report to EC&S - if not, a service update can be provided	Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
23	Child Protection Committee (CPC) Annual Report	To present the annual report of the Child Protection Committee for assurance		Kymme Fraser	Integrated Children's and Family Services	Children's and Family Services	2.1		
24	Performance Management Framework Report – Education and Children's Services	To present the latest performance for the cycle and update on the progress made delivering the National Improvement Framework Plan		Alex Paterson	Data and Insights	Customer	1.1.3		
25	Inspection Reporting - Regulatory Care Services	Annual Report to advise members on the inspection of regulatory care services provided by the Council		Graeme Simpson	Integrated Children's and Family Services	Children's and Family Services	1.1.1		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2	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 E&CS 08/11/22 - to note that the Chief Officer – Education would include detail of the ideas and solutions provided by schools, for example, through their eco-committees, as part of the report back in March 2023		Stuart Craig	Education	Children's and Family Services	1.1.1		
26									
27	23 May 2023								
28	Performance Management Framework Report – Education and Children's Services	To present the latest performance for the cycle and update on the progress made delivering the National Improvement Framework Plan		Alex Paterson	Data and Insights	Customer	1.1.3		
29	Aberdeen Computing Collaborative	To present the progress next steps of the Aberdeen Computing Collaborative		Charlie Love	Education	Children's and Family Services	1.1.1		
30	Health and Wellbeing	To present an update on work to support the health and wellbeing of children and young people		Gael Simpson	Education	Children's and Family Services	1.1.1		
31	Gaelic Medium Education	E&CS 08/11/22 - to (a) instruct the Chief Officer – Corporate Landlord to undertake a statutory public consultation commencing 16 January 2023 on the proposal to change the catchment area for Gaelic Medium Education provision at Hazlehead Academy and Gilcomstoun School, to align with the boundaries of Aberdeen City (i.e. to propose a city wide catchment area for GME provision); and (b) instruct the Chief Officer – Corporate Landlord to report back to the Committee on the outcomes of the consultation at its next available meeting following conclusion of the consultation process (EODC decision from 08/09/22 also refers)		Andrew Jones	Corporate Landlord	Resources	1.1.1		
32	ABZWorks	To present the proposals for ABZ Campus		Mark Jones	Education	Children's and Family Services	1.1.1		
33	Corporate Parenting Annual Report	To present the Corporate Parenting Annual Report for assurance		Kymme Fraser	Integrated Children's and Family Services	Children's and Family Services	2.1		
34	Inspection Reporting	A standing item to report on the outcome of Early Learning and Childcare and school inspections and any changes in the approach of inspection agencies if required		Shona Milne	Education	Children's and Family Services	1.1.6		
35	4 July 2023								
36	Education Improvement Journey and National Improvement Framework	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point.		Reyna Stewart	Data and Insights	Customer	1.1.3		
37	Hazlehead / Countesswells Secondary Provision - Outline Business Case (Rec HH1)	EODC 08/09/22 - to instruct 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.		Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		

	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	Bucksburn / Newhills additional primary provision - Outline Business Case (Rec B2)	EODC 08/09/22 - instruct 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		Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
38	Edge of Care Pilot	EODC 08/09/22 - to instruct the Chief Officer - Education 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.		Eleanor Sheppard / Graeme Simpson	Education / ICFS	Children's and Family Services	1.1.1		
39	Family Support Model	EODC 08/09/22 - to instruct the Chief Officer - Integrated Children's and Family Services to report back on progress and learning from the tests of change.		Aisling MacQuarrie / Graeme Simpson	Education / ICFS	Children's and Family Services	1.1.1.		
40	Whole Family Wellbeing Fund	E&CS 08/11/22 - to instruct the Chief Officer – Integrated Children's and Family Services to provide a report in July 2023 in relation to the partnership's plans for the use of Aberdeen City's share of the Whole Family Wellbeing Fund		Amy Evans	Integrated Children's and Family Services	Children's and Family Services	2.1		
41	Performance Management Framework Report – Education and Children's Services	To present the latest performance for the cycle and update on the progress made delivering the National Improvement Framework Plan		Alex Paterson	Data and Insights	Customer	1.1.3		
42	Anti-Bullying Policy	To present the updated Anti-bullying policy for approval		Mark Hearn	Education	Children's and Family Services	1.1.5		
43	Inspection Reporting	A standing item to report on the outcome of Early Learning and Childcare and school inspections and any changes in the approach of inspection agencies if required		Shona Milne	Education	Children's and Family Services	1.1.6		
44	Free School Meals Annual Update	EOD Committee 19/04/18 - to instruct the Chief Officer - Early Intervention and Community Empowerment to bring a report to Committee prior to the close of each school year (a) detailing the numbers registered for and taking free school meals by school and (b) assessing the progress made by implementing the new workstreams and detailing any required adjustments for the following school year		Paul Tytler	Early Intervention and Community Empowerment	Customer	1.1.1		
45									
46	12 September 2023								
47	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.		Eleanor Sheppard	Education	Children's and Family Services	1.1.1		
48	Annual Committee Effectiveness Report	To present the annual effectiveness report		Eleanor Sheppard / Graeme Simpson	Operations / Customer	Operations / Customer	GD 8.5		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
70	Riverbank School Excess Capacity - Options Appraisal (S1)	EODC 08/09/22 - to instruct 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	March 2024	Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
71	School Estate Plan - Victorian Schools - feasibility study & options appraisal (CA1)	EODC 08/09/22 - to instruct 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.	TBC - May 2024	Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
72	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	Children's and Family Services	1.1.1		
73	Sunnybank School Relocation of Additional Services - Options Appraisal (S2)	EODC 08/09/22 - to instruct 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.	June 2024	Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
74	Denominational Primary Schools Feasibility - Outline Business Case (Rec RC1)	EODC 08/09/22 - to instruct 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.	July 2024	Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
75	Loirston Loch Additional Primary Provision - Outline Business Case (L1)	EODC 08/09/22 - to instruct 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.	July 2024	Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.3, 1.5		
76	Grandhome / Oldmachar / Bridge of Don Secondary Provision - Outline Business Case (NA1)	EODC 08/09/22 - to instruct 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	September 2024	Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
77	Bucksburn & Dyce Secondary Provision - Outline Business Case (NA2)	EODC 08/09/22 - to instruct 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	September 2024	Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
78	School Estate - decisions from Education Operational Delivery Committee 08/09/22								

	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	School Estate Plan - Riverbank School - Learning Estate Investment Programme funding update	EODC 08/09/22 - to instruct the Chief Officer – Capital to put forward to the Scottish Government details of the planned refurbishment of the existing Riverbank School building ahead of the relocation of St Peter's School, for this to be considered 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		Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
79									

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	24 January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Performance Management Framework Report – Children's and Family Services
REPORT NUMBER	CUS/23/038
DIRECTOR/INTERIM DIRECTOR	Andy MacDonald/Eleanor Sheppard
CHIEF OFFICERS/INTERIM CHIEF OFFICER	Martin Murchie/Graeme Simpson/Shona Milne
REPORT AUTHOR	Alex Paterson/Shona Milne
TERMS OF REFERENCE	1.1.3

1. PURPOSE OF REPORT

- 1.1 To present Committee with (a) the status of key performance measures relating to the Children's and Family Services function and (b) a progress update in relation to implementation of the Aberdeen City National Improvement Framework Plan 2022/23.

2. RECOMMENDATION

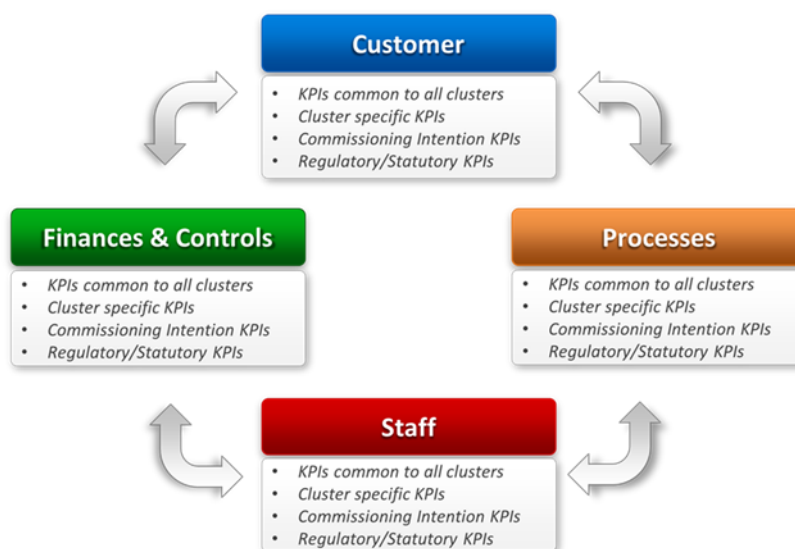
- 2.1 That the Committee note the report and provide comments and observations on the information contained in the report Appendices

3. CURRENT SITUATION

Report Structure and Content

- 3.1 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.
- 3.2 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.
- 3.3 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.

- 3.4 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 quarterly or annual basis. These will be updated for future cycles to include any new or amended Standards for 2022/23.
- 3.5 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.



- 3.6 This report, in Appendix A, details operational performance measures up to the end of September 2022, year-to date information to December around Service Standards and Attendance and reflects on recent national data releases, along with consideration of live data held by the Education Service. This latter data supports the in-term assessment schedule referred to in the [2021-22 Attainment and Achievement Data Performance Report](#) to the November meeting of this Committee.
- 3.7 Appendix B outlines progress to date in the implementation of the [Aberdeen City National Improvement Framework Plan 2022/23](#) which was agreed at the September meeting of the Education Operational Delivery Committee,
- 3.8 In combination, the appendices to this report contain a wide overview of performance across the Children's and Family Services function, which supports transparency of performance reporting and aids Member scrutiny.
- 3.9 Within the summary dashboard the following symbols are also used:

Performance Measures

Within the summary dashboard the following symbols are used

Traffic Light Icon



On target or within 5% of target/benchmarked outcome

 Within 5% and 20% of target/benchmarked outcome and being monitored

 Below 20% of target/benchmarked outcome and being actively pursued

 Data only – target not appropriate/benchmarked outcome not available

Children’s Rights

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

4. FINANCIAL IMPLICATIONS

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

5. LEGAL IMPLICATIONS

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

6. ENVIRONMENTAL IMPLICATIONS

There are no direct environmental implications arising out of this report

7. RISK

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

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic	None	NA	NA	NA
Compliance	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
Operational	No significant operational risks.	Oversight by Elected Members of core employee health and safety/attendance	L	Yes

		data supports the Council's obligations as an employer		
Financial	No significant financial risks.	Overview data on specific limited aspects of the cluster's financial performance is provided within this report	L	Yes
Reputational	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
Environment / Climate	None	NA	NA	NA

8. OUTCOMES

<u>Council Delivery Plan</u>	
	Impact of Report
<p>Aberdeen City Council Partnership Agreement</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"> - Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices. - Work with the city's universities, North East Scotland College and businesses to increase educational and training options and the number of care experienced young people and young people from deprived communities, going onto positive destinations, including further and higher education, vocational training and apprenticeships. - Promote the number of apprenticeships on offer through the council. - Work to ensure that every school community provides a safe and respectful environment for young people and staff. - Seek to make Aberdeen a UNICEF Child Friendly City. - Ensure the Council follows best practice as a corporate parent to get the best outcomes for looked-after young people, those in kinship care

	<p>and those with additional support needs such as autism, developmental disorders or mental health problems.</p> <ul style="list-style-type: none"> - Work with the Scottish Government to expand free early learning and childcare to one- and two-year-olds from low-income households. - Continue to seek to support young people to receive care in Aberdeen, through fostering, adoption and other services and seek to reduce “out of authority” placements - Ensure local education services identify young people with mental health problems and help them get early support and help, where appropriate, to transfer to adult services.
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Aberdeen City Local Outcome Improvement Plan

<p>Prosperous Economy Stretch Outcomes</p>	<p>The detail within Performance Management Framework reporting to this Committee contributes to evidence of how Education Service delivery leads, contributes to, or influences, Stretch Outcomes 2 and 3 in the LOIP through the following objectives.</p> <p>Support 15 care experienced young people to progress to employment through public sector funded employability programmes by 2023.</p> <p>Increase the number of people within Aberdeen City gaining qualifications in ICT and Digital skills at SCQF Levels 7 and above by 10% by 2023.</p>
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<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 & 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>
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	<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>Regional and City Strategies</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>

	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.
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9. IMPACT ASSESSMENTS

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

10. BACKGROUND PAPERS

Council Delivery Plan 2022/23 – CUS/22/059

Aberdeen City National Improvement Framework Plan 2022/23 – CUS/22/166

11. APPENDICES

Appendix A – Education and Children's Services Performance Summary Dashboard

Appendix B – Progress against the National Improvement Framework Plan 2022

12. REPORT AUTHOR CONTACT DETAILS

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Appendix A - Performance Management Framework Report – Children’s and Family Services

Education

1. Customer

Service Level Measures – 2022-23 Service Standards

Performance Indicator	2022/23 Year to Date Value	2022/23 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 Quality Indicators by Education Scotland *	100%	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

School Placements

The increased trend in the number of applications for school placements continues this school session. This is due to school placements 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 (see below) 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 given the low numbers, the volume of total requests for school placements is placing considerable pressure on the system and the service continues to be agile in approach and increases capacity where required and possible.

Officers are successfully meeting all requests at present although anticipate further demand when a new cohort of students arrive in the city in January 2023. Officers continue to engage with both Higher Education Institutions in order to glean information on the predicted demand for school placements to aid planning.








ELC National Standard – Day Care of Children and Out of School Care

The National Standard is deemed not to have been met where, subsequent to full inspection, a provider is unable to meet the recommendations for improvement within a reasonable timescale, and to the satisfaction of the inspecting agency. through a series of follow-up visits. As reflected in the Inspections report also being considered at this meeting of Committee, a number of ELC establishments are implementing recommendations arising from previous Care Inspectorate inspections. To date, these follow-up visits are evidencing recommendations have been met.

Inspection reporting

Members should note that only one school has had an Education Scotland inspection report published during this time period.

Corporate Measures – 2022-23 Cluster Level Indicators

Performance Measure	Quarter 3 2021/22	Quarter 4 2021/22	Quarter 1 2022/23	Quarter 2 2022/23	2022/23 Target	Status	Long Trend - Quarterly
	Value	Value	Value	Value			
Total No. complaints received (stage 1 and 2) - Education	26	20	30	18			
% of complaints resolved within timescale (stage 1 and 2) - Education	66.7%	65.0%	73.3%	77.8%	75.0%		
% of complaints with at least one point upheld (stage 1 and 2) – Education	25.0%	25.0%	23.3%	16.7%			
Total No. of lessons learnt identified (stage 1 and 2) - Education	5	2	3	3			

2. Process**Service Level Measure - National Pupil Census Aberdeen City Schools**

Census Date	Total Number of Pupils	Primary	Secondary

Sep-22	25,158	14,577	10.441
Sep-21	24,26	14,084	10.041
Sep-20	23,695	13,963	9.596
Sep-19	23,156	13,915	9, 106

Service Commentary

Pupil Census

The above table captures the Aberdeen City outcomes from each national pupil Census from 2019 to 2022 which is conducted in September each year.

The school roll has increased from 23,156 pupils in primary and secondary schools in September 2019, to 25,158 (+ 8.64%) in our schools in September 2022. This represents an increasing trend in pupil numbers at both Primary and Secondary School levels with increases in each consecutive year since 2019, Respectively, Primary pupil numbers have risen by 4.6% (662 additional pupils) and the Secondary pupil cohort has increased by a more substantial 14.6%. (1,335 additional pupils). The rise in secondary pupils is partially reflective of the number of young people choosing to remain in school given the uncertainty in the local economy.

Service Level Measure -National Pupil Data -Children enrolled in Aberdeen City Schools as a result of displacement from Ukraine

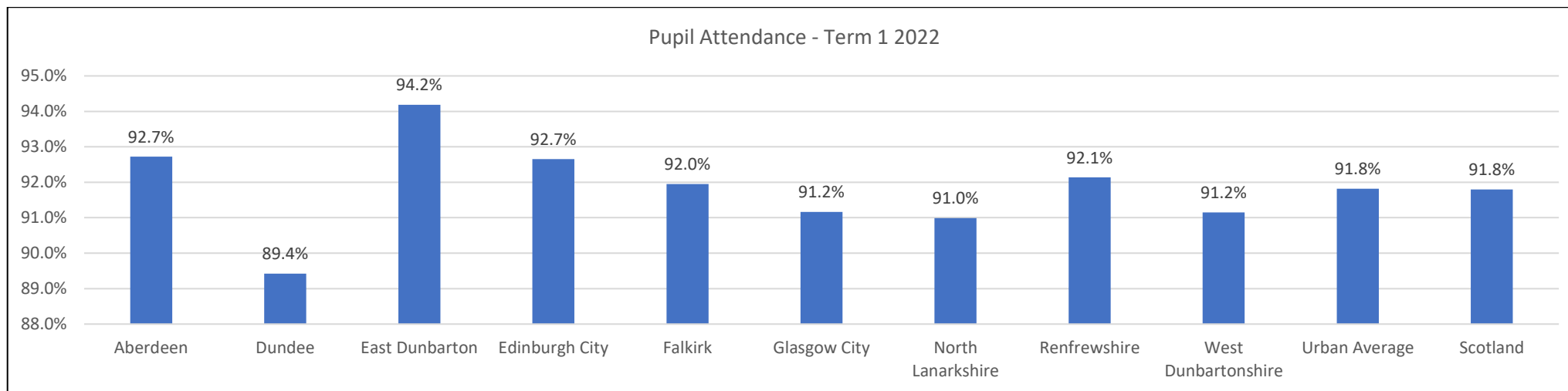
Authority	Aberdeen City		Dundee		Edinburgh		Glasgow	
Phase	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Numbers	170	123	49	36	306	226	263	197
Totals	293		85		532		460	

Source: Scottish Government Education Analytical Service. Data as of 28th October 2022

Service Commentary

The Service had enrolled 293 pupils at the snapshot point of 28th October, positioning Aberdeen City as the third highest recipient of displaced children of school age from Ukraine within Scotland. In comparison with the City's three other Large Urban Local Authority Comparators, this figure represents around 1.2% of the total school roll, which is proportionately greater than each of these comparators (based on 2021 Pupil Census). Members should note that the number of displaced children of school age fluctuates as families secure more long-term accommodation.

Cluster Level Measure - National Pupil Attendance Indicator – Term 1 2022



Source: Scottish Government Education Analytical Service

Service Commentary

School attendance is being monitored carefully at school and service level. Averaged school attendance in Term 1 was above both the national average and that of the City’s Urban Geography local authority comparators. There was a slight rise in absence levels at the end of October, thought to be as a result of the timing of the school holiday period, although Aberdeen City has generally mirrored the national attendance trend patterns and levels across the scope of the term.

As of September 2022, the Scottish Government’s Education Analytical Service replaced its on-going national monitoring of pupil attendance and absence levels with a general overview of these Indicators for absence derived from, but not directly aligned to the SEEMIS categories. On this basis, this reporting differs in structure from that relayed through the provision of live data (see below)

Cluster Level Measures – Attendance, Absence and Exclusions by Openings - Session Year to December 2022

School Type	% Present Openings	% Authorised Openings	% of Unauthorised Openings	% Exclusion Openings
Nursery	92.60%	5.96%	1.44%	0.00%
Secondary	89.64%	7.20%	3.11%	4.81%
Primary	92.65%	5.36%	1.99%	0.37%
Special	88.71%	9.38%	1.91%	0.00%
All Phases	91.45%	6.10%	2.42%	0.02%

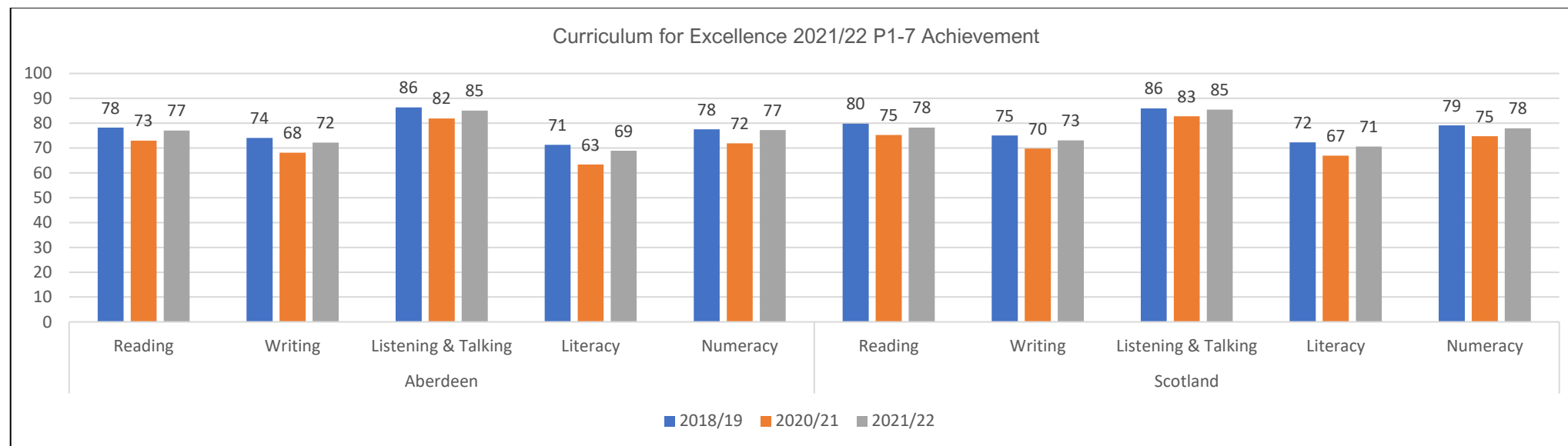
Service Commentary

Attendance levels in the academic year to date show some fall off in comparison with that reported to the previous meeting of this Committee covering August and September. This reflects the national pattern in that Authorised Absences due to illness, in particular, have a tendency to rise across the phases going into latter part of the year, with a consequential deflationary effect. Exclusions, as a proportion of both Potential Openings and in comparison, with the August/September data remain stable.

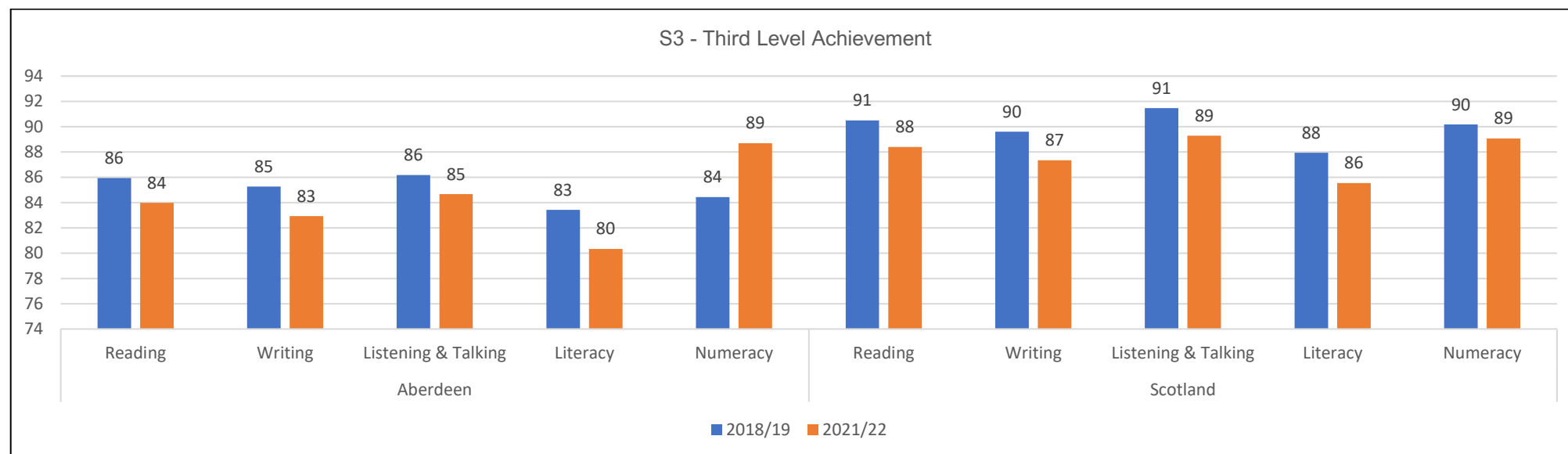
This data also incorporates the period leading up to, and post, the October holiday period where some natural reductions in Attendance tend to be experienced across Education Authorities. Traditionally, the extent of this reduction is less influential in Aberdeen City than in the majority of its benchmarks

National Benchmarking Measures - Curriculum for Excellence Achievement 2021/22 Comparisons. Percentage of pupils achieving expected levels of achievement

Primary 1 -7 Combined Achievement by Curriculum Component



S3 – Third Level Achievement by Curriculum Component



Source: Achievement of Curriculum for Excellence (CfE) Levels 2021/22, Scottish Government publication, 13th December 2022

Service Commentary

Primary 1-7 Combined

At P1-7 Combined, the year-on-year improvement rates for Literacy and Numeracy follow or exceed the Scotland trend with closing of the distance to the National figures which emerged over 2020/21. These outcomes are closely aligned with those of 2018/19 in terms of both local values and in relation to the national benchmark.

S3 – Third Level

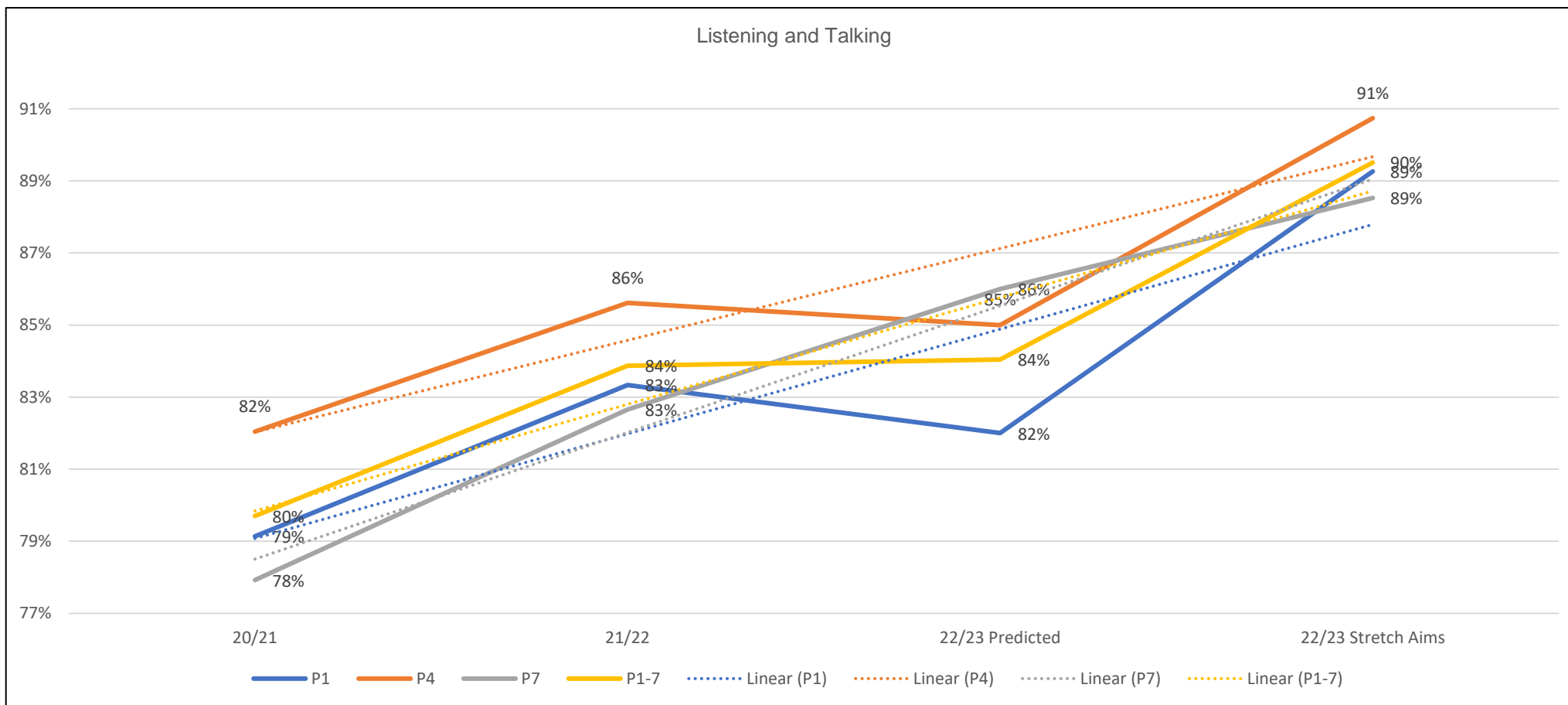
Third Level Literacy outcomes demonstrate marginal reductions that are a mirror of the Scotland picture, with limited effect on the relationship to the national levels. Numeracy shows substantive improvement both year-on-year and in comparison, with the Scotland level, which positions Aberdeen on a par with the national outcome which has not been the case previously.

NB. CfE assessments were not carried out in full, or reported nationally, against the 2019/20 academic year due to the impacts of COVID-19 restrictions from March 2020 and the 2020/21 assessment diet was restricted to Primary 1-7 pupils at the instruction of the Scottish Government as a result of the increase in teaching professional workload associated with the introduction of the Alternative Curriculum Model for the Senior Phase examination framework.

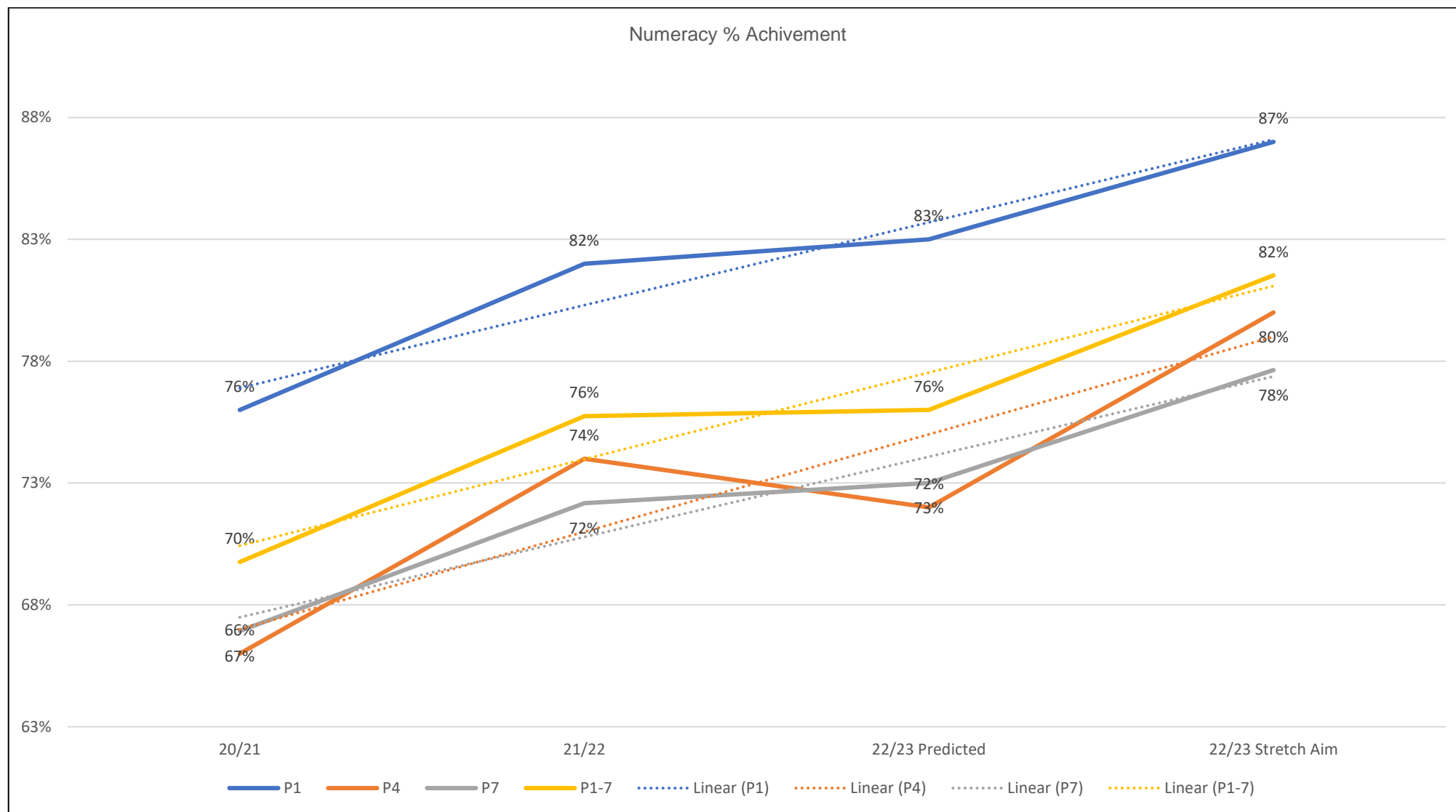
Local Benchmark Measures - Curriculum for Excellence- 2022/23 Predicted Achievement (based on current Live Data)

Summary of Predicted P1, P4 and P7 outcomes by Highest CfE level achieved in Curriculum Component - Listening and Talking

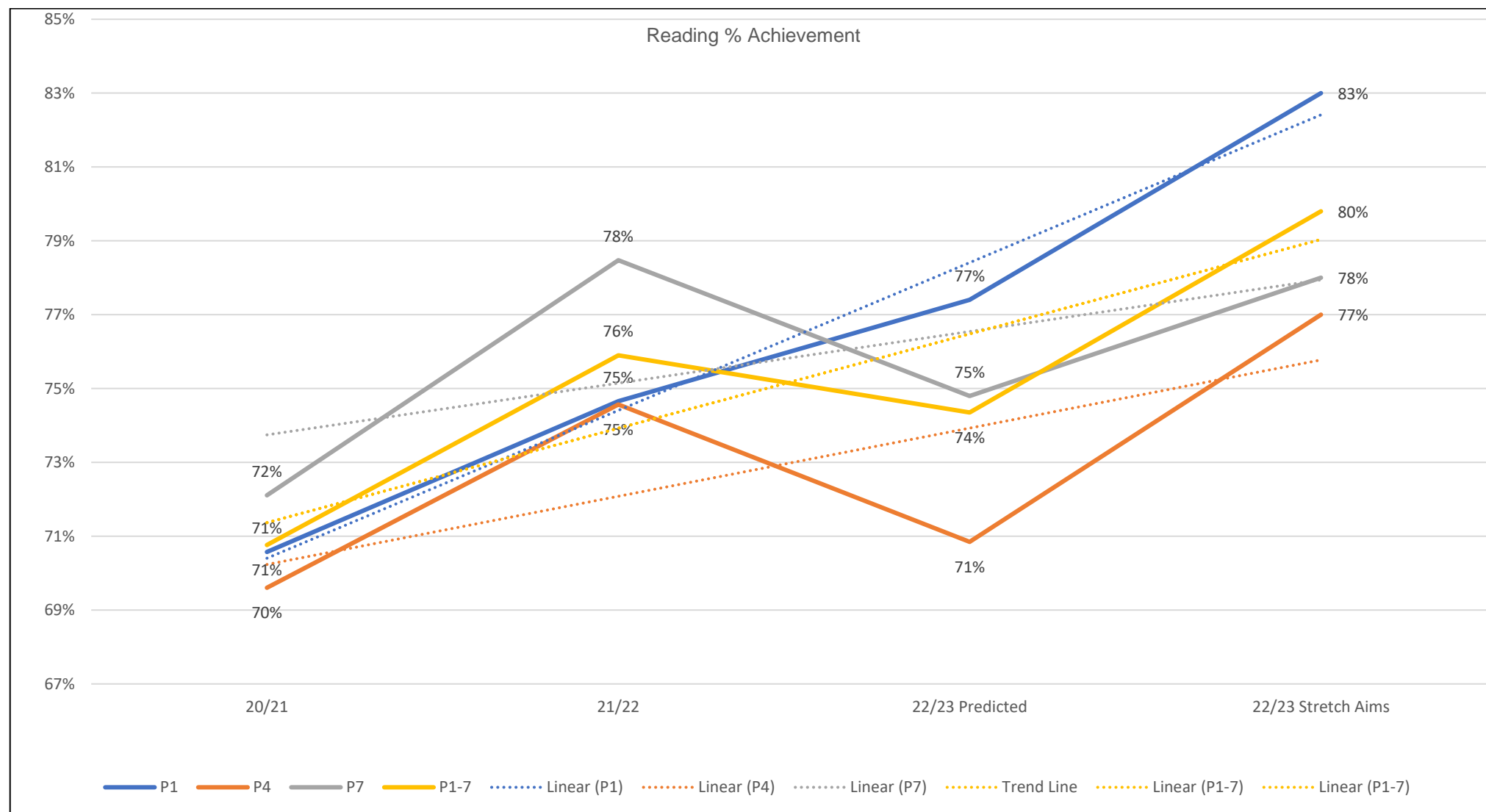
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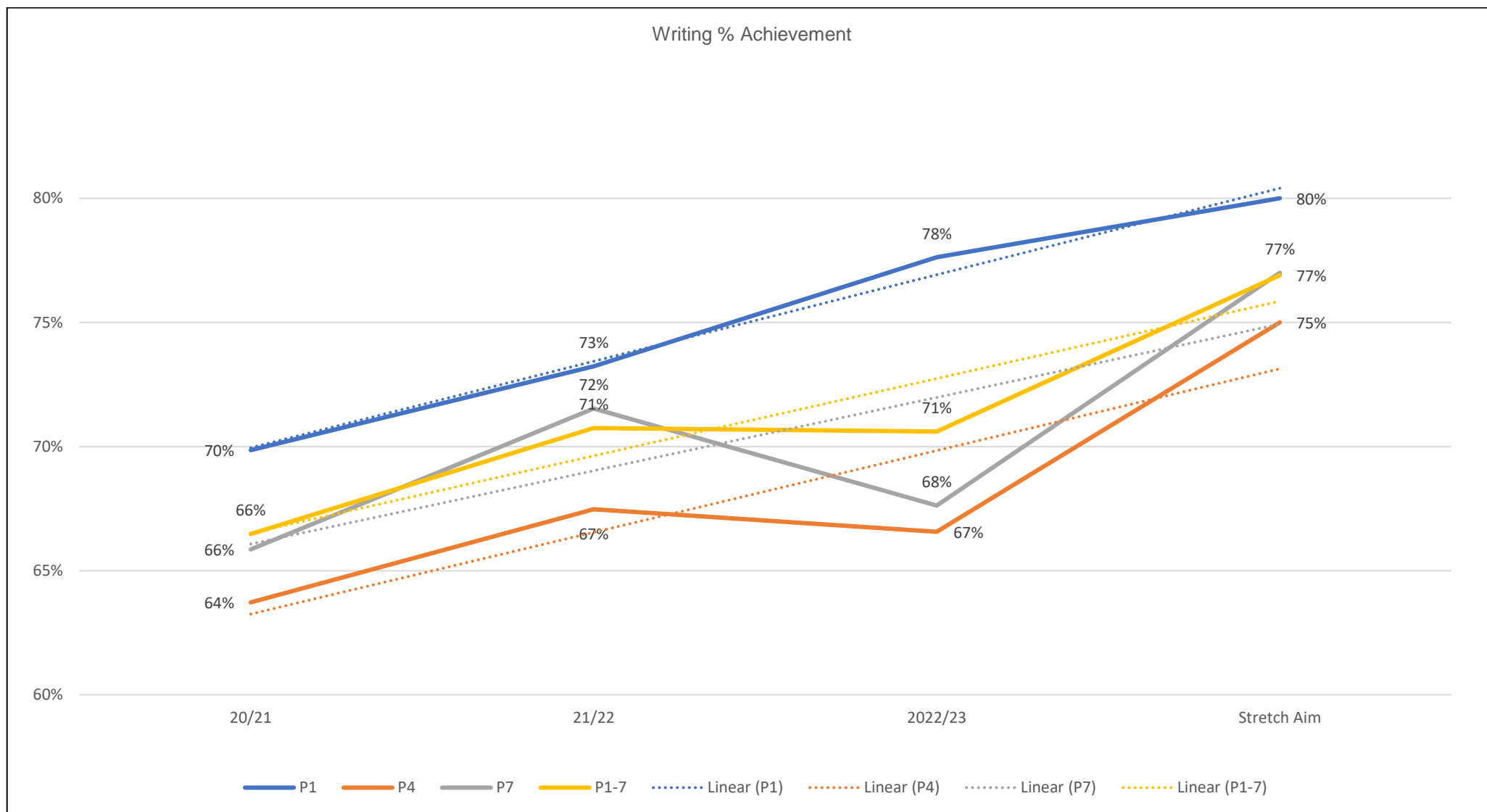
Summary of Predicted P1, P4 and P7 outcomes by Highest CfE level achieved in Curriculum Component – Numeracy



Summary of Predicted P1, P4 and P7 outcomes by Highest CfE level achieved in Curriculum Component – Reading



Summary of Predicted P1, P4 and P7 outcomes by Highest CfE level achieved in Curriculum Component – Writing



Service Commentary

Overall, within current data confidence levels, the core combined Primary 1 to 7 outcomes for each component are generally on track to meet the Stretch Aims outlined in terms of the linear projections for this high-level measures. Quality Improvement Officers will engage with school leaders to gain some assurance around the anticipated progress of P4 and P7 learners to support consistent progress. At an aggregated phase level, the combined outcomes of the four components at Primary 1 show the greater sustained improvement. P1-7 aggregated data are based on averaged outcomes for each stage.

The charts above are derived from live data-sets which support the continuous monitoring of Curriculum for Excellence assessments undertaken across the academic year and reflect the proportion of pupils, where these assessments have currently been completed, that are predicted to meet the levels of achievement expected for them as individuals. As such, it is shared to offer assurance and should not be conflated with or compared directly against the full year outcomes which are reflected in the National Benchmark charts above.

Interim assessments at S3 were programmed for substantive conclusion at the end of Term 2 and are yet to be fully analysed at Establishment and Service levels.



As with any form of projection, this information is offered as a statistically based guide to future potential performance, rather than a forecast of 2022/23 outcomes, given the variables involved. This modelling will be re-visited, strengthened and reported, at various points throughout the academic year as and when additional data becomes available to the Service following the three set tracking periods across a school year.

NB These assessments cover the majority of P1-7 pupils and are a snapshot against available data up to, and including, those assessments completed as at 7th December 2022. On this basis, the data should be regarded as an interim assessment of predicted outcomes only.

To ensure data clarity within the above charts, expanded axis scales have been applied. This has the effect of visually accentuating value changes which may have limited educational significance that is best understood at Establishment level through ongoing professional review. National data practice suggests that, statistical year-on-year variations of +/- 1 to 2 percentage points (depending on sample size and assessment stage) should be considered as an unchanged educational outcome.

3. Staff

Corporate Measure – 2022/23 Service Level Indicators

Performance Measure	Quarter 3 2021-22	Quarter 4 2021-22	Quarter 1 2022-23	Quarter 2 2022- 23	Status	Long Trend - Quarterly
	Value	Value	Value	Value		
Establishment actual FTE – Education	3.023.58	3.018.82	3025.3	3053.41		

Performance Measure	Quarter 3 2021-22	Quarter 4 2021-22	Quarter 1 2022-23	Quarter 2 2022-23	Status	Long Trend - Quarterly
	Value	Value	Value	Value		
H&S Employee Reportable by Cluster – Education	1	2	5	0		
H&S Employee Non-Reportable by Cluster – Education	126	208	160	116		

Service Commentary



Establishment Numbers

The increase in actual FTE is associated with the rising school rolls and the ability of the service to fill vacant posts with greater ease now. FTE breakdown - Schools 2.592 ; ELC 168

Health and Safety Incidents

Work around the development of intelligence from these metrics, to inform planning for pupils, has been carried forwards into the 2022/23 academic year with the development of additional Near Miss and Incident data dashboards which support tracking and scrutiny of trends at establishment, service and cluster levels. These inform discussions with schools and in the context of health and safety forums (including TU representation) around both increasing accuracy of reporting and preventative actions within the service. In Quarter 2, the numbers of both reportable and non-reportable accidents were substantially reduced on prior quarters and showing long term improvement.

Performance Measure	Quarter 3 2021/22	Quarter 4 2021/22	Quarter 1 2022/23	Quarter 2 2022/23	Quarter 2 2022/23 Corporate Figure	Status	Long Trend - Quarterly
	Value	Value	Value	Value	Value		
Average number of working days lost due to sickness absence per FTE – Education (12 month rolling figure at quarter end)	4.76	5.11	5.43	5.03	6.01		
Average number of working days lost due to sickness absence per FTE – Primary and	4.80	5.13	5.39	5.05	6.01		

Performance Measure	Quarter 3 2021/22	Quarter 4 2021/22	Quarter 1 2022/23	Quarter 2 2022/23	Quarter 2 2022/23 Corporate Figure	Status	Long Trend - Quarterly
	Value	Value	Value	Value	Value		
Secondary Schools (12 month rolling figure at quarter end)							
Average number of working days lost due to sickness absence per FTE – Early Learning and Childcare (12 month rolling figure at quarter end)	2.69	2.61	3.18	4.19	6,01		



Service Commentary

Levels of working days lost to sickness absence continue to be lower than the corporate figure. The rising trend in ELC absence closely mirrors that experienced at a corporate level.

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4. Finance & Controls

Corporate Measure – 2022/23 Service Level Indicators

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%		50.3%					

Children’s Social Work and Child Protection

5. Customer

Performance Measure	Quarter 3 2021/22	Quarter 4 2021/22	Quarter 1 2022/23	Quarter 2 2022/23	Status	2022/23 Target
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	Value	Value	Value	Value			Long Trend Quarterly
Total No. Of Complaints received (stage 1 and 2) - Children's Social Work/Child Protection	10	5	7	7			
% Of Complaints resolved within timescale (stage 1 and 2) - Children's Social Work/Child Protection	70.0%	80.0%	71.4%	85.7%		75%	
% Of complaints with at least one point upheld (stage 1 and 2) - Children's Social Work	0%	0%	57.1%	0%			
Total No. of lessons learnt identified (stage 1 and 2) - Children's Social Work	1	0	0	0			

Service Level Standards – Balance of Care

Performance Measure	Quarter 3 2021/22	Quarter 4 2021/22	Quarter 1 2022/23	Quarter 2 2022/23	Status	2022/23 Target
	Value	Value	Value	Value		
% of care provided in Council children's homes, fostering and adoption services achieve a care standard of Good or better	100%	100%	100%	100%		100%
Looked After Children looked after in a residential placement in Aberdeen City (%)	5.0%	5.0%	6.2%	6.8%		5.0%
Looked After Children looked after in a residential placement out with Aberdeen City (%)	6.1%	6.6%	6.2%	6.0%		5.0%
Looked After Children looked after at home (%)	19.6%	18.7%	17.7%	16.9%		21.6%
Looked After Children looked after in Kinship (%)	20.6%	21.2%	21.4%	21.4%		33.2%
Looked After Children looked after in Foster Care (%)	45.5%	44.8%	45.0%	46.0%		33.7%
Service Commentary						

It is acknowledged that the data in relation to the Balance of Care placements of looked after children currently fall short of the targets set. The Drill Down analysis presented to the Operational Delivery Committee in August 2022 (please refer to [CUS/22/081 Performance Management Framework Report - Appendix A](#)) highlights that achieving the balanced position will take a considerable time to achieve.

While noting the % indicators above, data from the end of Quarter 2 when analysed further highlights that the total number of looked after children fell by 5% from end of Quarter 1 (485 compared to 509). This reduction is reflected in all categories of care. The use of statutory measures to safeguard the care of children should only be utilised when it is absolutely necessary. The percentage of looked after children compares favourably with the comparable authorities and the national position.

As we move to support more children within the community, utilising approaches that wherever possible mitigate against the need for statutory measures of care, it is anticipated that the number of looked after children will continue to fall in the years to come. The data above notes that reducing the number of children placed in foster care continues to be a partnership priority but is one that is not exclusively within the control of Children’s Social Work. While the data reports a small % increase for children placed in foster care this does not reflect that there was an almost 3% reduction in the actual number of children placed in a fostering setting from that at the end of Quarter 1 (223 compared to 229). Given the needs of the children involved it is right that changes are planned sensitively and carefully.







Efforts to bolster the Partnership’s support offer to kinship carers, developing an integrated Family Support Model, and utilisation of the Whole Family Wellbeing Fund to enhance preventative and Early Intervention Approaches continue to be moved forward at pace. Progress on delivering against these Partnership efforts is scheduled to be reported to the Education & Children’s Services Committee in 2023.

6. Process

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Service Level Standards 2022/23

Performance Measure	Quarter 3 2021/22	Quarter 4 2021/22	Quarter 1 2022/23	Quarter 2 2022/23	Status	2022/23 Target	Long Trend Quarterly
	Value	Value	Value	Value			
% Child Protection joint interviews completed within 5 days	70.8%	78.9%	83.3%	100%		90.0%	
% Initial child protection conferences held within 28 days	75.0%	84.2%	95.2%	79.0%		80.0%	
% Child Protection Case Conference decisions issued to families within 24 hours	100%	100%	100%	100%		90.0%	
% Child Protection Plans issued within 5 days	72.9%	82.7%	74.3%	78.0%		80.0%	











% Care experienced children and young people with 3 or more consecutive placements away from home in 12 months	3.5%	3.7%	3.8%	3.4%		10.0%	
% Care experienced children and young people with a pathway plan by age 15	100%	100%	100%	100%		100.0%	
*% Assessments of foster carers and adopters completed within 6 months of application	60%	100%	16.7%	66.7%		75.0%	

Service Commentary

The above standards provide strong evidence about the adoption of the principles of The Promise at a local partnership level. Continued emphasis is placed in ensuring that our child protection processes work effectively ensuring openness and transparency. These factors are important to build trust and ensure parents and family members have their voice reflected within the planning process. Aberdeen City has adopted the Scottish Child Interview Model (SCIM). This national approach aims to improve the quality of interviews of children to enable them to be evidence in chief when a prosecution is being pursued. One of the key aspects of the SCIM approach is to allow for more detailed planning pre-interview. As such we will be revisiting some of the service standards noted above.

The Social work service looks to continue minimise the number of moves children experience recognising the detrimental impact these moves can often cause. The positive reporting increasingly reflects the trauma informed practice of staff and carers.

As previously reported, while the assessment of foster carers and adopters continues to be a priority, the Service Standard is not felt to hold continued value. The service are therefore proposing to amend this service standard for 2023/24 to report on the satisfaction on the levels of support provided to foster carers and adopters.

Performance Measure	Quarter 3 2021/22	Quarter 4 2021/22	Quarter 1 2022/23	Quarter 2 2022/23	Status	2022/23 Target	Long Trend Quarterly
	Value	Value	Value	Value			
% Child Protection joint interviews completed within 5 days	70.8%	78.9%	83.3%	100%		90.0%	
% Initial child protection conferences held within 28 days	75.0%	84.2%	95.2%	79.0%		80.0%	
% Child Protection Case Conference decisions issued to families within 24 hours	100%	100%	100%	100%		90.0%	
% Child Protection Plans issued within 5 days	72.9%	82.7%	74.3%	78.0%		80.0%	
% Care experienced children and young people with 3 or more consecutive placements away from home in 12 months	3.5%	3.7%	3.8%	3.4%		10.0%	

% Care experienced children and young people with a pathway plan by age 15	100%	100%	100%	100%		100%	
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Service Commentary

The above standards provide strong evidence about the adoption of the principles of The Promise at a local partnership level. Continued emphasis is placed in ensuring that our child protection processes work effectively ensuring openness and transparency. These factors are important to build trust and ensure parents and family members have their voice reflected within the planning process.

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The Social work service looks to continue to minimise the number of moves children experience recognising the detrimental impact these moves can often cause. The positive reporting increasingly reflects the trauma informed practice of staff and carers.



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7. Staff



Corporate Measure – 2022/23 Service Level Indicators

Performance Measure	Quarter 3 2021-22	Quarter 4 2021-22	Quarter 1 2022-23	Quarter 2 2022-23	Status	Long Trend - Quarterly
	Value	Value	Value	Value		
Establishment actual FTE – Children’s Social Work	346.43	344.03	334,24	340.35		

Performance Indicator	Quarter 3 2021/22	Quarter 4 2021/22	Quarter 1 2022/23	Quarter 2 2022/23	Status	Long Trend Quarterly
	Value	Value	Value	Value		
Accidents - Reportable - Employees (No in Quarter – Children’s Social Work	0	0	0	0		
Accidents - Non-Reportable - Employees (No in Quarter - Children’s Social Work	0	0	4	0		

Performance Measure	Quarter 3 2021/22	Quarter 4 2021/22	Quarter 1 2022/23	Quarter 2 2022/23	Quarter 2 2022/23 Corporate Figure	Status	Long Trend - Quarterly
	Value	Value	Value	Value			
Average number of working days lost due to sickness absence per FTE – Children’s Social Work (12 month rolling figure at quarter end)	4.4	4.3	4.3	4.5	6.01		

8. Finance & Controls

Performance Measure	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 – Children’s Social Work	25.1%		50.3%					

Appendix Data Notes

- Complaints Data: Complaints data should be viewed in the round across each of the four measures in terms of the performance of individual Clusters. Targets are set by the Ombudsman as reportable annualised measures for the Council without adjustment for seasonal operational, and other external influences.












Some natural variation between quarterly outcomes can arise as a result of this. In terms of complaint resolutions within timescale, the number of complaints received can be a significant influence in data movement as (a) the complexity of response to complaints and (b) the proportional impacts of a small number of unresolved complaints can result in an ‘exaggerated’ statistical change from one period to the next. The provision of Long-Term Trend direction indicators serves to provide additional assistance to Member evaluation of performance, taking both of these factors into account.

- Target Setting: Where no target is applied against Service Standards, the ‘Business-as-Usual’ objective is that these will be delivered consistently, which would equate to a metrics target of 100%
- Staff Costs: Staffing costs referred to throughout this Appendix include adjustments for the corporate vacancy factor which are subsequently reversed out at subsequent monthly budget consolidations. On this basis, the detail in these live metrics, represents a marginal over-estimate of true expenditure at the point of data capture.
- The current projected underspend for CSW staffing is circa £2.5m. The recruitment and retention of social work staff is a critical challenge at a local and national level and is reflected in the cluster risk register. The demography of the North East of Scotland has mitigated against the pursuit of social work and social care as a

career pathway. It is unclear what impact the current cost of living will have on this position. Efforts to support more people into social work and social care is a noted priority for the Scottish Government however, given the pressures within the health service, there is a current bias towards adult social care.

While efforts to “grow our own” social workers are positive the scale of these efforts and the time it takes to train a social worker will not quickly address the current gap being experienced. The cluster also recognises the impact of the COVID pandemic on our staff, both in terms of the physical and psychological impact, but also on the complexity of the need presenting to social work and partners. Exploring how we support the wellbeing of social work staff is a priority that is being taken forward by the cluster in collaboration with People and Organisation Development.

- Trend Directions: Long Term Trends are based on the average of 12 monthly, 4 quarterly and 3 annual consecutive periods respectively

PI Status		Long Term Trends		Short Term Trends	
	Alert (figure more than 20% out with target)		Improving/Increasing		Improving/Increasing
	Warning (figure between 5% and 20% 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				

Appendix B – Progress towards delivery of the National Improvement Framework Plan January 2023

Key	Fully delivered	
	On track	
	Behind track	
	At risk	

Excellence		
Priority identified in the NIF	Progress	Narrative on progress
<p>Improve the leadership of change in schools</p> <p>Roll out a programme of training associated with the Quality Improvement Framework. Further develop collaboration across the service through the use of Trios and sharing best practice across schools.</p> <p>Enlist the help of Associate Assessors to help drive improvement at school and Local Authority level</p>		<p>Quality improvement visits undertaken since September have evidenced an improvement in some evaluations against core Quality Indicators. This is now leading to consideration of a proportionate model of support to enable all schools to demonstrate improvement. In many settings there is a clear need to continue to focus on high quality learning, teaching and assessment, planning for the individual and consideration of effective differentiation.</p> <p>The level of identified support needs across early level has increased, showing the clear impact of the fewer opportunities for children to develop early language and structured routines during the periods impacted by Public Health restrictions.</p> <p>Play approaches are being considered across many settings and where this is based on research and teams have a good understanding of this, positive outcomes are visible. Good practice has been captured and colleagues are being signposted to relevant research and best practice across the city to help us build a self-improving system. Kingswells School invited colleagues from across the city to explore play pedagogy based on the very good practice observed there.</p> <p>A very successful Learning, Teaching and Assessment conference was held in November 2022. The conference provided the opportunity for middle and senior leaders in secondary schools to come together to understand expected standards in Learning, Teaching and Assessment. School leaders were guided to reflect on their current baseline and work with colleagues from across the city to plan how best to continue to improve quality.</p> <p>Where trios have been effective in strongly supporting one another, there has been a clear area of development need across each school and this has led to joint planning. The impact of this work has included, for example, collaborative</p>

		<p>planning for in-service days, and development of shared approaches and resource in rolling out Connected and Compassionate Communities (CCC) training.</p> <p>2 primary leaders have begun their training as Associate Assessors.</p> <p>Staff are being sought from high performing ELC settings to support some targeted staff teams to understand the standards expected. Initial positive impact has been noted.</p> <p>A full Middle Leaders CLPL programme has been developed, one for those within their early stages of Middle leadership and one focused on Readiness for Into Headship. 2 sessions have been delivered during November and December with a key focus on Managing Change.</p>
<p>Improve the quality of learning, teaching and assessment in schools</p> <p>Use of Attainment Advisor and Lead Teacher to establish greater consistency based on our agreed Learning, Teaching and Assessment Standard.</p> <p>Launch the Quality Assurance and Moderation QAMSO website to support city wide moderation activities</p>		<p>The Attainment Advisor (AA) continues to support primary schools to develop approaches to Learning, Teaching and Assessment. This session she has supported targeted schools, using the logic model alongside guidance and good practice from regional and national sources to develop current planning and delivery. The AA and an Education Support Officer are our local leads for a National Improving Writing Programme delivered by the Children and Young People's Improvement Collaborative (CYPIC). 6 city primary schools are involved in phase 1 and plans are in place for a further 6 to become involved in phase 2. Phase 2 will be led and delivered by our local leads.</p> <p>The Lead Teacher has been developing materials for the Conference detailed above and has started to work with Middle Leaders in secondary schools to help develop a shared understanding of how each leadership role supports this critical agenda. The Lead Teacher is now working with secondary colleagues across the city to provide targeted support to a small number of schools in order to improve the quality of learning, teaching and assessment. This work is bespoke and designed to meet the needs of individual schools.</p> <p>A group of QAMSOs have designed a Google site to provide support in moderation of CFE levels. We currently have 32 QAMSOs trained with another 10-attending training this session. The plan is to use their expertise to help staff seeking support in Moderation. The Google site will also allow us to share best practice. Evidence is being gathered to populate the site which will go live in April 2023.</p> <p>A new approach to delivery of professional learning has been undertaken this year with a focus on expert teachers delivering focused professional learning in</p>

		<p>response to quality improvement activity and staff feedback. Five programmes are being delivered currently, focusing on pedagogy, support for beginning teachers, physical education and inclusive practices. Initial feedback from these programmes has been positive and has highlighted the need to continue to offer opportunities for colleagues to collaborate.</p> <p>Further varied offers of professional learning from our expert teachers will begin in January, alongside the work of new digital leads. A small group of digital leads will focus on improving learning and teaching through digital delivery sessions and the implementation of the Scottish Technology Ecosystem Review (STER) recommendations.</p>
<p>Continue to improve the quality of universal health and wellbeing supports in response to changes in need</p> <p>Work with school health and wellbeing leads to audit the in-school provision.</p> <p>Reflect on the outcome of the SHINE and health and wellbeing surveys to determine next steps.</p> <p>Work with the established Physical Education, Physical Activity and Sport (PEPAS) Group to increase provision of physical activity for children and young people.</p> <p>Continue to deliver holiday programmes in keeping with national guidance and local instructions</p>		<p>A Mental Health Summit was held on 14th October. The Summit provided an invaluable opportunity to explore the data available to us and agree a number of areas to progress as multi-agency partners. The Plan will be refined by a Health and Wellbeing Collaborative which will be heavily informed by a group of young people. The high-level plan will be overseen by the Collaborative and monitored by the Children's Services Board.</p> <p>During November, a positive step to re-establish the Health & Wellbeing Network across schools was undertaken with Health Coordinators and Physical Education (PE) Specialists joining the PEPAS group, and inspiring sports personality Hanna Miley to connect, collaborate and consider our approaches to Health & Wellbeing within schools. This network will continue to work with Education Support Officers to improve the delivery of the curriculum and review approaches to meeting the mental and physical wellbeing needs of our children and young people.</p> <p>We have rolled out a further SHINE and physical wellbeing survey to children and young people from P5-S6 which will support us to understand and identify their changing needs.</p> <p>An evaluation of the Autumn in the City programme has been undertaken with the high-level messages due to be reported to the Education and Children's Services Committee.</p>
<p>Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them</p>		<p>A children's rights report has been collated to both comply with our current statutory duties and inform our next steps as we plan for the incorporation of the UNCRC into Scots Law. The publication of statutory guidance will trigger a review of our plan for incorporation.</p>

<p>Continue to support our Pupil Climate Change Group</p> <p>Establish a webpage on the ACC site to encourage engagement and participation by children and young people.</p> <p>Continue work towards the Incorporation of the UNCRC.</p> <p>Collaborate with children and young people to report on the extent to which ACC supports and promotes Children's Rights and set next steps.</p> <p>Lead the Council to ensure full compliance with the UNCRC</p>		<p>World Children's Day was celebrated by holding a showcase of some of the engagement work that has been undertaken around the City Centre and Beach Masterplans, as well as a particular project on climate change / sustainability that young people at Bucksburn Academy have undertaken. The event, hosted by NESCol in their Basement Theatre, gave the young people an opportunity to share young participation in action.</p> <p>Following positive engagement from children and young people at the H&WB Summit in October, we will continue to meet with a wide range of learners to consider the outcome of both our physical and mental wellbeing surveys, review curriculum supports in relation to health and wellbeing and listen to and understand their views in response to these areas.</p> <p>In February 2022 Charlie Turner, a S6 Aberdeen Grammar School pupil, was named Aberdeen City's first Youth Climate Change president. The Youth Climate Change President has represented the city's young people in several meetings and conferences to support the Council's efforts to hit their Net-0 target in 2045. A monthly youth-run Climate Change group was formed by Charlie. This group works as a means for other young people to lobby for their own interests within the city to tackle climate change. Charlie has also been asked to speak to colleagues from Education Scotland about his role and the work that he has undertaken so far with the Youth Climate Change Group. The Youth Climate Change group has continued to be promoted by the Climate Change President with schools, and across social media, to engage with as many local young people as possible. Charlie now has a growing network of young, likeminded individuals that will help shape the future of our city. Charlie hosted a number of events pre-summer, including a Mock Cop-26 conference at the Town and County Hall with senior pupils from all eleven Secondary Schools. This conference demonstrated strongly that Aberdeen's young people are full of ideas and insights into where they see their city going. The Youth Climate Change group have also been the recipient of £150,000 from the Council giving them the chance to realise and execute the great ideas that the group come up with.</p>
<p>Deliver a broader range of senior phase learner pathways aligned to growth areas.</p> <p>Support the introduction of ABZ Campus comprising an aligned set of curricular opportunities for Senior Phase young people.</p>		<p>Work continues on the development of ABZ Campus, our exciting initiative to develop growth-sector aligned pathways for young people in Aberdeen.</p> <p>We are working closely with our partner providers (NESCol, Aberlour Futures, Bon Accord Care, Citymoves Studio and Glamcandy) to offer more Foundation</p>

Phase 1 ABZ Campus to support specific pathways programme of work which includes workstreams on:

- HNC
- National Qualifications
- Foundation Apprenticeships
- Employability Courses
- Pathways for young people with ASN
- Targeted support for care experienced young people

Simplify pathways into apprenticeships with the Council post school.

Prepare for Phase 2 and the establishment of Hubs across schools to further improve access.

Apprenticeships (FAs), National Progression Awards (NPAs), National Qualifications (NQs) and Highers/Advanced Highers aligned to our growth sectors from June 2023.

An engaging and user-friendly, ABZ Campus Course Guide has been published along with newly created, ninety second promotional course videos, featuring local students and providers.

New Pathways Advocate posts have been introduced across our eleven Secondary schools to support, monitor and track care experienced young people in pathways planning and achieving a positive and sustained destination. Pathways Advocates will provide advice and support around choices, vocational pathways and future options and will work closely with Principal Teachers of Guidance and SDS, Careers Advisors.

A professional training event took place with all Principal Teachers of Pupil Support/Guidance, Pathways Advocates and SDS Careers Advisors on the 18th of November 2022. The aim was to raise awareness of ABZ Campus courses and the opportunities that it will provide our young people.

The ABZ Campus Employability Pathways Course has been finalised in partnership with our colleagues in People and Organisation. It offers young people the opportunity to develop key employability skills and SQA employability qualifications as well as completing a work placement. On completion of the course, young people will also be offered a guaranteed interview for an ACC Apprenticeship or an entry level role.

An Evaluation Framework has been agreed with a range of success measures in place. Student satisfaction and learner feedback are critical measures and the project team has gathered baseline data through learner focus groups. Parental engagement activities began in September 2023 with presentations to both the Aberdeen City Parent Council Forum and Parent Council Leads. A calendar of parental events and activities will be rolled out from February 2023, including an online launch event, which aims to support parents with the Senior Phase choice process.

Strategic thinking about how Phase 2 of ABZ Campus might allow locality-based provision has started with work to continue through 2022 and into 2023.

<p>Improve the delivery of Computer Science from 3-18 and beyond</p> <p>Establish Aberdeen Computing Collaborative to bring all key partners together 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"> • Upskilling current staff in digital and computer science skills • Increasing pathways into Computer Science teaching • Increasing the number of pathways (aligned with ABZ Campus) 		<p>The Aberdeen Computing Collaborative launched in September 2022. The launch was attended by many of our children, young people and staff and will see work to develop computer science skills in children and staff progress at pace.</p> <p>The event was well received by all attendees and there is a clear appetite from staff to work to develop computer science skills in children and young people and this will be actively promoted.</p> <p>Further work is being undertaken with our university partners to look at developing courses to support teachers at all levels. A second meeting has been arranged with Mark Logan to update on progress to date and take forward proposals.</p>
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Equity		
Priority identified in the NIF	Progress	Narrative on progress
<p>Improve the quality of environments/supports for those with additional support needs</p> <p>Work with partners to roll out training in the Circle Framework to ensure consistent understanding, approaches and language across all agencies.</p> <p>Develop guidance on how to meet a range of needs, particularly sensory needs Continue to be responsive in the support being offered by the ASN and outreach service.</p> <p>Work with partners to develop transition planning, including those with disability Delivery of the Accessibility Plan.</p>		<p>In almost all schools we have identified a lead to support the implementation of Inclusion in Practice, The CIRCLE Framework. Following the launch of the Framework in September training sessions and surgeries have been led by Education support Officers to support the roll out of the resources and associated training. We are beginning to see the impact of this already through school Quality Improvement Visits, where some schools have already utilised the resource to consider the environments they are providing, to support the delivery of learning and teaching.</p> <p>The ASN & Outreach Service continue to support learners through a quality collective approach. The Senior Leadership Team ensure robust decision making throughout the service through a shared, transparent approach, overseen by the Head Teacher. By continuing to engage with and be guided by the single Service Improvement Plan and governance structure, a dedicated, consistent high-quality cross-team ethos is being cultivated.</p> <p>Activity undertaken in 2021-2022 enabled the Service to identify and agree common, Service-wide features of highly effective practice; this forms the basis of our <i>Learning, Teaching and Assessment Framework</i>. The <i>Framework</i> is being used to support the implementation of a system of</p>

		<p>collective self-evaluation of Quality Indicator 2.3, learning, teaching and assessment. Evidence gathered from this is key to better understanding collective strengths and next steps, and the development of an internal professional learning calendar. Common tracking and monitoring periods/approaches are being piloted to strengthen data-led improvement methodology and further engender Service-wide consistency. These seek to ensure we can consistently link demographic / request for assistance (input) data to improved outcomes for learners, thus robustly evidencing the impact of our interventions.</p> <p>A new professional learning framework to help staff develop the skills they require to support children with additional support needs has been launched. The framework offers training at a range of levels to support our delivery of the Accessibility Plan.</p>
<p>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</p> <p>Review cases of those who are on the edge of care to inform next steps</p> <p>Use Service Design principles to reshape the approach taken by the Virtual School and wider Council with a focus on prevention and early intervention.</p> <p>Establish a pilot in two Associated Schools Group to test and improve the model.</p> <p>Continue to work with Further and Higher education to support those who are care experienced into positive destinations</p> <p>Support those least likely to secure a positive destination through a School Leavers fortnight</p>		<p>Almost all teams are now in place and work has begun with young people and families.</p> <p>Teams sites have been established for each setting to provide easy access to all information required</p> <p>A tracker has been developed to track interventions and impact for individuals and families.</p> <p>Governance arrangements have been established and the oversight board will meet monthly to look at strategy and interventions with all service leads.</p> <p>There will be fortnightly catch ups to allow staff to discuss individual cases or site-specific issues.</p> <p>An amber rating has been allocated due to the delay in establishing the full teams across both pilots and officers are working to address this as soon as possible.</p> <p>Officers are at the early stages of considering what a school leavers fortnight could look like. Considerable time and energy has been invested in following up school leaver destinations to inform our work in the longer term.</p>
<p>Close the poverty related attainment gap</p>		<p>Clear guidance sets the expectation for HTs to set out the planned use of PEF within improvement plans. School leaders are signposted to national</p>

<p>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).</p> <p>Engagement with Education Scotland</p> <p>Monitor impact of the provision of Youth Work, Family Learning to determine an agile response to supporting disadvantaged groups.</p> <p>Work with Education Scotland Attainment Adviser to target support to identified schools.</p> <p>Maximise update of free Musical Instruction Audit the cost of the school day to determine next steps</p> <p>Work with the Scottish Government to increase provision of ELC to those who are 1 and 2 from low income households.</p> <p>Universal roll out of PEEP in all ELC settings</p>		<p>guidance and the importance of consulting with stakeholders and the ongoing self-evaluation process. HTs have the autonomy to decide how PEF allocation is spent within their specific context. Professional dialogue takes place between HTs and QIOs regarding the use of PEF, measures identified within the school improvement plans and the impact of PEF interventions as part of quality assurance visits.</p> <p>Officers are working with the Education Scotland Attainment Adviser (AA) to review and develop the PEF planning and tracking format to include all interventions, including the provision of family learning and youth work through the Partnership Forums. HTs will be involved in and contribute to the development of the new format. This process will build upon the current ACC PEF guidance and will be in place when HTs plan for session 2023-24.</p> <p>The AA has supported targeted schools, using the logic model alongside guidance and good practice from regional and national sources to develop current planning. The AA has also met with several schools regarding PEF underspend providing advice to ensure funding is used effectively and impact measured accurately.</p> <p>The Music Service continues to work to maximise uptake and have developed options to support the establishment of a Music Centre.</p> <p>The Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26 has been compared with Local statutory plans. Work has also been undertaken to review the supply of early learning and childcare placements against demand.</p> <p>All Early Learning and Childcare settings are now delivering a Parents as Early Education Partners (PEEP) programme based on the needs of their school community.</p>
<p>Prevent families from experiencing poverty wherever possible</p> <p>Work in collaboration with others to address the root cause of poverty. This will see targeted promotions of support available through:</p> <ul style="list-style-type: none"> • Money advisors 		<p>ACC Framework for Equity sets out the vision of investing shared resources to target early intervention and prevention for children and young people being central to tackling inequality and improving life chances. The importance of early intervention, prevention, partnerships and reducing health inequalities are prioritised alongside high-quality learning experiences, use of data and targeted and differentiated interventions and</p>

<ul style="list-style-type: none"> Partnership with Cfine Continue to be responsive to the needs of refugees arriving in the city. 		<p>support. Family support, access to foodbanks and financial advice are signposted for all families by schools. A holistic strategic approach for families impacted by poverty is leading to improvements in readiness to learn, inclusion and participation.</p> <p>Work is ongoing to support refugee families both those living in hotels in the city and those moving into more settled accommodation. An Education Support Worker with a specific remit for this will continue to develop support for, and offer advice to, this group, working in partnership with schools, colleagues in community learning and development, the financial inclusion team, support workers in the hotels and the Rosemount Hub and other partner agencies.</p>
<p>Partnership Delivery of the Family Support Model Continue to work to shape a model of Family Support with Community Planning Partners</p>		<p>Work to develop a Family Support Model continues to progress. Two recent workshops with multi-agency partners have helped clarify the vulnerabilities in the current system in order to build a stronger model. This work will be built into the refreshed Children's Service plan due for publication in 2023.</p>
<p>Review the Anti-bullying policy</p> <p>Details analysis of data Comprehensive study of practice nationally and internationally to inform next steps.</p>		<p>Two schools have engaged with the national thematic review and both will be featured in a case study of best practice. The output of the review will be used to help inform our work to refresh our Anti-bullying policy.</p>

Strategic enabler identified in the NIF	Progress	Narrative on progress
<p>High quality professional learning for all</p> <p>Maintain an agile programme for all school staff to include opportunities for:</p> <ul style="list-style-type: none"> Probationers Early stage teachers Middle leaders Senior leaders Supply staff <p>Re-establish subject networks.</p> <p>Continue to build capacity in learning, teaching and assessment outside including making use of outdoor Nurseries.</p>		<p>This session we launched our grassroots professional learning programme (GPLP), designed and delivered by a small network of 'Expert Teachers' across a range of key themes; pedagogy, health and wellbeing, inclusive practices, probation and NQT support and curricular support. Our GPLP offer is being shared across the local authority to support system wide improvement through enquiry-based practices, collaboration opportunities and evidence-informed learning.</p> <p>There are five programmes currently being delivered, with additional offers to start after Christmas. Initial feedback from these programmes has been positive.</p> <p>Further support for learning and teaching will be available through the work of two Digital Leads who will focus on the training coordination and delivery across all our key technologies from January. Additional digital support will also be offered through two STER Implementation Leads. As Aberdeen City</p>

<p>Support staff to gain qualifications in order to realise career progression and promotion.</p>		<p>is a pathfinder authority with a focus on developing resources to support development of Computing Science in Broad General Education (3 to 15), these STER Implementation Leads will be responsible for development of BGE materials from Early through to Second Level initially. This work will include developing new and adapting existing resources for this purpose and creating video content to support this work.</p> <p>The GPLP project is running in tandem with the wider CLPL offer and allows for the continuation of targeted CLPL sessions from both internal and external providers. We will continue our city-wide work with Osiris on the February in-service day to allow for completion of the four-quadrant cycle of learning for our schools.</p> <p>A joint in-service day offer for ELC and Primary 1 teachers took place in November through the Early Years Outdoor Expo event at Hazlehead Outdoor Nursery. The event allowed for an opportunity for educators from across the city to network, join a range of practical workshops and move towards a shared vision for early childhood.</p> <p>Our EduSharePoint Professional Learning page continues to signpost to local, regional and national professional learning opportunities for all and offers a variety of asynchronous self-directed activities across all levels.</p> <p>In partnership with the Northern Alliance and Education Scotland we are continuing to offer, where possible funded opportunities for staff to engage with award bearing courses such as the Into Headship and Middle Level Leadership.</p>
<p>Senior and Middle Leadership development</p> <p>A programme for Middle Leaders to enhance their leadership skills.</p> <p>A focus on those aspiring to Into Headship</p> <p>Create a network for Middle Leaders to:</p> <ul style="list-style-type: none"> • Share practice • Learn from and with each other • Engage with professional learning opportunities to improve leadership capacity 		<p>25 Middle Leaders are undertaking quality professional learning to support their leadership development and ensure positive impact on a chosen area of school improvement, ensuring positive impact on pupils.</p> <p>10 more experienced Middle Leaders are undertaking a programme to prepare them for Into Headship. This will include undertaking leadership self-reflection to support their leadership development. The programme will focus on leading to make impact, managing change and delivering results.</p> <p>Through the use of Microsoft Teams, a support network for Middle Leaders has been established and continues to be developed. This also offers an opportunity to share practice and learn from one another.</p>

<p>Support staff health and wellbeing</p> <p>Respond positively to the findings of the staff health and wellbeing survey</p>		<p>The findings of the staff health and wellbeing audit high level messages were shared with H&WB leads in November. These are also to be shared with HTs to ensure that school leaders are in a position to consider the feedback as part of their own establishment self-evaluation and plan an effective response.</p>
<p>Monitor workforce to ensure our capacity to deliver for children and families</p> <p>Monitor recruitment to ensure swift identification of any issues to be addressed.</p>		<p>Effective mechanisms are in place to monitor levels of vacancy across schools, and despite the increase in school rolls, the service is attracting applicants for posts in schools. The recent press coverage relating to Northfield Academy has impacted on the positive progress made in recruiting to Northfield.</p>
<p>Continue to develop School Profiles</p> <p>Include tracking information collected in November, February and May.</p> <p>Provide overview of individual school targets in relation to agreed stretch aims.</p> <p>Continue to evaluate the use of profiles and ensure access for all.</p>		<p>PowerBI live tracker will be operational by January with schools having access to tracking information at school and individual level 3 times per session. This data will allow us to track the progress of schools against stretch aims and to track individuals progress from 3 – 18.</p> <p>All relevant data sets are to be linked to the school profiles to ensure schools have access to all data in one location.</p> <p>Staff have the opportunity to provide feedback through an interactive form.</p>
<p>Implement improved tracking and reporting</p> <p>Establish common tracking system across BGE and use alongside Scottish National Standardised Assessments (SNSA) data to inform pathways for young people.</p> <p>Develop a range of templates for reporting in BGE at secondary.</p> <p>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.</p>		<p>A common tracking system is available for staff to use and evaluate over this current school session prior to mandatory implementation in all schools in August 2023. This approach is providing really helpful insight into the system and enabling us to build a system we can have confidence in.</p> <p>Reporting templates are being reviewed and agreed to allow secondary schools to have a format which matches their context.</p> <p>Primary curricular areas are being mapped to secondary trackers and there is early feedback that this is useful when planning experiences post transition.</p>
<p>Collaborate with partners to join data sets when beneficial to do so</p> <p>Monitor uptake of ELC to inform next steps and help offer top up hours to families</p>		<p>The service continues to work closely with colleagues in health to identify families eligible for ELC provision in order to increase uptake of ELC for eligible 2s.</p>

<p>Work in partnership with others to increase update of ELC for eligible 2s</p>		
<p>Increase central oversight of tracking data and PEF impact measures</p> <p>Monitor tracking data in November, February and May to allow predictions in attainment at city wide level.</p> <p>Track PEF interventions and match to attainment to identify impact and inform future PEF spend</p>		<p>Mechanisms are in place to centrally monitor Curriculum for Excellence data following the three tracking periods. Data is matched to SNSA data to allow for challenge around correlation of attainment. At each tracking period QIOs discuss data with headteachers or data leads providing challenge and scrutiny .</p> <p>The Pupil Equity Fund (PEF) tracker in development will allow schools and central officers to better audit the impact of interventions and spread best practice more readily.</p>
<p>Clear expectations around the Core Quality Indicators</p> <p>Evaluate the impact of the Quality Improvement Framework and plan next steps.</p>		<p>There is a notable improvement in the quality of school improvement plans and almost all schools now have a child friendly improvement plan in place.</p>
<p>Regularly reviewed approaches to central Quality Improvement approaches</p> <p>Evaluate the impact of each programme of Quality improvement to determine next steps</p>		<p>Quality Improvement Visits have concluded. The learning from the first set of visits is being collated and shared to inform next steps. A more proportionate response is now being considered.</p>
<p>Maintain approaches to collaborative improvement across the city</p> <p>Review impact of Trios and plan next steps</p>		<p>The Trios approach is now leading to increased opportunities to share best practice across primary schools. The approach is less impactful across secondary schools and is currently being reviewed, with a view to introducing in session 2023-24.</p> <p>Introduction of locality targeted Early Years Locality Leads has increased capacity and strengthened the Quality Improvement Team to provide support and consistent messaging across locality schools.</p> <p>In light of the number of poor ELC inspections, staff are being sought from high performing settings to support staff teams to understand the standard where appropriate. The impact of this change in approach will be evaluated over the next 6 months.</p>

<p>Delivery of Parental Involvement and Engagement Plan</p> <p>Delivery of the Parental Involvement and Engagement Plan</p>		<p>Aberdeen Parent Council Forum (APCF) have had an opportunity to engage in the National Discussion - 'Let's Talk Education' with small numbers attending to share their views. There have been opportunities across many schools to engage with this at school level. The partnership with APCF continues to be strong with regular attendance from the Education Service at bi-monthly meetings to provide updates in relation to service improvement.</p> <p>Ongoing support for parent councils has been provided with almost all schools currently sustaining a positive parent council team. Supports continue to be offered where there are challenges with engagement. This is currently being supported by Education Support Officers and a Quality Improvement Manager.</p> <p>Through the Stronger Family Series, a variety of learning opportunities continue to be offered to parents and carers which focused on antibullying delivered in November by Respectme. Recordings are made available for those who cannot join the live event.</p> <p>Within ELC, PEEP is continuing to be rolled out. Partnership with Save the Children was also positively received last session and provided key supports to parents in some of our pilot settings. Six schools have been offered fully funded training to embed a Families Connect programme, a facilitated network for parents of pupils aged 3-6.</p>
<p>Delivery of neurodevelopmental pathway</p> <p>Establishment of pathway in keeping with the partnership plan</p>		<p>The service continues to contribute to the development of a multi-agency neurodevelopmental pathway and a Programme Manager and Project Officer have been appointed to help drive forward this plan. This work will be built into a refreshed Children's Services Plan for 2023-2026.</p>
<p>More closely align the universal services of health and education</p> <p>Capitalise on opportunities for co-location and co-delivery of services for children and families</p>		<p>The education service and Lead Nurse continue to meet on a weekly basis to share intelligence and further promote co-location and co-delivery. This has led to a refresh of approaches to school nursing and the attendance of the Lead Nurse at Head Teacher meetings and</p>

attendance by the Chief Education Officer at Universal health meetings.

School nursing teams are now aligned to the localities supported by schools to ensure stronger partnership working is being developed.

Further partnership working with NHS has been agreed through part funding of supports for Place2Be in 2 of our Schools as a pilot project to early intervention and prevention through a counselling approach for children aged 3+.

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	24 January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Coronation of King Charles III Public Holiday
REPORT NUMBER	CFS/23/037
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Shona Milne
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 For the Chief Education Officer to seek authority to apply to the Scottish Government for an additional closure day to mark the celebration of the coronation of His Majesty King Charles III subject to the decision taken at the Staff Governance Committee on 30th January 2023.

2. RECOMMENDATION

- 2.1 That the Committee delegate authority to the Chief Education Officer to make a formal request to Scottish Government for an additional closure day on 8 May 2023, subject to approval of an additional public holiday for staff at the Staff Governance Committee on 30th January 2023.

3. CURRENT SITUATION

- 3.1 The UK and Scottish Governments have announced that there will be an extended long weekend in May 2023 to mark the King's coronation.
- 3.2 The Scottish Government acknowledges that it is for each local authority to determine which dates will be classed as public holidays.
- 3.3 The Scottish Government has expressed their view that it is important that families in Scotland are also able to participate in the Coronation celebrations.
- 3.4 ACC recognises 7 public holidays; for the majority of staff, these fall on Good Friday, May Day, Christmas Day, Boxing Day, Hogmanay, New Year's Day and 2nd January, with days being substituted where a public holiday falls on a weekend day. Craft workers do not have a public holiday on Good Friday, and instead have an Autumn holiday on the 4th Monday of September. The rest of the public holidays are the same as for other employees.
- 3.5 On 30th January the Staff Governance Committee will consider whether to grant an additional closure day to mark the occasion on the 8th May 2023.

- 3.7 Regulation 5 of the Schools General (Scotland) Regulations 1975, as amended, requires schools to be open for a minimum of 190 days in a school year. However, Section 133 (4) of the Education (Scotland) Act 1980 allows Scottish Ministers, on application; to modify this regulation providing they are satisfied that it would be unreasonable for Regulation 5 to apply, or to apply without modification.
- 3.8 Education authorities are therefore requested to apply for an exemption in order that schools can close. The decision taken at the Staff Governance Committee may result in the need to apply for an exemption for an additional closure day. The granting of an exemption would allow children, young people and families to be advised of the additional closure day at the earliest opportunity.
- 3.9 It is proposed that the Chief Education Officer be given delegated authority to apply for this exemption to mark the celebration of the coronation of His Majesty King Charles III if an additional public holiday on 8 May 2023 is agreed by Staff Governance Committee at its meeting on 30th January.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications

5. LEGAL IMPLICATIONS

- 5.1 Regulation 5 of the Schools General (Scotland) Regulations 1975, as amended, requires schools to be open for a minimum of 190 days in a school year. However, section 133(4) of the Education (Scotland) Act 1980 allows Scottish Ministers, on application by a local authority, to modify this requirement providing they are satisfied that it would be unreasonable for Regulation 5 to apply.
- 5.2 The Scottish Government have opted not to put in place an additional day of school closure to celebrate the coronation. They have indicated that if an additional public holiday or leave day would cause a reduction in teaching days, a council will require to seek permission for this from the Scottish Government Learning Directorate through an e-mail request, in accordance with the statutory provisions noted in paragraph 5.1. This was addressed in a letter sent from the Learning Directorate to Directors of Education on 9/12/22. This letter can be found as appendix 1 to this report.
- 5.3 The Scottish Government has confirmed in the letter of 9/12/22 that the SQA exams timetabled to take place on 8th May 2023 will be moved to another date.

6. RISK

Category	Risk	Primary Controls/Control Actions to achieve Target Risk Level	Target Risk Level (L, M or H)	Does Target Risk Level Match Appetite Set?
Strategic Risk	None identified			
Compliance	None identified			
Operational	There is a risk that service users will not be able to access the services they require due to the additional holiday	Normal public holiday service delivery levels will be applied in all essential service areas	L	Yes
Financial	There is an additional cost in respect of paying enhanced public holiday rates for staff working on the public holiday	Staffing levels will be the minimum to allow for safe service delivery	L	Yes
Reputational	None identified			
Environment / Climate	None identified			

7. OUTCOMES

7.1 The proposals in this report have no impact on the Council Delivery Plan.

8. IMPACT ASSESSMENTS

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

9. BACKGROUND PAPERS

N/A

10. REPORT AUTHOR CONTACT DETAILS

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Directors of Education

9 December 2022

Dear Colleague,

KING CHARLES III CORONATION – 8 MAY 2023

You will be aware that His Majesty King Charles III will celebrate His Coronation in May next year.

The First Minister has confirmed, along with the other nations of the United Kingdom, the introduction of a Bank Holiday to mark the celebration of His Majesty's Coronation. In relation to schools in Scotland, Ministers have confirmed their view that it is important that families in Scotland are also able to participate in the Coronation celebrations next year and is supportive of these days being taken as school holidays.

If your local authority intends to close public schools in its area on 8 May 2023 to mark His Majesty's Coronation, such closures might result in a breach of the requirement in Regulation 5 of the Schools General (Scotland) Regulations 1975 (which requires authorities to secure that schools are open for 190 school days in every school year). Where this would be the case, an application for a direction under section 133(4) of the Education (Scotland) Act 1980 exempting your authority from that requirement to the necessary extent should be submitted to exceptionalclosure@gov.scot.

We are conscious that SQA exams were scheduled to take place on this date. In light of the announced public holiday, no exams will now take place on 8 May. SQA has engaged with partners in finalising where the relevant exams should be moved within the existing timetable, and will be informing centres of the finalised arrangements shortly.

With regard to early learning and childcare (ELC), the decision on how to approach the public holiday is at local authority discretion and Local Authorities should consider how their services are provided in line with the statutory obligation to provide 1140 hours of funded ELC over the course of the year.

If you have any further comments or concerns please feel free to contact me.

Sam Anson
Deputy Director: Workforce, Infrastructure and Digital

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	24 January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Education Reform
REPORT NUMBER	CFS/23/009
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Eleanor Sheppard
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 This report aims to ensure Members are fully sighted on the progress being made on education reform.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 note the update on education reform: and
- 2.2 instruct the Chief Education Officer to update Committee on further developments within one calendar year or earlier if on-going education reform triggers a change in the current operating model.

3. CURRENT SITUATION

- 3.1 In September 2021, Members noted the content of report OPE/21/187 which gave an overview of the Organisation for Economic Co-operation and Development Organisation (OECD) report on Scottish Education. The OECD report has been the catalyst for work designed to reform Scottish Education and Appendix A maps the OECD recommendations against the Scottish Government commitment and progress to date.

Putting Learners at the Centre; Towards a Vision for Scottish Education

- 3.2 Acting on the recommendations of the OECD report, Professor Ken Muir CBE led extensive consultation to consider how best to replace the Scottish Qualifications Authority (SQA) with a new specialist agency for both curriculum & assessment and the reform of Education Scotland. Professor Muir published his findings in '*Putting Learners at the Centre: Towards a Future Vision for Scottish Education.*'

3.3 [Putting Learners at the Centre: Towards a Future Vision for Scottish Education](#) was published in September 2021. In the report Professor Muir recommended that:

- The Scottish Government should initiate a **national discussion** to establish a compelling and consensual vision for the future of Scottish education which takes full account of the United Nations Convention on the Rights of the Child (UNCRC).
- That a **new qualifications and assessment body** be established. This new body should be an executive Non Departmental Public Body (NDPB) and take on board SQA's current awarding functions.
- There should be a **national agency for Scottish education**. This should be an executive agency of the Scottish Government comprising the current support and improvement functions of Education Scotland, SQA's Accreditation/Regulation Directorate, the Scottish Credit and Qualifications Framework (SCQF) Partnership, elements of Scottish Government's Curriculum, Qualifications and Gaelic Division as well as the Community Learning and Development (CLD) Standards Council.
- The proposed national agency for Scottish education should create and sustain a **forum for ongoing and proactive discussion about curriculum**, assessment, learning and teaching and professional learning and leadership.
- A **new Inspectorate body should be established** with its independence enshrined in legislation. Critical roles of the independent Inspectorate will be to support improvement, evaluate major changes in the education system and report annually and over longer periods, on the performance of Scottish education.
- As a matter of urgency the new independent Inspectorate should re-engage with the Care Inspectorate to agree a **shared inspection framework** designed to reduce the burden on early learning and childcare (ELC) practitioners and centres.
- The new independent Inspectorate should undertake **an inspection on the effectiveness of the new, proposed arrangements**. This should be completed within two years of the new Inspectorate coming into operation.
- **Scottish Government and other national bodies should collaborate more effectively** to ensure that policies align well with each other and with any revised vision for Scottish education. Arrangements should be put in place that allow for the active monitoring of the volume of policy expectations on local authorities, schools and senior leaders to ensure that these are realistic, manageable and well understood.
- Scottish Government should **establish a transitions programme team** to oversee the changes and reforms envisaged.

3.4 Professor Muir's report has been well received with many of the recommendations reflecting points made by the Education Service during the consultation process.

National Discussion; Let's Talk Education

3.5 Scottish Government and CoSLA launched a **National Discussion** on the vision for education in Scotland: "Let's Talk Scottish Education" on 21st September 2022. The National Discussion aims to create a compelling and consensual vision for the future of Scottish education.

- 3.6 Professor Carol Campbell and Professor Alma Harris acted as independent facilitators of the national discussion which aimed to provide an opportunity for children, young people and all those who support them to have their voices heard. A range of resources were made available to help facilitate conversation with children, young people, families and wider communities.
- 3.7 All school communities across the city have engaged with the materials available. In addition to this school level engagement, Head Teacher colleagues appreciated the opportunity to engage directly with Professor Campbell at a face to face Head Teacher meeting on 10th November. In addition the service offered an opportunity for Committee members and wider stakeholders to explore the materials. All feedback received has been used to inform the Aberdeen City Council response to the consultation which was submitted prior to the deadline of 5th December. Professor Campbell and Professor Harris aim to report to Scottish Government in Spring 2023.

The Hayward Review

- 3.8 The Scottish Government has launched the Hayward Review to reform qualifications and approaches to assessment. Phase one of the review focussed on developing a shared vision and set of principles.
- 3.9 The draft vision has been agreed as, '***Qualifications and Assessment in Scotland should reflect what matters in the curriculum, recognise every learner's achievements, and provide evidence to inspire the next steps in their learning journey***'.
- 3.10 Draft summary principles have also been developed. These are that Scotland's qualifications system should:
- reflect the aspirations of the curriculum.
 - recognise the achievements of every learner.
 - be clear, coherent and understood by all as part of a lifelong learning journey.
 - be inclusive both in design, development and delivery.
 - support flexible approaches to assessment.
 - be responsive to the fast-changing needs of individual learners and Scotland in an increasingly complex and globalised society
 - qualifications and Assessment in Scotland should reflect what matters in the curriculum, recognise every learner's achievements, and provide evidence to inspire the next steps in their learning journey.
- 3.11 The output of Phase 1 was shared with school communities in November 2022 along with information on how schools could contribute to Phase 2 from November to 16th December. Phase 2 of the Hayward Review will generate ideas about what the Vision and Principles might look like in practice and the Education Service encouraged widespread engagement with the materials in keeping with the approach taken for the national discussion given the significance of this consultation. A response to the consultation was submitted prior to the deadline of 13th January 2023.

- 3.12 Phase 3 of the Hayward Review will look at the practical implications for qualifications and assessment. A final report on progress will be presented to the Cabinet Secretary by the end of March 2023.

National agency for Scottish Education and new Inspection body

- 3.13 A new national qualifications body, new national agency for Scottish education and an independent inspectorate body are currently being developed. These will replace SQA and Education Scotland. Operating models are due to be developed by the end of 2022.
- 3.14 There will be a period of shadow operation for the new bodies before they become fully operational, with a view to new organisations becoming operational in 2024. In the case of the qualifications body we expect this to be following the completion of the 2024 exam diet. At these points, SQA and Education Scotland will cease to exist in their current forms

Shared ELC Inspection framework

- 3.15 A consultation on options for inspection of the ELC sector has been undertaken with a commitment to shared inspections (Education Scotland and Care Inspectorate) in the short term. The Local Authority engaged positively with this consultation and await the outcome of the consultation.

Review of the Skills Delivery Landscape

- 3.16 In September 2022, the Minister for Higher Education, Further Education, Youth Employment and Training set out to parliament that he would be initiating an independent review of the skills delivery landscape in Scotland as part of work to ensure that the skills system is fit for purpose for delivering Scotland's national outcomes and meeting future economic challenges including the transition to net zero.
- 3.17 James Withers has been appointed as Advisor to the Review. The [Terms of Reference](#) set out his remit and the Review's scope and purpose to explore how the public body and advisory landscape can be adapted to drive forward the Scottish Government's outcomes and ambitions for skills. Specifically, it will look at the skills functions of Scotland's public bodies and make recommendations on their roles and responsibilities within the future delivery landscape.
- 3.18 A call for evidence has been initiated in order to gather evidence from all interested parties to inform recommendations in relation to the future of the skills delivery public body and advisory landscape, including the future remit and status of Skills Development Scotland. This Review complements the programme of work that is underway to reform Scotland's education landscape. A response was submitted prior to the deadline of 23rd December.

Local response

- 3.19 The Education Service continues to respond positively to consultation opportunities and continues to implement the agreed National Improvement Framework Plan which took account of the national direction of travel.

3.20 Considerable work is being undertaken with multi-agency partners to develop ABZ Campus and implement The Promise. Once the national reforms are clearer, any multi-agency dimension will be progressed alongside multi-agency partners as we develop our multi-agency Target Operating Model for children.

4. FINANCIAL IMPLICATIONS

4.1 There are no financial implications arising from the recommendations 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?
Strategic Risk	Risk of not changing our local education system to reflect changes in national policy.	Regular reporting to Committee.	L	Yes
Compliance	Risk of not complying with national guidance	Education Service keeping abreast of developments associated with Education Reform.	L	Yes
Operational	Risk that school staff feel disconnected to national Education Reform	Information shared timeously with colleagues in schools	L	Yes
Financial	No significant risks identified			
Reputational	No risks identified			Yes
Environment / Climate	No risks identified			

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Impact of Report	
<p>Aberdeen City Council Policy Statement Delivery of progressive educational policies</p>	<p>The proposals in this report do not directly impact operational practice but do signal some of the changes that may be made to the future shape of the education system.</p>
<u>Aberdeen City Local Outcome Improvement Plan</u>	
<p>Prosperous Economy - 500 Aberdeen City residents upskilled/ reskilled to enable them to move into, within and between economic opportunities as they arise by 2026</p> <p>Mitigating the causes of immediate and acute poverty.</p> <p>Supporting vulnerable and disadvantaged people, families and groups.</p>	<p>The review of the national approach to assessment and qualifications is likely to have a positive impact on those who do less well in a traditional exam situation.</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>As corporate parents we will ensure 95% of care experienced children and young people will have the same levels of attainment in education, health and emotional wellbeing, and positive destinations as their peers by 2026</p>	<p>The review of the national approach to assessment and qualifications is likely to have a positive impact on those who do less well in a traditional exam situation.</p> <p>The review of the vision for Scottish Education is likely to drive more flexible and inclusive approaches to the delivery of education.</p>
<p>Regional and City Strategies Regional Cultural Strategy</p>	<p>The recommendations in this report do not directly impact any of Regional or City Strategies at this point</p>

Prevention Strategy Children's Services Plan National Improvement Framework Plan	but are likely to heavily influence longer term planning.
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9. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	Not required
Data Protection Impact Assessment	Not required
Other	None

10. BACKGROUND PAPERS

10.1 None

11. APPENDICES

11.1 Appendix A, Mapping of OECD recommendations

12. REPORT AUTHOR CONTACT DETAILS

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Appendix A - Education Reform

OECD Recommendation	Scottish Government response	National and Local progress to date
Theme 1 - Balance CfE so children and young people can fully benefit from a coherent learning experience from 3-18		
<p>Re-assess Curriculum for Excellence’s (CfE) aspirational vision against emerging trends in education to take account of evolutions in education and society: Scotland should consider updates to some of its vision’s core elements and their implications for practice, in particular, the role of knowledge in CfE; and define indicators aligned to the vision to help understand students’ progress across all four capacities set out in CfE.</p>	<p>We will work with Education Scotland, SQA, the teaching profession, learners, parents and other key partners to build on the work undertaken in 2019 to refresh Scotland’s curriculum narrative. This will include re-examining core elements of its vision to take account of 20 years of curriculum design and delivery, and wider educational developments.</p> <p>We will work with stakeholders to ensure the role of knowledge, skills and attitudes are more explicit and better integrated in the capabilities and attributes of the four capacities, to help understand learners progress</p>	<p>On 21st September 2022 Scottish Government and CoSLA launched a National Discussion on the vision for education in Scotland: “Let’s Talk Scottish Education”. Professor Carol Campbell and Professor Alma Harris have agreed to act as independent facilitators for the National Discussion which will run between September 21 and December 5 and report in Spring 2023. The national discussion presents an opportunity for children, young people and all those who support them to have their voices heard.</p> <p>The information about the National discussion and resources to support engagement with stakeholders has been shared with all Aberdeen City Council schools so that they can support the development of school responses. The Education Service engaged with key stakeholders (Parent Forum, Elected Members and Trade Unions) to inform the Council response to the consultation questions.</p>
<p>Find a better balance between breadth and depth of learning throughout CfE to deliver Scotland’s commitment to providing all learners with a rich learning experience throughout school education: Scotland could consider how the design of CfE can better help learners consolidate a common base of</p>	<p>We will work with partners including teachers, parents, young people, academics, and all parts of the system to find the point of balance between breadth and depth, considering how this evolves through the learner journey from the broad general education towards more knowledge</p>	<p>The Hayward Review is looking at how to support flexible approaches to assessment and all schools have been invited to contribute.</p> <p>This recommendation is being considered as we develop ABZ Campus. Phase 1 of ABZ Campus will be in place from June 2023 with phase 2 planned for June 2024.</p>

<p>knowledge, skills and attitudes by the end of BGE, and nurture and hone this base for them to progress seamlessly through Senior Phase and the choices its offers.</p>	<p>and discipline based courses in the senior phase. We will provide guidance which supports schools to develop an approach which will work in their context.</p>	<p>Breadth and depth measures were discussed as part of our approach to secondary Attainment Reviews over September and October.</p>
<p>Adapt the Senior Phase to match the vision of CfE Scotland could consider adapting the pedagogical and assessment practices and the structure of learning pathways in the Senior Phase to enhance learners' experience of upper-secondary education and help them develop CfE's four capacities continuously</p>	<p>The Scottish Government will build on the work undertaken in 2018 on the Learner Journey and subsequent discussions at the Education and Skills Committee in 2019/20. Specifically it will update senior phase approaches and learner pathways in order to enhance learners' experiences across the four capacities of Scotland's curriculum. This will include reviewing and updating guidance on learning and teaching and assessment practices where appropriate.</p>	<p>A Learning, Teaching and Assessment Conference was held for secondary schools in November 2022.</p> <p>The availability of learning pathways was raised during Attainment Reviews over September/October 2022.</p> <p>Shared approaches to transition from primary to secondary are being discussed with a focus on the transitions to adult services for those who are declared disabled.</p>
<p>Continue building curricular capacity at various levels of the system using research By developing the environment of curriculum design support around schools, including in supporting exchange and collaboration between practitioners for curriculum design and experimentation within and across schools; and collaboration between schools and universities.</p>	<p>Teachers should be supported to take innovative decisions about the curriculum, based on the findings of relevant research and methods such as professional enquiry. Actions to support this will include reducing class contact time supporting ever greater collaboration between teachers and schools through regional improvement collaboratives and intensifying school empowerment.</p> <p>We will also consider whether existing professional learning in terms of curriculum can be enhanced while exploring how we can expand colleges</p>	<p>It is anticipated that this work will be progressed when the new agencies are established.</p> <p>ABZ Campus presents an opportunity for all secondary schools to collaborate to increase the range of learner pathways available and is being developed in collaboration with Further and Higher Education institutions.</p> <p>The Service is engaging with other Local Authorities who have highly effective college/school partnerships to see what can be learned and used to support our work locally.</p> <p>Trios are being used to support the effective sharing of practice across Primary schools.</p>

	and universities' interaction with schools.	Head Teachers share best practice locally and nationally.
Theme 2 – Combine effective collaboration with clear roles and responsibilities		
<p>Ensure stable, purposeful and impactful stakeholder involvement with CfE.</p> <p>System leaders at national and local levels could continue encouraging the involvement of stakeholders (and in particular, students) with CfE by better structuring each engagement initiative they offer, clarifying its purpose, designing it accordingly, and letting stakeholder input inform decision making</p>	<p>We will reconvene the Scottish Education Council, with a refreshed membership and renewed purpose, to support the delivery of the OECD's recommendations as well as wider education policy as we move on from Covid-19. Young people will have seats on that Council and, to ensure that the voices of those who are most affected by any changes in education are always heard loudly and clearly in strategic discussions, a Children and Young People's Education Council will be established to sit alongside the Scottish Education Council.</p> <p>The Children and Young People's Council will enhance and build on the Education Recovery Youth Panel.</p>	<p>The Scottish Education Council has been reconvened.</p> <p>A Children and Young People/s Education Council has been convened.</p> <p>The Education Service continues to engage with children and young people as key stakeholders as we prepare for the incorporation of the UNCRC. A report on our work to embed children's rights will be published following Committee approval in January. A review of next steps will be undertaken following publication of the Statutory guidance.</p> <p>Children's rights features in all School Improvement Plans.</p> <p>The quality improvement framework details accountability structures.</p>
<p>Revise the division of responsibilities for CfE.</p> <p>System leaders and stakeholders could revise the current allocation of responsibility for CfE, including responsibilities for its strategic direction, its reviews and updates, and the response to schools' needs of support</p>	<p>The Scottish Government agrees that it is vital that the various agencies and institutions responsible for each aspect of the curriculum have the capacity, resources and ability to fulfil their responsibilities. Linked to our implementation of Recommendation 3.2, we will work with stakeholders to simplify policies and responsibilities to</p>	<p>Professor Ken Muir considered this recommendation in his report '<i>Putting Learners at the Centre: Towards a Future Vision for Scottish Education</i>'. As a result, a new national qualifications body, new national agency for Scottish education and an independent inspectorate body are currently being developed. These will replace SQA and Education Scotland. Operating models are due to be developed by the end of 2022.</p>

<p>with curriculum issues. The revised allocation should be stable over time to fulfil Scotland's commitment to shared ownership of CfE</p>	<p>ensure greater clarity and coherence. Consideration around the division of responsibilities for the curriculum will be part of the reform of our national agencies.</p>	<p>A consultation on options for inspection of the ELC sector has been undertaken with a commitment to shared inspections (Education Scotland and Care Inspectorate) in the short term. The Local Authority engaged with this consultation.</p> <p>There will be a period of shadow operation for the new bodies before they become fully operational, with a view to new organisations becoming operational in 2024. In the case of the qualifications body we expect this to be following the completion of the 2024 exam diet. At these points, SQA and Education Scotland will cease to exist in their current forms</p> <p>The Education Service continues to engage with HMle to review approaches to Inspection to ensure that valuable learning from the pandemic is retained and built upon.</p>
<p>Structure a coherent communication strategy to support developments of CfE</p> <p>System leaders, with the Learning Directorate and Education Scotland at the forefront, could develop a communication strategy in support of CfE's next developments and collaborate with practitioners, scholars and other CfE stakeholders as they do so</p>	<p>We are committed to timely and effective communication. We will work with practitioners and system experts to ensure that communication of changes related to these recommendations is clear, timely, coordinated and succinct. We will re-continue work, paused by Covid-19, to engage further with the sector and explore further how the existing suite of curriculum documentation can be revised and refined to enhance clarity and access. There are very close links between this recommendation and</p>	<p>Information is being shared on the work of Professor Hayward and of Professor Muir.</p> <p>Information shared through ADES and directly with the service is being shared timeously with school staff.</p> <p>Information on progress is being shared with Members.</p> <p>Digital communication has been established across the service with opportunities for schools to share best practice with each other.</p>

	others, and therefore we will work to implement those recommendations as a coherent package	
Theme 3 - Consolidate institutional policy processes for effective change		
<p>Provide dedicated time to lead, plan and support CfE at school level.</p> <p>In support of the next phase of development of CfE, Scotland could consider the provision of additional dedicated and ring-fenced time for all teachers, for curriculum planning, for monitoring of student achievement and in support of moderation of assessment outcomes</p>	<p>We want teachers to have more time in the working week to support the creation of a curriculum that suits the needs of their school and pupils. The Scottish Government has already committed to seeing teachers' class contact time reduce by 1.5 hours per week, and we will work with our partners in the Scottish Negotiating Committee for Teachers (SNCT) to take forward discussions as to how this can best be achieved</p>	<p>Initial work with ADES to look at the implications of this in terms of staffing requirement to help inform the timing of this change.</p> <p>Work on moderation continues.</p> <p>Work to develop tracking and monitoring arrangements continues.</p>
<p>Simplify policies and institutions for clarity and coherence.</p> <p>To align the institutional structures with clear ownership of CfE, Scotland could explore assigning leadership and development responsibilities for curriculum (and perhaps assessment) to a specialist stand-alone agency; and consider refreshing the remit of an inspectorate of education regarding CfE</p>	<p>In addition to this recommendation itself we note, in particular, the OECD's view that having the inspectorate as part of an organisation that is also responsible for supporting school leaders, curriculum design and support, teacher professional learning and a range of other initiatives is an "unusual configuration".</p> <p>Therefore, we will:</p> <ul style="list-style-type: none"> • Move the role of inspection out of Education Scotland in a way that maximizes impact and helps to balance the dual need for local flexibility of provision alongside 	<p>Professor Ken Muir considered this recommendation in his report '<i>Putting Learners at the Centre: Towards a Future Vision for Scottish Education</i>'. As a result, a new national qualifications body, new national agency for Scottish education and an independent inspectorate body are currently being developed. These will replace SQA and Education Scotland. Operating models due to be developed by the end of 2022.</p> <p>The Education Service continues to prioritise simplifying and aligning policies to ensure that staff have a clear understanding of expectations. This work will continue.</p>

	<p>national consistency in outcomes.</p> <ul style="list-style-type: none"> • Consider replacing the SQA with a new, specialist agency responsible for both curriculum and assessment to ensure alignment in these functions. <p>We have appointed Professor Ken Muir to lead the work on how this recommendation should be implemented. Professor Muir will work with a dedicated and diverse advisory panel with a view to consulting widely and, ultimately, ensuring our agencies are designed in a way that maximizes support of excellence and equity for our children and young people</p>	
<p>Align qualifications, system evaluation and curriculum to deliver on the commitment of Building the Curriculum 5.</p> <p>Scotland could first identify modes of student assessment that could be used in school and external settings at Senior Phase levels, in alignment with the four capacities and CfE philosophy; and second, re-develop a sample-based evaluation system to collect robust and reliable data necessary to support curriculum reviews and decision making</p>	<p>The Scottish Government notes the need to develop approaches to qualifications and assessment which are better aligned with the four capacities and CfE philosophy. We look forward to the publication in August of the OECD's working paper outlining possible options to enhance assessment and qualifications moving forward.</p> <p>This recommendation links to work currently underway to respond to recommendations made by Audit Scotland regarding BGE data and</p>	<p>The Scottish Government has launched the Hayward Review to reform qualifications and approaches to assessment. Phase one of the review developed a shared vision and set of principles to be used to ensure that practice remains consistent with original intentions.</p> <p>Phase 2 will generate different ideas about what the Vision and Principles might look like in practice with phase 3 looking at the practical implications. All schools have been invited to contribute to Phase 2 of the review.</p>

	<p>health and wellbeing, and we are considering with partners as to whether/how we can change what data we collect to better reflect the 4 capacities.</p> <p>Action in response to this recommendation will also include consideration of the status and role of the Inspectorate, Education Scotland and the SQA. The intention to reform these agencies was announced by the Cabinet Secretary for Education and Skills on 2 June 21</p>	<p>The education service actively engaged with the consultation and continues to develop our senior phase curriculum with partners.</p>
<p>Develop a systematic approach to curriculum review.</p> <p>Scotland could consider establishing a systematic curriculum review cycle with a planned timeframe and specific review agenda, led by the specialist stand-alone agency</p>	<p>We have periodically reviewed elements of the Curriculum for Excellence - for example, the review of Technologies experiences and outcomes in 2016/17. Three reviews are ongoing at present on topic specific issues (race equality, LGBT equality, and rights education in the light of the incorporation of the UNCRC). These processes offer insights which we will use to develop an overarching review process for Scotland's curriculum. Once implemented, the new review cycle would support our ongoing ambition for CfE to remain relevant and, as recommended in the OECD report, will reduce the need for ongoing</p>	<p>Work by the Inspectorate to undertake a thematic review focussed on positive behaviour management.</p> <p>Two schools positively engaged in phase 1 of the thematic review with both now developing a case study for publication.</p>

	<p>guidance and clarifications, giving the system greater stability overall.</p> <p>We will ensure all key partners are engaged in the design of the review process, and will ensure that it seeks to streamline processes and communication to prioritise the efficient operation of the system in schools and other education establishments.</p>	
Theme 4 - Lead the next steps of CfE with a long-term focus		
<p>Adopt a structured and long-term approach to implementation.</p> <p>Building on the system's existing strengths, Scotland should consider how to take on board the recommendations in this report as a coherent package rather than individual policy actions for the next steps.</p>	<p>We will work with practitioners, learners, parents and other key stakeholders to co-design a detailed implementation plan. The Curriculum and Assessment Board will play a key role in driving this work, alongside the Scottish Education Council and the new Children and Young People's Education Council.</p> <p>This implementation plan will set out the roles and responsibilities of all involved in delivering improvements, and the indicators to be used to measure progress and undertake systematic reviews of implementation</p>	

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	24 January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	ELC Concession Agreements Update
REPORT NUMBER	CFS/23/019
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Louise Beaton and Fiona Lawrie
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 The report provides an update to the Committee on the operations of the concession agreements at Tillydrone and Cumming Parks Early Learning and Childcare (ELC) settings, as per the instruction of the former Strategic Commissioning Committee, that a report be submitted to this committee following 12 months of operation.

2. RECOMMENDATIONS

That Committee:-

- 2.1 Notes the contents of this report; and
- 2.2 Instructs the Chief Education Officer to continue to monitor the concession contracts and report back to Committee at the end of the first 3 full years of the current concession agreement.

3. CURRENT SITUATION

3.1 Background

- 3.1.1 From August 2021 all three and four year olds, and eligible two year olds have been receiving up to 1140 hours of funded Early Learning and Childcare (ELC) per annum.
- 3.1.2 Aberdeen City Council ELC Delivery plan, which was approved at the then Education and Children's Services Committee in 2017, set out an ambitious strategic plan to deliver 1140 hours of funded ELC across Aberdeen City. The Early Years team worked closely with colleagues across Capital and Corporate Landlord clusters in delivering the Plan which included the delivery of several new Early Learning and Childcare buildings.

3.2 Tillydrone and Northfield Localities

- 3.2.1 Engagement with parents and carers prior to the expansion identified there was a limited choice of provision available to families. In some localities across the city there was a higher concentration of Funded Providers, whilst other areas had very few, which restricted the choice available to parents and carers. The latter was the case in our priority areas. Consultations with parents/carers revealed in priority areas, funded providers are often more sought after than school-based provision. Some parents/carers reported they felt more comfortable building a relationship with a Funded Provider than with a school-based setting.
- 3.2.2 The expansion of ELC was an opportunity to remove barriers, engage parents/carers and enhance the choice available to families. To this end, as part of the ELC capital programme two new purpose standalone nurseries were built in Tillydrone and Cummings Park in Northfield. In line with the ambition of the ELC Delivery Plan, the Early Years Team sought to increase choice and flexibility within our priority areas by appointing an ELC provider to occupy and deliver ELC services in the two aforementioned Council owned, new build nurseries.
- 3.2.3 An open tender was undertaken in Spring 2021 and conducted in line with the Concession Contracts (Scotland) Regulations 2016. Following this process, Flexible Childcare Services Scotland (FCSS), a registered charity operating across Scotland, was awarded the contract for Tillydrone and Cummings Park nurseries. This approach presented an excellent opportunity to support the Funded Provider sector, enabling access to a purpose-built facility without incurring the upfront/capital costs and increase choice for families.
- 3.2.4 The concession contract allows the Council to charge the provider for the use of the property and/or a percentage of any profit generated above a threshold value, whichever is higher. As part of the agreement, it is expected the provider throughout the duration of the contract meets the Council's prescribed outcomes, which are aligned with the ELC Delivery Plan and the Local Outcome Improvement Plan (LOIP). The proposed duration of the contract is four years with the flexibility to extend by a further four years.
- 3.2.5 In Year 1, Tillydrone is charged £10K and Northfield is charged £15K per annum. In Year 2 of the contract, the charge changes to a percentage of the Provider turnover, specifically 5% if that is higher than the amount above. If it is not, then the amount above will continue to be paid.

3.3 Flexible Childcare Services Scotland (FCSS)

- 3.3.1 FCSS welcomed families to the new nurseries in Tillydrone and Cummings Park from January 2022 onwards and offered a fully flexible model to families of eligible 2 year old and 3 and 4 year old children seeking to access up to 1140 hours of ELC. In their first year, the provider has been establishing the setting and seeking to build relationships with the wider community. Recruitment challenges have restricted the capacity of the provider to embed within the

community fully and this work is on-going. These challenges are steadily being overcome by the Service.

3.4 Quality Assurance

- 3.4.1 The Early Years team have supported FCSS in their inaugural year at the Tillydrone and Cummings Park settings. Regular quality assurance visits by the Early Years team have confirmed that there are areas for improvement, with a greater focus on Cummings Park nursery. The Early Years team are working closely with the provider to improve the quality of the service and rapid progress is being made. An update on progress at Cummings Park Nursery will be reported to the March meeting of the Education and Children's Services Committee as part of our regular inspection reporting.
- 3.4.2 The local authority has the statutory responsibility for ensuring that funded entitlement is available to all eligible children in areas across the city. Where a registered setting does not receive evaluations of 'good' (Grade 4) or better by the Care Inspectorate, the local authority place the setting in a Service Improvement Period (SIP). The Cummings Park Nursery has been set a Service Improvement Period and the Early Years team are confident that the Service has the capacity and ability to sustain improvement. The Early Years team are monitoring progress on a weekly basis. As of 7 December 2022, FCSS has met 16 out of 18 requirements at a follow up inspection.
- 3.4.3 If it becomes evident that insufficient progress has been made at any point, there is the option within the concession contract to reject/terminate the agreement currently in place and the service can look at re-tendering if required. Any such decision would be reported to Committee.

3.5 Community Engagement

- 3.5.1 FCSS in its opening year has sought to develop partnership links with community groups and projects. It is recognised that engaging with the local community and understanding the context in which they are operating will help FCSS meet the needs of families. While the provider's priority is to address areas for improvement following the Service and Care Inspectorate evaluation, there is a commitment from FCSS to build relationships with community groups and other local organisations. FCSS Tillydrone nursery team are exploring how they can partner with local partners to develop their community garden, such as working with local organisation 'Earth and Worms'.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications from this report.

5. LEGAL IMPLICATIONS

- 5.1 The local authority has a statutory responsibility for ensuring that funded entitlement is available to all eligible children in their area and are the primary guarantors of quality and key enablers of flexibility and choice. The Early Years

team are working closely with the provider to support them on their improvement journey to meet the National Standard.

6. ENVIRONMENTAL IMPLICATIONS

6.1 There are no direct environmental implications arising from the recommendations in this report.

7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic Risk	Potential for children to not have access to quality education experience.	Close monitoring of progress by the Education Service.	L	Yes
Compliance	Risk of not meeting statutory obligations around 1140 hours	The Early Years team continue to quality assure and support both settings to deliver improvement.	L	Yes
Operational	Quality assurance processes are not robust.	More robust quality assurance process now implemented by the provider. Close monitoring of progress by the Early Years team. Support in place from the Early Years team and commitment from the provider to implement recommendations made by Care Inspectorate.	L	Yes
Financial	N/A	There are no financial risks arising from the recommendations in this report.		No

Reputational	Risk of not delivering on legal obligations of 1140 hours.	Mitigated by oversight Early Years' Service Managers and regular Locality Lead meetings with the provider.	L	Yes
Environment / Climate	Risk of not utilising spaces effectively to create an enabling and positive environment for learners.	Mitigated through targeted support of Locality Lead and modelling on how to enhance the learning environment and utilise the outdoor learning spaces.	L	Yes

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN 2022-2023</u>	
Aberdeen City Council Policy Statement	Impact of Report
<u>Working in Partnership for Aberdeen</u>	The proposals within this report support the delivery of the Policy Statements – ‘Supporting People with the Cost of Living’ by providing flexible and affordable childcare for families to support working parents and those seeking to return to work or training. The report also seeks to deliver on ‘Improving Educational Choices’, ‘Creating Better Learning Environments’ and ‘Caring for Young People’, by seeking to create enabling and positive learning environments for children.
<u>Aberdeen City Local Outcome Improvement Plan 2016-26</u>	
Prosperous Economy Stretch Outcomes	<p>The Expansion of Early Learning and Childcare (ELC) will have a positive impact on this priority theme and will help to deliver the LOIP Stretch Outcome 1 ‘10% increase in employment across priority and volume growth sectors by 2026’. The establishment of two purpose-built nurseries in the priority communities supports families in employment, seeking to return to work or study by delivering flexible, affordable, and accessible ELC to families.</p> <p>The nurseries also offer local employment and career progression opportunities for the communities within which they are located.</p>

<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>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 the Children and Young People Stretch Outcomes 4 to 9 in the refreshed LOIP. This includes providing ELC provision that supports early speech, language and literacy develop. Delivery of family support to ensure families receive parenting and family support, aligned to an early intervention and prevention agenda and develop a relational approach that is family centred. The provision of extended ELC also supports families to take up employment and training opportunities.</p> <p>ELC provision also offers local employment and career progression opportunities for the communities within which they are located.</p>
<p>Prosperous Place Stretch Outcomes</p>	<p>The provision of ELC will also contribute to the delivery of the LOIP Stretch Aim 13: 'No one in Aberdeen will go without food due to poverty by 2026.'</p> <p>The increase in funded ELC will support families seeking to take up employment and training opportunities and reduce the cost pressures of family incomes by providing up to 1140 hours of funded hours. The delivery of local, flexible and affordable ELC provides more choice greater choice, where previously this may not have been an affordable option.</p> <p>Every child who attends ELC receives a minimum of one free meal per session attended as part of their statutory entitlement, as well as a portion of milk and fruit or vegetables daily via the Scottish Milk and Healthy Snack Scheme.</p>

Regional and City Strategies	The details in this report are aligned with the Strategic Development Plan by supporting the workforce. The provision of expanded ELC will: <ol style="list-style-type: none"> 1. Support families to take up employment and training opportunities; 2. Develop the Young Workforce; and 3. Support business to recruit and retain staff.
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9. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	Required and Submitted.
Data Protection Impact Assessment	Not required
Other	Not required

10. BACKGROUND PAPERS

- 10.1 Education and Children’s Services Committee – Thursday 14th September 2017: ECS/17/042 Early Learning and Childcare Delivery Plan
- 10.2 Strategic Commissioning Committee – Friday 26th March 2021: 00-BVQD8856 Early Learning and Childcare Concession (Tillydrone and Northfield Cummings Park Nurseries)
- 10.3 Education Operational Delivery Committee – Wednesday 26th January 2022: OPE/22/001 Evaluation of the Expansion of Early Learning and Childcare

11. APPENDICES

None.

12. REPORT AUTHOR CONTACT DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	24 January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Early Learning and Childcare Delivery Plan 2022-24 Update
REPORT NUMBER	CFS/23/003
DIRECTOR	Eleanor Sheppard
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TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to present the implications of the national Childcare Delivery Plan on the work of Aberdeen City Council and to seek approval for amended Early Learning and Childcare delivery models based on demand.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 Notes the Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26 (Scottish Government: October 2022);
- 2.2 Instructs the Chief Education Officer to report on the progress and outcomes of the Early Learning and Childcare Delivery Plan 2022-24, and to prepare an updated Delivery Plan for 2024-26, in June 2024, to dovetail with the Strategic Plan for Scotland;
- 2.3 Approves the amended Early Learning and Childcare delivery models, based on demand; and
- 2.4 Instructs the Chief Education Officer to report on the National Delivery Framework for School Age Childcare and local delivery plans in 2023.

3. BACKGROUND

Local Context

- 3.1 Aberdeen City Council successfully delivered the Early Learning and Childcare Expansion Programme in keeping with the Aberdeen City Council Delivery Plan approved by the previous Education and Children's Services Committee on 16 November 2017.
- 3.2 The Early Years team consulted with parents and carers and future parents in November 2021 to seek their views to inform the evaluation of the Expansion

programme (OPE/22/001) and to help formulate the next Early Learning and Childcare (ELC) Delivery Plan.

3.3 Learning points from the evaluation of the ELC Expansion Programme were included in the ELC Delivery Plan for 2022-24. These highlighted a need to:

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

Early Learning and Childcare Delivery Plan 2022-24

3.4 The Aberdeen City Council Early Learning and Childcare Delivery Plan for 2022-24, based on the findings of the evaluation, was presented and approved by Education Operational Delivery Committee on 14 June 2022 (OPE/22/084). The Plan included improvement activity and improvement actions to be undertaken over the next 2 years and took account of national policy documentation available at the time.

3.5 We are currently 6 months into delivery of the Early Learning and Childcare Delivery Plan 2022-24 and all actions are on track (Appendix 1).

Best Start: Strategic Early Learning and School Age Childcare Plan for Scotland 2022-26

3.6 The new Strategic Early Learning and School Age Childcare [Plan](#) for Scotland 2022-26 was published by Scottish Government in October 2022. It outlines the Scottish Government vision and priorities for the next four years; its approach to policy design and delivery; and next steps. The priorities outlined in the Plan are:

Priority 1: Realising the benefits of the expansion to 1140 hours of funded Early Learning and Childcare for children and families.

Priority 2: Progressing the expansion of our childcare offer, including building a future system of school age childcare and a new early learning and childcare offer for one and two year olds.

Priority 3: Ensuring that the delivery of our priorities is supported by a sustainable, diverse and thriving sector and profession.

Priority 4: Ensuring that our ambitions are underpinned by fair funding and outcomes frameworks, robust data and organisations that work together to support good outcomes for children and families.

- 3.7 Ensuring that families are aware of and able to take up an offer of ELC that meets their needs will contribute to supporting those that the Scottish Government's Tackling Child Poverty Delivery Plan identifies as being at greatest risk of poverty.
- 3.8 One of the key actions under Priority 1 is to maximise uptake of ELC among two year olds. Almost all three and four year olds (90.7% and 97% in Aberdeen respectively) take up their ELC entitlement, but uptake is significantly lower among eligible 2 year olds (currently 35% in Aberdeen which is estimated to be ahead of the national average).
- 3.9 The Scottish Government is currently working with the UK Government to establish a data sharing agreement that will enable local authorities to target information about the ELC offer to households with an eligible two year old child, as has been the case in England for a number of years. Aberdeen City Council is currently engaged in this process which will be rolled out by summer 2023. This approach is welcomed by Officers. Increasing the number of eligible 2 year olds accessing provision is already outlined in our local Plan.
- 3.10 Priority 1 also includes supporting parents and carers to make the right decision for their child about starting school. From August 2023, all parents and carers in Scotland can defer their child's entry to primary school if they are not yet five years old at the beginning of the school year. From August 2023, new legislation will be implemented which means that all families with eligible children who choose to defer their start date for primary one will be automatically entitled to access funded ELC for a further year. The new legislation will support families to make decisions based on the best interests of their child, without the financial barrier of ELC costs. Aberdeen City Council welcomed the opportunity to be one of 10 pilots across Scotland to implement this automatic deferral from August 2022. There are currently 288 children in the city (born August to February) accessing a further year of funded ELC as a result of automatic deferred entry. This approach is already reflected in our local Delivery Plan.
- 3.11 As part of Priority 2, national work on expanding funded ELC to one and two year olds is at an early stage of development. This will initially focus on research, insights and engagement, to understand what families want and need from an offer for younger children, particularly those in the most disadvantaged communities. The Scottish Government will then map current provision for one and two year olds across Scotland, and work with experts, local authorities and service providers to build an evidence base and learn from existing provision across the UK and other countries. From 2023-24 onwards, the findings from the first phase of the programme will be published and models of provision will be developed, trialled and evaluated. The expansion of services to younger children is already outlined in our current local Plan which will be updated in 2024, in keeping with our statutory responsibilities, to take account of the work undertaken nationally over the next 12-18 months.
- 3.12 Priority 2 also includes building a system of school age childcare by the end of this Parliament, providing care before and after school, all year round, supporting parents and carers – particularly on low incomes – to have secure

and stable employment. Those on the lowest incomes will pay nothing. Aberdeen is well served and has an extremely strong and well supported School Age Childcare network in the city, which has been recognised nationally, including our successful 'In the City' holiday programmes. We welcome the publication of the National Delivery Framework for School Age Childcare later this year. We are well placed to deliver on this priority and will report to Committee on this work when the National Delivery Framework has been published.

- 3.13 Supporting the sustainability of the childcare sector, including our workforce, sustainable rates and diversity is key to Priority 3. Scottish Government intends to legislate to continue the Nursery Rates Relief Scheme, which provides 100 per cent relief on Non-Domestic Rates to eligible day nurseries, there are also plans to develop a business support offer for all parts of the childcare sector. Officers await further details on these plans and will ensure timely communication of them to Funded Providers. Various different models to determine the rates paid to Funded Providers of Early Learning and Childcare have been implemented nationally and locally with mixed success. This area is currently subject to consideration by COSLA and Scottish Government. Diversifying the workforce was a key priority as part of the Expansion Programme and continues to be a focus in collaboration with People and Organisational Development: improving the diversity of our workforce and addressing any areas of underrepresentation, ensuring that there are equal opportunities for all protected groups (with consideration for both internal employees and external applicants), with a particular and prioritised focus on Age, Disability, Race and Sex.
- 3.14 Priority 4 focusses on fair funding, outcomes frameworks and robust data. The Scottish Government acknowledges that it is important that the implementation of 1140 hours of high quality ELC is underpinned by a sustainable, long-term approach to funding with local government and for providers. This will take account of changes in demand, changing costs of delivery and demographic changes since 2018.
- 3.15 The approach to streamlining and simplifying the inspection of ELC and School Age Childcare services is also part of this priority. The findings of a consultation will be published early in 2023. It will set out steps to ensure a new national framework for inspection of ELC and School Age Childcare services is fit for purpose. Any actions arising from the introduction of a new shared inspection framework will be captured in our update ELC Delivery Plan 2024-26.
- 3.16 Following a thorough review of Best Start: Strategic Early Learning and School Age Childcare Plan for Scotland 2022-26, Officers are content that the current local Aberdeen City Council Delivery Plan remains fit for purpose. It is likely that the next statutory plan, due for publication in 2024, will take account of national development activity currently being undertaken.

Review of Early Learning and Childcare Delivery Models

- 3.17 One of the key actions in our ELC Delivery Plan 2022-24 is to continue to monitor demand across the city and in individual ASGs. This is in order to meet the needs of families and to achieve best value. Recent detailed work on capacities shows that we currently have an over supply of 'afternoon' places available and Officers have taken this learning into account in planning proposed delivery models for 2023/24. The team continue to receive applications for ELC placements on a daily basis as families move into the city and care has been taken to factor this into proposals.
- 3.18 We know from parent and carer feedback that while a large majority of respondents (72%) were satisfied or very satisfied with the range of ELC providers and models within their local area/Associated Schools Group (ASG); and (75.8%) were able to secure a funded ELC place in their local area/ ASG, some delivery models are more popular than others.
- 3.19 We also know that the number of ELC age children (age two to five years) in Scotland is seven per cent lower in 2022 than was projected at the beginning of ELC expansion, and is expected to continue to fall over the next 10 years (*NRS population projections*). This may have an impact on demand for ELC places in the longer term although the number of children attending currently is remaining stable due to the number of families making Aberdeen their home.
- 3.20 At the time of the ELC Parent and Carer Consultation in 2021, full-day and term-time placements were most popular. For half day placements, morning places were more highly sought after than afternoon places, with afternoon placements the least popular out of all the delivery models. This has been triangulated through recent work on ELC capacities (Appendix 2).
- 3.21 As a result of this analysis, we have identified four ELC settings across four ASGs which could change from an 8am-6pm all year round model (which offers either full day or 5 long mornings and 5 long afternoon placements), to a fully 9am-3pm term time model. These are:
- Kingswells School ELC (Bucksburn ASG) – 40 places
 - Milltimber School ELC (Cults ASG) – 60 places
 - Westpark School ELC (Northfield ASG) – 40 places
 - Danestone School ELC (Oldmachar ASG) – 56 places
- 3.22 We also propose to change the delivery model at Skene Square and Middleton Park School ELC settings (currently 600 hours – morning or afternoon term time) to a fully 9am-3pm term time model. This will restrict the number of children who can attend each provision due to registered capacities but will enable children to access their full entitlement of 1140 hours in one ELC setting. The revenue costs of delivery will now be analysed in detail to ensure that any decisions taken which affect these schools, following consultation as part of the School Estate Plan, are able to demonstrate best value.
- 3.23 Sunnybank School ELC currently operates two delivery models: 9am-3pm term time (20 places); and 600 hours morning or afternoon term time (2 classes x 20

places). Based on current capacities, we propose to retain the 9am-3pm term time delivery model and also 1 x 600 hours class morning and afternoon. Some of the children who attend Sunnybank School ELC use specialist services at the Language Unit or School for the Deaf, so this enables them to take up their full 1140 hours ELC entitlement, including the ability to access specialist support, in one setting.

- 3.24 There is a need to carefully monitor uptake at the remaining 600 hour ELC settings. The physical environments in each setting do not afford sufficient flexibility to offer alternative delivery models and uptake can be limited in the afternoons.
- 3.25 In the Hazlehead ASG, the new Countesswells School ELC will open in August 2023, creating 60 x 9am-3pm term time ELC places.
- 3.26 In putting forward these proposals, based on current supply and demand data, officers have considered the full ELC offer across each ASG with all areas still having a good mix of 8am-6pm all year round ELC provision and 9am-3pm term time provision (Appendix 3). Our ELC Funded Providers also offer funded ELC across the city and can meet the needs of families who require wrap around care and additional hours.
- 3.27 It is proposed that the amended delivery models outlined are implemented from August 2023 and that applications for ELC placements be opened before the end of January, in keeping with established practice.
- 3.28 There will be no staffing changes in the remainder of the current 2022/23 session. Officers will work with P & OD and Trade Union colleagues about any impacts on ELC staff contracts, as a result of the proposed changes to some of the ELC models, in advance of the new ELC session commencing in August 2023.

4. FINANCIAL IMPLICATIONS

- 4.1 Aberdeen City Council, as primary guarantor of quality and key enabler of flexibility and choice, is currently funded by a specific grant from the Scottish Government to deliver ELC.
- 4.2 Officers continue to work with finance colleagues to ensure that our plans work towards realisation of a sustainable ELC provision. Detailed analysis of the revenue costs of each model and setting will be used to inform work around the School Estate Plan.
- 4.3 Reciprocal arrangements are in place via a Cross Boundary Agreement with Aberdeenshire Council. This means that an equal number of ELC places will be provided by each neighbouring Local Authority. For example, if Aberdeen City Council provide more funded ELC places than Aberdeenshire Council, the additional places will be recharged to Aberdeenshire Council in line with the Reconciliation and Payments part of the Cross Boundary Agreement on a quarterly basis. This ensures equity and Best Value for both Authorities, whilst offering flexibility and choice to families from both Authorities.

5. LEGAL IMPLICATIONS

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

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

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

6. ENVIRONMENTAL IMPLICATIONS

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

7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic Risk	No risks identified	N/A	N/A	N/A
Compliance	Risk of not meeting statutory obligations around 1140 hours.	Mitigated through delivery of the Expansion Programme and subsequent monitoring of supply	L	Yes

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

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Impact of Report	
Aberdeen City Council Policy Statement	<p>The proposals within this report support the delivery of the policy statement “Work with the Scottish Government to expand free early learning and childcare to one and two year-olds from low-income households.”</p> <p>The provision of free Early Learning and Childcare has the potential to be transformational for many families, but especially for those with the lowest incomes in the city.</p>
<u>Aberdeen City Local Outcome Improvement Plan</u>	
<p>Prosperous Economy - 500 Aberdeen City residents upskilled/ reskilled to enable them to move into, within and between economic opportunities as they arise by 2026</p>	<p>The Early Learning and Childcare Delivery Plan 2022-24 will continue to have a positive impact on this priority theme and will help to deliver the LOIP.</p> <p>The workforce has increased significantly in order to deliver the increase in ELC provision and will not be detrimentally impacted by the proposals contained within this report.</p> <p>63 Aberdeen City Council employees retrained as Early Years Practitioners over 3 cohorts of a Retraining Programme, gaining an SVQ Level 3 qualification. We have also recruited 110 Early Learning and Childcare Support Workers.</p> <p>In addition, we have introduced a Modern Apprenticeship position into our ELC staffing structure. This involves training young people to become Early Years Practitioners as part of our ‘Grow Our Own’ workforce strategy. This is a new role in our Local Authority ELC settings and provides a positive destination and career pathway for our young people as well as strengthening our workforce. We currently have 37 Modern Apprenticeships working across the city.</p> <p>There will be ongoing opportunities to join the Early Learning and Childcare workforce in Aberdeen and to retrain, to upskill and for career progression.</p>
<p>Prosperous People - 95% of all our children, including those living in our priority</p>	<p>The Expansion of Early Learning and Childcare has contributed positively to supporting positive destinations.</p>

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

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

Assessment	Outcome
Integrated Impact Assessment	Required and submitted.
Data Protection Impact Assessment	Not required
Other	None

10. BACKGROUND PAPERS

10.1 Best Start: Strategic Early Learning and School Age Childcare Plan for Scotland 2022-26 (Scottish Government: October 2022)

11. APPENDICES

- 11.1 Appendix 1 – Early Learning and Childcare Delivery Plan 2022-24 RAG Status
- 11.2 Appendix 2 – Analysis of uptake of ELC Placements - December 2022
- 11.3 Appendix 3 – Early Learning and Childcare Models Proposed from August 2023

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How will we deliver Early Learning and Childcare?

Improvement Activity	This is how we'll do it	By whom / By when	Evaluation Statement	RAG Status
<p>Maintain a mix of Local Authority and Funded Provider delivery models across all Associated School Groups (ASGs)</p>	<p>Continue to monitor demand across the city and in individual ASGs.</p>	<p>Early Years Team</p>	<p>Families are able to access a range of delivery models within their ASG, at either Local Authority or Funded Provider settings.</p> <p>An analysis of capacities was undertaken in December 2022.</p>	
	<p>Ongoing consultation and engagement with families to establish any changing patterns in service usage.</p>	<p>ELC Locality Lead Officers</p>	<p>Statutory consultation undertaken November 2021.</p> <p>Next consultation Autumn 2023.</p> <p>We undertake regular engagement with families and ELC settings regarding changing patterns of service usage.</p>	
	<p>Continue to monitor uptake with Funded Providers.</p>	<p>Funded Providers</p>	<p>This is undertaken termly.</p>	

Continue to offer all children attending ELC regular and routine access to high quality learning outside.	Ongoing development of Duthie Park and Hazlehead Outdoor Nurseries.	Outdoor managers	Both Outdoor provisions fully operational.	
	Provision of professional learning (including at Duthie and Hazlehead Outdoor Nurseries).	ELC Locality Lead Officers	Positive evaluations from Quality Improvement Visits.	
	Opportunities for staff to shadow at Duthie Park and Hazlehead Nurseries.	Outdoor managers	This is ongoing.	
	Promotion and Quality Assurance of Outdoor Learning across all ELC settings.	ELC Locality Lead Officers	Undertaken as part of Quality Improvement Visits and ASG Networks.	
	Childminders – Promoting environmental and community work.	Childminders	Childminders have been involved in community and environmental work locally and were part of winning team for Aberdeen City Council Star Awards - Green Workplace, as well as a number of Keep Scotland Beautiful Awards.	
Increase the number of childminders to promote choice	Monitor demand for childminders.	Early Years Team	Officers are working in partnership with Scottish Childminding Association colleagues to increase the number of childminders in the city. However, this is against a national downward trend in the number of childminders.	
	Target recruitment activity according to demand and in priority regeneration areas.	Scottish Childminding Association		
	Devise new systems for childminders applications in partnership with Legal Services.	ELC Locality Lead Officers		
	Continue to evaluate and improve the support afforded to funded provider childminders.			

			Funded Provider childminders are supported by an ELC Locality Lead Officer.	
Increase uptake for eligible 2 year old children	Monitor demand for eligible 2 places.	Early Years Team All ELC settings Scottish Childminding Association	The application process has been streamlined to bring into line with 3-5 ELC Admissions process.	
	Secure places at Local Authority and Funded Provider ELC settings including childminders.		Families are able to access delivery models within their ASG which meet their needs and any change in demand. Two new ELC settings in Cummings Park and Tillydrone are helping to meet with demand for eligible 2's places in these areas.	
	On-going collaboration with multi-agency partners to identify eligible 2s.		Positive partnerships with Health Visiting services. From 2023, we will have access to national data which will enable better targeting of eligible families.	
Provision of top up hours to support families to study and work	Identify capacity for selling hours. Promotion of top up hours. Pilot in one or two ASGs initially.	Early Years Team ELC Settings	Capacity for selling hours has been identified.	

How will we ensure quality?

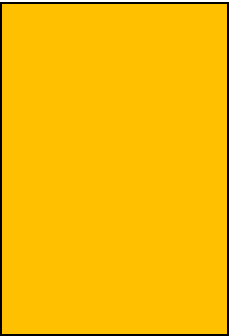
Improvement Activity	This is how we'll do it	By whom / By when	Evaluation Statement	RAG status
Deliver a comprehensive Quality Assurance programme	Alignment of Quality Improvement visits with school Quality Assurance calendar for all ELC providers, including the work of trio groups supporting Local Authority settings across the city.	ELC Locality Lead Officers	ELC Locality Lead Officers are undertaking Quality Improvement visits alongside school Quality Assurance calendar. ELC Locality Lead Officers undertake termly Quality Improvement visits with Funded Providers.	
	Implementation of robust Quality Improvement Framework for Local Authority and Funded Provider settings incorporating reference to national guidance documents such as Realising the ambition - Being me.		A Framework has been devised and is being implemented.	
	Identification of areas for targeted support, pre and post inspections.		Ongoing based on outcomes of Quality Assurance visits and support identified.	
Support and enhance smooth transitions	Review transition processes with early in person transition and early engagement with staff, where practicable.	ELC Locality Lead Officers Officers ELC	This is ongoing and planned for 2023/24 transitions.	
	Pilot some more creative transition processes within Local Authority ELC settings.	Settings	Planned for 2023/24 transitions.	
Work in partnership with families and communities including through a Peep offer in all	ELC and Peep colleagues will work together to ensure that at least one member of staff from each ELC setting has been Peep trained and support will be given to staff when delivering	ELC Locality Lead Officers / Peep	We have 200 Early Years Practitioners who have been Peep trained across the city,	

settings as part of a partnership Family Support offer	Peep sessions.		in approximately 36 Local Authority settings and 14 Funded Provider settings. Priority for 2023 will be to identify ELC settings who do not yet have Peep trained Practitioners.	
	Monitor uptake to identify if there are any barriers preventing these from taking place in order to remove them.	ELC Locality Lead Officers / Peep	Ongoing communication between teams.	
	Liaise with colleagues from Family Learning to ensure that settings are maximising Family Support sessions offered.	Family Learning Team	Ongoing communication between teams.	

How will we support our workforce?

Improvement Activity	This is how we'll do it	By whom / By when	Evaluation Statement	RAG Status
Create positive pathways into careers in ELC and provide access to funding for accredited qualifications	ELC Locality Lead Officers will use the ABZworks platform to link with ELC employers and training providers to promote positive pathways into ELC careers.	Early Years Team ELC Locality Lead Officers ABZworks	Work is ongoing to increase the number of applicants for vacancies and to increase the number of applicants for Foundation Apprentice in Early Years course.	
	Continue to offer Modern Apprenticeship opportunities in Local Authority ELC settings, building this role into our staffing model in a variety of settings that deliver different models of ELC.	ELC settings Training Providers	All Aberdeen City Council ELC settings have a Modern Apprenticeship trainee undertaking training. This ensures a future supply of qualified Early Years Practitioners for vacancies.	
	Partnerships with local training providers to widen the offer of the Foundation Apprenticeship Children and Young people in Aberdeen City Council secondary schools.		This work is ongoing.	
	Collaborating with People and Organisation to create an internal 'Introduction to ELC' course to be available to young people in secondary schools.		This work is ongoing.	
	Offer Workforce Development and Expansion funding annually to support workforce, across the		Funding has been awarded in 2022/23. Approximately 90	

	<p>city, to undertake accredited qualifications and meet SSSC registration requirements.</p> <p>Additionally, supporting staff to gain qualifications above what is required to allow for further career progression.</p>		<p>colleagues, from across Local Authority and Funded Providers, have been funded to undertake accredited qualifications.</p>	
	<p>Promote grants for those undertaking qualifications to support routes out of poverty and maximise funding available.</p>		<p>All candidates and training providers apply for SAAS funding, where eligible, to ensure we maximise funding available.</p> <p>Skills Development Scotland funding also accessed for Foundation and Modern Apprenticeships.</p>	
	<p>Development and expansion of supply pool support workers in order to create additional pathway into the sector, supporting their progression into permanent posts in order to complete qualifications.</p>		<p>To be further progressed in 2023.</p>	
	<p>Development of professional learning opportunities for supply staff to enhance understanding of the sector and opportunities for progression.</p>		<p>To be further progressed in 2023.</p>	
<p>Support and upskill ELC Teams to provide a fully inclusive offer.</p>	<p>Build capacity and confidence through observations, shadowing and training.</p>	<p>Early Years Team ELC Locality Lead Officers Autism Outreach Team VSA ASNAP</p>	<p>A Business Case has been approved to add capacity to Autism Outreach Team to support and upskill ELC teams across the city.</p>	

<p>Offer opportunities for collaboration locally and cross-boundary to increase capacity and maximise resources</p>	<p>Work in partnership across ASGs and Authorities where appropriate</p>	<p>ELC Locality Lead Officers Northern Alliance</p>	<p>Staff have access to relevant and meaningful learning opportunities which will upskill them to continue to be able to provide the most current best practice.</p>	
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How will we communicate, engage and consult?

Improvement Activity	This is how we'll do it	By whom / By when	Evaluation Statement	RAG Status
Regular engagement and consultation with parents and carers	Statutory consultation with parents and carers every 2 years Regular engagement across ASGs	Early Years Team / Autumn 2023 Locality Lead Officers	Statutory consultation undertaken November 2021. Next consultation Autumn 2023. Informal feedback / feedback from ELC settings also taken into consideration.	
Regular engagement and consultation with all Partners and Key Stakeholders	Regular engagement city-wide and across ASGs	Early Years Team ELC Locality Lead Officers	ELC Locality Lead Officers meet regularly with Partners across ASGs. Regular programme of consultation planned from 2023.	
Provision of accurate and up to date information on ACC communication channels	Communicate key information through social media channels. Maintain and update ELC pages on Aberdeen City Council website	Early Years Team / Webmonitor	ELC pages on Aberdeen City Council website are updated and maintained.	
Ongoing promotion of ELC models, options and Gaelic Medium provision	Promote all ELC models across the city. Promote Gaelic Medium provision. Promote blended ELC offer. Ensure Early Learning and Childcare Information for Parents and Carers booklet is maintained, updated and accessible.	Early Years Team	Promoted via Aberdeen City Council website. Guide to Early Learning and	

			Childcare is updated and maintained online.	
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Appendix 2 - Analysis of uptake of ELC Placements December 2022

Associated Schools Group	High level analysis
Aberdeen Grammar	<p>There is an overprovision of afternoon ELC placements with around 35 afternoon placements not being utilised on average per day. There is high demand for full day (9-3pm) placements and a high number of Funded Providers operating across the ASG.</p> <p>It is proposed that Skene Square move to delivering a 9-3pm offer.</p>
Bridge of Don	<p>Provision matches demand. There are currently 10 available spaces still to be utilised and this is thought to be sufficient.</p>
Bucksburn	<p>There is currently overprovision of afternoon ELC placements at Kingswells with 20 afternoon vacancies. It is proposed that Kingswells move to delivery of a 9-3pm model.</p> <p>Brimmond and Stoneywood ELC provisions both have afternoon places available.</p>
Cults	<p>There is overprovision of afternoon ELC placements with around 70 placements not being utilised on average per day. There is high demand for full day (9-3pm) placements and a high number of Funded Providers operating across the ASG.</p> <p>It is proposed that Milltimber move to delivering a 9-3pm offer.</p>
Dyce	<p>Provision matches demand.</p>
Harlaw	<p>Provision matches demand.</p>
Hazlehead	<p>Provision closely matches demand.</p> <p>Some overprovision of 8-6pm provision at Fernielea but 11 children would be displaced if made fully 9-3pm. It is proposed to retain the existing model but review uptake again next year.</p> <p>Introduction of Countesswells School ELC – 9-3pm x 60 places. This will mean Countesswells families having ELC provision locally in their area and will also have a positive impact on capacities at Airyhall.</p>
Lochside	<p>Provision matches demand.</p>

Northfield	<p>There is an overprovision of afternoon ELC placements with around 90 afternoon placements not being utilised on average per day. There is high demand for full day (9-3pm) placements.</p> <p>It is proposed that Westpark move to delivering a 9-3pm offer.</p>
Oldmachar	<p>There is an overprovision of afternoon ELC placements with around 60 afternoon placements not being fully utilised on average per day. There is high demand for full day (9-3pm) placements.</p> <p>It is proposed that Danestone and Middleton Park both move to delivering a 9-3pm model.</p>
St Machar	<p>Provision closely matches demand, with the exception of Sunnybank.</p> <p>Propose to remove 2 x 600 hours class (40 places) which are under capacity, and retain 2 x 600 hours classes (40 places) in addition to the 9-3pm model (20 places).</p> <p>The children who attend 600 hours have a shared placement with specialist services within the building, e.g. language unit / Aberdeen School for the Deaf. So they attend those services and then have 600 hours ELC as part of their overall ELC entitlement.</p>

Appendix 3 – Early Learning and Childcare Models Proposed from August 2023
(DRAFT)

ELC SETTING	ELC MODELS 2023/2024
Aberdeen Grammar ASG	
Ashley Road School	9am-3pm Term Time
Gilcomstoun G.U.	9am-3pm Term Time
Gilcomstoun	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Mile End School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Skene Square	9am-3pm Term Time
St Joseph's RC School	600 hours - 3 hour 10 minutes AM or PM Term Time
Bridge of Don ASG	
Braehead School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Scotstown	9am-3pm x Term Time
Bucksburn ASG	
Brimmond School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Kingswells School	9am-3pm x Term Time
Stoneywood School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Cults ASG	
Culter School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Cults School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Milltimber School	9am-3pm x term time
Dyce ASG	
Dyce School	Mixed Model. 8am -6pm x 46 week and 9am-3pm x term time
Harlaw ASG	
Broomhill School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Ferryhill School	9am-3pm x term time
Hanover Street School	9am-3pm x term time
Kaimhill School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Hazlehead ASG	
Airyhall School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Countesswells	9am-3pm x term time
Fernielea School	Mixed Model. 8am -6pm x 46 week (AM or PM only) & 9am-3pm x Term Time
Hazlehead School	8am -6pm x 46 week (AM or PM or 2 and half days)
Kingsford School	Mixed Model. 8am -6pm x 46 week (AM or PM only) & 9am-3pm x Term Time

Lochside ASG	
Abbotswell School	9am-3pm x Term Time
Charleston School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Kirkhill School	Mixed Model. 8am -6pm x 46 week (AM or PM only) & 9am-3pm x Term Time
Loirston School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Tullos School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Walker Road	Mixed Model. 8am -6pm x 46 week (AM or PM only) & 9am-3pm x Term Time
Northfield ASG	
Bramblebrae School	600 hours - 3 hour 10 minutes AM or PM Term Time
Heathryburn	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Muirfield School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Quarryhill School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Manor Park School	9am-3pm x Term Time
West Park School	9am-3pm x Term Time
Holy Family School	9am-3pm x Term Time
Old Machar ASG	
Danestone School	9am-3pm x Term Time
Forehill School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Glashieburn School	9am-3pm x Term Time
Greenbrae School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Middleton Park School	9am-3pm Term Time
St Machar ASG	
Cornhill School	Mixed Model. 8am -6pm x 46 week (AM or PM only) & 9am-3pm x Term Time
Kittybrewster School	8am -6pm x 46 week (AM or PM only)
Riverbank School	8am x 6pm x 46 weeks (AM or PM or 2 and half days)
Seaton School	9am-3pm x Term Time
Sunnybank School	9am-3pm x Term Time
	600 hours - AM or PM Term Time (3 hour 10 minutes)
Woodside School	Mixed Model. 8am -6pm x 46 week (AM or PM only) & 9am-3pm x Term Time
The Links Nursery, Regent Walk	Mixed Model. 8am -6pm x 46 week (AM or PM only) & 9am-3pm x Term Time
City Wide	
Duthie Park Outdoor Nursery	8am -6pm x 46 week (AM or PM only)
Hazlehead Park Outdoor Nursery	9am-3pm Term Time
Orchard Brae	9am-3pm Term Time

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	24 January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Inspection Reporting
REPORT NUMBER	CFS/23/009
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Eleanor Sheppard
TERMS OF REFERENCE	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 His Majesty's Inspectors of Education (HMIE) and The Care Inspectorate since November 2022.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 notes the content of this report;
- 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; and
- 2.3 instructs the Chief Education Officer to monitor progress against the Action Plan put in place to realise improvements at Kingsford Early Learning and Childcare provision and report progress towards achieving the actions within 2 committee cycles.

3. CURRENT SITUATION

Education Scotland inspection of Danestone Primary School

- 3.1 His Majesty's Inspectors of Education (HMIE) has resumed their full inspection regime. Danestone Primary School and Nursery class were inspected using the short model of inspection week beginning 31st October 2022.

During the visit, Inspectors talked to parents/carers and children, worked closely with the headteacher and staff and visited classrooms to see how children were being supported. Taking this approach enabled them to triangulate evidence to support their evaluations. The inspection team found the following strengths in the school's work:

- The positive and supportive environment in the school and nursery, where children’s rights and learner participation are key features. Primary children have a very good knowledge of their rights and relate this well to different areas of learning.
- Senior leaders take a proactive approach to improving the quality of learning and teaching across the primary classes. They do this through the use of team teaching, modelling lessons and working together with staff to provide relevant professional learning.
- Children across the school and nursery who are confident, respectful, motivated and keen to learn.

The following areas for improvement were identified and discussed with the headteacher and a representative from Aberdeen City Council:

- Staff should continue to improve the consistency and quality of learning and teaching across the school and nursery. In doing so, they should ensure all children are challenged sufficiently in their learning and play.
- Practitioners, in the nursery, need to deepen their understanding of how children develop and learn through the use of Curriculum for Excellence. In doing so, they should improve their approaches to capturing and recording children’s progress.

The school secured positive gradings against the Quality Indicators.

Primary school Quality Indicators	Evaluation
Learning, teaching and assessment	Good (4)
Raising attainment and achievement	Good (4)
ELC Quality Indicators	Evaluation
Learning, teaching and assessment	Satisfactory (3)
Securing children’s progress	Satisfactory (3)

The Inspection team validated the school self-evaluation and encouraged the staff team to continue to implement the School Improvement Plan already agreed with their school community. The full report is available [here](#).

3.2 Care Inspectorate

The Care Inspectorate continue to inspect on a risk basis, leading to a higher proportion of settings being inspected where complaints or issues have been raised with them. Engagement includes a mix of in person and digital engagement although expectations are consistent with those in place prior to the pandemic.

3.3 **West Park Out of School Care**, is an Aberdeen City Council run Out of School Care Service, operating from Westpark Primary School. It is registered for a maximum of 24 primary school aged children at one time. The inspectors noted that staff were very friendly, kind, and caring and were very good at developing meaningful relationships with the children and their families. Inspectors noted that the children were relaxed and confident with staff and that the children's interests and preferences were considered when

planning activities and resources. Children were having fun and taking part in activities they really enjoyed, including daily opportunities to play outdoors.

Aspect being inspected	Evaluation
Quality of care and support	Very good (5)
Quality of environment	Very good (5)
Quality of staffing	Very good (5)
Quality of management and leadership	Good (4)

A link to the full report is available [here](#). The staff team are delighted with the gradings which are testament to their hard work and dedication to providing children and families with a high-quality service.

- 3.4 **Countesswells Out of School Care**, is another Aberdeen City Council run Out of School Care Service. It operates from Countesswells Primary School, in what was Hazlewood School, and was inspected in October 2022. The service is registered to provide care to a maximum of 24 children at any one time, of whom no more than 18 are primary school aged and no more than six are secondary pupils with additional support needs. The Inspectors noted that children were cared for by nurturing, knowledgeable staff, who knew the children and families very well. Children felt valued and included and had access to a wealth of play opportunities and to an extensive safe and enclosed outdoor play space.

Aspect being inspected	Evaluation
How good is our care, play and learning?	Very good (5)
How good is our setting?	Very good (5)
How good is our leadership?	Very good (5)
How good is our staff team?	Very good (5)

A link to the full report is available [here](#). The staff team are delighted with the gradings, which are testament to their efforts and commitment to delivering a high quality and inclusive out of school care service, and the positive partnership between staff, children and their families.

- 3.5 **Kingsford ELC provision** was inspected in September 2022 following an incident where a child left the service unobserved by staff. Although Inspectors found that the Aberdeen City led provision had staff who were warm and welcoming to the children, a number of issues were identified which have been addressed since the inspection.

Aspect being inspected	Evaluation
How good is our care, play and learning?	Weak (2)

How good is our setting?	Weak (2)
How good is our leadership?	Weak (2)
How good is our staff team?	Weak (2)

A link to the full report is available [here](#). External expertise has been secured to build confidence in the changing staff team and a more confident and positive team dynamic is helping to positively drive improvement. The Education Service continues to work closely with the Senior Leadership team to secure continuous improvement. An Action Plan to support further and on-going improvement is available in Appendix A. A document outlining progress made to date is available [here](#).

- 3.6 **Fernielea ELC provision**, an Aberdeen City run provision, was inspected in October 2022. Inspectors found that children were supported by staff who knew and responded to their needs very well and that the children benefited from strong partnership arrangements in place. Staff worked hard to establish positive and trusting relationships with families and children benefited from engaging in a range of play experiences which were child led and reflected their interests. A range of effective systems were in place which supported a culture of continuous improvement.

Aspect being inspected	Evaluation
How good is our care, play and learning?	Very Good (5)
How good is our setting?	Good (4)
How good is our leadership?	Good (4)
How good is our staff team?	Very Good (5)

The full report is available [here](#). The staff team are delighted that the gradings from February have now been upgraded and feel that these better reflect the work of the service.

- 3.7 **Cults primary ELC Provision**, an Aberdeen City run provision, was inspected in November. The Inspector noted that children received nurturing care and support from staff who know them very well. Children were developing their curiosity, imagination and problem solving skills through high quality play experiences in a stimulating environment. Self-evaluation was taking place and supporting continuous improvement. The children benefitted from a caring and passionate staff team who use their knowledge and experience to support positive outcomes. The inspectors noted that the quality of recorded information could be improved to support children's health needs and ensure consistent and effective care.

Aspect being inspected	Evaluation 22
How good is our care, play and learning?	Good (4)
How good is our setting?	Very good (5)
How good is our leadership?	Good (4)
How good is our staff team?	Very Good (5)

A link to the full report is available [here](#). The staff team have addressed the concerns identified around paperwork and continue to secure further improvement through their effective use of self-evaluation.

- 3.8 **Thrive Childcare and Education, Happitots, Cove Bay**, a funded provider setting, was inspected in October. The inspectors noted that Children benefited from interactions with staff which were nurturing, caring and kind. Children experienced a warm atmosphere as staff had positive working relationships and had developed trusting relationships with children and families. Children benefitted from a safe and secure environment. Children were supported by motivated and enthusiastic staff. The inspectors noted that quality assurance and self-evaluation processes were in the early stages, this should now be a priority for the management team to ensure improvements are sustained and processes embedded.

Aspect being inspected	Evaluation 22
How good is our care, play and learning?	Good (4)
How good is our setting?	Good (4)
How good is our leadership?	Good (4)
How good is our staff team?	Good (4)

A link to the full report is available [here](#). The staff team are delighted that their grades have improved and continue to embed their approaches to quality assurance and self-evaluation to ensure improvements are sustained.

- 3.9 **Beech House Nursery, Balnagask Road, Torry**, a funded provider setting, was inspected in November 2022. Inspectors noted that children were happily engaged in activities throughout the whole nursery and were cared for by staff who knew them very well. Staff intuitively stepped in to support children's play ideas when needed or offer challenge to extend their learning. Children were offered high quality experiences, which enriched their play and learning. Effective quality assessments were at the heart of the service and used to effectively promote all aspects of child development. Staff language, manner and approach when talking to children was caring and respectful. The

management team ensured that high quality learning through play is at the heart of improvement planning.

How good is our care, play and learning?	Good (5)
How good is our setting?	Adequate (4)
How good is our leadership?	Good (5)
How good is our staff team?	Good (4)

A link to the full report is available [here](#).

- 3.10 The education service continue to support ELC settings to improve quality and have action plans in place to drive improvement where appropriate.

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?
Strategic Risk	Risk of not improving outcomes for learners	Positive engagement with Inspection agencies and sharing learning across the system where appropriate.	L	Yes
Compliance	Risk of not complying with national guidance	Positive engagement with Inspection agencies and sharing learning across the	L	Yes

		system where appropriate.		
Operational	Risk that schools/ELC settings do not accurately identify the areas for improvement that will make the greatest difference to learners	Quality assurance arrangements in place to validate self-evaluation gradings	L	Yes
Financial	No risks identified			
Reputational	Risk that poor quality of provision will present a reputational risk to the Council	High levels of assurance are taken Quality Improvement and Inspection visits	L	Yes
Environment / Climate	No risks identified			

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
<p>Aberdeen City Council Policy Statement</p> <p>Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices.</p> <p>Commit to closing the attainment gap in education while working with partners across the city.</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</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</p>

a positive destination upon leaving school by 2026	to shape improvement plans for the coming sessions in keeping with the LOIP stretch aims.
<p style="text-align: center;">Regional and City Strategies</p>	
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
Integrated Impact Assessment	Not required
Data Protection Impact Assessment	Not required
Other	None

10. BACKGROUND PAPERS

None

11. APPENDICES

Appendix A – Action Plan for Kingsford ELC provision

12. REPORT AUTHOR CONTACT DETAILS

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Kingsford School

ELC Action Plan

Session 2022/2023



PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP
CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

Kingsford School



ELC Action Plan					R	A	G
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? What evidence will we have?	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund – highlight if PEF funding)	Sep	Nov	May
Children are healthy, cared for and receiving meals.	Mealtimes are effectively planned and carried out to meet health and wellbeing needs of children.	Meal times to be served within each play space, with designated staff serving and supporting (see mealtime guidance document)	September 2022	All Nursery Staff			
		Mealtime guidance note to be created and distributed to all staff		DHT to distribute			
		Continual evaluation of everyday practice of mealtimes and adapting practice – daily dialogue between staff members	Ongoing				
Smooth transition for new starts.	Settling in experiences are planned for to effectively meet the needs of individual children.	Relief staff processes to be put in place <ul style="list-style-type: none"> Relief staff info sheet to be implemented and shared with all staff Include details around registration card colour-coded information system Include general risk assessment Include role of SEYP to support relief staff Create key information overview sheet for each child – to be contained within a folder Create a visual board in the play space for all staff around the above processes Personal Plan question prompt document and training PowerPoint to be re-shared with staff Staff to use quieter periods of day (i.e., after 3pm) to review Personal Plans and detail actions	September 2022	DHT EYP – JR SEYP / DHT DHT All EYP Keyworkers			
Ensure all children are safe within the environment and accounted for at all times.	All staff have a shared understanding of safety policy and procedures and can communicate and respond effectively to follow through on these.	Play space risk assessments made available for all staff to revisit (reviewed 3 weeks ago) Person-centred risk assessment created for individual children Multi-agency professionals contacted to seek advice on individual needs Daily risk assessment to continue to be completed	September 2022	SEYP to signpost to staff SEYP to create and share with all staff SEYP to contact as required			

		<p>Staff deployment expectation shared – minimum of two staff outside during sessions</p> <p>Staff to be aware of children’s individual needs, detailed in Personal Plans - staff to use quieter periods of day (i.e., after 3pm) to review Personal Plans and detail actions</p> <p>Health and Safety to be contacted to review height of fence at bottom of outdoor space</p>		<p>Staff on duty rota and reviewed by SEYP</p> <p>SEYP to ensure this message is shared with all staff</p> <p>DHT / SEYP ensure rota meets this need</p> <p>All staff</p> <p>QIM to contact H&S team to arrange visit asap</p>			
		<p>Further changes to rota to ensure that a SEYP is on the floor at all times.</p> <p>Changes to staffing structure to be considered – experienced SEYP placed to support and mentor members of the team / Locality Lead modelling practice</p> <p>Recruitment of staff to ensure consistency – new SEYP appointed</p>	<p>October 2022</p> <p>October 2022</p> <p>Ongoing</p>	<p>DHT</p> <p>QIM/HT</p> <p>HT / DHT</p>			
High quality self-evaluation that leads to change and improvement	All staff will be engaged in self-evaluation activities throughout the year and understand the strengths of the school and areas for improvement.	<p>Development of Quality Assurance Calendar</p> <p>Monthly Focus on QI to highlight quality practice with challenge questions linked</p> <p>Policy review linked to monthly focus, involving consultation with all stakeholders</p> <p>Engaging in support offered from Care Inspectorate – date to be confirmed (initial meeting in January to discuss)</p>	<p>September 2022</p> <p>Ongoing</p> <p>Ongoing</p>	<p>DHT</p> <p>DHT to lead All Staff involved</p> <p>DHT to lead All staff involved</p>			
High quality experiences and interactions	Adult-child interactions will lead to a more positive learning experience	<p>Buddy system linked to Literacy, Numeracy and Health and Wellbeing</p> <p>Responsibility for ensuring challenge in the provision</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All staff within group</p> <p>All staff within group</p>			

		Responsibility for auditing environment to ensure enabling and constantly evolving according to needs and development of skills	Ongoing	All staff within group			
		Further training in meeting the needs of all learners, e.g., CIRCLE framework, Autism Outreach, Behaviour is Communication, Schemas, Emotion Coaching.	Ongoing	All staff within group			
		Ongoing evaluation on impact of training on practice within the setting through regular observation.	Ongoing	SLT Learning Walks/QA Visits/Locality Lead Visits			
Parental engagement	Parents will be actively involved and included in their child's learning journey and with the life and work of the nursery	More informed discussion between staff and families during handover time, regarding a child's learning and care experience that session	Ongoing	All staff			
		Stay and Play sessions to be reinstated using appointment system to ensure equity, safety and manageability	October 2022	SEYPs			
		Consultation with parents/carers regarding policy creation, review and refresh	Ongoing	DHT to lead			
		All families to receive refreshed copy of Nursery Handbook	September 2022	DHT			
		Key workers to ensure Focus Child approach is followed through to conclusion, including consultation with parents during process	Ongoing	EYPs			
		Seesaw Guidance Note to be created and shared with families	October 2022	SEYP			
		Improvement journey board created and displayed within the Nursery foyer which will be reviewed and updated regularly.	November 2022	DHT			

	WE WANT	WE AIM FOR	WE ARE DOING	WE WILL
Children are healthy, cared for and receiving meals.	Children to be healthy, cared for and well nourished.	Mealtimes to be effectively planned and carried out to meet the health and wellbeing needs of all children.	<p>A lunch menu board was created in the playroom to promote independence and to encourage children to select their meal choices.</p> <p>We redesigned mealtimes so that children now eat in a calm and nurturing space within the playrooms at their own pace with adults available to support the experience.</p> <p>Guidance for staff was produced to ensure consistent routines and practices around mealtimes and snack times. Provision of additional staff ensure that these are followed.</p>	
Smooth transitions for new starts.	Smooth transitions for children during times of change.	Our settling in experiences to effectively meet the needs of children as individuals.	Effective smooth transitions from nursery to Primary 1 through establishment of an “early level” and sharing of important information.	Introduction of home visits for all new nursery families will form part of the induction process.
Ensure all children are safe within the environment and accounted for at all times.	Safety and security for all children within the nursery environment at all times.	Ensure that all staff are knowledgeable about safety policies and procedures and how to	All staff have refreshed their shared knowledge and understanding of nursery policies and procedures in order to	

		<p>respond effectively to follow through on these.</p>	<p>communicate and respond effectively to follow these through.</p> <p>Door alarms have been fitted to both playroom internal doors and the door leading from the foyer into the peg area to further enhance security to children and staff.</p> <p>Child Protection and Safeguarding training completed annually, and staff attendance documented.</p> <p>Child Protection and Safeguarding posters visible in all areas of the school and nursery.</p> <p>Additional consistent staffing allows for effective deployment of staff in all areas indoors and outdoors to always ensure children's safety.</p> <p>All staff are involved in the risk benefit assessment process. Daily risk assessments of indoor and outdoor areas are undertaken to identify any</p>	
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			<p>potential hazards/security risks.</p> <p>Self-registration board in playroom to encourage early literacy and numeracy skills whilst supporting staff to keep track of attendance during each session.</p> <p>Practitioners SSSC registration and expiry dates logged in line with safer recruitment practices.</p>	
High quality self-evaluation that leads for change and improvement.	Our vision, values and aims to reflect our ethos	For all stakeholders to have a clear understanding of the Vision, Values and Aims or our service.	Trio visits as part of ACC annual quality assurance programme.	<p>Monthly policy review will involve input from parents and carers and will be linked to the specific focus quality indicator.</p> <p>Establishment of a nursery steering group to consult with stakeholders regarding policy creation, review and refresh.</p>
	To be able to reflect on policies and procedures to ensure ongoing improvement for our service	Ensure that staff and families understand the strengths of the service as well as the areas for improvement.	<p>Opportunities for staff to work inhouse and at school and ASG level to improve their practice and procedures.</p> <p>Approaches to CR&D developed to support staff</p>	Monthly focus on specific Quality Indicator from key documents (HGIOELC, Realising the Ambition, Care Inspectorate Quality Framework)

			<p>to identify professional learning needs.</p> <p>Trio visits as part of ACC annual quality assurance programme.</p> <p>Monthly minuted online ELC team meetings.</p>	<p>Monthly policy review will involve input from parents and carers and linked to focus quality indicator.</p> <p>Staff will be give protected time with their buddy to reflect on the focus quality indicator and how it links to early years practice, policies and procedures. Reflections will be used to improve the service.</p>
	<p>The nursery to be effectively led to drive forward identified areas for change and improvement.</p>	<p>Stability and consistency in staffing and increased confidence within the staff team to lead and initiate necessary change.</p>	<p>Senior Leadership Team appointed and committed to taking forward identified areas for improvement.</p> <p>Consistent leadership across early level with Depute Head Teacher responsible for Nursery and primary 1.</p> <p>Staff received one to one support and supervision from the Senior leadership Team to identify specific strengths and training needs and to ensure that staff health and wellbeing needs are met.</p>	

			<p>A quality assurance calendar ensures that staff regularly reflect on policies and procedures, what we are doing well and how we can continually improve the service we offer.</p> <p>SLT undertake regular learning walks to observe teaching and learning across the school and nursery.</p>	
High quality experiences and interactions	Promote caring and positive relationships between children, staff and parents.	A shared understanding of wellbeing and how we can coach children through situations which may provoke certain emotions and behaviours.	<p>Positive, respectful, and nurturing ethos within the nursery playrooms.</p> <p>Positive relationships policy created, and a first draft produced ready for consultation with all stakeholders.</p>	Consultation on positive relationships policy and publication of final version.
	Our children to receive high quality interactions from the adults who care for them.	To ensure that adult/child interactions extend language and learning.	<p>A guidance document for relief/new staff was created to ensure that key information was being shared and practice was in line with our nursery policies and procedures.</p> <p>Protected time for staff to review and update children's personal plans is included in the rotas.</p> <p>Additional consistent</p>	Further development of Families Connect.

			staffing has made this possible.	
	All children and families to be included and to receive appropriate levels of support when needed.	Clear, strategic approaches to supporting all learners with barriers to learning or those facing significant challenges in their lives.	<p>Key workers are involved in their children's planning meetings and reviews.</p> <p>Staff work collaboratively with multi-agency professionals to meet the needs of individual children and families and to provide specialised support, advice and guidance where required.</p> <p>Staff ensure that they are aware of children's additional needs or tendencies as detailed in the personal plans to anticipate extra supervision or support requirements.</p> <p>Opportunities for staff to work in house and at school and ASG level to improve their practice and procedures.</p> <p>Staff continue to consider ways in which they can meet the needs of all learners including accessing relevant training to develop knowledge and understanding.</p>	Staff will engage in ongoing professional development, including Behaviour is Communication, Makaton, etc.

			Staff have engaged in further training in meeting the needs of all learners, including courses by Autism Outreach, CIRCLE Framework, Schematic Play and Emotion Coaching.	
	Children's learning to be relevant, developmentally appropriate and based on their interests.	Use data gathered through effective observation and assessment to inform our planning and children's next steps in their learning and development.	<p>Opportunities for staff to work in house, at school and ASG level to improve their practice and procedures.</p> <p>Regular environment audits ensure challenge and progression in children's learning by assessing the resources we put out and the opportunities we offer against the children's developmental levels.</p> <p>Developmental overviews for each child inform planning and next steps in learning. Progress is tracked across the year.</p>	Documentation of learning will represent child's voice to a greater degree.
Parental Engagement	Maximise potential for parental engagement in children's learning and involvement in how the service can continue to improve.	For parents and carers to be included in their child's learning journey and in the life and work of the nursery.	SeeSaw promotes links between nursery and home; the resource is well used by families.	Continuation of Families Connect sessions / workshops within Nursery family room.

			<p>Families Connect project established and best practice and impact shared at local authority/national level.</p> <p>Staff are ensuring that informed discussion between staff and families takes place during handover times regarding a child's learning and care experience during the session.</p>	<p>Monthly policy review will involve input from parents and carers and will be linked to the specific focus quality indicator.</p> <p>A SeeSaw guidance note will be created to support parents/carers to make best use of the child's interactive learning diary and to further promote parental involvement in the learning process.</p> <p>All families to receive a refreshed copy of the nursery handbook to take account of changes to staffing, practice and provision.</p> <p>Stay and play sessions for parents and carers will be reinstated using an appointment system to ensure equity, safety and manageability.</p> <p>Lending library (story sacks, fine motor skills resources, etc.) to be established.</p>
	<p>Children's learning to be relevant, developmentally</p>	<p>Use data gathered through effective observation and assessment to inform our</p>	<p>Opportunities for staff to work in house, at school and ASG level to improve</p>	<p>Documentation of learning will represent child's voice to a greater degree.</p>

	appropriate and based on their interests.	planning and children's next steps in their learning and development.	their practice and procedures. Regular environment audits ensure challenge and progression in children's learning by assessing the resources we put out and the opportunities we offer against the children's developmental levels. Developmental overviews for each child inform planning and next steps in learning. Progress is tracked across the year.	
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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	24 th January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Kingsford Early Learning & Childcare
REPORT NUMBER	CFS/23/002
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Gael Simpson & Andrew Jones
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 This report responds to the urgent notice of motion from 8.11.22 and details the actions taken in responding to an incident that occurred at Kingsford Early Learning & Childcare Setting in August 2022 to provide assurance to Members that all efforts have been taken to prevent similar incidents occurring across the Early Learning and Childcare estate.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 notes the content of this report;
- 2.2 instructs the Chief Education Officer to continue to support improvement at Kingsford Early Learning and Childcare (ELC) setting;
- 2.3 instructs the Chief Education Officer to continue to monitor compliance with local procedures designed to keep children safe; and
- 2.4 Instruct the Chief Officer Corporate Landlord to continue to be proactive in addressing any vulnerabilities identified across our children's estate.

3. Background

- 3.1 On 3rd August 2022 a learner was able to abscond from Kingsford ELC provision, opening the main entrance door and was missing from the setting for a significant period of time. The child was found by a member of the public and the police were contacted, returning the child to the safety of their home.
- 3.2 A thorough investigation has been undertaken to understand how this incident was able to occur and a number of mitigations have been put in place.

4. Action taken in response to the incident

- 4.1 A review of the security systems in place at Kingsford ELC provision has been undertaken to ensure that the playroom doors and main nursery entry area are secure and appropriately alarmed. This review has resulted in:
- An interim internal door alarm system from the playroom to the entrance area has been added. A more permanent solution will be fitted when parts become available.
 - An external alarm system has been reviewed and updated
 - Risk assessments have been reviewed and updated
 - A further review of ELC security has been undertaken by ACC School Estate Team
- 4.2 Learner registration and oversight has been improved. This has included:
- A review of the registration system and processes with new systems put in place to ensure visibility of learner numbers and improve staff awareness
 - Children's pegs have been moved to the main playroom to encourage independence and ensure learners have no need to leave the playroom
 - Staff are regularly checking and updating numbers within the setting to ensure clear oversight
- 4.3 The Kingsford staff team has been guided to review roles and responsibilities to ensure all staff are aware of their duties in keeping children safe. This has included:
- Training delivered in respect of health and safety management to ensure all staff are able to discharge the duties associated with their position
 - All Kingsford ELC staff have undertaken training in relation to ACC updated Child Protection & Safeguarding training and Runaway Child Procedures and now report that they fully understanding their responsibilities
 - Work has been undertaken to ensure all policies and procedures are readily available and known to ensure all staff are aware how to access these in the event of an emergency
 - An Acting Senior Early Years Practitioner has been working with the team to increase capacity and ensure clear processes and policies are in place
 - Recruitment has been undertaken to secure a new permanent Senior Early Years Practitioner to support and enhance the skills within the team
- 4.4 Assurance was sought from other operational ELC provisions. This assurance was sought by:
- Early Learning and Childcare Locality Leads reviewing all ELC provisions to identify any other settings with similar vulnerabilities to Kingsford and the Health and Safety team were engaged appropriately. This review concluded that the Kingsford situation was unique to the design of the Kingsford building.
 - The Locality Leads contacted staff teams operating over summer to ensure that they were fully aware of procedures
 - The situation was raised with school leaders at the start of school session 2022/2023.

- 4.5 External expertise was secured to build confidence in the changing staff team at Kingsford and a more confident and positive team dynamic is helping to positively drive improvement. The Education Service continues to work closely with the Senior Leadership team to secure continuous improvement with regular and robust quality assurance discussions taking place.
- 4.6 Corporate Landlord have liaised with all Early Learning and Childcare settings to gain some assurance of security arrangements in each setting. To ensure a consistent approach to the physical security of nursery settings, a Nursery Security Standard has been produced by the School Estate Team. All settings were issued with a Nursery Security Standard in November 2022, which details the desired level of security which should be present in all settings, and managers at all sites were requested to confirm whether their setting meets the standard, or to highlight any areas of concern. The School Estate Team is working directly with the settings where additional actions are required to achieve the desired standard, and works are being instructed as a priority (see Appendix A). Temporary arrangements, such as the use of local audible alarms on exit doors, are in place within these settings to ensure children remain safe, prior to permanent works being undertaken and staff on site have reviewed risk assessments to ensure all safety steps have been taken.
- 4.7 The Service has liaised with all Head Teachers/Centre Managers to ensure that appropriate arrangements are in place for senior leaders to be assured of the quality of provision in their school. School Risk assessments are in place and should ensure the safety of all within the setting. These supports continue to be quality assured through agreed Quality Assurance arrangements.
- 4.8 All Early Learning and Childcare settings have been issued with a reminder of the Runaway Child Procedure which is situated on the Health & Safety Pages of Education Sharepoint. All settings have been asked to work with their teams, confirm that this has been reviewed and all risk assessments updated, will all staff fully aware of their duties and responsibilities in keeping children safe. 100% of Local Authority ELC settings have confirmed that staff are aware of their responsibilities in keeping with this procedure. Confirmation of staff awareness and understanding of this procedure will be built into service Quality Improvement checks as we move forward.

5. FINANCIAL IMPLICATIONS

- 5.1 Additional costs are anticipated as a result of the survey of nursery settings and the identification of works required to ensure settings meet the new security standard. These costs are expected to be met through existing revenue budgets.

6. LEGAL IMPLICATIONS

- 6.1 There are no direct legal implications arising from the recommendations in this report. The steps already taken and recommended actions will assist the Council to meet its duty of care to pupils.

7. ENVIRONMENTAL IMPLICATIONS

- 7.1 No negative environmental impacts have been identified.

8. 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?
Strategic Risk	Risk of not improving outcomes for learners	Quality Assurance processes in place and heightened officer support offered to build capacity	L	Yes
Compliance	Risk of not complying with national / local guidance	Increased professional learning offer provided to staff to ensure compliance	L	Yes
Operational	Risk that schools/ELC settings do not accurately identify the areas for improvement that will make the greatest difference to learners	Quality assurance arrangements in place to support identification of risk	L	Yes
Financial	No risks identified			
Reputational	Risk that poor quality of provision will present a reputational risk to the Council	High levels of assurance are taken Quality Improvement and Inspection visits	L	Yes
Environment / Climate	No risks identified			

9. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Impact of Report	
<p>Aberdeen City Council Policy Statement</p> <p>Work to ensure that every school community provides a safe and respectful environment for young people and staff.</p>	<p>Internal and external scrutiny provides helpful assurance that there is sufficient focus on child protection and safeguarding and that policies and procedures are followed effectively.</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>Ensuring the health and safety of all children and young people within our service is an essential part of our delivery and support to improve outcomes.</p>
<p>Regional and City Strategies</p> <p>Regional Cultural Strategy</p> <p>Prevention Strategy</p> <p>Children’s Services Plan</p> <p>National Improvement Framework Plan</p>	<p>Meeting the health and wellbeing needs of our children is essential in delivering positive outcome. Improving the workforce aligns with various city and regional strategies, increasing capacity and building a stronger system to provide a safe environment for children and young people to thrive.</p>

10. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	Not required
Data Protection Impact Assessment	Not required
Other	None

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11. BACKGROUND PAPERS

None

12. APPENDICES

13. REPORT AUTHOR CONTACT DETAILS

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Appendix A

SECURITY WITHIN NURSERY SETTINGS – DESIRED STANDARDS

Completed by Corporate Landlord



OVERVIEW

The health, safety and security of pupils and staff in our Early Years settings is of the highest priority. It is important that secure lines are established to reduce the risk of children leaving the safety of the nursery unsupervised. This document sets out our desired standards for security within nursery settings. Our school estate varies in age and layout, therefore not all nurseries may meet this desired standard. Any areas of concern should be reported in the first instance to the Head of Establishment, Early Years Locality Lead or QIM.

ENTRANCE

- The Nursery setting should have a dedicated secure entrance. This is the main point of entry for drop off and pick up. This entrance should be secured with electronic locking (maglocked) at all times to prevent unauthorised entry to or unsupervised exit from the nursery. Staff should be present at these doors at pupil drop off and pupil collection times.
- There should be a buzzer door entry system or doorbell to notify staff of anyone requiring access to the nursery. Staff should physically go to the secure doors to meet any visitors and follow signing in procedures.
- Externally, the secure doors should have a fob reader for controlled access.
- Internally, where an electronic maglock system is in place there should be a high level “push to exit” (green) button located 1.8m from finished ground level.
- All maglocked doors should be connected to the fire alarm system so that they disengage automatically to allow escape in the event of the fire alarm being triggered. There must be green break glass units (with clear protective covers to avoid misuse) adjacent to every door with maglocks, and these should be at a height which allows them to be operated by wheelchair users.

WITHIN THE SETTING

- Within the secure line of the setting pupils should ideally have access to cloakroom(s) and toilets directly off the playroom(s).

- There should be direct access from the playroom(s) to a secure outdoor play area to allow free flow play.
- The outdoor play area should be suitably lit, to allow outdoor play during extended hours provision.
- The secure outdoor play area should be designed with an exit gate leading into a safe area, e.g. the main playground, which can be suitably secured but which allows children and staff to move away from the building and reach the designated fire assembly point in the event of an emergency, without being required to re-enter the building.
- Any emergency exit doors within the Nursery should have local audible door guard alarms to alert staff to pupils exiting these doors. These local door guard alarms can be activated or deactivated by staff.
- Some settings may require local audible door guard alarms on other doors e.g. - where there is a pass door(s) between the school and the nursery which is not fobbed and is not part of the main secure line. In some instances maglocks may be appropriate but this will be subject to obtaining the relevant statutory approvals (Building Warrant). **Building Warrants are considered on a case by case basis and there is no guarantee that the use of electronic locking will be approved by Building Standards.**

EXTERNAL PERIMETER SECURITY

- There should be a secure boundary (fence, wall or other effective barrier) around the outdoor play area.
- Where this boundary forms part of the perimeter of the overall grounds, it should be min. 1.8m high.
- Where outdoor play areas bound parts of the school playground, this boundary should be min. 1.2m high.
- It is important that outdoor play equipment is not positioned next to the boundary as this could be an aid for climbing and scaling the boundary line.

Aberdeen City Council operates an open grounds policy, which means the school gates can be secured during school hours but are left open out with school hours. Settings where nurseries operate longer than school hours should note this and be aware of the public having access to the school grounds during nursery operational hours.

FURTHER POINTS TO NOTE

Making alterations to a building can help make it more secure for its users, but staff play an equally important role in ensuring the safety and security of users.

Staff should have procedures and supervision arrangements in place, specifically in areas close to exit doors to reduce the likelihood of children leaving unnoticed.

Where possible, the layout of the nursery play space and furniture should be considered to create a natural separation between activity spaces and exit doors (whilst ensuring fire escape routes are not compromised).

Under no circumstances should any fire escape door in any part of the nursery or school building be locked or held closed in such a way which would prevent or impede exit in an emergency.

Doors controlled by electronic locking (maglocks) are linked to the fire alarm system and will disengage in the event of activation.

Review of Nursery Settings November 2022 – Summary of Findings

- Managers at all nursery settings were asked to review the new Nursery Security Desired Standards document and to confirm the extent to which their nursery met the new standard, and/or to highlight areas where improvements to the security arrangements may be required.
- All nursery settings responded to the request. All aspects of the new security standard were found to be already fully in place in six of the settings.
- Corporate Landlord officers have followed up directly with the remaining settings to identify any works which are required, to help the settings meet the new standard and improve the consistency of approach to nursery security across the estate. These works are being prioritised to address areas of highest concern first.
- The main areas of work which are being taken forwards as a result of this review include:
 - **Emergency Exit Local Alarms:** The review highlighted a requirement to fit local audible door guard alarms to emergency exit doors, as these were not present on some doors in some settings. This work has been prioritised, and where specific risks of a child leaving the building unnoticed through an emergency exit door have been identified, immediate action has been taken to ensure alarms have been fitted in these settings.
 - **Nursery Main Entrances:** In some settings, the main entrance to the nursery is secured through the use of mechanical handles and locks, electronic keypad systems, or entry to the nursery is controlled through the school's main reception. An intercom system is not present in some settings, making it difficult for staff in the setting to be made aware that a visitor is waiting. Officers are assessing the need for electronic magnetic door locking systems and intercom systems in these settings, as set out within the desired standards document, and are instructing the necessary works where appropriate to do so, to ensure consistency across the estate.
 - **"Push to Exit" buttons:** Where electronic door locking is in place in some settings, the emergency 'push to exit' button is not at the height stipulated within the new desired standards. Works are being instructed where necessary to ensure these buttons are installed at the desired height, to ensure consistency across the estate.
 - **Play Area Fencing and Gates:** In some outdoor nursery play areas, the fencing around the play area is lower than the height stipulated in the new desired standards, and/or the arrangements for locking the gate to the play area require to be improved. Officers are working with these settings to specify and instruct the works required, to ensure they are in line with the new standard.
 - **External Lighting:** Some nurseries which are now operating extended opening hours have reported that the existing external lighting is inadequate to support the use of

outdoor play areas in the late afternoons during the winter months. Works have been instructed across these settings to improve the external lighting provision as required.

- As a result of the review, officers have now identified the works which are required in each setting to help improve the consistency in approach to nursery security across the estate. The highest priority works have already been carried out, with further works expected to be completed in the near future. In some cases the layout of the building may mean that making changes to existing security arrangements is not appropriate. In these cases, officers will continue to work with and support staff within the settings to ensure the most appropriate arrangements are in place to mitigate any risks identified.

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	24 January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Music Centre Options
REPORT NUMBER	CFS/23/020
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Shona Milne
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 2.1 On the 8th September 2022 the Chief Education Officer was instructed to explore models and costings for the establishment of a Music Centre. Committee Members requested that potential models and costings be shared in advance of the budget setting process. This report aims to satisfy that request.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 endorse the draft vision and aims for the provision of the Music Centre in paragraph 3.3;
- 2.2 note the Options Appraisal on potential models contained in Appendix A;
- 2.3 instruct the Chief Education Officer to make arrangements to immediately implement Option 2;
- 2.4 refer the potential allocation of an additional £20,000 to further extend the provision of Music Centre opportunities to enhance Option 2 (as set out in Appendix A) to the Council Budget meeting in March 2023;
- 2.5 instruct the Chief Education Officer to work with stakeholders to develop a strategic vision for the provision of Music across the city to inform next steps; and
- 2.6 instruct the Chief Education Officer to report back on progress within one calendar year.

3. CURRENT SITUATION

- 3.1 Officers were instructed to explore the options available to establish a Music Centre. In order to enable Officers to explore models, time was taken to both reflect on previous approaches and the current policy landscape in order to agree a draft vision and set of aims to support the effective development, delivery and oversight of an Aberdeen City Music Centre.

Reflecting on previous models and considering options

- 3.2 Aberdeen City Council has previously operated 2 different Music Centre models. Time was taken to reflect on the benefits and challenges of each previous model to inform thinking.
- 3.3 A proposed working vision was agreed with children and young people who access the Music Service in order to inform how different options would be scored.

Proposed Music Centre vision: To create opportunities for children and young people to make music in ensemble settings.

Proposed Aims:

- To enable children and young people at all stages in the learning to develop their ensemble and performance skills.
 - To provide a platform to celebrate the musical achievements of children and young people.
 - To empower children and young people to lead and shape the opportunities available.
 - To provide easily accessible opportunities for children and young people to work alongside their peers from other schools.
 - To develop progression pathways for all learners and the opportunity for older/more advanced pupils to inspire younger learners.
- 3.4 A number of options were then identified for further consideration. Each option was scored (with 1 being the weakest and 5 being the strongest) against the vision and aims as it was important to consider the extent to which the option had the potential to:
- **be cost effective** (given our need to ensure best value)
 - **make an equitable offer** (given the current policy context)
 - **provide opportunities for beginners** (due to the high number of beginners currently engaging with the Service)
 - **provide opportunities for advanced learners** (to allow progression)
 - **provide opportunities for children and young people to work with peers from across the city** (to realise the proposed aim)
 - **impact positively on the current Music Service delivery**
 - **impact positively on the currently established school ensemble model**

Taking this approach enabled Officers to present a firmer recommendation for consideration by Committee.

3.5 The options considered in the options appraisal contained in Appendix A are:

Beginner learners

Option 1	Participation in a locality ensemble in Terms 1 and 4, and central ensembles in Term 2 and 3.
Option 2	Participation in locality ensembles in all terms. No participation in central ensembles.
Option 3	Participation in locality ensembles in all terms. Participation in central ensembles in the lead up to two concerts.
Option 4	Participation in locality ensembles in Term 1 – 3. Concerts in localities.
Option 5	Participation in locality ensembles in Term 1 – 3. Participation in central ensembles in the lead up to two concerts.

Advanced learners

Option 1	Central ensembles in Terms 2 and 3
Option 2	Weekend course in Terms 2 and 4
Option 3	In Terms 2 and 3 in the weeks leading up to concerts
Option 4	Weekend course in Term 4
Option 5	Participation in central ensembles in Term 1-3.

3.6 In light of the Options Appraisal undertaken, it is proposed that Officers be instructed to implement Option 2 which is heavily favoured by Music Service staff and scored most highly during the options appraisal process. No additional resource is required to support immediate delivery.

3.7 The delivery of Option 2 will offer a limited weekend offer. In recognition of this, it is proposed that a request for £20,000 be referred to the Council budget setting process to enable the extension of the Music Centre.

3.8 Looking forwards

A wide range of music provision is in existence across the city. Work at school level is complemented by the Music Service and those who aspire to become professional musicians benefit from provision at the Music School. In addition, Sistema provide a service in Torry. It would be beneficial to look more holistically at the provision of Music across the city to ensure that there is a cohesive and complementary approach in keeping with the Programme for Government. It would be important to look at how the services could work together to offer a pathway for those aspiring to career in music.

3.9 It is proposed that the Chief Education Officer be instructed to work with stakeholders to develop a strategic vision for the provision of Music across the city to ensure best value.

4. FINANCIAL IMPLICATIONS

4.1 There are no immediate financial implications. It is proposed that a referral be made to the Council Budget Setting process to secure additional resource to extend the provision of the Music Centre.

5. LEGAL IMPLICATIONS

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

6. ENVIRONMENTAL IMPLICATIONS

6.1 There are no environmental implications arising from the recommendations in this report.

7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic Risk	Risk of not delivering on the Partnership Priorities	Mitigated by bringing options to be considered	L	Yes
Compliance Operational	None identified			
	Risk of the provision of a Music Centre impacting on the delivery of the Music Services	Mitigated by the options presented to Committee which have taken into account the current policy context and current provision of the Music Service	L	Yes
Financial	Risk of establishing a Music Centre without sufficient resource to enable delivery	Mitigated through the approach taken to offer a no cost and low cost approach	L	Yes
Reputational	Risk of not being able to deliver the Music Centre leading to reputational risks	Mitigated through the approach taken to developing recommendations for consideration by Committee	L	Yes
Environment / Climate	None identified			

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Impact of Report	
<p>Aberdeen City Council Policy Statement</p> <p>We will actively work with partners to increase citywide delivery of music education, promoting excellence and enabling group performance.</p> <p>We will investigate options to expand the instrumental music service and measure the impact of this.</p>	<p>This report helps to deliver on two of the Partnership commitments.</p>
<u>Aberdeen City Local Outcome Improvement Plan</u>	
<p>Prosperous Economy Stretch Outcome Prosperous</p>	<p>The proposals within this report support the stretch outcome • No one will suffer due to poverty by 2026.</p>
<p>People Stretch Outcomes</p>	<p>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.</p> <ul style="list-style-type: none"> • 95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of Children and young people will report that their experiences of mental health and wellbeing have been listened to by 2026. • 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. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child friendly city where all decisions which impact on children and young people are informed by them by 2026.

9. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	Required
Data Protection Impact Assessment	Not required
Other	None

10. BACKGROUND PAPERS

10.1 None

11. APPENDICES

Appendix A – Options Appraisal

12. REPORT AUTHOR CONTACT DETAILS

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Appendix A - Options Appraisal for Music Centre

Historical Context

Until 2017, the Music Centre ran from the Music Service's base at Northfield Academy. There were a number of groups running on weeknights and Saturday mornings. Most groups operated at different levels, for example there was a Junior Brass Band, Intermediate Brass Band and Senior Brass Band. This meant that children and young people could progress and always had an appropriate group to perform with. The senior groups had an audition process for pupils, and pupils progressed through groups by instructor recommendation. These groups ran in addition to the school-based groups that instructors ran at lunchtime and after school.

Northfield Academy had been chosen as a base because this was an area of the city where low numbers of children were engaging in instrumental tuition, it was within reasonable traveling distance from most areas of the city and it had spare school capacity to enable storage of equipment. Children were bused to Northfield Academy by Children's Transport. There is no evidence that the location of the Music Centre at Northfield Academy encouraged local children to attend as no children from schools in Northfield Academy Associated Schools Group attended.

Children from across the city (beyond those accessing the Music Service) were invited to participate in the Music Centre. Children who received instrumental tuition from the Music Service were able to attend for no additional charge (it should be noted that this was prior to the Scottish Government introduction of free tuition for all so the pupil would have been charged c.£400 a year for tuition, plus instrument hire, unless they were registered for Free School Meals). Children from private schools and those attending Aberdeen City schools who received private lessons paid £100 per annum to attend the Music Centre. A small number of children from Aberdeen City Music School (ACMS) also attended and they were also charged for attendance.

Attendance fluctuated. Over the 2016-17 academic year there were 300 learners attending the Music Centre. One third (100) attended private schools, 20 attended Aberdeen City schools but received private tuition rather than Music Service lessons, and 6 attended from Aberdeen City Music School. By 2018-19 the number of attendees had reduced by 50% to 147 learners attending, including 3 from private schools and 11 who received private tuition. At this point no learners attended from ACMS.

The Music Centre was staffed by Music Instructors who claimed overtime and external staff who were paid on an ad hoc basis. The cost of the additional hours claimed, or paid to those enabling the delivery of the Music Service, was approximately £50,000. The cost was not budgeted for creating an on-going financial pressure for the education service. In 2016-17 transport costs were £17,554.57 and these costs were covered by the Children's Transport's own budget.

Music Service Staff could choose whether to be involved in Music Centre activities. A small group of staff were involved in several ensembles, whilst others supported one ensemble per week. Around 50% of Music Service staff were not involved in the delivery of any ensembles. The ad hoc nature of the staffing arrangements at the

time led to some ensemble rehearsals being cancelled at short notice and some ensembles merged together in order to mitigate this risk. This is likely to have led to the reduction in the number of children and young people attending.

In 2017 a review of the Music Centre took place in an attempt to address the cost pressure and find a sustainable solution. The model adopted at the time was a 'Time Off In Lieu (TOIL)' arrangement which allowed Music Instructors to run ensembles one evening per week in return for time back during the school day. This arrangement allowed for ensembles to run, but reduced instructor capacity in schools due to the TOIL being taken during the school day. This essentially removed the provision of a Music Centre on a Saturday and could have contributed to the decrease in attendees.

This arrangement was in place until the Covid-19 pandemic started. During the pandemic some Music Instructors ran ensembles digitally and this was greatly appreciated by learners and parents.

A review of the impact of previous models

Model 1 (pre-2017): Music Instructors holding Music Centre contracts and claiming Music Centre hours via supply claim forms .

The **positive impacts** of this model were:

- A number of ensembles were held on a weekly basis and there were groups targeted at learners working at most levels, with the exception of beginners.
- Learners were transported to rehearsals via a bus service arranged by Children's Transport. The bespoke nature of this route allowed learners from across the city to attend.
- The ensembles were well established and performed to a high standard
- Provision on a Saturday was popular.

The **challenges** of this model were:

- A small group of Music Service staff ran the majority of rehearsals, and their participation was voluntary. These staff were the most experienced. If they were unwell or chose to no longer participate there were issues in ensuring that the ensembles they were involved in continued. There were challenges in encouraging Music Instructors from all disciplines to be involved.
- The cost of the salary payments (£50,000) was not budgeted for and this was unsustainable.
- The transport costs for the 2016-17 financial year were £17,554.57. It should be noted that the provision of Music Centre transport falls outwith the school transport remit.
- The proportion of learners from city schools in some ensembles was low in comparison to those coming from private schools.
- Some instructors had greater understanding of the provision due to their helping to operate the groups resulting in some pupils being better signposted to the opportunity than others

- Only one child attended from Torry, no children attended from Northfield or from St Machar suggesting that the model was not attractive to those living in areas of deprivation.

Model 2 (2018-2020): Music Instructors running ensembles after school and claiming the time back via a TOIL arrangement

The **positive impacts** of this model were:

- Ensembles were able to run on a weekly basis and these were attended by learners across the city.
- The £50,000 cost pressure was removed
- Less ensembles were cancelled due to a lack of instructor
- The TOIL arrangement meant that Music Instructors had an additional element of flexibility in their timetable which was positively received.

The **challenges** of this model were:

- Music Instructors could only run one group each, where previously they had been running several groups. This meant it was challenging to run the same number of groups and there was a reduction in the range of groups offered.
- Transport costs for the 2018-19 financial year increased to £28,155 and this was not budgeted for. These were higher than the 2016-17 financial year as there were buses required from more schools. It should be noted that the provision of Music Centre transport falls outwith the school transport remit.
- The overall capacity of the Music Service was limited by the TOIL arrangement due to the reduction of time that Music Instructors had in school
- No increase in attendance was realised from those living in areas of deprivation.

Analysis of the current policy landscape

The Scottish Government have introduced a policy of free music tuition since August 2021. The Music Service reviewed the distribution of provision across the city and introduced a new model of Music Instructor allocation to schools to coincide with the policy change. This has allowed tuition to be offered on a more equitable basis. Bespoke projects have been created to increase participation in schools where there has been a traditionally low number of pupils learning a musical instrument. The current model places Music Instructors into one of three locality groups, which provides more opportunities for collaboration when delivering opportunities for pupils. This model has reduced staff travel time and increased pupil contact time.

The Covid-19 pandemic restrictions meant that ensemble activities could only happen online for two years. This meant that new and existing pupils have had limited opportunities to play together, and it will take time to build up their skills and confidence again. Music Instructors are currently expertly leading the establishment of ensembles in localities with their time accounted for in their working time agreement. No further resource is required to maintain this.

As a result of the pandemic new learners could not start their instrumental lessons for some time and we now have an unusually large group of learners working at a beginner level. This will require to be taken into account.

There is a strong desire within the Music Service staff team for Music Centre ensembles to continue, and a wish for it to be understood that it will take time to build up activities to previous levels.

Developing a visions and aims to help inform options

An options appraisal has been undertaken to help inform the recommendations presented to Committee.

The Music Centre is a strand of the Music Service. It involves children and young people who receive instrumental tuition coming together to make music in an ensemble (group) setting. Their work in these ensembles is celebrated through performances at various points in the year.

A vision and high level aims can be helpful to steer development and on-going evaluation. The proposed vision and aims have been developed following a review of the historical context, consideration of the current policy context and from engaging with the focus group of young people who access the Music Service.

Proposed Music Centre vision: To create opportunities for children and young people to make music in ensemble settings.

Proposed Aims:

- To enable children and young people at all stages in their learning to develop their ensemble and performance skills.
- To provide a platform to celebrate the musical achievements of children and young people.
- To empower children and young people to lead and shape the opportunities available.
- To provide easily accessible opportunities for children and young people to work alongside their peers from other schools.
- To develop progression pathways for all learners and the opportunity for older/more advanced pupils to inspire younger learners.

The options for consideration

The following options have been developed in conjunction with Music Service staff. The options have been shaped to enable delivery of the vision and aims and will enable the tracking of performance against them to support on-going evaluation activity.

All the options below consider the continuation of ensembles at school and locality level, and the need to take a joined-up approach between these ensembles and the central Music Centre ensembles.

It should be noted that central ensembles provide the best opportunities for the more advanced learners to play together with their peers in a large ensemble. In time periods where these ensembles are not running Music Instructors would endeavour to find appropriate opportunities for advanced pupils within their localities. These opportunities could include chamber music, solo performances and short project based work.

Option 1

The school year is split into sections to allow staff to be involved in both locality and central ensembles. This would allow workload to be manageable.

In Term 1 and 4 ensembles would be run in localities only. This would allow new beginners to build up their ensemble skills and confidence in their own localities before working with those from across the city when they have reached a more advanced level.

In Terms 2 and 3 central ensembles only would take place. Learners would come together after school at a central location. The central ensembles would cater for learners at all levels.

	Locality ensembles	Central ensembles
Term 1	YES	
Term 2		YES
Term 3		YES
Term 4	YES	

Option 2

This option would allow for ensembles to run in localities on a weekly basis. Bespoke opportunities for more advanced learners would be developed at locality level where possible.

There would be two weekend courses per year with a focus on children across the city playing together. These weekend courses would include a focus on the most advanced learners so that they have opportunities to play with others at a similar level.

Music Instructors involved in the weekend courses would receive Time Off In Lieu for running these courses, to be taken at a time agreed with the Music Co-ordinator.

	Locality ensembles	Central ensembles
Term 1	YES	
Term 2	YES	Weekend course
Term 3	YES	
Term 4	YES	Weekend course

Option 3

Locality ensembles run on a weekly basis through the year. Central ensembles happen in the run up to two annual concerts.

Staff raised a concern that there is not enough time in the Working Time Agreement to allow this to happen, however we could develop an alternative system for reporting which would free up a significant number of collegiate hours to allow for this option to be viable.

	Locality ensembles	Central ensembles
Term 1	YES	
Term 2	YES	In the weeks leading up to a Christmas concert.
Term 3	YES	In the weeks leading up to an Easter concert.
Term 4	YES	

Option 4

In Terms 1-3 ensembles happen on a weekly basis in schools and localities. Locality concerts happen twice a year. Advanced learners are offered bespoke opportunities in localities. In Term 4 there would be a weekend course for more advanced learners to come together in a central location and work intensively before putting on a concert.

	Locality ensembles	Central ensembles
Term 1	YES	
Term 2	YES	
Term 3	YES	
Term 4		Long weekend course targeted at more advanced learners

Option 5

Beginners rehearse in localities in Terms 1 – 3. Twice a year they come to play together with all other pupils as part of a large ensemble and perform in a concert.

Advanced learners rehearse together in a central location during Term 1 – 3 and perform at concerts twice a year.

The beginner and advanced groups would not run during Term 4. This would allow more advanced pupils time to focus on their examinations and would free up instructors to work on a project basis with beginner learners in order to give them time to develop their basic ensemble skills ahead of the next academic year.

Beginner groups and advanced groups are rehearsed by separate groups of staff (ie. a Music Instructor would be involved in a beginner group or an advanced group).

	Locality ensembles	Central ensembles
Term 1	YES	YES
Term 2	YES	YES
Term 3	YES	YES
Term 4	Bespoke projects	

Learner experience

The table below shows the learner experience for each of the five options for beginner learners.

Option 1	Participation in a locality ensemble in Terms 1 and 4, and central ensembles in Term 2 and 3.
Option 2	Participation in locality ensembles in all terms. No participation in central ensembles.
Option 3	Participation in locality ensembles in all terms. Participation in central ensembles in the lead up two concerts.
Option 4	Participation in locality ensembles in Term 1 – 3. Concerts in localities.
Option 5	Participation in locality ensembles in Term 1 – 3. Participation in central ensembles in the lead up to two concerts.

The table below shows the learner experience for each of the five options for more advanced learners.

Option 1	Central ensembles in Terms 2 and 3
Option 2	Weekend course in Terms 2 and 4
Option 3	In Terms 2 and 3 in the weeks leading up to concerts
Option 4	Weekend course in Term 4
Option 5	Participation in central ensembles in Term 1-3.

Assessment of options against aims/objectives

Each option has been scored from 1-5 (with 5 being the strongest) on its potential to deliver the aims/objectives of the Music Centre

Option	Cost effective	Equitable offer	Opportunities for beginners	Opportunities for advanced learners	Opportunities for CYP to work with peers from across the city	Impact of any TOIL on teaching	Impact of model on school ensembles	TOTAL
Option 1	5	5	5	4	4	5	2	30
Option 2	5	5	5	4	5	3	5	32
Option 3	5	5	4	3	3	5	5	30
Option 4	5	5	3	3	2	3	5	26
Option 5	5	5	4	4	4	5	2	29

Assessment and analysis of each option

Option 1 allows for all staff to be involved in both locality and central ensembles. All learners are offered the opportunity to come together with peers from across the city for two terms per year. Concerts are able to be offered across the year in both localities and city-wide concerts.

A disadvantage of this option would be the impact on locality ensembles as they would not be able to run year round. This would cause a reduction in the time available for well-established and successful school and locality ensembles and this makes the option un-viable.

Option 2 allows for ensembles to be run at a locality level throughout the year. This would be supported by school staff. Running two weekend courses allows advanced learners to come together for an intensive weekend twice a year, with associated concerts. The disadvantage of this option is that advanced learners do not have the opportunity to come together on a regular basis, and opportunities for them are more limited between the intensive weekends. However this could be resolved with additional funding, as described below. This option was the strong preference of the majority of staff.

Option 3 again allows for ensembles to be run at a locality level throughout the year and an opportunity for learners across the city to come together in the lead up to two concerts. The disadvantage of this option is that it allows less rehearsal time for advanced learners to learn and play together in comparison to year round weekly rehearsals.

Option 4 allows for locality ensembles to be run in Term 1-3, which would be in line with the expectations of school staff. There would be one weekend course for advanced learners in Term 4. This disadvantage of this option is the offer for advanced learners throughout the year.

Option 5 allows for locality and central ensembles to run during Terms 1-3, and this would offer regular learning opportunities out of all of the options. The flexibility in Term 4 could be used for a variety of bespoke projects to support learners where needed most. The challenge with this option would be staffing, and staff felt this option would be unviable as they would be spread too thinly and locality ensembles may be impacted.

Recommendation

The service recommendation is that Option 2 is the preferred option as this allows for ensemble rehearsals to be maintained in localities at current levels, and for staff to continue to provide the same level of support to these well-established ensembles. Intensive weekend Music Centre rehearsals would allow for children and young people to come together to develop their ensemble skills with others from across the city in a focused environment and to build friendships. This option was the preference of Music Service staff.

Seek an additional £20,000 through the Council budget meeting to extend Option 2:

With an additional budget of £20,000, further opportunities could be created for pupils which would enhance the model presented as Option 2.

Alongside the two intensive Music Centre weekends, four Music Centre ensembles could run on a weekly basis for two terms of the year. These ensembles would allow children and young people to have more time together to develop their musical skills which would allow them to tackle more challenging repertoire and potentially participate in more concerts and events.

The ensemble structure would be planned annually to reflect the cohort of children and young people in the service at the time, for example if there were a particularly high number of beginner brass players one session, a beginner brass band could run. The Music Service would also seek to develop a Youth Orchestra, and this would become the service's flagship ensemble and would act as a stepping stone for young people who wish to join a national ensemble (e.g. National Youth Orchestra of Scotland).

The service would ensure that ensembles created would be inclusive, collaborative and inspirational. The service would seek to plan these ensembles together with young people, and they would be designed to ensure that as many children as possible can take part and that there are no barriers to participation. There would be clear progression pathways between ensembles, with younger children given the opportunity to hear and play alongside their older peers. There would also be the opportunity to work in partnership with external organisations to create new pieces of music together with composers and young people.

Staff would need to receive additional payments for their time running these groups as it would be in addition to their 35 hour working week. These additional payments would reflect the time needed to plan and deliver high quality rehearsal and concert opportunities.

Rehearsals would take place in carefully chosen locations to try and ensure that transport to and from rehearsals is not a barrier in young people attending. Young people are able to access free travel on public buses, but we may need to arrange additional transport in some areas where travel on public buses would be complex.

There may also be additional cost for cleaning and janitorial services where rehearsal venues would be need to be opened and cleaned outwith normal opening hours.

An outline budget plan is:

Item	Cost
Staffing	£15000
Transport	£2500
Cleaning/janitorial time	£2500

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	24 th January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Autumn in the City Programme
REPORT NUMBER	CFS/23/004
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Sharon Skene
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 This report shares a high level evaluation of the Autumn in the City programme and seeks delegated authority to design and deliver a programme for the Easter school holiday period using underspend from the Autumn programme.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 notes the high level evaluation of the Autumn in the City programme;
- 2.2 instructs the Chief Education Officer to design and deliver a programme for the Easter school holiday using underspend from the Autumn programme; and
- 2.3 instructs the Chief Education Officer to report to Committee on the impact of the Easter 2023 programme following delivery.

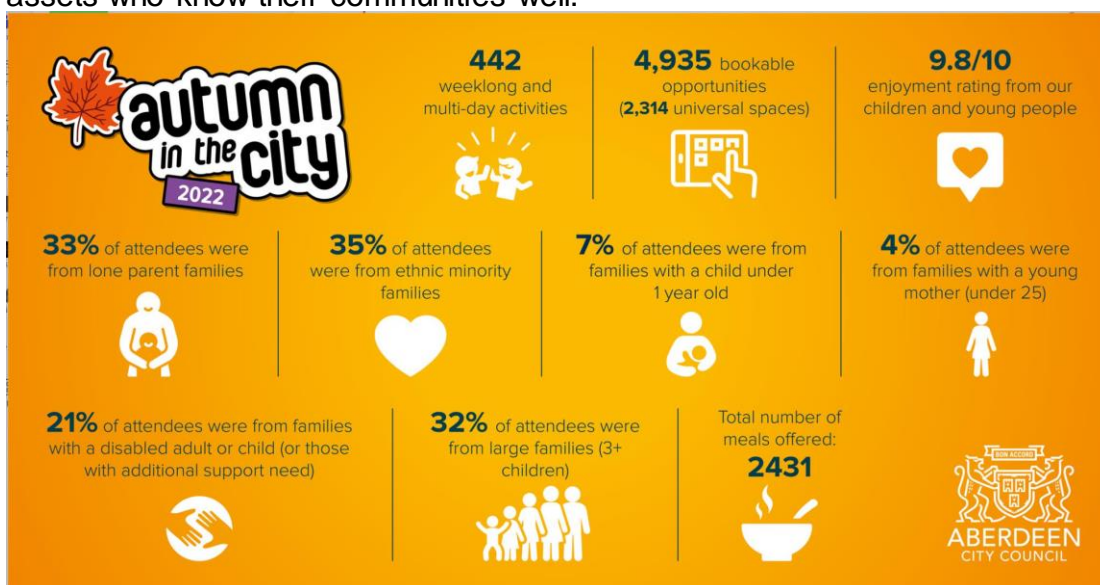
3. CURRENT SITUATION

- 3.1 An Autumn 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 around summer holiday programmes, the priority groups 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 or impacted by additional support needs given the known needs of families in the city. The full Autumn in the City programme delivered is available in Appendix A.

- 3.3 Sport Aberdeen, We Too and Community Assets involved in delivering the programme operated their own bookings. Microsoft bookings was used to support Council Officers to manage all remaining bookings. Bookings opened on Tuesday 4th October and over 70% of the opportunities had been booked by the end of day. Families eligible for targeted activities were asked to book only 4 activities per child and restrict their ask to one weeklong activity to ensure that as many families had the opportunity to utilise invaluable weeklong childcare as possible.
- 3.4 The Council social media channels were used to highlight the programme and available places 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 43,400 reach (this is the number of times customers saw our posts on their social media channels). Across the entire campaign we saw 85 likes and 100 reshares/retweets. Our autumn in the city webpages had 13,445 page views with 1,400 customers landing on our webpage directly from the links shared on social media.
- 3.5 The universal programme made 2,314 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. Community assets in priority areas offered programmes to local children and young people and hundreds of children benefited from these offers.
- 3.6 The programme for priority groups made a total of 2,621 bookable opportunities available. A significant change from previous programmes was the expansion in the number of weeklong activities in keeping with the national direction of travel. 442 of the 2,621 activities were weeklong and multi-day 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 97% 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.
- 3.7 Several bespoke arrangements were put in place to allow children with the most complex needs to benefit from time to play over the holiday period. Further, a holiday club for children who attend Orchard Brae School was delivered to offer children the opportunity to access fun sessions in a familiar environment. Activities included painting, exercise indoors and outdoors, quiet time and use of the sensory rooms. The staff team recently received Grade 5's across the board from the Care Inspectorate who paid them a visit during the Summer and the service continues to be well received by families.

- 3.8 There is clear evidence that the targeted programme benefited those in the priority groups with participation statistics as follows:
- 33% of children and young people were from lone parent families
 - 35% of children and young people were from ethnic minority families
 - 21% 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)
 - 7% of children and young people were from families with a child under 1 year old
 - 32% of children and young people were from larger families (3+ children)
- 3.9 The data above does not take account of those with additional support needs/disabilities who benefited from the We Too and complex additional support needs offer.
- 3.10 The average enjoyment rating was 9.8/10 which is higher than previous programmes. This is thought to be due to the increase in offer from community assets who know their communities well.



- 3.11 Officers are extremely grateful to all of the partners listed in para 4.1 who helped deliver a varied and high quality Autumn in the City Programme.
- 3.12 It is proposed that the Chief Education Officer be given delegated authority to design and deliver a similar Easter holiday programme and report on the impact of the programme to the Education and Children's Services Committee following delivery.

4. FINANCIAL IMPLICATIONS

- 4.1 Costs for the Autumn in the City programme were met from underspend from the resource allocated at Full Council, and from the Scottish Government Grant of £279,262 awarded for the summer programme. The total cost of delivery of the Autumn programme was £95,866.81.

Partner	Total Cost
Sport Aberdeen	£21,108.90
Peep	£100.00
Techfest	£1,600.00
Creative Learning	£3,200.00
CLICC	£12,600.00
Kidsize	£1080.00
AFCCT	£1,500.00
Transition Extreme	£1,200.00
ASV	£3,820.83
We Too	£4,770.00
Community Groups - (Russel Anderson Foundation, Early Intervention Aberdeen, Fersands and Fountain Community Project, Shazam Theatre Company, FaceYouth, African Women's Group Scotland, Stockethill Church of Scotland, Touch of Love Outreach, Middlefield Community project & King's Church Aberdeen)	£32,950.00
Cleaning	£11937.08 (TBC includes summer cost of £1,937.08)
TOTAL	£95,866.81 (subject to cleaning costs)

4.2 £77,596.71 remains in the programme budget and it is proposed that this underspend be used to develop a similar programme for the Easter 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?
Strategic Risk	Risk of not fully using the	Priority access is given to those	L	Yes

	opportunity to support those in our priority groups	identified as being at risk of poverty in keeping with national guidance and local intelligence		
Compliance	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	Yes
Operational	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	Yes
Financial	No significant risks identified			
Reputational	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.		Yes
Environment / Climate	No risks identified			

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Impact of Report	
<p>Aberdeen City Council Policy Statement</p> <p>UNICEF Child Friendly City.</p>	<p>The proposals within this report support the delivery of 'Seek to make Aberdeen a UNICEF Child Friendly City' as the programme is fully shaped by young people giving them ownership of the services being delivered and how they are delivered.</p>

<p>Council Delivery Plan 2022/23 - Commit to closing the attainment gap in education while working with partners across the city.</p> <p>Council Delivery Plan 2022/23 - Continue to promote diversion activities for youths and adults in our city with enhanced focused on our three locality areas</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>
<p><u>Aberdeen City Local Outcome Improvement Plan</u></p>	
<p>Prosperous Economy - 500 Aberdeen City residents upskilled/ reskilled to enable them to move into, within and between economic opportunities as they arise by 2026</p> <p>1.1 Mitigating the causes of immediate and acute poverty.</p> <p>1.3 Supporting vulnerable and disadvantaged people, families and groups.</p>	<p>The proposals in this report will help mitigate the impact of poverty on families due to those who are identified as being in poverty, or at risk of being in poverty being given priority access to the programme at no charge.</p>
<p>Prosperous People - 95% of all our children, including those living in our priority neighbourhoods, will sustain a positive destination upon leaving school by 2026</p> <p>Mitigating the causes of immediate and acute poverty</p> <p>Supporting vulnerable and disadvantaged people, families and groups</p> <p>Poverty affecting those with protected characteristics and in specific communities</p> <p>95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026</p>	<p>The programme has been deliberately tailored to meet the needs of those most in need and this approach will help ensure positive impacts against many of the people stretch outcomes.</p> <p>By prioritising groups who are known to be at risk of poverty and those already experiencing poverty we are able to work to ensure positive impacts on groups who most need our help including:</p> <ul style="list-style-type: none"> • children and young people from lone parent families • children and young people from ethnic minority families • children from families with a disabled adult or child (or those with additional support need) • children and young people from families with a young mother (under 25) • children and young people from families with a child under 1 year old • children and young people from larger families (3+ children)

<p>Ensuring that families receive the parenting and family support they need</p> <p>90% of Children and young people will report that their experiences of mental health and wellbeing have been listened to by 2026. This is reflected in interactions, activities, supports and services</p> <p>Improving health and reducing inequalities.</p> <p>Increasing children's knowledge and understanding of their own physical and mental wellbeing and take an early intervention and prevention approach.</p> <p>As corporate parents we will ensure 95% of care experienced children and young people will have the same levels of attainment in education, health and emotional wellbeing, and positive destinations as their peers by 2026</p> <p>Improving education outcomes for care experienced children and young people.</p> <p>Supporting attainment of balance of care where children are able to remain more often at home and or with kin.</p>	<p>The programme will help provide a range of supports for families which will help mitigate some of the costs associated with school holiday periods and support the wellbeing of children and young people.</p> <p>The programme has been designed to offer a range of physical activities given the close alignment between good physical health and positive mental wellbeing and will therefore support positive mental health and wellbeing in our children and young people. The programme will also offer opportunities for our children and young people to make positive choices which are not influenced by financial resources which will hopefully help establish positive health habits in the longer term.</p> <p>The continued prioritisation of our care experienced young people, and those on the edge of care, helps ensure that we effectively discharge our Corporate Parenting responsibilities and promote and support the wellbeing of those in our care. The provision of activities will also provide support for carers.</p>
<p>Regional and City Strategies</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
Integrated Impact Assessment	Not required
Data Protection Impact Assessment	Not required
Other	None

10. BACKGROUND PAPERS

10.1 None

11. APPENDICES

Appendix A – Full Autumn in the City Programme

12. REPORT AUTHOR CONTACT DETAILS

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APPENDIX A- Autumn in the City programme

Universal Offer available to all children and young people

Provider	Event Description	Ages	Sessions
Museums & Galleries	Drop-in sessions. Activity trail - Galloway Hoard: Viking Age Treasure	8-12	Throughout October
	Aberdeen Art Gallery Animal Trail. Drop-in self-guided trail	5-10	Throughout October

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	4 sessions throughout the holidays
ACC Library	Variety of bookable activities including Stop-motion animation, Lego club, Halloween crafts and therapets were held at variety of libraries throughout the October holidays	6 -11 (depending on activity)	22 sessions
	Halloween self-directed activities which were available during normal opening hours with no need to book. Sessions were held in a variety of libraries throughout the October holidays	All	Throughout October holidays
Duthie park Rangers	Outdoors fun with the Duthie Park Rangers with seasonal activities.	3-7	Throughout October holidays
	Outdoor workshops exploring nature with craft activities.	8-12	Throughout October holidays
	Orienteering sessions in Duthie Park.	All ages	Throughout October holidays
Sport Aberdeen	Family swimming, Ice skating and tubing sessions	All	48 sessions (throughout the October holidays)
	Leadership and Positive Destination Programme In collaboration with Sport Scotland's regional development officers, Active Schools are offering a mix of sports leadership courses across the city for secondary-aged children.	11-18 years	Throughout the October holidays
Creative Learning	Art week, designs, draw and creating at the Beach.	10-15	1 session (over 3 days)
	Theatre Week- over 3 days the beach became the young people's stage. Exploring the Beach area to Imagine - telling and sharing stories.	11-17	1 session (over 3 days)

Targeted offer for Priority Groups

Provider	Event Description	Ages	Sessions
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Community Link Childcare	Fun-filled weeklong holiday club for primary aged children.	5-12	2 sessions (full weeks)
Aberdeen Football Club Community Trust & Scottish Football Association, North Region	Summer Go Fitba sessions offering weeklong football training activities.	8-11	1 session (full week)
Aberdeen City Council Music team	Morning and afternoon musical activity sessions.	7-14	2 sessions
Aberdeen Sports Village	Weeklong multi-sports summer camp encouraging engagement in, and building confidence through, sport and physical activity.	5-15	2 sessions (full week session)
	Intensive Learn to Swim sessions	5-15	1 session (3 days)
Sport Aberdeen	Exploring a variety of activities focused around encouraging young people to get more active in these weeklong camps. Camps offered at various locations.	5-12	4 sessions (full week sessions)
Adventure Aberdeen	Biking day	8-11	1 session
		12-14	1 session
	Multi Active day session	5-7	1 session
		8-11	1 session
	Burnovat day session	5-7	1 session
		8-11	1 session
	Scrambling and sandboarding adventure sessions.	12-14	1 session
	Adventure hillwalking session.	12-14	1 session
Beach day	5-7	1 session	
	8-11	1 session	
Transition Extreme	Skate and Scran multi activity session	8-14	2 sessions
Aberdeen City Council Creative Learning Team	Engaging sessions encouraging children and young people's artistic creativity.	5-12	4 sessions (3 day sessions)
Kidsize	Full-day holiday camp.	5-12	3 sessions
Middlefield Community Project	Under 11's playscheme, available twice per week.	P1-6	Throughout October holiday
	Youth Hub for young people to enjoy activities such as swimming, skating, visits to beach, Landmarks.	P7-S4	Throughout October holidays
Russell Anderson Development School (RADS)	Fun-filled daily sport activity camp.	7-11	5 sessions
Faceyouth Skill Club	FACEYOUTH Skill Club, for children to learn new skills, develop leadership skills, self-confidence	5-17	1 session (full week)

	and make new friends through a variety of fun activities, including arts & crafts and music activities.		
TOL Young Achievers Holiday Club	TOL Young Achievers Holiday Club, engaging directly with the African community. Two weeks club with a variety of activities.	8-14	2 sessions (full week sessions)
Fersands and Fountain Community Project	October Playschemes, sport and art sessions for children p1-3 and p4-7.	P 1-3 and P 4-7.	Throughout October holiday
Shazam Theatre Company	Musical Theatre and drama workshop.	7-14	4 sessions
King's Church Aberdeen	VicTorry Summer Camp.	P1-7	2 sessions
African Women's Group Scotland SCIO.	Activities included drumming, dancing, face painting, storytelling, and singing.	5-14	1 session (full week)
Stockethill Church of Scotland	Family session include games, crafts, and lunch	All	3 sessions

Additional Support needs specialised sessions	<p>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 'relaxed' activities and gaming based activities.</p> <p>Early intervention Aberdeen also ran drumming workshop, drama & movement, therapets and sensory play throughout the holidays.</p>
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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children’s Services Committee
DATE	24 January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Supporting Learners
REPORT NUMBER	CFS/23/021
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Craig McDermott
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 This report seeks to update Committee members on the progress of the work undertaken to support learners in Aberdeen City.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 note approaches being taken and the progress made to date; and
- 2.2 instruct the Chief Education Officer to report on-going progress through National Improvement Framework reporting.

3. CURRENT SITUATION

- 3.1 The Supporting Learners workstream is a multi-strand programme designed to continuously improve systems surrounding learners based on emerging data. Overall, the programme seeks to secure a stronger provision of support for learners across the universal, targeted and specialist continuum. This sits within the context of the *United Nations Convention on the Rights of the Child* (UNCRC). The workstream has been in existence since late 2019 and the progress of the programme has been frequently reported to Committee (see Section 10 – “Background Papers”). The programme has made use of sub-groups who have overseen areas such as: professional learning, data and policy review, and service redesign.
- 3.2 With Committee approval (see *Supporting Learners* (OPE/20/126)), the workstream proactively subsumed the recommendations of Angela Morgan’s report *All Our Children and All Their Potential* (2020) into the programme (see Appendix A for a broad overview of how the two correlate). This was done against the backdrop of the COVID-19 pandemic and associated, emerging data about the impacts on children, young people and their families.

- 3.3 Frequent review of COVID-19 data (alongside other datasets such as ScotXed census, health & safety, school attendance, Request for Assistance etc.) highlighted the need to gear local systems towards that of greater flexibility so they are better positioned to respond to agile, data-led decision making. This led to a redesign of education additional support needs (“ASN”) services whereby teams were brought together under the leadership and management of a single Head Teacher.

The ASN & Outreach Service (“the Service”)

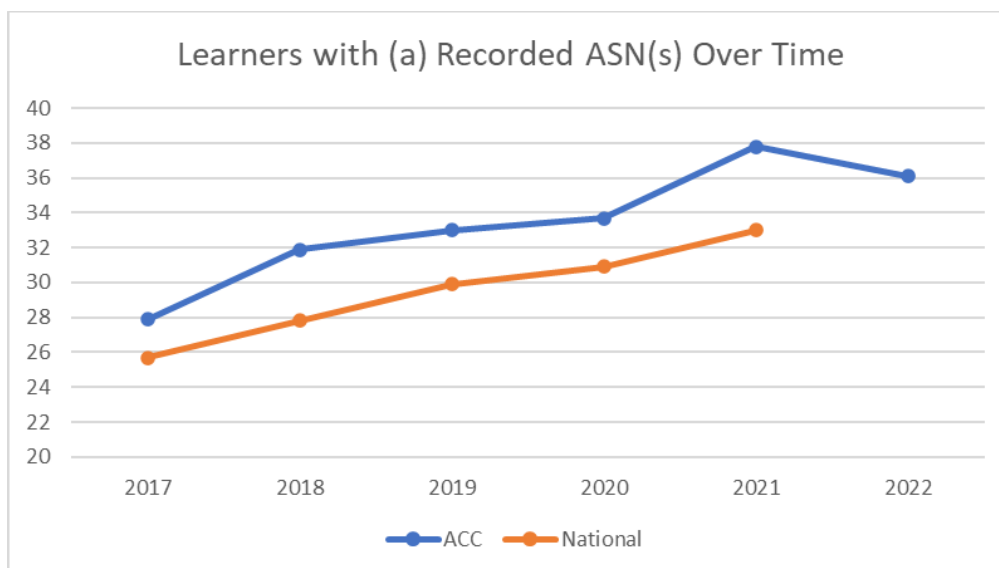
- 3.4 Service redesign was formally implemented in August 2021, which saw Hearing Support (including Aberdeen School for the Deaf), Vision Support, English as an Additional Language (“EAL”), Dyslexia Outreach, Child Planning Support, Links Early Learning and Childcare Hub, and the Wellbeing Team come together under the leadership and management of one Senior Leadership Team. Recruitment to leadership and management posts across the Service took place throughout session 2021-2022 with successful, high-quality candidates aligned to all posts by April 2022. Since then, the Head Teacher has worked with Senior Leaders to implement a governance structure and framework that focuses on distributed responsibility for quality improvement both across and within teams. The structure seeks to continuously develop and nurture specialism within teams (e.g. Hearing Support; Vision Support; Dyslexia Outreach) whilst using nationally recognised core areas for improvement (e.g. Learning, Teaching and Assessment; Leadership of Learning; Wellbeing, Equality and Inclusion) to drive whole-service collaboration and practice sharing.
- 3.5 The Head Teacher reviewed approaches to improvement planning to engender greater coherence across the Service. A new format was launched in August 2022, which links directly to the quality improvement framework outlined above. Ultimately, it seeks to ensure all high-level priorities are derived from, and linked to, data associated with the impact of interventions on learners. The impact of new approaches to service improvement planning is being closely monitored through the Service’s Standards, Quality and Improvement Plan (SQulP).
- 3.6 The Vision, Values and Aims of the Service were refreshed in May 2022 following consultation involving learners, families and staff. These provide the foundations for the aligned Service’s work and will remain under ongoing review to ensure they continue to best-meet the needs of all stakeholders. Positively, ‘Achievement’, ‘Equity’, ‘Inclusion’ and ‘Uniqueness’ emerged consistently across consultees and have been adopted as Service values.
- 3.7 The Service has established a Parents’ and Carers’ Group to support the development of its work. The group seeks to fulfil functions similar to that of a parent council with the aim of embedding the voice of families in improvement activity. Members established a Group Charter, which sets out agreed aims and ways of working: this is available to all stakeholders via the Service’s website. The development of a rolling calendar/programme of meetings for 2023 is (at the time of writing, December 2022) under development with a refresh planned for January 2023. The Head Teacher attends every meeting with other members of the Service’s Senior Leadership Team attending on a

rota basis. When practicable, a member of the group links with / attends the Aberdeen Parent Council Forum (APCF).

- 3.8 Following stakeholder feedback about the accessibility of information in the arena of additional support needs, the Service launched a new [website](#) in early 2022. This 'information hub' contains (amongst other things): information about each Service area (including their offer to learners, families and staff); a dedicated area for parents/carers; and useful links to partner services (including third sector). The site includes information mandated by the *Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) (2017)* such as Enquire, SACRO ASN Mediation Service, and Govan Law Centre. Upon its launch, feedback was sought from parents/carers and staff across education and partner services as an initial way of ensuring the website meets the needs of stakeholders. The site is continually updated and the contents reviewed regularly.
- 3.9 The ASN & Outreach Service has made good in-roads in terms of evaluating, re-designing and/or adapting approaches to/programmes of personalised support in response to emerging data. A key focus for session 2022-2023 is piloting a refreshed tracking and monitoring system, which is designed to ensure the impact of improvements are always linked to learners' wellbeing, progress and achievement. This builds on the existing good practice of teams within the Service and feeds directly into the use of data to inform flexible offers of personalised support across the five roles of support for learning ("the 5 Roles"): Consultancy; Multi-Agency Working; Provision of Professional Learning; Direct Teaching; and Cooperative Teaching.

Data-informed Responses to Support Learners' Needs

- 3.10 Improvements to systems and consistency in the recording of data has enabled the Education Service to better understand the overall need of learners across Aberdeen City schools. Analysis of the most recent ScotXed data snapshot (September 2022) from SEEMiS (schools' information management system) evidences 36.1% of school-aged children/young people in Aberdeen City are recording as having (an) additional support need(s) as recognised by the Education (Additional Support for Learning) (Scotland) Act 2004, as amended. Please note that, at the time of writing, 2022 census figures are still undergoing quality assurance checks, which may account for future discrepancies when data is formally published in March 2023. The following graph presents both Aberdeen City and National figures over the last six / five years respectively:



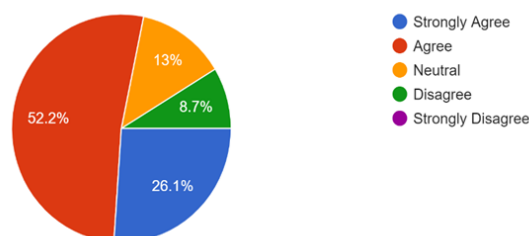
The steeper increase noted in Aberdeen City's 2017 → 2018 data may be attributed to ongoing work to engender greater consistency in the recording of ASNs in SEEMiS. Thereafter, the more significant jump noted 2020 → 2021 is attributed to the ongoing impacts of the COVID-19 pandemic, which we know (from data) acutely impacted children/young people with additional support needs; this is echoed – to some extent – in the National data. This sharp increase triggered, and coincided with, improvements to systems and processes outlined in this report.

- 3.11 The Request for Assistance (“RfA”) system was launched in October 2020. This is utilised by the Team Around a Child when they wish to seek advice and support from a partner service and/or agency e.g. Children’s Social Work, Teams within the ASN & Outreach Service, Autism Outreach, Educational Psychology Service. Unlike previous systems, RfA produces a single data source, which provides further, live information about the needs of children, young people and families in Aberdeen City.
- 3.12 At the time of writing, 2900 requests have been submitted since the system went live, which equates to an (approximate) average of 1160 requests per annum across all services captured by the RfA. This represents a small increase from the figure reported in January 2021, which correlates with the increased level of additional support needs noted in 3.10.
- 3.13 Pupil Need Categories are designated nationally and recorded by schools in SEEMiS from drop-down menus. It should be noted that children/young people can have multiple needs assigned to them. 3.2% of Aberdeen City’s learners are recorded as having an Autistic Spectrum Condition (“ASC”). Approximately 30% of RfA pertain to a child/young person recorded as having an ASC and 26.8% of requests for Outreach Support were submitted to the Autism Outreach Service. As a result, the Autism Outreach Service have reviewed their model of support, which is founded on an evidence-based, building confidence and capacity teaching framework of three steps: I Do, We Do, You Do. Since the full implementation of the new model (in late 2021), feedback from schools highlights the importance of maintaining consistency, but also the value of

targeted training, sharing resources and strategies, modelling approaches, building staff confidence, and being easily reachable. Feedback also demonstrates schools' value of the engagement with parents, a multiagency approach, and working in collaboration to promote consistency.

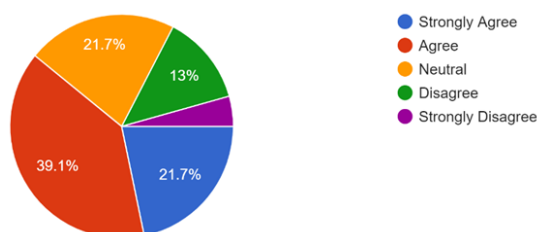
The involvement of the Autism Outreach Service in your Nursery/School has increased confidence in staff, helping them to develop sound autism pedagogies.

23 responses



The level, type and consistency of support, interventions, resources, strategies, advice and training given have been appropriate and relevant, implemented in a way that has improved outcomes for all.

23 responses



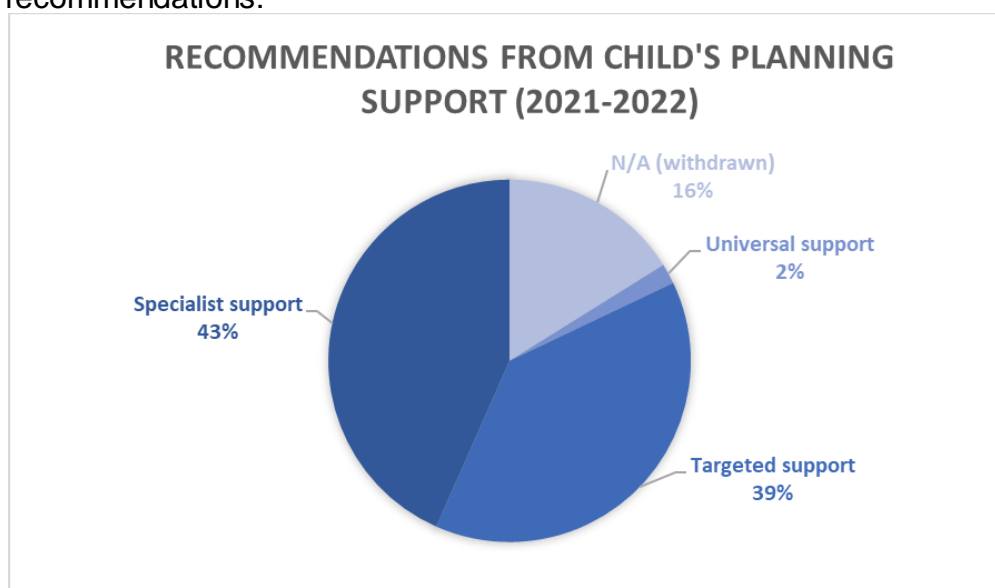
Feedback has highlighted key next steps for the Autism Outreach Service, which include: regular Q and A sessions for staff, frequent support groups for parents, and the creation of a central bank of resources aligned to specific topics. All seek to promote consistency and, ultimately, positive outcomes for autistic children / young people across the City.

- 3.14 English as an Additional Language continues to be the highest-recorded Pupil Need Category with 13.7% of learners designated as such in the September 2022 SEEMiS data snapshot. 42.2% of all outreach requests are directed towards the EAL Team: 78% of these pertain to learners who are 'New to English' (Level 1) or 'Early Acquisition' (Level 2) when assessed against the *Learning in 2+ Languages* guidance. Over the last 14 months, Aberdeen City has welcomed New Scot children/young people and families from Afghanistan and Ukraine, which may partially account for the high levels of RfA in this area. As a result, the Team are currently reviewing their models of support to maximise reach and impact across "the 5 Roles". The Service are carefully tracking and monitoring the impact of changes to ensure they are driven by improvements in learners' language acquisition, and their overall progress and achievement. In addition, the Team are continuously developing resources and professional learning designed to better-support the universal level for learners who are 'Developing Confidence' (Level 3) to 'Fluent' (Level 5).

- 3.15 43.9% of RfA pertain to children/young people recorded as having a Social, Emotional, Mental Health Need (“SEMHN”). This triangulates against SEEMiS data, whereby 8.0% of learners in Aberdeen City are recorded as such, the second most prolific Pupil Need Category. Several approaches have been adopted to strengthen the Education Service’s universal offer to children and families impacted by a SEMHN. Compassionate Connected Communities (CCC) training has been rolled out to over 80 members of staff across city schools. This provides training at individual school level designed to enhance the consistency in approaches to understanding the wellbeing needs of a school’s community and building a greater number of trauma informed staff within the system. A pilot with Penumbra continues to deliver Distress Brief Intervention (DBI) training in six secondary schools. This has increased from two as part of the initial pilot and supports school staff to immediately respond to learners facing distress; this dovetails directly with Child and Adolescent Mental Health Service (CAMHS) supports if required. Counselling in schools has continued to see an increase in young people reporting high levels of anxiety: as of October 2022, 266 young people were receiving counselling support with 100% of young people reporting the intervention as having a positive impact. 20 full-time equivalent (FTE) counsellors work across schools to support children aged 10+. A pilot is planned in four primary schools, which will focus on support for children aged 3+. Low Intensity Anxiety Management (LIAM) and Emotional Literacy Support Assistants (ELSA) continue to be offered as training supports for staff.
- 3.16 Partnership Forums support associated schools’ groups (ASGs) to develop a collaborative, universal offer based on the unique context of the community. All schools (primary and secondary) in each ASG participate alongside partners including NHS Grampian, Children’s Social Work, Community Learning and Development, Police Scotland, and Active Schools. The work of a Partnership Forum is rooted in early intervention informed by gathering and analysing data at local level. Interventions are planned, commissioned, and monitored on this basis. Each Partnership Forum has a Youth Work and Family Learning allocation, which can be directed by the Forum to target identified gaps in learners’ wellbeing.
- 3.17 30.7% of all RfA are directed towards the Fit Like? Family Wellbeing Service, which represents a collaboration between Education, Social Work, Health, Community Learning and Development, Children 1st, and other 3rd sector partners. Fit Like? provides early-intervention, universal/targeted support to children/young people in the context of their family, particularly those impacted by SEMHN.
- 3.18 The ASN & Outreach Service’s Wellbeing Team provide personalised SEMHN support across universal, targeted and specialist continuum. In response to data presented in 3.15, greater flexibility is being built into processes and responses to SEMHN-related RfA in-keeping with the Getting It Right for Every Child (GIRFEC) mantra of ‘right support, right person, right time’. Learning from adaptations and approaches being taken by other Teams within the Service (such as EAL and Dyslexia) are being used to better evidence the impact interventions have on outcomes for learners, particularly improvements in their wellbeing. The Service has increased the Wellbeing Team’s capacity to deliver

outdoor learning interventions akin to that of Forest Schools. Early evidence demonstrates a positive impact on learners' skills development and confidence to engage with the school environment. The most recent data snapshot evidences the number of children / young people recorded as 'Risk of Exclusion' has reduced by 10.9% between September 2021 and September 2022.

3.19 Child Planning Support is sought by the Team Around the Child when further targeted or specialist-level intervention is deemed necessary to meet learning and/or wellbeing needs. The Child Plan is used by the Team Around the Child to outline the nature of the child's strengths, needs and the multi-agency interventions employed to meet them. The multi-agency forum reviews the information provided by the Team Around the Child to endorse planning and intervention and/or to offer further support. Plans reviewed during 2021-2022 evidence a range of multiple and complex needs, with a large proportion of cases presenting social and communication difficulties (including, but not limited to, those associated with ASC), physical and/or medical needs. Child Plans evidence that learning is planned and accessed via Pre-Early Milestones and/or the Early Level of Curriculum for Excellence. The chart below illustrates the proportion of requests discussed in relation to the resultant forum recommendations:



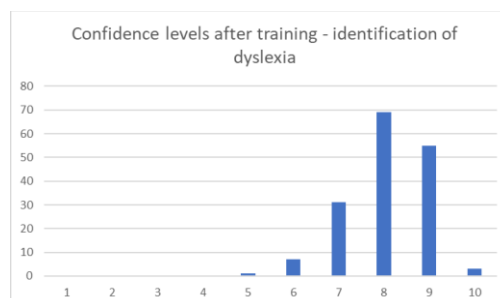
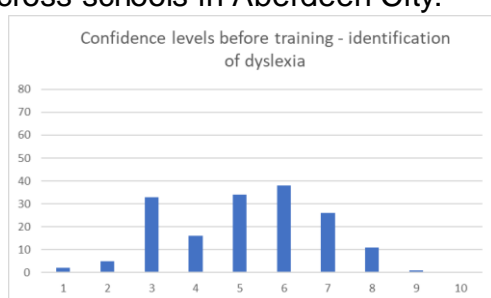
In response to themes emerging from Child Planning Support, the Service is expanding the support available to Schools/ELC settings by engaging in targeted professional learning opportunities such as Autism Awareness and CALM Theory. In addition, the Education Service continues to review and refresh professional learning programmes available to staff; details are provided in the paragraphs that follow.

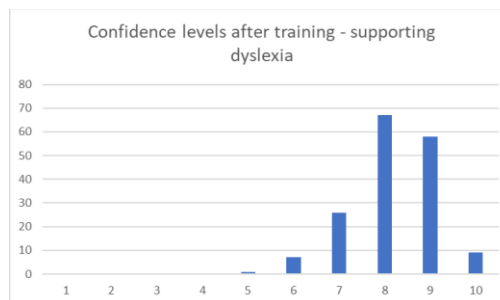
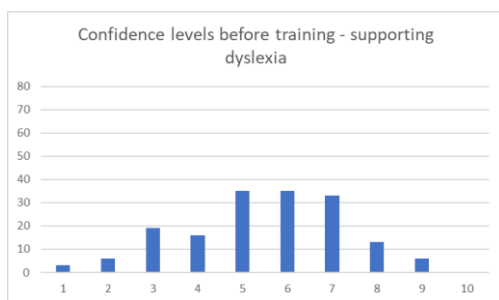
3.20 'Child Inclusion Research into Curriculum, Learning and Education' (CIRCLE) is a research-based approach to universal support for all children and young people. Following the identification of a 'CIRCLE Lead' in each ELC, Primary and Secondary setting, professional networks are being established and benefitting from input from partner agencies such as NHS Grampian. The approaches advocated by the CIRCLE Framework are being utilised to support

settings to implement strategies with a focus on flexible application. Implementation is led by the needs of the individual setting and their unique context, and it is designed to afford consistency across Aberdeen City whilst leaving school-level autonomy. Support for staff is available via CIRCLE Surgeries and bespoke Microsoft Teams (virtual) channels. These are providing valuable opportunities for sharing experiences, practice, and reflections as the impact of the CIRCLE Framework is monitored.

3.21 The Supporting Learners Professional Learning Framework was originally developed by Support for Learning (SfL) practitioners from across Aberdeen: it was launched in August/September 2020 and highlighted by Education Scotland via the National Improvement Hub as an example of best practice. In response to data analysis, a refreshed/revised Framework was launched in September 2022. It sets out progressive professional learning pathways across four key levels, namely: 'Key Skills'; 'Informed'; 'Skilled'; and 'Enhanced'. Pathways offer progression both 'vertically' in terms of a particular focus (such as ASC, Attention Deficit Hyperactivity Disorder (ADHD), Trauma-informed Practice) and 'horizontally' in terms of the pathway level. The Framework may be a useful tool for supporting the staff Professional Review and Development (PRD) process as it fits well with the ethos of the General Teaching Council for Scotland's refreshed Standards for Full Registration. The Framework is continuously reviewed based on a range of data to ensure it remains relevant and responsive to learner and practitioner need.

3.22 Early in its inception, the RfA system demonstrated a need to review approaches to supporting children/young people identified as dyslexic: data evidenced an under-confidence in staff with regards to the identification and assessment of dyslexia, and a training need around associated universal supports and targeted interventions. The greater flexibility afforded by service redesign has enabled the Service to increase capacity within the Dyslexia Outreach Team. Staff have responded directly to gaps identified via RfA data by devising two, core models of support, both of which are rooted in Dyslexia Scotland's National Identification Pathway: 1) Dyslexia Champions; and 2) the Whole School Dyslexia Modelling Programme. Now into their second year, evaluative data evidences both programmes are positively impacting practice across schools in Aberdeen City:





Other Teams within the Service are learning from the good practice developed and shared by the Dyslexia Outreach Team who continue to adapt and respond to live RfA data.

3.23 **Conclusion**

Considerable progress has been made in the development of ASN and Outreach Services. A recent Quality Improvement visit evidenced the considerable gains made in the agility of the service, quality of offer and strength of leadership. Highly effective mechanisms are in place to drive ongoing self-evaluation and it is proposed that the data being gleaned by the service now be more fully mainstreamed into National Improvement Framework Planning and reporting.

4. **FINANCIAL IMPLICATIONS**

4.1 There are no financial implications resulting from the information provided in this report. All work is being progressed using existing budgets.

5. **LEGAL IMPLICATIONS**

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

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

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

6. **ENVIRONMENTAL IMPLICATIONS**

6.1 Nil.

7. **RISK**

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) <i>*taking into account controls/control actions</i>	*Does Target Risk Level Match Appetite Set?
Strategic Risk	No significant risks identified	Changes to our provision and service delivery will enable primary prevention and early intervention thereby reducing potential risk.	Low	Yes
Compliance	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.	Medium	Yes
Operational	Staff are overwhelmed, which leads to low morale as staff feel unable to meet the needs of vulnerable young people. This may trigger an increase in incidents/near miss.	Mitigated by offering high quality professional learning for staff to ensure that they meet their statutory duties under The Education (Additional Support for Learning) (Scotland) Act 2004 and the Equality Act 2010.	Low	Yes
Financial	Risk of not having sufficient resource.	Mitigated by realigning service delivery to better meet the needs of our young people in Aberdeen City today.	Low	Yes
Reputational	Risk of not effectively meeting the needs of all learners. Risk of staff feeling overwhelmed.	Data scrutiny drives flexible approach to service delivery to better meet the needs of our young people in Aberdeen City.	Low	Yes

Environment / Climate	Risk of environmental factors inhibiting positive outcomes for learners	Service realignment will strengthen universal/targeted support and sharing of best practice, thus preventing escalation of need through strengthened practice and reasonable adjustment.	Low	Yes
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8. OUTCOMES

<u>COUNCIL DELIVERY PLAN 2022-2023</u>	
	Impact of Report
Aberdeen City Council Policy Statement <u>Working in Partnership for Aberdeen</u>	<p>This report outlines the ongoing programme of improvement activity to strengthen the education authority's position with regards to securing positive outcomes for all learners, whilst meeting statutory requirements associated with additional support needs and equality. The programme proactively subsumed the recommendations of the 'Support for Learning: All Our Children and All Their Potential' Report. In particular, this report links to the Delivery Plan Statement in relation to People, 6: 'Commit to closing the attainment gap in education while working with partners across the city'.</p>
<u>Aberdeen City Local Outcome Improvement Plan</u>	
Prosperous Economy Stretch Outcomes	<p>The proposals within this report support the delivery of LOIP Stretch Outcomes 1 and 6. Continued judicious use of funding and appropriate targeting of additional resources will ensure that children and young people, including those from disadvantaged backgrounds, are fully accessing education and more likely to achieve their potential and contribute to the economy.</p> <p>Specific links:</p> <p>Stretch outcome 1 10% increase in employment across priority and volume growth sectors 2026</p> <p>Stretch outcome 6 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p>
Prosperous People Stretch Outcomes	The proposals in this report seek to ensure the best use of resource in the system, promoting an

	<p>understanding of the circumstances of individual children and young people to ensure that appropriate and timely personalised support is available to them.</p> <p>Effective use of all resources and allowing each school community full control of these resources will help to ensure all initiatives and interventions are selected and implemented based on the needs of each school community and planned effectively to impact positively on all children and young people and are particularly targeted at those who are adversely affected by poverty.</p> <p>Specific links to:</p> <p>Stretch Outcome 4 90% of children and young people will report that they feel mentally well by 2026</p> <p>Stretch Outcome 6 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026,</p> <p>Stretch Outcome 7 Child Friendly City which supports all children to prosper and engage actively with their communities by 2026</p>
Prosperous Place Stretch Outcomes	Underpinning the work of all schools in Aberdeen City is reducing the poverty related attainment gap and achieving excellence and equity for all.
Regional and City Strategies	This proposal aligns with the wider direction of travel for the Education Service, as outlined in the National Improvement Framework Plan, and Children's Service's Plan. It aligns with national and local work directed towards securing children's rights under the UNCRC.

9. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	Completed
Data Protection Impact Assessment	N/A
Other	N/A

10. BACKGROUND PAPERS

- 10.1 *Supporting Learners* (OPE/22/010) – Education Operational Delivery Committee, 26 January 2022
- 10.2 *Supporting Learners* (OPE/21/132) – Education Operational Delivery Committee, 3 June 2021
- 10.3 *Supporting Learners Data Capture* (OPE/21/008) – Education Operational Delivery Committee, 20 January 2021
- 10.4 *Supporting Learners Update* (OPE/20/219) – Education Operational Delivery Committee, 26 November 2020
- 10.5 *Supporting Learners* (OPE/20/126) – Education Operational Delivery Committee, 17 September 2020
- 10.6 *Supporting Children’s Learning in an Empowered System* (OPE/20/054) – Education Operational Delivery Committee, 12 March 2020
- 10.7 *Supporting Children’s Learning in an Empowered System* (OPE/19/415) – Education Operational Delivery Committee, 12 November 2019

11. APPENDICES

- 11.1 Appendix A – *Summary on Activity to Implement the Recommendations of the Morgan Review (2020)*

12. REPORT AUTHOR CONTACT DETAILS

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Appendix A

Summary on Activity to Implement the Recommendations of the Morgan Review (2020)

Key

Delivered		On Track	
Behind Track		At Risk	

Some highlights (local and national) are relevant to multiple Themes; however, they have only been recorded once for ease of reading. To avoid duplication, relevant information from the main Committee Report has not been repeated under Local Progress.

Summary of Morgan Recommendation/Theme	Key Highlights of Local Progress	Highlight Summary of National Progress
<p>Vision and Visibility Children and young people must be listened to and involved in all decision making relating to additional support for learning. Co-creation and collaboration with children, young people and their families will support more coherent, inclusive and all-encompassing policy making which improves implementation, impact and experience.</p>	<p>The local working vision for children/young people was established following both universal and targeted consultation.</p> <p>Recent policy updates (such as <i>Dyslexia Guidelines</i>, <i>Selective Mutism Guidelines</i>) were refreshed in consultation with young people and parents/carers.</p>	<ul style="list-style-type: none"> ▪ 3/14 recommendations completed. ▪ Majority of remaining recommendations ongoing. ▪ Young Ambassadors for Inclusion's vision statement published in August 2021. ▪ Aforementioned vision statement incorporated into Education Scotland's professional learning programmes. ▪ Additional Support for Learning Network established.
<p>Mainstreaming and Inclusion The Independent Review of Curriculum for Excellence must fully integrate the findings of this review and focus on all children, affording equity to those with additional support needs.</p> <p>To fully achieve this, the Independent Review of Curriculum for Excellence must maintain a strong and central focus on the experience of all children, young people, parents and carers and the professionals in closest connection with them.</p>	<p>The CIRCLE framework is being adopted by settings/schools to strengthen their universal approaches to environmental and curriculum design. Where appropriate, the Pre-Early Milestones are being used increasingly to plan learning experiences for children/young people.</p> <p>Ongoing work around ABZ Campus seeks to provide senior phase learners with greater access to flexible pathways, increasing opportunities to attain, achieve, and transition into a positive, sustained destination.</p>	<ul style="list-style-type: none"> ▪ Independent review commissioned, undertaken and published by Professor Ken Muir (2022): <i>A Step Closer to Grasping the Thistle in Scottish Education?</i> ▪ Professor Emeritus Louise Hayward is undertaking an independent review of qualifications and assessment. The public consultation ran from October – December 2022.

Summary of Morgan Recommendation/Theme	Key Highlights of Local Progress	Highlight Summary of National Progress
<p>Maintaining Focus, but Overcoming Fragmentation There must be clear values-driven leadership, shared communication, support and challenge at all levels of the system to ensure that the experiences and achievements of children and young people with additional support needs are visible and continue to be improved.</p>	<p>The Local Authority's Quality Improvement Framework continues to support Central Officers and Schools to robustly evaluate approaches to educational leadership and the impact this has on outcomes for all learners. Certain QI activity focuses specifically on outcomes for young people with (a) protected characteristic(s), including ASN(s).</p> <p>ACC's Probationers' programme is founded on a partnership with Columba 1400. Senior Leaders are encouraged to access C1400's values-driven Leadership Academy.</p>	<ul style="list-style-type: none"> ▪ Increased funding for advocacy services, such as Let's Talk ASN. ▪ Increased funding for Enquire. ▪ Continued funding for Scottish Traveller Education Programme (STEP), Dyslexia Scotland and CALL Scotland. ▪ ASL Network established. ▪ COSLA to continue inviting the views of children/young people to the Children and Young People Board.
<p>Resources Audit Scotland must use the key themes in this report and the associated findings from Audit Scotland's audit of educational outcomes to inform the scope of their national performance audit on outcomes for children and young people with additional support needs.</p> <p>This must include assessing spend on additional support for learning across services, its impact on attainment and outcomes for children and young people at all stages; highlighting good practice and gaps.</p>	<p>The Devolved School Management (DSM) scheme was consulted on, and passed by Committee, in 2020.</p> <p>Quality improvement activity within the ASN & Outreach Service is being driven by use of data to evidence positive impacts on outcomes for children and young people. This will be closely monitored through both the Service's Improvement Plan and Local Authority Quality Improvement activity.</p>	<ul style="list-style-type: none"> ▪ Initial discussions have taken place between the Scottish Government and local government to explore options to consider the development of an accredited qualification and registration programme for Additional Support Needs Assistants. ▪ Grant-aided Special Schools (GASS) will be engaged in the development of guidance around physical intervention. ▪ Accounts Commission published a blog on ASL in May 2022.
<p>Workforce Development and Support Teacher recruitment, selection, education and professional development and learning processes must align with the changed and changing profile of children and young people in Scotland.</p> <p>Innovative and partnership approaches to practice learning should be developed including delivery and participation of children, young people, parents and carers.</p>	<p>A Lead Teacher (Learning, Teaching and Assessment) was recruited and is supporting pedagogical practice across settings in Aberdeen City.</p> <p>Approaches to teacher recruitment and professional development mirror the refreshed General Teaching Council Scotland Standards.</p> <p>Recruitment of all teachers in sensory-service roles within ACC is undertaken in conjunction with Scottish regulations, which the government and partners are amid updating.</p>	<ul style="list-style-type: none"> ▪ 9/18 recommendations completed. ▪ Outstanding recommendations are ongoing. ▪ Pupil Support Staff Working Group formed to review pupil support staff roles. This work is supported by Children in Scotland. ▪ National Pupil Support Professional Learning Framework published in September 2021. ▪ Stepping Stones programme refreshed. ▪ Recruitment of Lead Teacher now possible.

Summary of Morgan Recommendation/Theme	Key Highlights of Local Progress	Highlight Summary of National Progress
<p>Relationships Between Schools and Parents Schools and local authorities must work in partnership with parents and carers to develop, and deliver, ways of working together that support and promote positive relationships, communication and co-operation.</p> <p>Parents and carers must be involved as equal partners in the development of key guidance, to contribute their knowledge and lived experience.</p>	<p>The information shared via the Aberdeen City Council Website, Integrated Children and Family Services Guide, and the ASN & Outreach Service Website has been refreshed. This includes increased visibility of supports available to parents such as Enquire, Govan Law etc.</p>	<ul style="list-style-type: none"> ▪ 4/13 recommendations completed. ▪ Several of the outstanding recommendations are ongoing. ▪ Parents/Carers are represented on all stakeholder groups associated with the ASL Review. ▪ Family Support Directory published. ▪ Parent Club signposting information updated. ▪ The next phase of GIRFEC refresh will consider integrating planning processes.
<p>Relationships and Behaviour The remit of the Scottish Advisory Group on Relationships and Behaviour in Schools (SAGRABIS) must be reviewed and widened to bring it up to date and in line with emerging knowledge and recommended practices, including the findings of this Review. The membership of the group must be reviewed in line with the refreshed remit.</p>	<p>The impact of Connected Compassionate Classrooms/Communities (and similar trauma-informed/relational programmes – Nurture, PIVOTAL etc.) is being monitored by schools and Central Officers via quality improvement activity and scrutiny of exclusion and equalities data.</p>	<ul style="list-style-type: none"> ▪ SAGRABIS terms of reference reviewed and the remit of the group updated: this now includes the provision of advice in the context of relationships and behaviour to national and local government and other relevant stakeholders. ▪ Education Scotland are piloting new professional learning resources directed towards social, emotional and behavioural support needs.
<p>Understanding Rights The incorporation of UNCRC, and its impact on Additional Support for Learning legislation and processes, must be fully anticipated and planned for to ensure children’s rights are embedded and effectively underpin the implementation of the Additional Support for Learning legislation.</p> <p>The planned review of Coordinated Support Plans (CSPs) must take the findings of [Morgan’s] Review into account.</p>	<p>Increased universal and early-intervention collaboration between multiple agencies is mitigating risk and securing children’s access to their rights. Pilots – such as that at Links ELC – are providing a blue-print for change in this regard.</p> <p>Systems surrounding the use and monitoring of CSPs have been digitised to ensure greater ability exists with regards to tracking and monitoring eligibility requests and consideration meetings.</p>	<ul style="list-style-type: none"> ▪ Both ADES and COSLA are engaging with the development and implementation of UNCRC legislation. ▪ Following a short life working group, established in December 2020, a report was published in November 2021 about the implementation of CSPs. This sets out further ‘drivers for improvement’. ▪ <i>Code of Practice</i> working group has been re-established with refreshed statutory guidance planned by the end of 2024.

Summary of Morgan Recommendation/Theme	Key Highlights of Local Progress	Highlight Summary of National Progress
<p>Assurance Mechanism Local authorities must take account of the findings of this report to review and align their quality assurance processes. This must drive improvements in processes, practice and outcomes at all levels in the system.</p> <p>Education Scotland must take account of the findings of this report and take action to ensure that their scrutiny frameworks, and inspection activities, are in line with it.</p>	<p>Significant work has been undertaken, and continues, at local level to implement Morgan's recommendations. Close monitoring of data continues to ensure any work aligned to this workstream is directed towards improving outcomes for children/young people, including those with ASN(s).</p>	<ul style="list-style-type: none"> ▪ <i>Rights, Reviews, Promises and Inclusion for All</i> evaluation tool was published in July 2022 – this is being used by Education Scotland to support local authority and school-level conversations on the implementation of the review's recommendations. ▪ ADES have incorporated ASL within its leadership programme. ▪ ADES, in conjunction with the CYP Improvement Collaborative, have tested improvement methodology to address engagement and attendance within education.

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	24 January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Children's Rights Reporting
REPORT NUMBER	CFS/23/022
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Matt Reid
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 This report seeks approval to publish the statutory Aberdeen City Council Children's Rights Report in keeping with Scottish Government non statutory guidance by March 2023.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 approves the publication of the Children's Rights Report in Appendix A;
- 2.2 instructs the Chief Education Officer to present a refreshed Local Authority Plan for implementation of the United Nations Convention on the Rights of the Child to the Education and Children's Services Committee following receipt of the anticipated Statutory Guidance in 2023; and
- 2.3 notes that officers will prioritise compliance with the UNCRC (Incorporation) (Scotland) Bill ahead of the Unicef Child Friendly Cities (CFC) programme.

3. CURRENT SITUATION

- 3.1 Part 1, Section 2 (Duties of Public Authorities in relation to the United Nations Conventions on the Rights of the Child) of the Children and Young People (Scotland) Act 2014 Act places a duty on local authorities, to report every 3 years on the steps they have taken in that period to secure better or further effect within its areas of responsibility the United Nations Conventions on the Rights of the Child requirements (UNCRC).
- 3.2 The report in Appendix A provides a summary of the work undertaken by the Local Authority to better secure children's rights over the last 3 years and also provides a commentary on our readiness for the incorporation of the UNCRC into legislation.

- 3.3 The Scottish Government continue to work to reintroduce the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill to Scottish Parliament, via the Reconsideration Stage. The Reconsideration Stage will include lodging amendments to address the issues the Supreme Court raised in respect of legislative competence.
- 3.4 It is not possible to advise when the provisions within the Bill will commence, including Section 15 (Reporting duty of listed authorities) which sets out the reporting requirements on listed authorities in the future as commencement cannot take place until after the Bill has received Royal Assent.
- 3.5 Commencement of Section 17(2) would repeal Part 1, Section 2 of the 2014 Act and result in changed reporting expectations. In the event that the UNCRC Bill receives Royal Assent before March 2023, the Scottish Government plan to delay the commencement of Section 17(2), to repeal Part 1, Section 2 of the 2014 Act. In effect, the reporting requirements under the 2014 Act will remain and Local Authorities are asked to prepare to publish a report covering the period 1st April 2020 to 31st March 2023, in accordance with the 2014 Act. The report in Appendix A therefore meets the legislative requirements of Local Authorities under the 2014 Act.
- 3.6 Statutory guidance on Part 3 of the UNCRC Bill will be issued as soon as possible after Royal Assent is granted, to ensure listed authorities (including Local Authorities) are supported to meet their reporting requirements. As a result, the report in Appendix A, which fully complies with current non statutory guidance, is likely to change in both focus and presentation when next presented to Committee in 2026. Although current non-statutory guidance does not require Local Authorities to publish a plan of work to ensure compliance with the UNCRC, Officers have made use of an Improvement Service resource and a theory of change report commissioned by Scottish Government to help identify detailed actions to be progressed in order to strengthen our readiness for incorporation. Next steps are presented at the end of the document and will be subject to review following publication of the Statutory Guidance in 2023.

Aberdeen City Council Children's Rights Report 2020-2023

- 3.7 Considerable progress has been made over the reporting period. Highlights include:
- Improved use of data to help us support the children and families most in need of our help.
 - Establishment of our multi-agency Fit Like Family Wellbeing Hubs.
 - Successful delivery of [holiday programmes](#) in keeping with the self-reported needs of children, young people and families.
 - Establishment of our first Wee Green Forest.
 - Establishment of our Youth Network to improve youth engagement in strategic decision making and increase cohesion between pre-existing participatory groups for children and young people across the city.
 - Improved Integrated Impact Assessment (IIA) to ensure that Officer recommendations which directly or indirectly affect children and young people take account of the UNCRC.

- The introduction of community walkabouts with children and young people working alongside officers and Elected Members to jointly identify and act on concerns in local communities
 - The introduction of Youth Workers, Family Learning and Money Advisors in all schools
 - 65840 free school meal vouchers delivered to eligible families
 - The Provision of 14564 chrome books, 500 Wi-Fi connections with dongles and 210 data only SIMs during periods of school building closure
 - Successful restructure of ASN Outreach services under a single head teacher and the establishment of associated Parent and Pupil Forums
 - Updated child protection practices 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
 - Children and young people have directly influenced city master planning
 - Further development of The Children's Rights Service
 - Appointment of a Pupil Climate Change President
- 3.8 The Local Authority has been proactive in preparing for the incorporation of the UNCRC with the Council Strategy Board maintaining oversight of progress. The publication of statutory guidance in early 2023 will trigger a review of the actions required to ensure preparedness for incorporation.
- 3.9 Work has also continued with multi-agency partners to achieve Child Friendly City status although this has become increasingly challenging now that Officers and partners have a greater understanding of the implications of the United Nations Conventions on the Rights of the Child (Incorporation) (Scotland) Bill. The Child Friendly City Log Frame is focussed on 6 key areas (or badges) and the Local Authority contribution to the programme has helped ensure that children have a greater voice in decision making. Delivery of the programme now however, could hamper our progress in preparing for incorporation given that the actions in the log frame do not clearly align with the areas identified for improvement.
- 3.10 The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill is a landmark Bill that enshrines children's rights to the full extent possible under the current powers of the Scottish parliament. The Bill is a milestone on Scotland's journey towards making rights real for every child. It is written in a way to ensure that there is a proactive culture of children's rights embedded across local and national government and to enable redress if children's rights are breached. The far-reaching breadth of the Bill means that Incorporation should be viewed as the 'gold standard' for local authorities and it is imperative that resource is identified and devoted to ensuring that the local authority has maximum preparedness ahead of the Bill receiving Royal Assent.
- 3.11 Given that Officers are likely to have to respond at pace to Statutory Guidance to ensure compliance with The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill, it is proposed that engagement with the Child Friendly Cities programme is paused. This will allow all available resource

to support the Local Authority to be well placed to deliver services in keeping with the UNCRC.

4. FINANCIAL IMPLICATIONS

- 4.1 Engagement with the Child Friendly Cities programme currently costs the Local Authority £20,000 a year and the cost of an Education Support Officer to coordinate delivery of the programme (approximately £60,000). This resource could be allocated to drive readiness for the requirements of The United Nations Conventions on the Rights of the Child (Incorporation) (Scotland) Bill.

5. LEGAL IMPLICATIONS

- 5.1 Failing to adequately prepare for The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill presents a significant risk to the Council in meeting its statutory obligations.

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?
Strategic Risk	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
Compliance	Non-compliance with The Promise would place us in a vulnerable position with potential further legislation	Mitigated by services being re-designed to prevent escalation of need.	L	Yes
Operational	Staff feel unable to access the	Mitigated by	L	Yes

	support required by some children and young people.	basing a multi-disciplinary team around the child and the family		
Financial	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
Reputational	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.	L	Yes
Environment / Climate	None			

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Impact of Report	
<p>Aberdeen City Council Policy Statement</p> <p>Delivery of progressive educational programmes</p>	<p>This report highlights how the UNCRC is helping to shape the service delivery model for children and young people.</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>The detail within this report supports the delivery of Children & 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"> • 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. • Increase the number of care experienced young people accessing a positive and sustained destination by 25% by 2022. • 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 Scottish Vocational Qualification 3 in literacy and

<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>numeracy and 4 other qualifications to 93% by 2023.</p> <ul style="list-style-type: none"> • Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023
<p>Regional and City Strategies</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
Integrated Impact Assessment	Required
Data Protection Impact Assessment	Not required
Other	None

10. BACKGROUND PAPERS

None

11. APPENDICES

Appendix A – Children's Rights Report
Appendix B– Child Friendly Cities Log Frame

12. REPORT AUTHOR CONTACT DETAILS

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Child's Rights Report 2023



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Introduction

Part 1 (section 2) of the Children and Young People (Scotland) Act 2014 (“the Act”) places a duty on public authorities to report after the end of each 3 year period, on the steps they have taken to secure better or further effect the requirements of the United Nations Convention on the Rights of the Child (UNCRC). This report covers the reporting period from March 2020 to March 2023.

Although the non-statutory guidance used to help structure this report only asks Local Authorities to report on the steps taken to secure children’s rights, consideration has also been given to how prepared The Local Authority is for the full incorporation of the UNCRC into Scots Law. Officers have made use of the Improvement Service document entitled, ‘Getting Ready for UNCRC Incorporation Framework’ and Theory of Change documentation to inform evaluations and next steps. The publication of Statutory Guidance (anticipated in 2023) will trigger a further review of proposed next steps to ensure that the Local Authority continues to remain well prepared.

Children and young people have been active participants in developing this Children’s Rights Report. In addition to a range of qualitative and quantitative data available to us, a specific children’s rights survey was issued to children and young people in September 2022 to help determine progress and identify further priorities for action. Taking this holistic approach has enabled us to triangulate evidence and more confidently report on our progress and next steps. A child friendly version of the report will be made available to children and young people as this report is published.

Over the last 3 years Aberdeen City Council has continued to work hard to uphold children’s rights at individual service level, in the wider transformation of the Council and through our work with Community Planning Partners. Work has extended well beyond services delivering ‘traditional’ children’s services.

Progress made over the last 3 years has been considerable and we continue to challenge ourselves to do more as we prepare for the incorporation of the UNCRC



Key achievements of the last three years

Despite the challenges experienced over the last three years, there are a number of achievements to celebrate. These include:

- Improved use of data to help us support the children and families most in need of our help.
- Establishment of our multi-agency Fit Like Family Wellbeing Hubs.
- Successful delivery of Holiday programmes in keeping with the self-reported needs of children, young people and families.
- Establishment of our first Wee Green Forest.
- Establishment of our Youth Network to improve youth engagement in strategic decision making and increase cohesion between pre-existing participatory groups for children and young people across the city.
- Improved Integrated Impact Assessment (IIA) to ensure that Officer recommendations which directly or indirectly affect children and young people take account of the UNCRC.
- The introduction of community walkabouts with children and young people working alongside officers and Elected Members to jointly identify and act on concerns in local communities
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- Further development of The Children's Rights Service
- Appointment of a Pupil Climate Change President



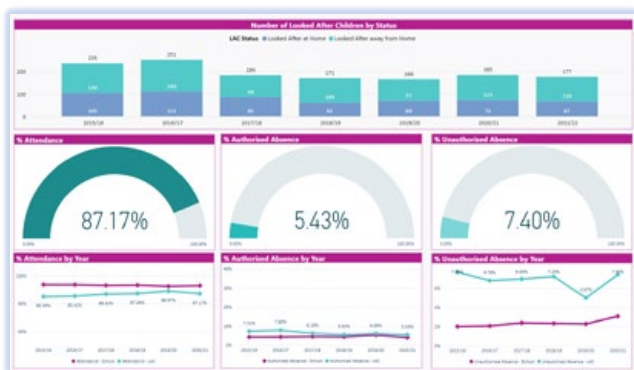
Changed working practices over the reporting period

The COVID-19 pandemic guided us to take a more agile approach to the delivery of services and accelerated the participation of children and young people in their design. The pandemic also triggered a review of the data we collect to ensure that we were able to respond to the changing needs of children and families, with greater agility. These developments have considerably changed working practices since the last Children's Rights Report was published in 2019.

Helping to ensure that the basic needs of families were met was a key priority over the periods of national lockdown and relied on effective multi-agency working. The Data and Insights Cluster coordinated partnership data sets to help identify families most in need. This use of technology has transformed partnership insight and service delivery.



The use of single agency data has also become more sophisticated and now enables some clusters to look at the extent to which some potentially vulnerable groups, such as those who are impacted by poverty, are able to claim their rights. Data dashboards allow more robust data analysis at school, community and city-wide level to improve our understanding of unmet need in children and young people and reshape services to address any gaps in provision. Access to live data is transforming service improvement planning and enabling services to make timely requests for assistance. This work should now be extended to support more robust monitoring of individual groups.



A central request for assistance process was established in early 2020 to enable professionals to quickly access support for children and families identified as in immediate need. This centralised approach continues to enable Council services to work with partners to address need and gain invaluable insight into emerging trends which may indicate that rights are compromised.

We now want to build on this success, expanding the single referral system to allow all agencies to utilise it. This will develop our understanding of need and vulnerability, supporting services to adapt their support offer in keeping with current need and allowing families to access the support they need at the right time. It will also allow us to develop a more comprehensive understanding of risk and vulnerability across the Tiers of Universal, Targeted and Specialist services.

Collaboration across the organisation and wider partnership has accelerated and this collaboration and integration has guided the pooling of resource to ensure that children are able to claim their rights. The universal services of health and education have collaborated to deliver services at our Early Learning and Childcare (ELC) Links Hub, to families fleeing conflict through our Settle in the City programme and to children and young people in need of mental health and wellbeing supports. There is clear evidence that this more preventative and integrated approach is leading to a reduction in referrals to statutory and specialist agencies. The Local Authority will continue to drive integration and collaboration with partner agencies.

Our integrated Fit Like Hubs provide a helpful model to guide our work towards further integration. Education, Children’s Social Work, Community Learning, Health and third sector collaborated to establish our Fit Like Family Wellbeing Hubs in 2020. Fit Like Family wellbeing Hubs were established in order to ensure timely access to support for children and families when so many services were not able to deliver face to face support to those most vulnerable.

The Hubs Work to ensure that:

- Children and families receive the right support at the right time
- Children and families’ rights and individual wellbeing needs will be addressed
- Children and families receive accessible and practice support with their practical and emotional needs
- Children and families’ voices are heard

Delivery of these aims is underpinned by embracing a children’s rights approach, in line with the move to bring the United Nations Convention on the Rights of the Child into Scots Law. The Council is exceptionally grateful to young people at Northfield Academy who helped shape the development of the Hubs by sharing what was important to them and for proposing a welcoming name for the service.

Case Study: Fit Like Aberdeen

The Hubs have moved from co-existence to collaboration and co-production in order to improve outcomes for children, young people and families.

Coexistence: In November 2020 the multi-agency practitioners clarified what practitioners from the different agencies could do and with whom. This helped develop an understanding of the uniqueness that each partner brings to the collective and helped individual agencies move from a single agency agenda to a shared one and developed an openness to doing things differently together.

Co-operation: By sharing information and recognising the mutual benefits and values of partnership working, practitioners pulled together collective knowledge and skills which enabled them to develop a shared understanding and ethos that is embedded within the framework of the promise.

Co-ordination: By planning together, shaping roles, responsibilities and pooling resource and being open to risk taking, practitioners accepted the need to adjust, to do things differently and make the necessary changes to avoid overlap. Taking a test, learn and develop approach helped increase the capacity of those attached to the Hubs.

Collaboration and Co-production has brought about cultural changes with shared leadership resulting in strong multi-agency partnership working to co-deliver effective and early intervention supports to children young people and families



COEXISTENCE



COOPERATION



COORDINATION



COLLABORATION

Summary evaluation

Considerable progress has been made in our use of partnership data to determine the extent to which some groups of young people (such as those with additional support needs, those Looked After or those living in areas of deprivation) are being empowered to claim their rights. This work greatly aided our response to the COVID-19 pandemic and enabled services and partners to identify the children and families most in need of our help. Our work around data must now develop even further to provide an oversight of all groups whose rights may be at risk.

More collaborative practices are aiding the development of a partnership Family Support Model in keeping with The Promise, an improved neurodevelopmental pathway as a pathfinder for the Children and Young People's Mental Health Delivery Board and will help shape the further Integration required to care for and protect children as we develop a Bairns' Hoose.

General Measures of implementation

This measure looks at the structures and resources required to implement the UNCRC.

Aberdeen City Council, along with Community Planning Partners, is committed to keeping children, young people and communities safe, healthy and thriving. We are firmly committed to the implementation of the UNCRC.

‘Our ambition is to support every child, irrespective of their circumstances, to grow, develop and reach their full potential. We want Aberdeen to be a city where there is equality of outcomes and opportunities for all our children and young people and this drives the partnership to collaborate to maximise the long-term outcomes of those who need extra care and protection’.

Local Outcome Improvement Plan

Children’s rights feature in the Local Outcome Improvement Plan and Children’s Services Plan. Multi-agency governance arrangements and resources are in place to support delivery. This demonstrates that Council and Community Planning leaders recognise the importance and value of incorporating children’s rights and views in decision making.

Partnership improvement work focussed on children and young people is overseen by the Children’s Services Board to ensure that the work of single agencies is harnessed as we work together to uphold the rights of our children and young people.

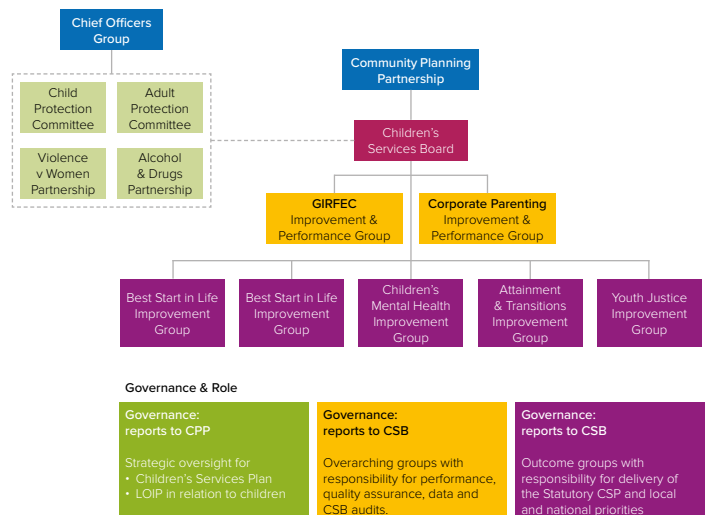
The Child Protection Committee and Chief Officers Group provide highly effective oversight of children and young people in need of care and protection and regularly review data and scrutinise performance.

Community Planning structures to support children’s rights

The Local Authority continues to play a significant role in the Community Planning Partnership.

‘Our vision for 2026 is Aberdeen as a place where all people can prosper, regardless of their background or circumstances. This reflects our desire to help all people, families, businesses and communities to do well, succeed and flourish in every aspect. To achieve this vision we are committed to tackling the issues that exist in our society which prevent equal opportunity for all to lead a happy and fulfilling life’.

Local Outcome Improvement Plan



Local Authority governance arrangements focussed on children's rights

Terms of reference for Council, its committees and sub-committees include a commitment to hear the voices of children when taking decisions across the Council. The phrase, *'in accordance with UNICEF's Child Friendly Cities and Communities Programme, ensures that children are allowed a voice in decisions which affect both them and their city'* is included in all Committee Terms of Reference. This ensures that the decision-making forums of the Council take into account the voices of children and young people when making decisions which directly or indirectly affect them. As we move forwards, Committee effectiveness reports will review the extent to which these commitments have been realised.



On 7th March 2022, Council agreed the Council Delivery Plan which encompasses the Service Standards around the engagement and participation of young people. Performance against these standards will be monitored and reported to Council.

'All Elected Members have been given the opportunity to engage with UNICEF to explore the UNCRC in detail as part of their induction programme. Training has also been provided to all of those working directly with children and young people as well as to the Extended Corporate Management Team and our cross Council Leadership Forum. This has increased awareness of children's rights and is impacting positively on the recommendations being put forward to various Council Committees. Leaders now more confidently talk about the importance of children's rights.

A new 'Integrated Impact Assessment' forms part of our committee reporting process. 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.



Integrated Impact Assessment Pre-screening Stage 1

The Integrated Impact Assessment (IA) supersedes the previous Equality and Human Rights Impact Assessment (EHRIA) form.

The pre-screening (Stage 1) will determine if your proposal requires a full impact assessment (Stage 2). Stage 2 will look at details of your proposals, the impact and any mitigations in place.

Note: This form should be completed using the guidance contained in the document: 'Guide to Completing an Integrated Impact Assessment'. Please read the guidance before completing this form.

This assessment and accompanying guidance use the term 'policy' for any activity within Aberdeen City Council. Therefore 'policy' should be understood broadly to embrace the full range of your policies, provisions, criteria, functions, practices and activities including the delivery of services – essentially everything you do.

Purpose:

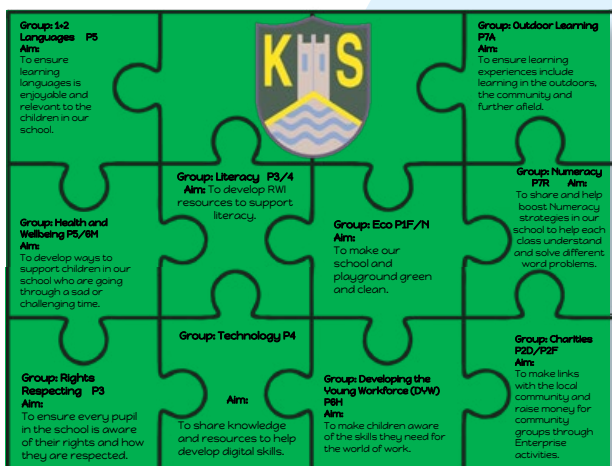
Aberdeen City Council wants Aberdeen to be a place where all people can prosper. We want everyone in Aberdeen to have fair opportunities regardless of their background and circumstances. The aim of this assessment is to allow you to critically assess:

- the impact of the policy / proposal on different communities.
- whether Aberdeen City Council is meeting its legal requirements in terms of [Public Sector Equality Duty](#), [Equality Outcomes](#) and [Human Rights](#);
- whether [children's rights](#) have been impacted;
- whether [Socio-economic disadvantage](#) is reduced;
- whether any measures need to be put in place to ensure any negative impacts are eliminated or minimised which will be covered in Stage 2.

New and refreshed Council policies and strategies now explicitly reference children's rights and these extend beyond those traditionally impacting on children to include those on Net Zero and Master planning for example. The Council Strategy Board comprising members of the Corporate Management Team and Extended Corporate Management Team, check that children's rights are reflected in draft policies and strategies prior to them being presented to Council Committees for approval. The Strategy Board will continue to play a significant role in the Local Authorities preparation for the incorporation of the UNCRC and regularly reviews progress.

Officers report that both direct engagement with young people and consideration of their rights is helping them to be bolder in recommendations to Council and its Committees. There is a need to ensure that a participatory approach is consistently applied now and in doing so consider a wider variety of approaches to avoid the overuse of some mechanisms such as surveys.

All improvement plans within the Children and Families cluster, and associated school improvement plans, contain actions related to the incorporation of the UNCRC and many child friendly versions of these Plans are in place.



Getting it Right remains the foundation upon which we protect children's rights

In Aberdeen City the principles of Getting it Right for Every Child (GIRFEC) continue to form the foundations of inclusive planning to ensure that children and young people get the right help from the right people at the right time, however, we increasingly speak about Getting it Right for Every Child and Family. The establishment of the Aberdeen Protects site in 2021, which deliberately brings together policies and guidance relating to children and adults, will help drive more integrated whole family approaches in the future.



We will further develop this concept over the course of the next three years in light of updated GIRFEC practice guidance and the potential establishment of Getting it Right for Everyone (GIRFE) as the National Care Service is established. This will trigger the further joining up of children's and adult services to ensure seamless transitions. In addition, we are committed to continue developing services that reflect and respond positively to The Promise.

The universal provision of the Named Person Service continues to ensure that every child, young person and family knows who to contact when they need access to relevant support and that such universal support is non-stigmatising. Utilisation of the SHANARRI wellbeing indicators is well embedded across the Named Person Service.

Our work to become a Child Friendly City

Aberdeen City Council and Community Planning Partners continue to work to become a Child Friendly City.

Partners have worked to finalise the Log Frame which was approved by the Community Planning Aberdeen Board (CPA Board) in April 2022. This outlines all planned activity, the corresponding evaluation framework and marks the official conclusion of the planning phase.



Our Child Friendly Cities 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 - Communications staff and local media understand and value a child rights perspective and CFC 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.

The Child Friendly Cities programme has raised the profile of children's rights across the partnership. As all agencies prepare for the incorporation of the UNCRC, partners are currently focussed on the implications of this ground breaking legislation on their agency. It will be important to compare the content of the Child Friendly Cities Programme against Statutory Guidance anticipated in early 2023 to ensure that delivery of the programme helps partners realise their legal obligations.

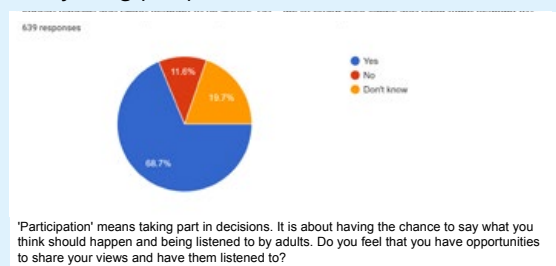
Young people involved in the recruitment of senior officers

Children and young people are directly involved in the recruitment of all Directors, Chief Officers and Head Teachers. Each appointment panel comprises a representative group of children and young people from across the city who are supported to consider the questions they are keen to ask of candidates. Feedback from the children and young people forms an important part of our assessment centre and directly influences decisions.

Candidates report that some of the most challenging questions asked of them are often asked by our young people.

Increasing participation in decision making

The COVID-19 pandemic provided an opportunity to reset how we engage with children and families. Approaches to participation are becoming more varied and dynamic and nearly 70% of our children and young people tell us that they more actively participate in decision making now. This is a 10% reduction from when the survey was last completed 3 years ago and this reduction is thought to reflect the increased expectation of participation by our children and young people.



A representative sample of our approaches to participation are outlined below.

Participation in the design of holiday programmes

Direct engagement with children, young people and families helped shape various school holiday programmes to ensure that they were most likely to support the positive health and wellbeing of children across Aberdeen City.

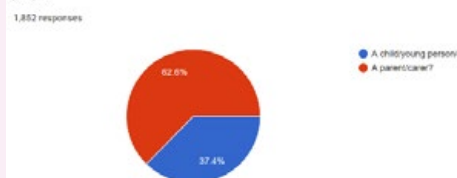
A digital survey was used to elicit the views of children, young people and families and responses rates have remained high over a series of programmes.

Analysis of data showed that our secondary aged young people were generally less likely to engage with this manner of consultation and so a number of focus groups were also used to more effectively gather their views and ensure meaningful consultation. From these focus groups we were better able to understand their lack of engagement and work directly with them to design visuals to generate interest from young people.

The programmes have been directly shaped by the reported needs of children and young people and our children and families tell us that the impact of the programmes is considerable.

Analysis of Summer of Play responses

Children, young people and families were invited to share their views on what a summer of play could comprise by electronic survey in May. The survey was open for one week and a total of 1852 responses were returned over the week. 1160 responses were returned by parents and carers and 692 by children and young people.

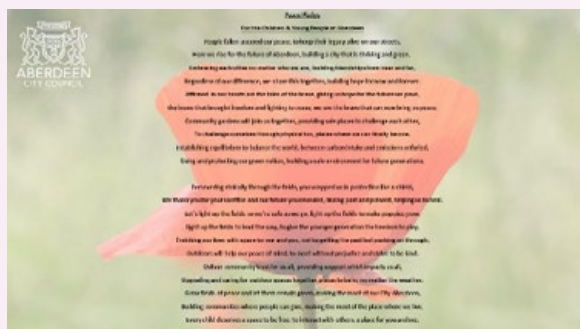


Participation in the design of a Peace Pledge

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.



Participation through a simulator

Community Planning Aberdeen made use of a simulator to help children and young people have their say on the refresh of the Local Outcome Improvement Plan.

The outcome of this exercise helped determine which projects were prioritised for action.



Participation through the 'Youth Network'

The Youth Network provides an opportunity for people who work with children and young people across the city to come together and connect with each other. The purpose of this group is:

- Improved communication between services,
- Have a co-ordinated and joined-up approach to planning services,
- Ensure there is flexibility in approaches,
- Support a more a co-ordinated and joined-up approach to planning services,
- Continue to develop a better understanding of the range of services available for children and young people across the city,
- Develop good collegiate and partnership practice,
- Information sharing, and,
- Ensure that there is an effective and robust youth governance structure in place for the city.

The Youth Network has undertaken efforts to ensure that it is representative and inclusive, particularly with regards to representation of potentially marginalised groups of children and young people such as care experienced young people, young offenders and gypsy travellers.

The Youth Network, is currently engaged in jointly developing (alongside children and young people) some tips, solutions and guidance regarding youth engagement to support partners and professionals to deliver engaging and consistent participation experiences for children and young people.

Master planning with children and young people

A positive example of participation beyond traditional children's services is the work undertaken with city planners in the development and delivery of the Aberdeen City Centre and Beach Masterplan. This work began in 2021 and has included creative workshops designed to elicit views in an age appropriate way to enable young people to feel confident, valued and respected contributors to the master planning processes.

Starting with the question "should seagulls be granted freedom of the city centre and beach?" the workshops equipped young people with a lens to discuss openly topics concerning their futures. This creative approach enabled young people to critically assess ideas and to foster a deeper understanding of topics connected to climate change, environment, space and place.

During October 2022, 500 pupils from 6 primary schools and 2 secondary schools were visited by the Beach Campervan to ask them for their thoughts and ideas around the future of the Beach. Pupils designed, planned and built models to reimagine the space, and these models were presented to the public for discussion at a special event in the Beach Ballroom.

During the summer and October holidays in 2022, young people aged between 10-17 years from across the city also chose to engage with discussion about play, space and place within the city centre and beach areas. Short films were created by these young people which explored these geographic locations and depicted what these spaces could be transformed into in the future.

The views of children and young people in these sessions have gone on to directly inform the recommendations on the future of the City Centre and Beach areas being made to Elected Members at Full Council meetings.



Scan the QR code for more.....



Early engagement on the School Estate Plan example

Our children and young people have been encouraged to engage with a provisional school estate plan on a newly developed young people page of the city website.

This approach will help inform the shape of the proposals to be formally consulted upon and will also help us determine how we can best use the Council website to provide opportunities for young people to have their say.



Ensuring a strategic focus on prevention to uphold children's rights

The Council Target Operating Model prioritises prevention and a recently approved Prevention and Early Intervention Strategy is driving the shift to moving resource upstream.

Improved partnership data is helping the Council and wider partnership focus on prevention as we work together to Keep the Promise.

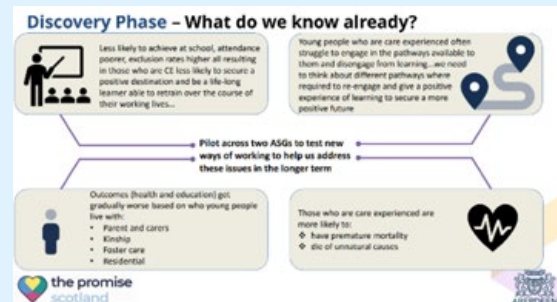
Clusters from across the Council came together to consider the impact of our current system on those who are care experienced or considered to be on the edge of care. This included workshop participants hearing of the lived experiences of children, young people and families.

A number of vulnerabilities were identified which were translated into a set of problem statements to be addressed through two Edge of Care pilots operating across our city.

This work is part of a partnership drive to shape a partnership Family Support Model around 4 groups of children and young people:

- Those in conflict with the law
- Those with disabilities
- Those impacted by trauma
- Those on the edge of care

This area will continue to be aligned with Plan 21-24 over the next reporting period.



Supporting young people to take action on issues of interest to them

The voices of children and young people inform the work of services across the Council. Our children and young people care passionately for their environment.

Over the last year children and young people have been fully engaged in a number of environmental campaigns including Clean Up Aberdeen, Aberdeen Communities Together (ACT) and Keep Scotland Beautiful Its Your Neighbourhood.



There has been over 1,108 school pupils attending workshops at Duthie Park, which have included learning about the benefits of plants and how they grow, the outdoor environment (bird and tree identification), tropical plants and as part of British Science Week, 77 pupils attended workshops on how trees grow. The Ranger Service has also provided a workshop on the theme of Rainforest Tribes to 436 pupils through Techfest.



The Summer of Play programme, which was shaped by the self-reported interests of young people, helped to fund some of the Holiday Workshops the Service ran. A total of 476 children attended the workshops, learning in a fun way about minibeast, Scottish animals, tracking and also had some fun with muddy play. Summer of Play also helped to fund an art project at the Duthie park, Parklife, where 200 primary age pupils helped create the mural using different collage techniques which will serve as a lasting legacy.



The Rangers also provided workshops for local charity organisations and uniformed organisations, including Barnardo's, National Children's Trust and Aberdeen Lads Club. Peep Little Rangers had 10 families attend each of their weekly sessions, where the children took part in storytelling, crafts, singing, all linked to the outdoors.

The Groovy Growits programme, our junior gardening workshops, have also restarted, with children being able to get involved in planting vegetables and flowers.



The first Wee Forest was planted in Aberdeen thanks to the joint efforts of Aberdeen City Council's Environmental Services team, NatureScot, and pupils and staff of Woodside Primary School. Led by NatureScot, the programme aims to give people the opportunity to help tackle the twin crises of climate change and biodiversity loss by creating and caring for their own forest in their own neighbourhood. The 600 plants, which include alder, cherry, Scots pine, crab apple, holly, juniper, elder, willow, oak, rowan, and hazel trees along with dog roses, broom, gorse, blaeberry, heather, hawthorn, and blackthorn, have been planted by staff and pupils in a grassy area across Clifton Road from the school with help from the City Council's Countryside Rangers. Woodside Primary School created a fantastic film to accompany the launch of the [Wee Forest](#).

Primary school children from across the city are involved in our bulb planting scheme each winter where we plant 140,000 spring bulbs in parks and open spaces.

We consulted with primary schools as we plan for our £450K play area refurbishment investment. The voice of young people is important to help decide on the design and build of the annual play area refurbishment programme and determine what play areas should include.

We received the 'Achievement' Award for our Craster project in the RHS Community Awards 2021, 'Nourishing Your Community' category. Craster is a project which involves the services working with schools to grow their own food.

Across the city our work on green spaces with community partnerships continue to grow. The service now has more than 150 collaborations in place including volunteers, communities, businesses, schools, third organisations and companies. Thousands of volunteer hours are spent in Aberdeen's parks and green spaces.

Thousands of trees have been planted in Aberdeen as part of a nation-wide initiative to mark the Queen's Platinum Jubilee in 2022. The Queen's Green Canopy is a unique tree planting initiative which invites people from across the United Kingdom to 'Plant a Tree for the Jubilee' to create a legacy in honour of The Queen's Platinum Jubilee and Aberdeen has been selected as one of the initiative's Champion Cities. The Champion City programme has been launched to celebrate some of the nation's outstanding cities which have trees as a central part of their plans for green spaces.



Aberdeen launched the initiative at Fernielea open space with the planting of 8000 trees and shrubs. Primary children from Hazlehead, Countesswells and Airyhall all helped plant these trees. Over 70 oak trees were made available to our schools and community groups for planting and there are now Queen's Green Canopy trees in many schools across Aberdeen.



Clean Up Aberdeen continues to be a success. 2021 saw a record number of clean ups, 496, completed with over 2000 volunteers involved.

Since January 2021, 450 litter picking tongs have been distributed to our brilliant clean up champions. These have been given to individuals and their friends, families and small groups, exercise groups, community centres, child minders, schools, and businesses. We now have more individual volunteers and young people helping to keep the city clean than ever before.

Environmental Services continue to be heavily invested in our children and young people and recognise that this investment is most likely to realise positive environmental change.



Developing pathways for those transitioning to adulthood

As an employer, Aberdeen City Council is committed to employing young people and to developing employment pathways for young people. We view young people as key to our workforce for the future. In March 2020, the Council was awarded the Investors in Young People Gold Standard Award for its commitment to developing the young workforce and the initiatives undertaken to support this. In February 2022 the Council became a Young Person's Guarantee employer, which further highlights our commitment to supporting young people in the workplace.

The People and Organisational Development Cluster has developed a range of initiatives for young people to gain work experience or employment opportunities within the Council and this focus is reflected in the Council's Workforce Plan approved in 2019 and will form part of the Council's new Workforce Strategy currently being developed. The new Workforce Strategy will be informed by two focus groups of young people in city secondary schools.



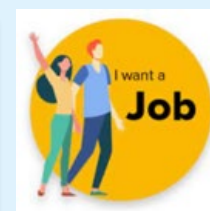
The Council has an established modern apprenticeship programme in a range of areas across the Council including Early Years, Customer Service, Business Admin, Trades, Finance, Housing and Social Care. In addition, the Council supports Foundation Apprenticeship placements, where S5 and S6 pupils undertaking Foundation Apprenticeships as part of their timetable, spend a day per week in the workplace undertaking work experience. In session 2019/20, the Council supported 32 Foundation Apprenticeship placements across a range of functions/clusters, numbers have been less in subsequent years due to the covid pandemic.

The Council has a number of guaranteed interview schemes for applicants who meet the minimum criteria for the role, with a particular focus on young people as follows.

- All Council vacancies - care experienced young people aged 16-29.
- Modern Apprenticeship vacancies (except trade apprenticeships) - young people aged 16-24 who are resident in the Aberdeen City boundary or have attended a secondary school in Aberdeen City.
- Modern Apprenticeship vacancies – young people who have done a Foundation Apprenticeship with Aberdeen City Council and are applying for any apprenticeships relevant to the area in which they did their Foundation Apprenticeship.
- Modern Apprenticeship vacancies – New Scots aged 16-24 (defined as refugees and asylum seekers who are in Scottish communities)

We promote our apprenticeship opportunities and entry level vacancies to young people in the city across a range of social media channels and through our DYW contacts.

The Council supported the UK Government Kickstart Scheme and employed 79 young people aged 16-24 on 6 month Internships, under this scheme during 2021/22. A significant number of these Interns have secured extended or permanent roles within the Council, outwith the council or have moved on to study. The success of this scheme in having the opportunity to employ young people, with their fresh ideas and attitudes in what were a range of 'hard to fill' roles, in some cases, across the Council was viewed very positively by our recruiting managers and has paved the way for further development in future employability initiatives. All interns had support from a workplace mentor and an Employability Keyworker.



Work to support Care Experienced Young People into employment is strongly featured within our LOIP - SO2 – “Support 15 care experienced young people progress to employment through public sector funded employability programmes by 2023”. The success of this improvement project has resulted in changes to ‘business as usual’ practices ensuring that the impact of early life trauma of Care Experienced Young People is now continuously recognised in supporting them into positive destinations. This will provide a supportive approach for young people coming into the workplace and ensure that our ‘One Council’ approach maximises opportunity and positively discriminates on behalf of those for whom we have Corporate Parenting responsibility.

As a partnership we are considering the implications of the Children (Equal Protection) (Scotland) Act 2019 and the Age of Criminal Responsibility (Scotland) Act 2019. Both Acts are significant landmarks in how we view and treat children. They will not only require a shift in practice for our workforce, but they will also require a wider engagement and conversation with the citizens of Aberdeen City to achieve a cultural shift in attitudes.

In the height of the pandemic concerns were raised by young people about their future prospects as a result of negative language being used to describe the situation. These concerns led to the development of ABZ Works.



The ABZ Works site was co-designed with care experienced young people and aimed to clarify all of the opportunities available to young people and the pathways into the many different growth sectors.

The ABZ Works employability website has an average of 430 hits per month. Providers and employers regularly reach out to ask how they can have representation on the website as they see the value of using it to promote their opportunities to young people.

Thanks to co-design approach taken with young people, the website is easy to navigate with a great user experience and a responsive chatbot. The success of the website led to the establishment of Lift Off, an event designed to help being young people to explore their options directly with industry partners.



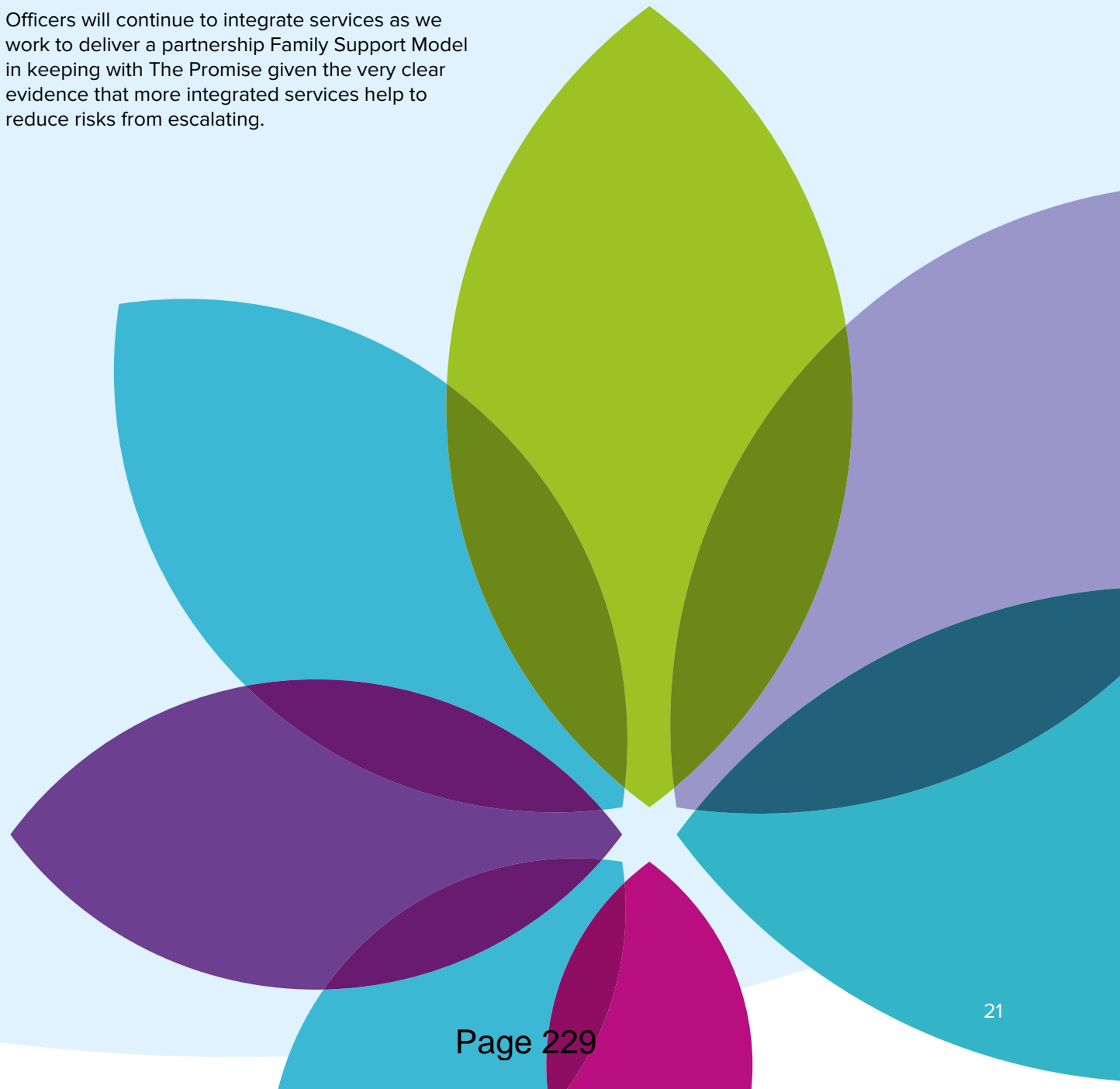
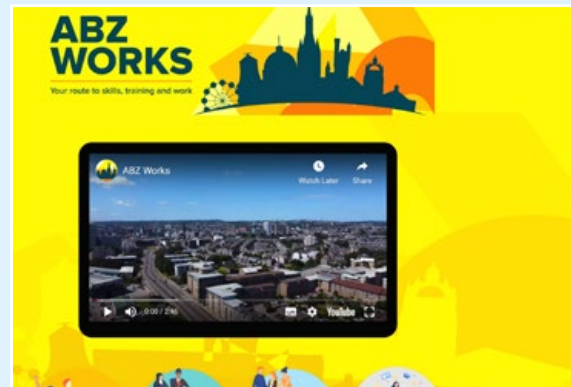
Summary evaluation

Aberdeen City Council is thought to have effective structures, resources and working practices in place to implement the UNCRC with the Strategy Board overseeing preparations for the incorporation of the UNCRC.

There is now a need to ensure that staff across all Clusters feel confident when engaging with children and young people and use a range of different approaches to participation.

There is a need to monitor the Integrated Impact Assessments data as part of the Committee effectiveness reporting process to help determine the impact of the approach.

Officers will continue to integrate services as we work to deliver a partnership Family Support Model in keeping with The Promise given the very clear evidence that more integrated services help to reduce risks from escalating.



General Principles of the UNCRC

There are 4 general principles of the UNCRC which are considered in this section. They are:

- For rights to be applied without discrimination (Article 2);
- For the best interests of the child to be a primary consideration (Article 3);
- The right to life, survival and development (Article 6); and
- The right to express a view and have that view taken into account (Article 12)

Carefully considering our use of language

Some of the language used to describe incidents and near misses which can occur when a child or young person is dysregulated was known to be at odds with the language of the UNCRC and this has been addressed. 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.

The Write Right about Me project (WRAM) 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 of how they frame their recordings.

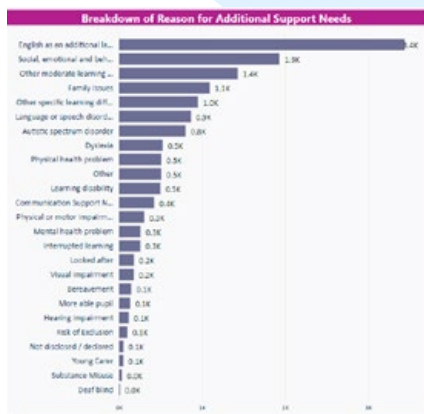
Improving our use of data

Considerable work has been undertaken to reshape universal supports for those with additional support needs (ASN) based on live data.

We now have better oversight of data to inform planning around emerging need. ASN and Outreach services have been reshaped to better reflect the children and young people being supported and the voices of children, young people and families have been central to the changes made.

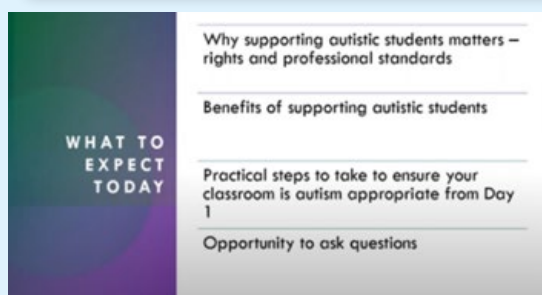
Despite these positive steps, qualitative and quantitative data evidences that the COVID-19 pandemic has disproportionately impacted children who are neurodiverse and a new neurodevelopmental pathway is being developed with community planning partners to address this need. The identification of this need has informed our prioritisation of wrap around support over school holiday periods for those impacted by additional support needs and disability and families tell us how helpful this has been.

There is a need to further develop our data collection to enable more robust evaluation of the impact of our work on the rights of the 6 groups most likely to be impacted by poverty and those with protected characteristics. This work is complex and being driven by the Data and Insights Cluster. Working through some of the data challenges will help us establish a set of indicators to monitor our progress in the longer term.



Working to improve accessibility

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



Improved awareness of legislation has been led through professional learning for leaders regarding legislation, discrimination and equalities. 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.

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.

The School Minimising Exclusion Policy was reviewed in 2020 with refreshed guidance produced in accordance with UNCRC and the United Nations Convention on the Rights of Persons with Disabilities (UNRPD). This helped realise 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. 14,564 chrome books and 500 Wi-Fi connections have been made available over the reporting period.

In keeping with the Accessibility Plan, an increased number of pupils are now declared disabled in our school Management Information System. In 2019 280 learners were declared disabled and the figure was relatively stable in 2020 (290 declared disabled), for 2021 those declared disabled has risen to 353, a rise of 22%. In 2022 the number of learners with a declared disability rose by a further 5% to 372.

Youth work supporting young people as we emerge from the pandemic

Education Recovery funding has enabled the provision of Youth Work and Family Learning 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 number of participants registered for a youth work Education Recovery activity between August 2021 and the end of August 2022 was 1018. The number of sessions attended during this period is 7318; this equates to 7513 learner hours.

The youth work team is licensed to deliver the Hi-5 and Dynamic Youth awards. These awards were included in the youth work Education Recovery offer, and during this period 29 children have achieved a Hi-5 award and 23 have achieved a Dynamic Youth Award.

Another Education Recovery youth work offer was targeted transition support for pupils moving from primary to secondary school. The intention is to prepare the young person for the move and lessen their anxiety. One parent gave this feedback

"The course really helped build up my son's confidence and excitement about going to the academy – he has very little nerves or worries at all now and is so excited to start! The course was excellent and covered so many good areas which helped to prepare him, and he loved being part of it and looked forward to Tuesdays! The course was excellent – can't praise it enough :-) hope it is continued next year for the next set of P7's "

Supporting young people who identify as being LGBTQ

Many city secondary schools make effective use of LGBTQ resources and operate Pride Groups in order to ensure that young people have access to all of the support they require to fully claim their rights. Wider Council services, such as the Library Service, also proactively support young people who identify as LGBTQ.

The Youth Work team supports Zone Youth, a city-wide support group for young people who are LGBTQ. Zone Youth met online during lockdown and are now meeting up again in person.



Library based supports for those with the full range of additional support needs

Aberdeen City Libraries offer a wide range of resources to support children and young people with additional support needs, as well as to practitioners working with them. Resources including Bag books, talking books, picture books for older readers, high interest/low vocabulary, large print and braille books through to educational games, learning packs, DVDs and wallcharts are all available through the library service.



All libraries offer calming resources to help children and young people feel comfortable and welcome in libraries. Families can pre-arrange visits to libraries and a range of Familiarisation Storyboards and 360 walkthroughs are available to support a positive trip to the library.

All library staff delivering Bookbug sessions have received basic training in British Sign Language (BSL) and Makaton to support engagement of non-verbal children and young people.

Libraries provide visual communication aides where appropriate to support those with communication challenges.

An active library volunteering programme offers young people with additional support needs bespoke work experience placements with the aim of building employability skills, acknowledging volunteering through Saltire Awards. Aberdeen City Libraries were proud to participate in the “Umbrella Project” installation in collaboration with Aberdeen Inspired and the ADHD Foundation, sponsored by PwC, celebrating neurodiversity.

A number of Aberdeen schools participated in the Umbrella Project including pupils from Seaton Primary School who shared their 'super powers' and other children and young people by leaving messages and designs on the umbrellas for display in the Central Children's Library.

The Library service plans to launch Lego therapy sessions to support autistic children and young people soon and have sought support from Therapets to help young people with a range of needs engage with reading.

Aberdeen City Libraries' Early Years Librarian, Children & Young People's Librarian and Health & Wellbeing Librarian work with families, children, young people, schools, vulnerable groups and partners to ensure access to high quality needs-based information resources in a range of formats. As a result, information materials are available in an increasing range of formats in order to meet the needs of individual children and young people although we recognise there is always more to be done.



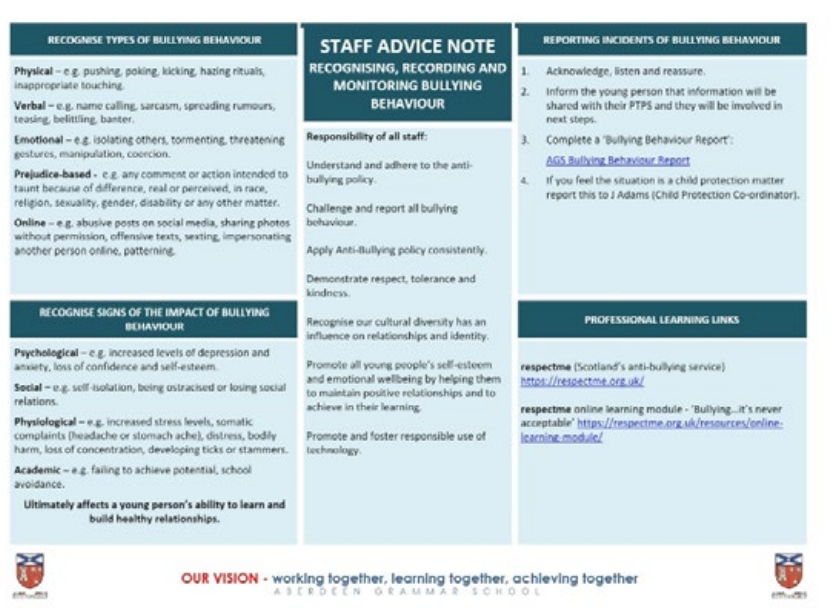
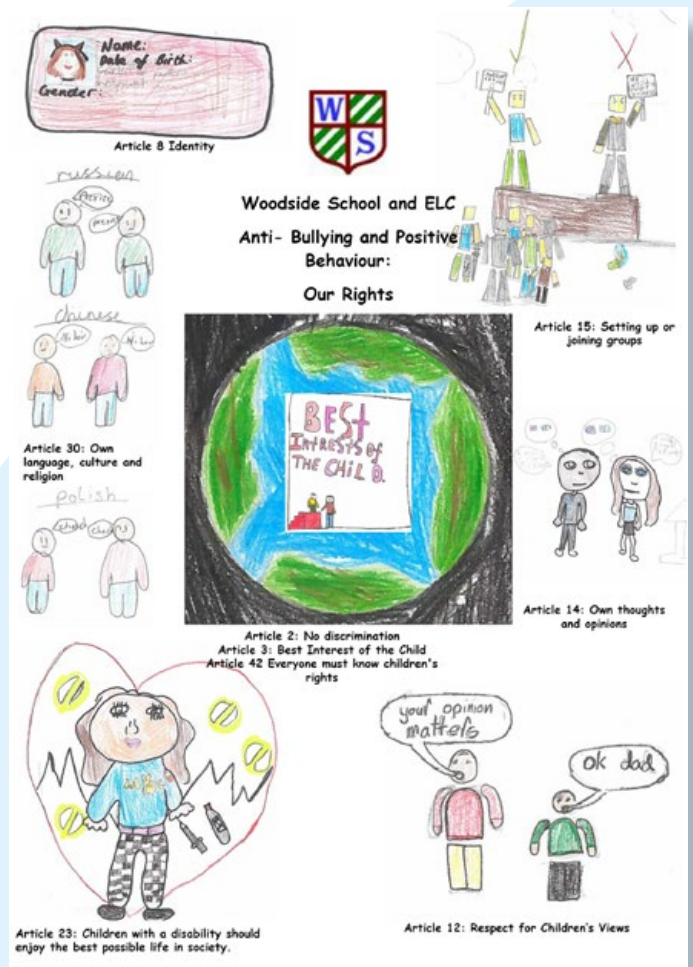
Monitoring bullying data to ensure non-discrimination

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

The data identifies that data has been relatively static when you take account of school building closures. Bullying incidents where racism was recorded as the reason have reduced.

Further scrutiny of the data has identified changed trends in bullying incidents. For example, there has been a significant increase in the number of bullying incidents which refer to body image/physical appearance. Additionally, there is a gender aspect which is evident and identifies that 70% of bullying incidents are raised by girls. The impact of Covid-19 and the subsequent lockdown has witnessed a rise in the number of incidents recorded around mental health.

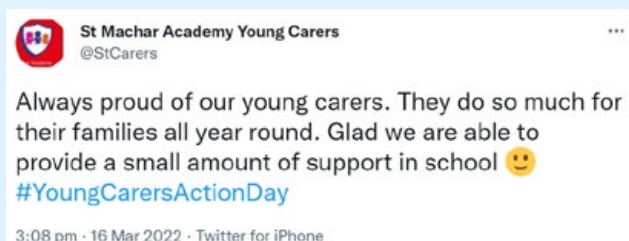
The data highlights that the nature of bullying has changed considerably and that there is a need to review the Anti-bullying policy to ensure that we proactively respond. This will be prioritised by the Education Service over session 22/23.



Young Carers Service

Barnardo's Aberdeen Young Carers Service was commissioned in April 2019 by Aberdeen City Council and has been operational over the reporting period. It is the only dedicated Young Carers service in Aberdeen City, working with children and young people from age of 5 to 20 years old.

The Service continues to support young carers in Aberdeen City to live a happy and fulfilled life alongside caring. We provide a range of support including 1-to-1 interventions, family work, group work, short breaks, social activities, signposting/linking to other services and supports, and training for professionals.



The service aims to support schools, services, and the communities to have increased awareness of the needs of young carers by informing professionals of the challenges that young carers face and the potential risks associated with being a young carer. All Young Carers are offered a Young Carer Statement.



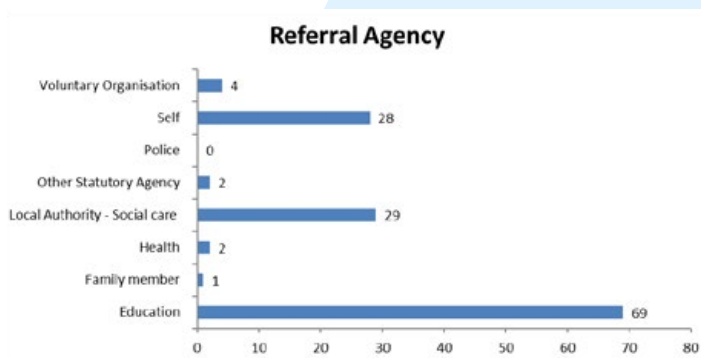
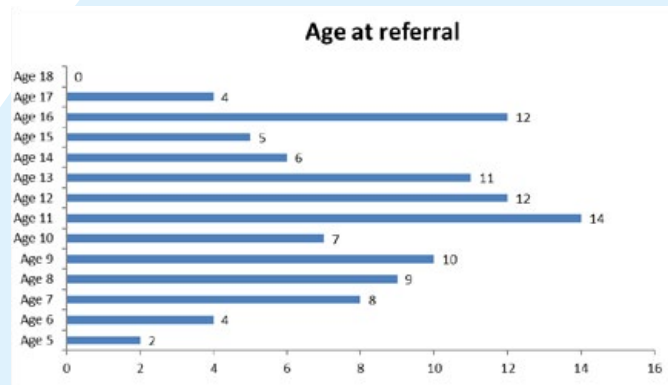
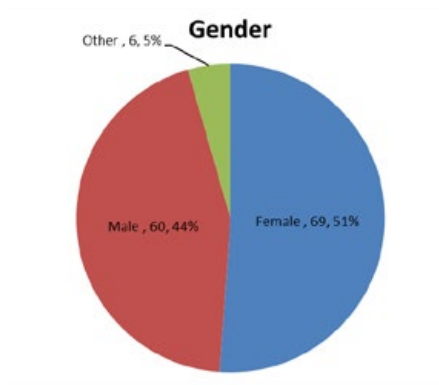
Support opportunities vary depending upon the needs of individual Young Carers, those available at present include:

- One-to-one support to reduce the impact of the caring role and improve the Young Carers health and wellbeing.
- Advocacy on behalf of the Young Carers or their families
- Volunteer Befriender's to support with social opportunities including accessing a break from their caring responsibilities.
- Monthly Saturday groups for Primary School and S1-S3 age groups
- Twice weekly evening groups for the S4+ age group
- Monthly LGBT+ groups for 11-14 and 15+ age groups
- Music Therapy Groups in partnership with ELM Music Therapy
- Sports Groups in partnership with Sport Aberdeen
- Weekly social groups for all age groups over school holiday periods
- Access to limited free places at Kings Camp over school holiday periods in partnership with Kings Camp
- Access to group programmes in partnership with Aberdeen Performing Arts
- Paid and PVG approved Coach Assistant placements for Young Carers over 16 in partnership with AAAC
- SVQ in Health and Social Care for Young Carers over 16 or Adult Carers in partnership with Bon Accord Care
- Weekly Adult Support Group for Adult Carers, Cared For's and other adult family members involved with the Young Carer to receive peer support and information
- Volunteering opportunities for Young Carers over 16 and adults involved with the service
- Support in accessing financial support

Breakdown of Referrals (1st April 2019 to 15th August 2022)

	TOTAL
No. New Referrals (1st April 2019 to 15th August 2022)	151
No. awaiting allocation as of 15th August 2022	3
No. of referral not progressed as of 15th August 2022	13
No. Closed (1st April 2021 to 31st July 2022)	19
Total Number of Young Carers supported (1st April 2019 to 15th August 2022)	135

Data is based on 135 Young Carers supported from (1st April 2019 to 15th August 2022)



Ensuring that children can express their views and have them taken into account

An increasing range of approaches are being taken to ensure that children and young people can have their say and have their views taken into account. A representative sample of approaches are included below.

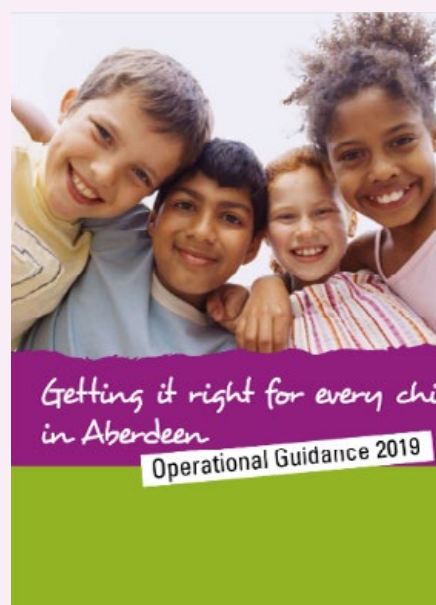
Planning in the best interests of children and young people

We take our statutory duty to seek and take account of the views of children and young people when we are planning how to appropriately support their wellbeing needs very seriously. This includes deciding who is best placed to gather the views of the child or young person, for example, school staff, social worker, health professional and how to harness this information. A range of partnership tools exist to facilitate this process.

Constant consideration is given to the needs of the child/young person in this planning process: who engages, which support tools, whole/part attendance at planning meetings.

If it is decided that a child/young person's needs should be supported by others, the child/young person will be included in discussing the benefits of sharing their information, including why share, with whom, potential consequences of not sharing.

Information sharing is proportionate and appropriate and complies with the Data Protection Act while recognising a child's right to privacy (Article 16).



School improvement planning

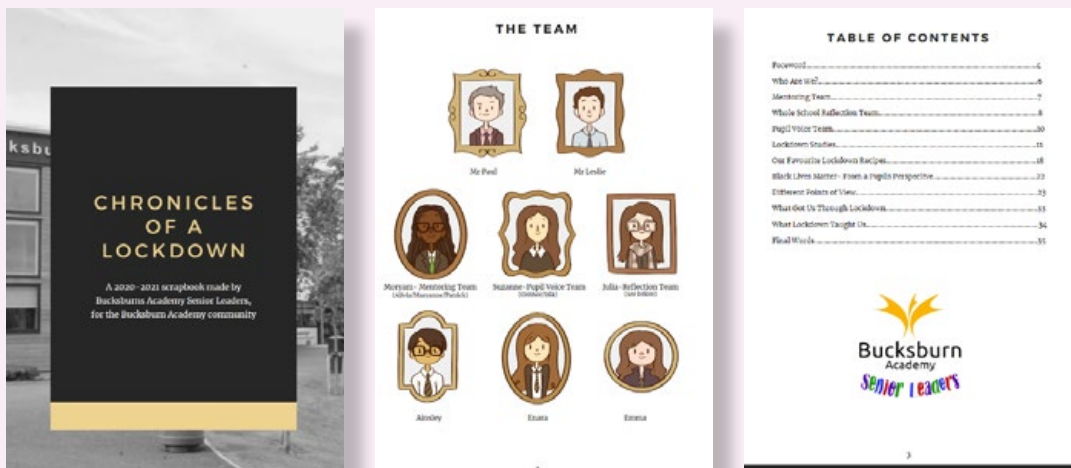
School staff have developed their use of Pupil Voice over the reporting period with Children's Rights featuring in all School Improvement Plans. There is evidence that some schools are analysing the experience of some groups, such as those with care experience, more rigorously than others and best practice in this area will be shared.

There are plans to evaluate the consistency of approaches through the education 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.



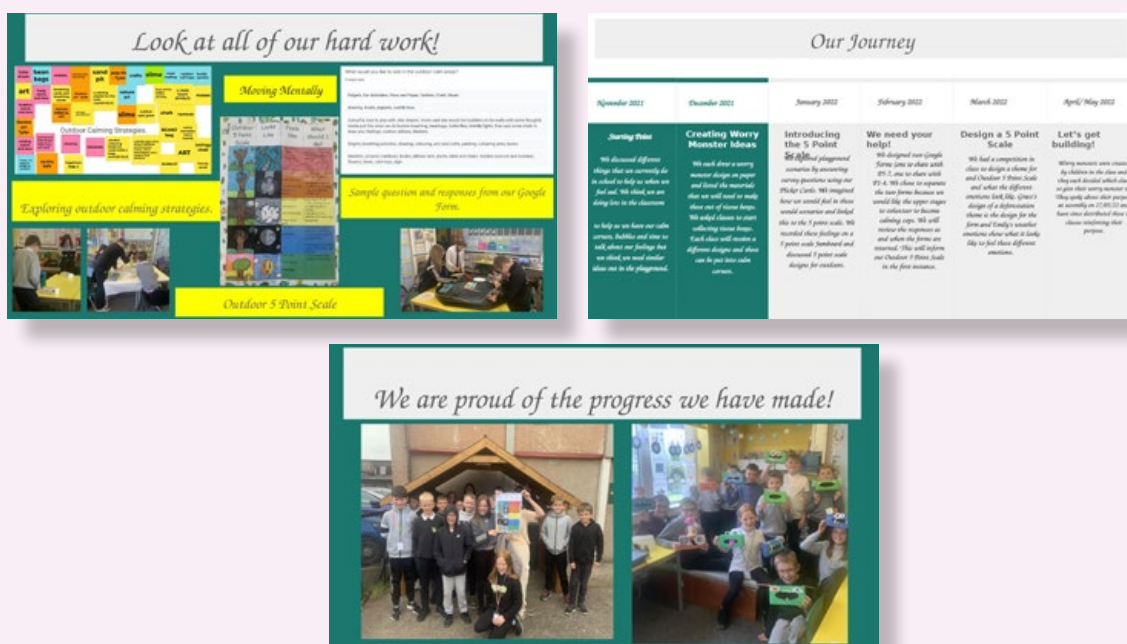
Young People taking the lead at Bucksburn Academy

Senior Pupils at Bucksburn Academy pulled together to produce a lockdown chronical to support young people and families within their school community.



Pupil Leadership Groups

All schools continue to have pupil led groups who drive improvement and inform practice at school and community level. In the majority of cases, children and young people set agendas and record decisions and many are now organising and hosting community events.



Pupil voice and technology

In addition to traditional planned opportunities for gathering the views and opinions of children and young people, an increasing number of schools are adopting innovative ways of engaging with their learners using technology.



An example of this can be seen in Ashley Road School who have recently introduced four digital 'Voice Box' kiosks within the school. These are located in central areas of the school which are passed by all children during break and lunch times. The display a concise survey of between 1 and 3 questions and provide for quick and engaging opportunities to gather the thoughts and opinions of learners. These questions change on a weekly basis and are used to inform planning, staff, pupil leaders and the parent council.

Climate Change Champions

As children and young people have been more able to claim their rights they are starting to hold the decision makers to account. Our Pupil Climate Change Group, presided over by a young person as Climate Change President, has a budget of £150,000 to help progress the areas identified by our children and young people. This power in the hands of our children and young people will help ensure that that our future leaders influence and inform our work in this critical area.



Complaints Process for Children and Young People

Children and young people are users of a wide range of services, including those such as schools, children and families social work. Many of these focus on their wellbeing, health and development. Children have the right to complain if they are unhappy with those services.

The Scottish Public Services Ombudsman (SPSO) are leading on a project to co-design and implement child friendly complaints approaches as part of the complaints handling procedure, to ensure children's right and needs are met. The SPSO are working in co-operation with children and young people, public bodies and wider stakeholders.

Engagement is underway and formal consultation to follow, with a view to laying the guidance before the Scottish Parliament and implementing the new guidance on 1 April 2023, aiming for compliance by 1 April 2024.

Evaluation

Aberdeen City Council is thought to have a range of effective arrangements in place to elicit the voice and meaningful participation of children and young people. An increasingly diverse range of approaches to participation are being used and there is now a need to share approaches more fully to build confidence in those who do not engage with children and young people on a daily basis.

There are many examples of clear feedback loops to children and young people but this doesn't appear to be consistent. There is a need to ensure that children and young people consistently know how their involvement has led to change.

It can be hard to ascertain the extent to which some groups are currently claiming their rights as our data collection and processing systems do not afford us the ability to easily extract this data. Officers are working to try to address this.

There is a need to review the school bullying policy and implement a child friendly complaints process when agreed.

Civil rights and freedoms

This cluster focusses on children's civil rights and freedoms including children's right to move freely in public space, to access information and to privacy.

The impact of Public Health measures on children's freedoms

March 2020 impacted on children's civil rights and freedoms as they were no longer able to move freely in public space and to meet with others. This impacted on all members of society and triggered the need to think differently about how best to support children and families.

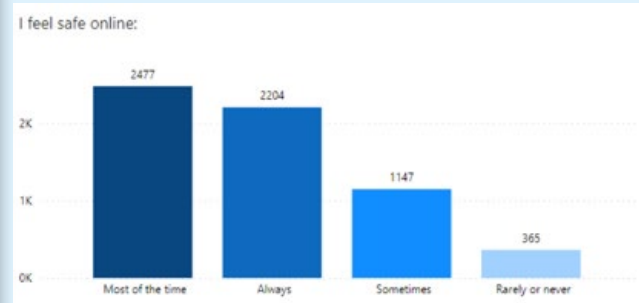
Schools quickly identified children and families who were thought to be more vulnerable due to a range of factors including a member of the family having a disability or being at risk of poverty for example.

School staff maintained regular contact with all children through Google Classroom but made a targeted offer to families in need through the periods of school building closure. This approach helped ensure that risks were quickly identified and addressed and that decisions around the allocation of resource were taken in the best interests of the child.

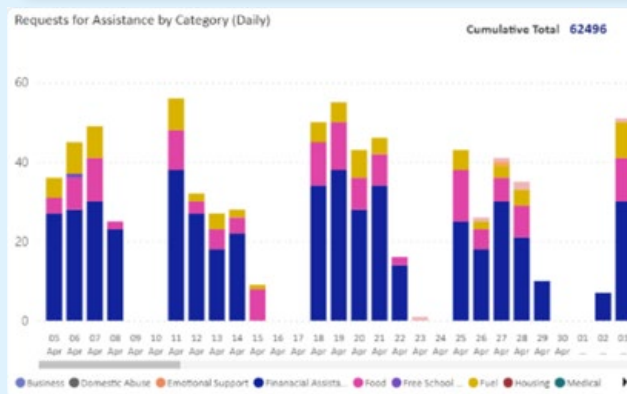
The move to different school operating models brought new risks to our children, particularly on-line risks.

A 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. At first glance 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, however, our most recent survey had a far higher uptake and a focus extending beyond the use of Google Classroom.

Crisis Line Food Requests



In real terms 4681 pupils have reported they feel safe online compared to 2909 in 2021. School staff continue to address on-line safety issues.



In June 2021, the Safer Schools app was launched for pupils, parents/carers and staff and to provide 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. 85% of children and young people who participated in a children’s rights survey tell us that they are supported to stay safe online. The percentage of respondents stating that they are supported to stay safe online is lower compared to our previous survey in 2020. This may be the result of an increased number of responses (up from 450 in 2020 to 640 in 2022) but may also be related to the significantly increased time spent online as a direct result of the pandemic. This increased exposure and the everchanging social media landscape means that we must ensure that the support we offer our children and young people is responsive and appropriate.

Supporting those fleeing from conflict

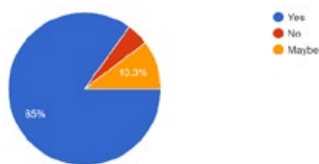
The Council has continued to support a number of children and families fleeing conflict from Syria, Afghanistan and most recently from Ukraine.

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 EAL 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 from Afghanistan are now attending city schools.

The conflict in Ukraine has seen the city welcome around 1200 Ukrainians to the city. As children and young people are welcomed into the city they are quickly allocated a school and provided with school uniform to ensure that they feel a sense of belonging.

In order to ensure a smooth transition into school, school enrollments were reviewed with direct support provided by the Customer Cluster to ensure that children were registered and attending school as quickly as possible.

Are you supported to know about staying safe online?
640 responses



The number of young people entering the city over summer 2022 triggered the design and delivery of a Settle in the City Programme.



The Settle in the city programme offered a daily provision for children fleeing conflict and was delivered as a collaboration across the universal services of health and education. This approach enabled professionals to accurately assess the wellbeing needs of children and young people and secure support for children and families where required. The activities available to children were driven by the ideas of the children.

One young person was keen to bake a cake to celebrate his Mums birthday and was supported to do so, whilst many of the children shared their feelings of loss having left pets behind in Ukraine which triggered a partnership with Therapets.

Officers took account of the very unique circumstances of those living in hotels and provided games and toys to ensure that children continued to enjoy their right to play in the hotel accommodation.

A senior phase event was held with Further Education partners to support 50 young people to ensure that they get on the right pathway.

Collaborating with children and young people to ensure high quality public spaces

We support children and young people's freedom of association through the provision of many award winning public spaces where they can meet safely. Our city benefits from a high proportion of public parks and gardens, many of which enjoy an association with local schools.



Hazlehead Primary School – Case Study

Hazlehead Primary School have been working closely with a range of council services to raise awareness of environmental concerns and to make improvements within their local community.

The school's Community and Eco Groups participated in the council's 'Scoop Watch' initiative which aims to highlight the problem of dog fouling and change the behaviours of some dog owners.

The group created a range of eye-catching posters to illustrate their concerns about this issue and attached these beside dog poo dispensers that they had created. Since these were created and put up, the groups have been monitoring their use and have been pleased to discover that these are being used and are starting to make a difference within the local area.

In addition to this, the school have been wonderful ambassadors for the 'Clean-Up Aberdeen' campaign. Working alongside the council's Environmental Manager, some of the school's children visited the local recycling centre to find out about the council's recycling efforts and met with council staff who maintain the city's green spaces and who have a responsibility for ensuring that our city and communities are clean and free of litter.

Over 100 of the school's pupils, staff and parents/carers then took part in a litter pick around the city's Hazlehead area. Their efforts saw them collecting around 40 bins worth of litter in just 2 hours.

Their incredible commitment to improving the area and ensuring that children and young people are able to enjoy a clean environment did not go unnoticed with a range of positive comments and feedback given by local residents.



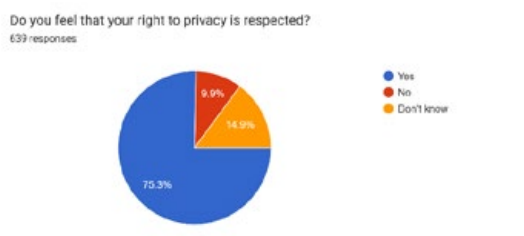
Master planning

As part of the City Centre and Beach Masterplan proposals, children and young people have been involved in developing proposals for new public spaces and parks in the central core of the city. This has meant engaging with children and young people as current participants who use spaces in their own unique ways, rather than asking them how they would use these spaces in the future as adults. This is an important part of ensuring children's rights to be heard and for children to feel respected as children. As well as parks and playgrounds, this has also included opportunities for incidental play as part of more general public realm proposals – for example by encouraging playful interactions when different groups might use these spaces in different ways. Sustainability and inclusivity have been important themes within these exercises.



Protecting a child's right to privacy

Children and young people have the right to know how their information is being used and who it is being shared with, and we're committed to being open. We have a range of Privacy Notices for Children and Young People which clearly state why and how their information is used, managed and shared. We make use of the ICO Children's Code in our Information Governance procedures and ask that our suppliers do likewise. 75% of children and young people who responded to a recent survey agree that their right to privacy is respected. This represents a reduction of 11% compared to when the survey was last undertaken three years ago. This will be explored more fully to understand the change.



We carefully consider changes to the way we process children's data using our data protection impact assessment process. We have recently led the development and agreement of an Information Sharing Protocol for Children and Young People with key partners in the Grampian region. This sets a shared standard for partners in the way we assess, agree and give effect to sharing in relation to children and young people. A key aim of this protocol is to build confidence and trust in why, how and when we share data, to the benefit of children and young people.

We endorse the 5Rights, which takes the existing rights of our children and young people, under the UNCRC, and articulates them for the digital world.

Evaluation

Aberdeen City Council is thought to have highly effective approaches to mitigating the risks associated with the Public Health restrictions and provided high quality support for those fleeing conflict.

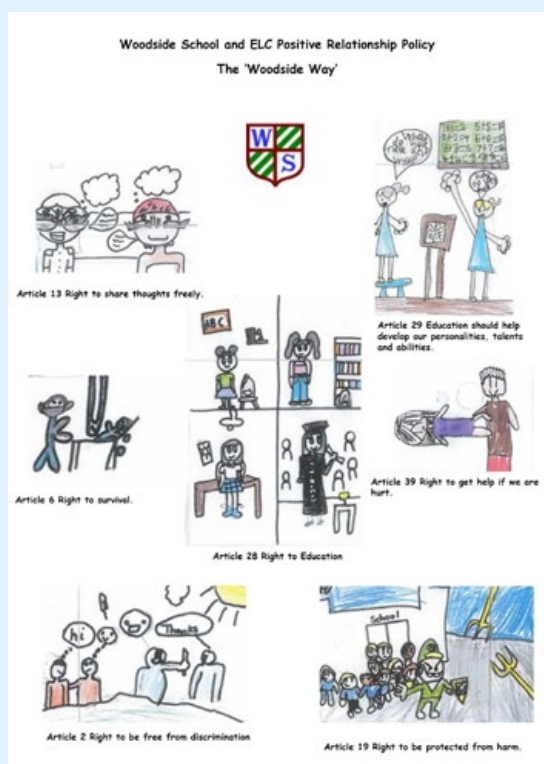
Very good arrangements are in place to ensure that our children and young people are able to influence the future design of our Public spaces. Our young people continue to enjoy wonderful green space freely.

There is a need to understand why some of our young people feel that their right to privacy is not respected to determine next steps.

Violence against children

This cluster focusses on violence against children including abuse and neglect and the right not to be subjected to inhuman or degrading treatment or punishment.

We recognise that we need high quality relationships with children and young people to protect them from harm. All schools have positive relationships policies that take account of the UNCRC. 74% of pupils surveyed in 2022 report feeling safe in their community, this represents a reduction from the 89% who reported feeling safe when the survey was last undertaken. There is a need to understand this more fully to inform next steps.



Plan 21 – 24 recognises the need for “care experienced children to be protected from violence and experience the safeguard of equal protection legislation”. Aberdeen City’s residential care staff and foster carers have for a number of years not utilised physical restraint as a means of managing the behaviour of children. This aligns to the ‘equal protection’ legislative change which removed the use of ‘reasonable chastisement’ as a defence against an assault charge.

The education service has refreshed its policy and guidance on physical intervention and is currently rolling out a comprehensive training package to support school staff to implement the best practice outlined in Included, Engaged and Involved Part 3.

Well understood GIRFEC and child protection arrangements are in place across the Community Planning Partnership. There is clear evidence that the partnership work well to keep children safe from violence, abuse, maltreatment and exploitation. A quality assurance framework has been developed to enable careful tracking of trends to inform decision making of The Child Protection Committee, Education and Children’s Services Committee and the Chief Officers Group.

We seek and take account of children and young people’s views prior to making decisions in child protection and other processes (Article 12). The Aberdeen Young Person’s Rights Service continues to provide advocacy, guidance and support to Aberdeen’s children, young people, and young adults, aged 0-26 years old, who are care experienced or who are or have been involved in child protection processes.



Many children, young people and young adults will not need or wish to access the Service and those professionals with whom they have relationships are usually best placed to advocate for and support them. Specific services such as the Aberdeen Young Person’s Rights Services can bring an additional focus onto these fundamental aspects of care and protection.

Independent advocacy in the Children's Hearings System remains a growing demand. The service continues to work closely with the local primary and secondary independent Advocacy Service providers who are aligned to the National Practice Model - Who Cares? Scotland and Advocacy Services Aberdeen - to provide independent advocacy for those who want it at their Hearing. All three Services sustained a commitment to ensuring that children and young people could express and make informed choices about who they wanted to advocate for them. This collaboration remains important, from a trauma-informed perspective, to also safeguarding children and young people from not being asked to tell their story more often than necessary.

During 2021, the Children's Rights Service saw a marginal referral rise related to child protection or care and right management processes and in them providing consequent support to children, young people, and young adults in relation to, for example, child protection case conferencing, either their own or their child's.

Connecting with children and young people being looked after in kinship, foster, residential and secure care outside of the city, often at distance geographically, presented challenges across 2021 given the fluctuating effects of Covid restrictions. The impact of the pandemic on children's health and wellbeing and on how social work staff were able to safeguard, supervise and support children and their families safely and ethically made this connection even more important.

The Children's Rights Service continues to champion children and young people's access to and use of the Mind Of My Own App.



Social workers and other professionals refer those children, young people, and young adults to the Children's Rights Service where there were participation and rights-related concerns related to their care experience, for example:

- at times of transition, be that a disrupted or planned move to a new care arrangement or return to family or another living arrangement back in the city.

- where there was a safeguarding concern such as a child or young person having been physically restrained, either by care or school staff or Police.

The Children's Rights Service proactively reaches out to children and young people, when made aware of their circumstances through other systems such as the Children's Services Specialist Forum, to offer them additional opportunity and safeguard through having their voice, views and rights heard and upheld.

Several children and young people sought support to exercise their voice and right to be heard through the process of formal complaint. These complaints generally related to their experiences of care, either current or historical. Some historical complaints were seen to exceed the timeframe of the Customer Feedback Service remit. Through discussion with the Chief Social Work Officer, it was agreed that there would be no barrier to responding to such complaints with the onus being on the children's social work service to provide children and young people with a sensitive and trauma-informed response. The Service has undertaken discussion with the Customer Feedback Team around taking forward improvement work linked to reframing the language used in written findings and letters

Community Planning Partners are currently working to plan the implementation of a Bairns Hoose in keeping with national guidance in support of our work to Keep the Promise. This development will support our work around the UNCRC and improve how children and young people access support when recovering from harm.

Evaluation

Aberdeen City Council is thought to have effective approaches to mitigating the risk of violence, abuse, neglect, maltreatment and exploitation. Community Planning partners are benefiting from improved access to data to support on-going assessment of the strength of our local system with on-going scrutiny provided by both the Aberdeen City Child Protection Committee and the Chief Officers Group.

The establishment of a Bairn's Hoose will support more integrated approaches to delivering services over the next three years. There is a need to better understand why some children and young people do not feel safe in their communities.

Family environment and alternative care

This cluster focusses on the family environment, the right of children to be well cared for if they live apart from parents, and the right to be protected from all forms of violence and abuse.



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.

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.

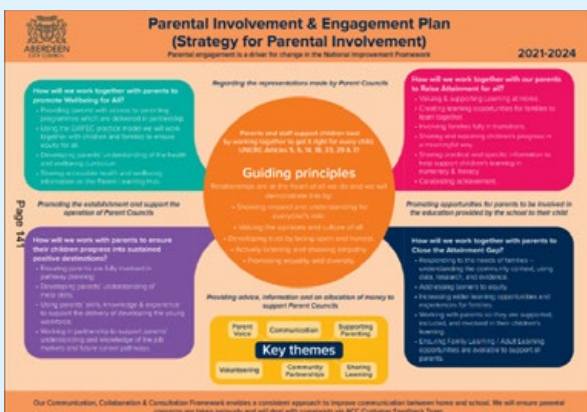
Work to support parents and carers universally

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 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 reporting period 2021 to 2024.

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.



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

Working in Partnership to provide targeted support for families

In partnership with community groups, The Excellence and Equity Practitioners have been involved in initiatives such as 'Healthy Family Fun Day' which showcases a variety of services across the community that are available to support and advise families. Through the delivery of PEEP (Parents as Early Educators) groups, outdoor learning and Book Bug sessions they have supported the positive engagement of families in their children's learning.



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 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 parent's 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”

“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”

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

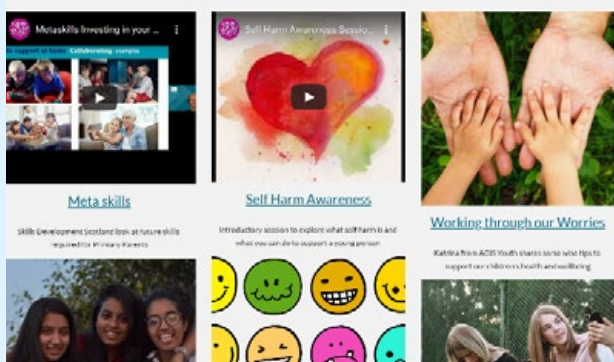
The Stronger Families Series (SFS) launched in August 2021 and provides focused learning to support the wellbeing needs of all. The Series has been shaped in collaboration with parents, head teachers, family practitioners and third sector partners. Key sessions already delivered, or planned for the coming 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.”



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 in 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.





Family Learning Service

The Family Learning team is part of the Community Learning and Development service with Aberdeen City Council. CLD is a value-based practice and, as such, we are committed to working to the values of self-determination, inclusion, empowerment, collaborative working and the promotion of learning as a lifelong activity.

Family learning is a city-wide provision in Aberdeen, offering a holistic, family-led approach with the primary focus of encouraging families to learn together. We specifically design activities to enable parents to understand how best to support their children's learning. Working with this method of engagement and learning fosters positive attitudes towards life-long learning, promotes socio-economic resilience, and challenges educational disadvantage.

Being family-centred allows the team to create bespoke packages of support, working to meet the needs and priorities identified by the family and any partner agencies who may be involved. We provide one-to-one support for families identified as vulnerable or with a higher level of need, and families who have been referred to the service by other agencies. We provide group offerings that cover a broad range of learning, such as parenting techniques, emotional literacy, and digital skills.

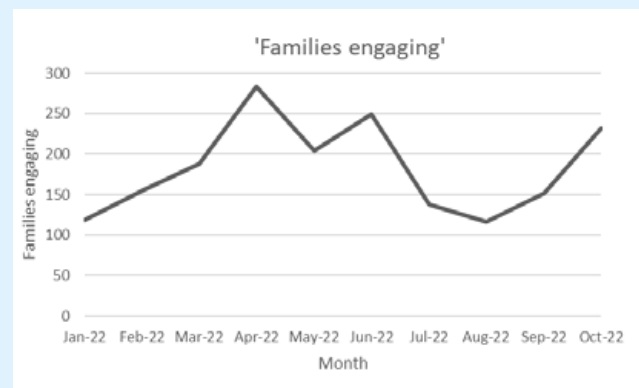
Targeted support using family learning resources we aim to:

- Build relationships/reduce isolation
- Increase confidence and build on existing parenting skills
- Support parents to support their children in numeracy, literacy and emotional literacy
- Access a range of learning workshops including sleep, emotion coaching and drop-ins as required by level of need

Family Learning works in partnership with various teams across Aberdeen City, for example supporting the Refugee / Asylum work when issues with different cultural parenting techniques have been identified. We educate around Scottish Law and work according to the principles of GIRFEC. Recently this has expanded, the service is now developing accessible guides to various policies that impact a child's life in Scotland.

Using April 2021 as a baseline we had 12 families on our PIE (Performance Indicator Evaluation) System. This number is prior to the appointment of any Education Recovery Funded staff. As you can see the number of families grow until September before reducing towards the winter months. In the month of April 21, we were working with 3 PT and 1 FT staff. 12 was our lowest number of open families, growing to a peak of 61 in September.

By January 2022, all Education Recovery posts were filled and as a result, our open families increased to a peak of 249 family engagements in April - a 2258.33% increase on April 2021. Again, the numbers dip at holiday times although never below 100 families and they again climb as the schools go back.



On average in 2021 there was 113.3hrs per month dedicated to 121 support for families, in 2022 this has increased by 63% to 184.7 hours per month.

Evaluations returned by 94% of our families reported showing an improvement in confidence, knowledge, and skills around parenting.

"Most importantly, thank you for giving me breathing space and allowing me to focus on the main thing that matters, my son. Now that I don't have to worry so much, I can have fun, smile more and be more myself."

"I can go on and on talking about how comfortable you have made us to be, you have always put smiles on our faces, thanks for being good to us, thanks for checking up on us all the time and thanks for being a friend to my family even in a strange land like this. My family and I can never forget the impact and support of Family Learning in our home."

"Yeah, when I say... but I think I told you before because their dad isn't in their life much. Yeah. Yeah, he's not the best parent figure Yeah. So, the fact we see you and Michael there and you're such a positive influence, even if it's just a little bit per week. They see you; you know, you pick them up, you hold their hands, you help them cross the road. I think that's very important as well."

"Also thank you so much to Emma for making me feel at ease. I was so reluctant and embarrassed to reach out and ask for help but I'm so relieved that I plucked up the courage. She was so friendly, understanding and calm towards me. Not in any way did I feel awkward or embarrassed. For so long I haven't laughed because I've been under so much stress and worry. Today I laughed so much and hard, for me it meant so much. Thank you for your kindness, Emma it's something I'll never forget."

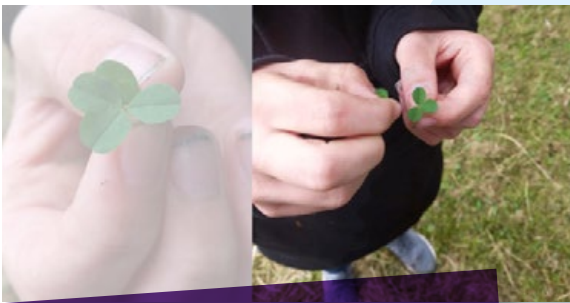
"This course has massively impacted my mental health being able to use the techniques I have learned at home has improved my life with my kids especially my oldest who is very challenging and being tested for autism. I have gone from automatically screaming and shouting to stepping away using the relaxing voice recordings and coming back to the situation calmer and more able to deal with it."

"Thank you so much for this opportunity to meet lovely parents and kids! My child is thanking you for his chance to meet great new friends! We all had an amazing time. The best experience I've had since becoming a mother of a special need kid! Thanks again!"

Partnership delivery models to support children and families

Our Fit Like Hubs now offer us greater insight into what our families need. By shaping our services around the self-reported needs of families, we are building more effective services and supports to prevent the risk of significant harm.

A range of qualitative data informs the work of the Hubs.



"We can make our own luck"

"I was relieved to hear that my daughter is doing fine at school, she has the reading and writing skills of a 13 year old. She said that her behaviour improved and she is back to her old self, with good relationships in class. Things look really better. Thanks!" (Parent)

"We really appreciate the great work you do with L. Now, when I talk to her on the phone, I hear a happy, wise and caring girl. She is much safer now. Thanks"

"Thanks for being there for me and believing in me Jenny. Going to college is something I've aimed for despite school saying I'd never cope with that environment."

"The work we did on self-belief and confidence has really helped me, and I now feel I can achieve all that I dream to do." Rebecca aged 16"

"It was also nice to have someone who I felt listened to me, believed me and took action. I am so glad you have been on this journey for a while with us, your help and input really has been invaluable"



A range of preventative services, such as the Priority Families team and Youth Justice Management Unit wrap around vulnerable families to help protect children and ensure they are safe. The Priority Families Team have had a major impact on the families supported. Care Inspectorate feedback shows this is already a strong service.

During **July 2021 – September 2022** the service worked with 40 families comprising 178 individuals, 78 adults and 100 children. Over **50%** of families were female single parent households, with the average number of children in a family being **2**. School aged children made up the significant majority (**91%**), with only **9%** of children being pre-school. Most families were in receipt of benefits, and there were several blended families.

The seven functions below indicate the main areas that Priority Families service supported families with over this period:

- Parenting skills
- Routines & boundaries
- Problem solving
- Home conditions
- Financial position
- Child health & wellbeing
- Adult health & wellbeing

The work of the team in supporting these families has resulted in significantly improved outcomes including a **71%** reduction in vulnerable persons database and **72%** reduction in criminal charges, contributing to an overall reduction of **70%** in crime and antisocial behaviour linked to the families. Parents being supported reported a **69%** increase in their own parenting skills and a **64%** improvement in their home environment.

There has also been positive impact on school attendance and achievement – a couple of notable examples of joint working with education have resulted in a young person who had 13% attendance rate at point of referral was achieving a 95% rate by the time the case was closing, he went onto sit Nat 4's and is now in college doing a Pathways to Uniformed Services Course and is sustaining a part time job. A second young man wasn't engaging with school or the Home Liaison Officer and with support went to college and has now moved onto an apprenticeship in Mechanical Engineering. The overall impact of this programme of work on children, young people and adults is testament to our commitment to improving the life chances of everyone in our city.

Priority Families has also been able to support families financially through funding received through the Scottish Government Wellbeing Fund and various Action for Children funds to the sum of £50K in the reporting period, this has eased some of the impact of the cost-of-living crisis and has enabled families to buy food and essentials and contribute towards utility costs.



Supporting families experiencing financial hardship

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 over 32,000 Scottish Child Payment's Bridging Payments (previously COVID Hardship Grants) to families since December 2020. A total of 14,564 chromebooks and 500 MFi connections have also been allocated to children and young people.

The Council has attached Money Advisors to schools to help support families within their own communities. As the Advisors have become established they have become more familiar with the scenarios facing families and as awareness of the service has grown the added value has increased. For March 2022 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

The Council 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. Over 4500 children benefit and families tell us this is making a difference.

8807 Requests for Food Support		0 Adults	
		8807 Children	
Academy Catchment	Requests	Primary School Catchment	Requests
St Machar Academy	1994	Tallos Primary School	677
Northfield Academy	1904	Riverbank School	551
Lochside Academy	1559	Manor Park School	452
Harlaw Academy	723	Kainhill School	431
Hazlehead Academy	513	Heathyburn School	374
Aberdeen Grammar	383	Quarryhill School	343
Buckstorn Academy	331	Cityweston School	343
Culls Academy	325	Abbotswell School	325
Oldrucker Academy	299	Woodhale Primary School	320
Dyce Academy	288	Seaton Primary School	294
Bridge Of Don Academy	287	Westpark School	280
		Bramble Brae Primary School	250
		Sunnybank School	245
		Walker Road School	227
		Kirkhill Primary School	224
		Cornehill Primary School	200
		Brimmond School	195
		Kingshead School	193
		Gilcomston Primary School	188
		Culter School	187
		Muirfield School	186
		Dyce Primary School	183
		Ferrieside School	175
		Manover Street Primary School	168
		Slieve Square School	165
		Stoneywood School	154
		Brathel Primary School	151
		Airyhill School	145
		Lennox Primary School	141
		Scottiston Primary School	138
		Mill End School	135
		Hazlehead Primary School	131
		Ferryhill Primary School	128
		Culls Primary School	125
		Middleton Park School	121
		Greenbrae Primary School	118
		Ashley Road School	115
		Darvelton Primary School	112
		Broomhall Primary School	109
		Glasbeurn Primary School	106
		Charleston School	103
		Kingswells School	100
		Farehill Primary School	97
		Millbank Primary School	94
		Cordyce School	91
		Hazlewood School	88
		Holy Family RC Primary School	85
		Orchard Brae School	82
		School for the Deaf	79
		St Josephs School	76
		St Peter's RC Primary	73
		Woodlands School	70

Our data tells us that more children are living in families experiencing financial hardship. Considerable work has been undertaken to ensure that families were not hungry with a range of internal clusters and external partners responding to requests for help in a coordinated way.

Given the increase in need and vulnerability, work has been undertaken across the universal services to improve knowledge of the impact of poverty on families.



Evaluation

Considerable work has been undertaken to increase supports and signposting for parents and carers. There is now a need to bring these supports together into a single location and consider the interface between supports for children and adults.

There is a need to continue to be very alert to the cost of living crisis and continue to do all we can to mitigate risks to children and families. In recognition of this an Incident Management Team structure has been established to ensure that all council clusters continue to be proactive in their response to the financial challenges facing families.



Basic care and welfare

This cluster focusses on the health and welfare of all children and the consideration of disabled children's rights.

The pandemic has impacted on the number of children and young people recorded as having additional support needs and this will be carefully monitored in the months ahead. There is considerable qualitative evidence that families impacted by additional support needs and disability have been disproportionately impacted by periods of lockdown and we will need to proactively address this risk as we move forwards.



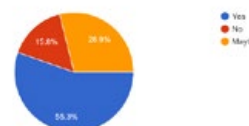
Around 38% of children and young people are now identified as having an additional support need, this represents an increase of c.7% compared to levels recorded in 18/19. Given the broad definition of additional support needs, this rise is unsurprising after the last two years. Some groups of children and young people with additional support needs or disability have been more acutely impacted and a survey of children and young people found that only 55% of those who responded felt that those registered as disabled were treated with respect and provided with the opportunities they require. These

include those who have neurodevelopmental needs and those with life limiting conditions. This will be a focus of attention over the coming years as we work as a Community Planning Partnership to develop a new neurodevelopmental pathway which is more responsive to the needs of children, young people, and families.

In partnership with Allied Health professionals, all settings have been recently introduced to the Circle Framework. CIRCLE has been developed through a ten-year research and implementation process by a collaborative partnership consisting of teachers, therapists and academics from City of Edinburgh Council, NHS Lothian and Queen Margaret University. CIRCLE stands for Child Inclusion Research into Curriculum Learning and Education. The CIRCLE Framework has been created to support the development of inclusive practice as best practice in all schools and early years settings. It brings together and shares good practice and ideas from education staff, focusing on advice and strategies for improving the participation and achievement of learners with additional support needs. Implementation of this will ensure a consistent use of language across agencies, provide clear and accessible guidance and supports and help settings to respond quickly to the needs of individuals.



Do you feel that children and young people with disabilities who live in the city are treated with respect and provided with the same opportunities to live their lives independently?
840 responses



An increase in the mental health needs of children, young people and families

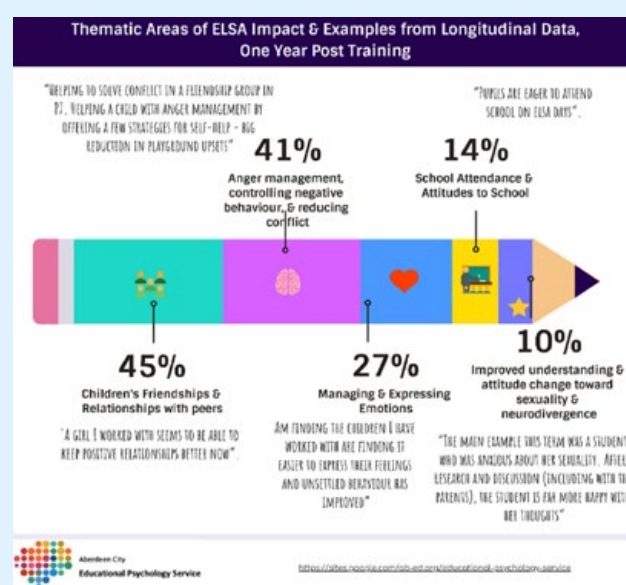
The mental health needs of children and families have also come to the fore following periods of isolation and financial hardship and guided a clear focus on supporting positive mental wellbeing in our schools. Work has accelerated to increase the provision of targeted supports for pupils. Across city 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 staff. There are clear indications that this approach supports positive wellbeing in pupils and reduces risk.

Centrally commissioned school counselling services now provide targeted one to one support across all Secondary Schools compared to only 27% of secondary schools previously. The impact of the expanded counselling services will be carefully tracked to inform next steps. There is also an offer of support for all children aged 10+ in Primary Schools with one counsellor available across each Primary locality.

DBI (Distress Brief Intervention) is currently being piloted in 4 of our Secondary Schools in partnership with CAMHS and Penumbra which is beyond our initial plan to roll out the programme across two secondary schools only. These programmes offer 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. Evaluations of the impact of these pilots are ongoing and will inform longer term service delivery.

Our Educational Psychology Service (EPS) deliver several programmes to build staff capacity and capability, including professional development in Emotion Coaching and Emotional Literacy Support Assistant training. Emotional Literacy Support Assistants (ELSA) is a unique training programme for Pupil Support Assistants and Early Year Practitioner. Evaluations of each training session remain high with increases in both knowledge and understanding; and confidence in applying each topic reported. Data gathered gives positive examples of impact on pupils, including connection to adults, improved attendance, better peer relationships, and pupils internalising and using strategies independently.

The EPS continue to support schools across the city at the universal level through Early Intervention Consultations (EIC), using solution focused approaches to help education staff to meet the needs of all learners, including those with Autism Spectrum Condition (ASC). So far, this academic session 32% of EICs have been related to ASC. This is a new method of data collection but the Service hope to consider annual comparisons and fluctuations in this data as we move forward. The EPS collaborates with the Autism Outreach Service when appropriate to support individual children and families.



Webinars and practice exemplification have been developed to support staff in the creation of IEPs 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.

Supporting the 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.



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.



Improving our use of data

Our new partnership with the Scottish Health Improvement Research Network (SHINE) is helping us better understand the needs of 9428 children and young people who participated in the survey so that we can 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 data has also been reviewed by multi-agency partners who have established a Mental Health and Wellbeing Collaborative to support our work in this area.



Following a Mental Health and Wellbeing summit where children spoke directly to decision makers, there is a commitment to work as a community planning partnership to address these concerns.

Supporting those with a declared disability

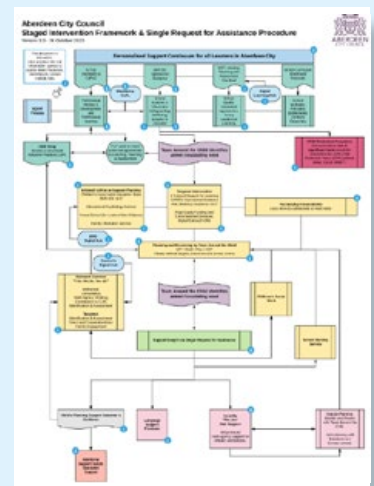
A staged intervention process is in place to support best practice in meeting the needs of disabled children and young people and those with additional support needs.

The Local Authority has a number of specialist provisions for children and young people and work is ongoing to ensure integrated service delivery in response to requests from parents and carers. Colleagues across the integrated service are working



collaboratively to ensure appropriate and necessary support can be accessed timeously by children/ young people and their families as part of our work to develop a partnership Family Support Model. An audit of supports currently in place is being undertaken in order to determine next steps.

Analysis of data from session 2020/2021 and session 2021/2022 shows a 23% rise in the number of learners with a declared disability, this increase manifests as a 66% increase in declared disabilities across Primary settings and an 11% increase across Secondary settings. There is no significant change to the percentage of learners declared disabled in Aberdeen City's Special Schools. Further breakdown shows 25 schools currently have no learners declared disabled, 15 settings unchanged, 18 with an increase and 3 with a lower number of learners with a declared disability.



The Children with Disability, Children's Social Work Team is co-located and integrated within one of Aberdeen City's Special Schools. This arrangement has been welcomed by parents and has enhanced integrated planning arrangements. It has also enabled more natural and positive relationships to be established with families. As a local authority area, we recognise the importance of transitions for all children but particularly those who are disabled. We are working with ARC – Association for Real Change to embed the "Principles of Good Transitions" for our young people aged between 14 – 25 years.



Outcome data is being closely tracked and monitored to inform how resource should be shaped to best meet needs across the city although there is a need to continue to improve our use of data.



Protecting children who are impacted by alcohol and drugs

Following a large spike in Drug Related Deaths in 2018, Scotland entered a National Emergency in response of the thousands of our fellow citizens who were/are losing their lives. Within Aberdeen, an agreed protocol was developed to ensure that there was a clear multiagency response to the early identification of those in need of support with access to Naloxone (an opioid overdose preventative) and agreed distribution of this life saving resource. Where children are known to be living in families/households with opioid substance use, this alongside our multiagency approaches, provide an opportunity for checking if those who need Naloxone have access to it.

The development of a curriculum resource website was undertaken with a clear focus on Substance Misuse. This provides clear access to relevant and supportive lessons for staff. Work continues through LOIP project 12.2 in supporting the reduction of children and young people who report using substances within Aberdeen through continual review of the curriculum, through increasing opportunities which promote diversionary opportunities, building self-confidence, increased feeling of self-worth and decreases choices which may negatively impact on the health of young people.

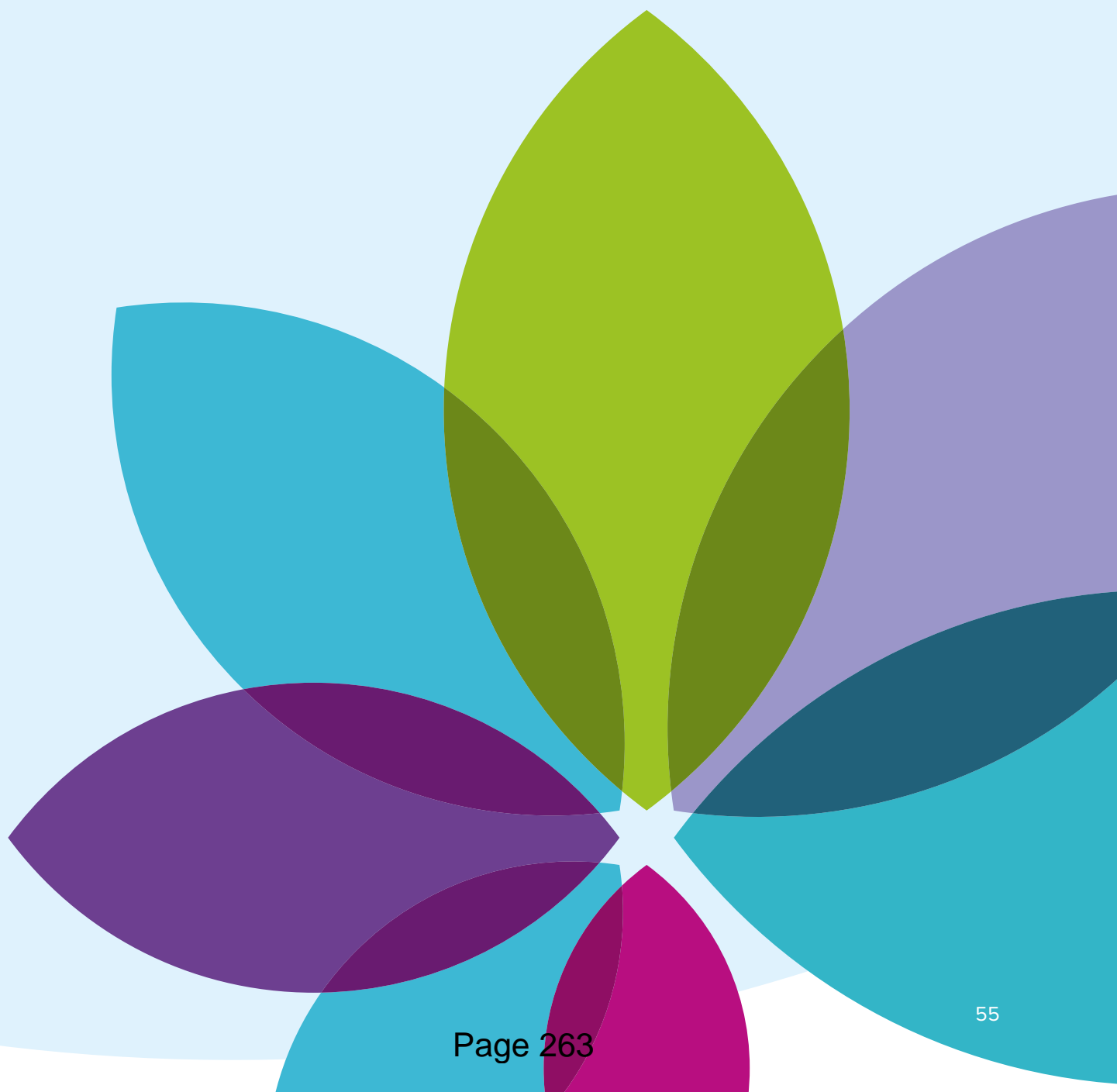
To deliver early and preventative support in a non-stigmatising manner youth workers with experience of addiction work are embedded in our 'Fit Like' service. Adopting a whole family approach this approach enables young people to be empowered to make healthier choices and have a greater awareness of the risks associated with drug and alcohol use. Additionally, an Assertive Outreach drugs worker is embedded in the Youth Team providing support to care experience young people, whom it is known are at an increased vulnerability and data would suggest dying prematurely from drug addictions.

Evaluation

Considerable progress has been made in improving the data we have available to support decision making and we now have a helpful insight into the extent to which some groups are able to claim their rights. We now need to extend this work to ensure that we have a clear oversight of all groups.

Work to support the mental health and wellbeing of children and families is required and this work will be a key areas of focus in the Children's Services Plan.

On-going work to develop a partnership model of family support to ensure that rights based services shaped by the needs of families are in place.

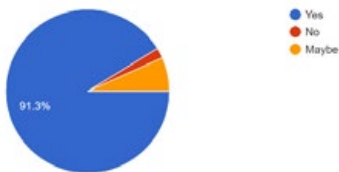


Education leisure and culture

This cluster focusses on the rights of all children to education and leisure.

A significant impact of the COVID-19 pandemic is a considerable increase in the number of young people choosing to remain in school and enrolling in our schools. 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 and this is being driven in collaboration with further and higher education partners. There were 23,156 pupils in our schools over school session 19/20 compared to 24,260 in 21/22 and nearly 25,500 in 2022.

Do you feel that you are able to access your right to an education?
640 responses

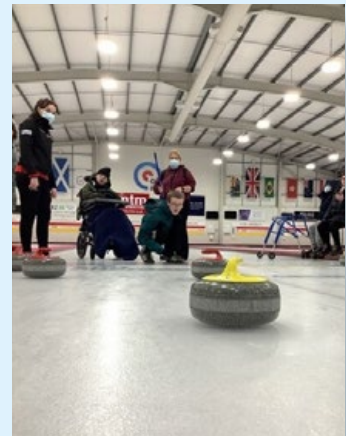


The education service continues to be proactive in ensuring that children and young people can access school placements in our schools when families arrive in the city.

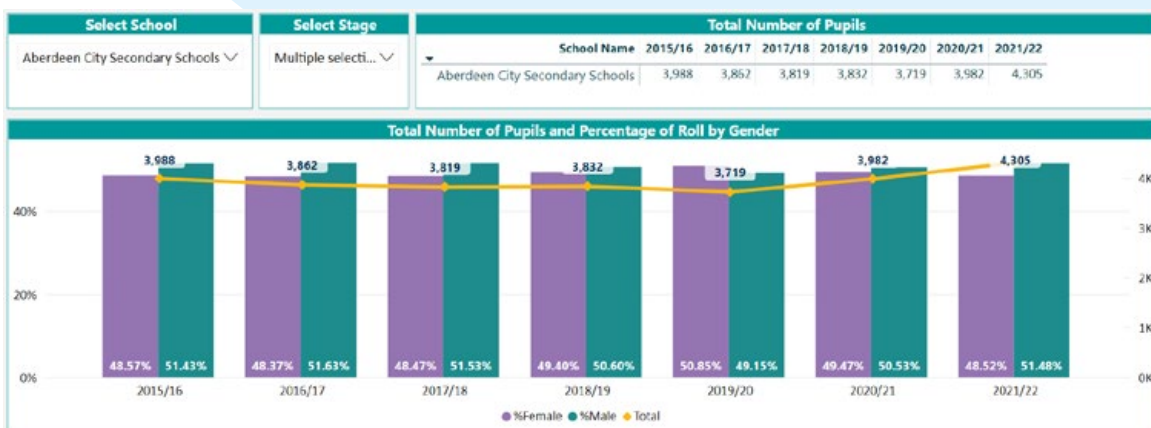
Operating models during the periods of school building closure

Throughout the period of school building closure, we saw positive levels of engagement with digital, with over 92% of our children and young people active within the platform across the city. Our school leaders had access to analytics which allowed them to identify children and young people not engaging in the offer and this was followed up through phone calls and messaging.

Our initial digital response resulted in over 3500 Chromebook being provided to families across the city between April and August. In October 2020, we provided a Chromebook to every senior phase pupil to support those preparing for National Qualifications. We followed this with a similar distribution of devices to P6/P7 pupils. We also provided 300 data connections to those families who either had no connectivity or struggled to stay connected due to the high cost of mobile data.



In addition, supported by Scottish Government funding, we distributed 1777 devices to children and young people in SIMD vintiles 1,2 and 3. We also provided 200 data connections using 4G MiFi devices through this funding.



Every child or young person, who needs a device for learning but does not have access to one at home, has been supported with a Chromebook. We have invested in over 14,000 devices for children and young people.

The flexibility of the staff and robust control measures, ensured that all schools remained open when public health restrictions permitted it.



The Education Service works to ensure that all children and young people access educational provision that develops their abilities to their fullest potential (Article 29). The service is gaining increasing levels of assurance due to improved data collection but there is more work to do.

We recognise that some of our care experienced young people would benefit from a more joined up approach to supporting their long term outcomes and this is being progressed through our 2 Edge of Care pilots currently underway. There is also a need to continue to work with partners to improve the design and delivery of supports for children and families as we develop a Partnership Family Support Model more fully informed by the lived experiences of children and families.



Ensuring the workforce promote and respect children's rights

The workforce has displayed incredible agility and responsiveness to the considerable changes resulting from the COVID-19 pandemic. The workforce has sought opportunities to understand the lives and needs of our children and families better in order to better support a rights based approach.

All school staff have engaged in Compassionate and Connected Communities training and similar trauma informed professional learning has extended across all front line services for children and families. Being trauma responsive remains a key tenet of the Children and Family Services..

Around 90 school staff have undertaken accredited basic counselling training to support young people during the recovery phase and beyond. All school staff have also undertaken mandatory training in children's rights, The Promise and the Morgan Review. As a result of this we have a more skilled and competent workforce committed to upholding children's rights.

The workforce has actively sought opportunities for professional learning in order to respond positively to the different operating environments in place over the last 3 years due to Public Health restrictions. The response of the education service to the need to operate in a digital environment is to be commended.



Ensuring that children and young people understand their rights

Our children and young people are all guided to understand their rights with promotion of the UNCRC at school level aiding parents and carers to understand the UNCRC.

Our schools undertake a range of approaches to raise awareness and understanding of children's rights. A considerable proportion of our schools are actively engaged in Unicef's Rights Respecting Schools Award with others raising awareness and understanding through curriculum delivery, planned inter-disciplinary learning (IDL) on topics such as the Sustainable Development Goals (SDGs), focussed work around SHANARRI, linked fundraising activities and pupil leadership opportunities such as pupil led committees.

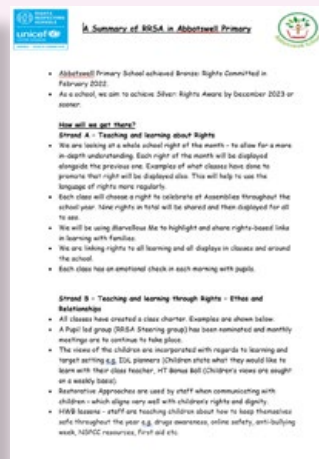
An example of some of the approaches in place are detailed below.

Rights Respecting Schools Programme

We recognise that 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 11 have registered (72% of schools).

"My name is Holly and I am part of the Rights Reps. You may wonder what rights reps are? We make sure that people have their rights. We talk about what we could do to improve people talking about their rights and knowing what they are. There are 42 rights a child should have. We want to try and improve how our whole school knows about these so we will be presenting these at an assembly and take turns telling you all about them."

Quote from a learner at Scotstown School about RRSA.



Hearing the voices of children and young people

The move to different operating models over the course of the pandemic triggered a need to think carefully about how schools and the education service sought and acted upon the voices of children and young people.

Learning at a distance example

In the lead up to Covid-19 school closures on the 30th March, the Education Service made swift arrangements to deliver the curriculum digitally. Focus was put on ensuring that children & young people, staff and families were familiar with the Google Classroom tools, had suitable devices and felt reasonably confident with the platform. Engagement with the platform was monitored through Google Analytics over the three weeks leading to the Easter break.

A Learning at a Distance questionnaire was issued to parents and carers, pupils and staff at the start of the new term to enable the Local Authority and individual schools to have a sense of how effective the first three weeks had been. This coincided with the release of the Aberdeen City Council Digital Standard which sought to address some of the issues emerging through review of Google Analytics. 5615 children and young people from across both primary and secondary schools gave us their views, a return rate of around a half of those who could independently complete the survey

Learning from the survey helped inform a further tightening of guidance issued, improve the quality of educational provision and inform service planning.

Summary of Learner Views	I feel safe online	I know how to contact someone at school to speak to if I am upset or worried	Other learners are kind to me online	I am confident in learning just now, out of school.	Staff are encouraging me to be healthy whilst not at school	Staff are encouraging me to take regular exercise in my garden or in my home	I am able to ask staff questions and make suggestions online	Staff give me helpful feedback on the work I submit	I am able to make choices about what I learn	I am enjoying learning at home	I know how to get help if my work is too difficult	I have enough contact with my teacher(s)
(Strongly) Agree - %	92.24	86.95	88.19	76.71	83.79	84.08	91.45	87.68	68.76	61.37	91.75	86.61
(Strongly) Disagree - %	2.07	5.66	1.82	14.67	7.41	8.50	3.22	6.70	17.97	28.44	4.61	8.46
Don't Know - %	5.70	7.39	9.99	8.62	8.80	7.43	5.33	5.63	13.27	10.19	3.63	4.93

A second Learning at a Distance survey was undertaken in February 2021 to check the impact of the changes made on provision during the second period of school building closure. Positive changes were noted, the responses also highlighted a need to continue to invest in chromebooks.

Monitoring wellbeing during periods of lockdown example

Considerable concerns were relayed around the wellbeing of children and young people during the periods of lockdown and again a survey was posted in google classrooms to help partners better understand needs.

5374 children and young people completed the wellbeing survey (a return rate of just under a quarter), with responses from pupils in

Nursery through to S6. All stages were represented although limited responses from P1 were noted. Learners were asked to respond to a range of scaling questions linked to the SHANARRI indicators. Generally, responses were positive across all the indicators with most ratings given at 4 or higher.

Almost all learners felt very safe learning at home with 75% selecting the highest response and over 97% scoring 4 or above.

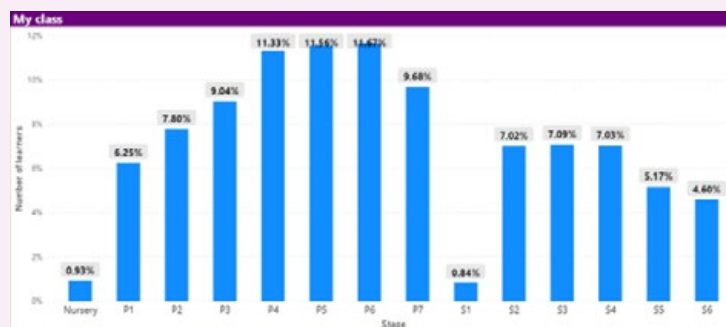
This extremely high percentage dipped a little when children and young people were asked how safe they felt about a return to school, with only 80% reporting confidence. Concerns highlighted most frequently included concerns around the sufficiency of COVID-19 controls such as regular hand hygiene, cleaning arrangements and provision of PPE. Concerns around social distancing arrangements were also noted in 754 returns from learners.

To address these concerns significant time was invested in highlighting the changed procedures in schools in advance of children and young people returning to school buildings. The impact of work to reassure and build confidence was monitored in schools and through Local Authority monitoring of attendance.

28% of children and young people reported that they found it difficult to manage homework and schoolwork easily. Further analysis suggested that those in the senior phase of secondary experienced the most acute challenges in this area. Provision of ICT was thought to be a factor and available resource was used to ensure adequate provision of chrome books across the senior phase to help reduce levels of anxiety.

640 (12%) of children and young people reported having been unable to take part in regular daily exercise. Closer scrutiny of the data highlighted how the number unable to take part in regular exercise increases gradually through the primary and secondary stages. This learning enabled the service to establish additional active schools coordinators in schools to support an increase in physical activity and priority access to clubs for those identified as being most at risk, such as those who were looked after.

Almost all learners reported that they were eating well with only 6% scaling from 1-3. The suggested that the assistance provided to families through ACC's Crisis Line supported families well. However, we also knew that 360 children were hungry during the lockdown period and bolstered our linkages with food banks and partnership supports to address this. The surveys were well used to support our response to the pandemic.



Promoting the Rights of those who use Alternative Communication Systems

Special schools have policies in place to uphold children's rights and consider their rights in accordance with the UNCRC. The Local Authority continue to commission Speech and Language support for those who need access to specialist communication support either through our Language Units or in our schools.

Staff at Orchard Brae have undertaken training from CALL Scotland regarding use of accessible technology for learners with complex communication needs. This has included: understanding the principles of access methods and how a learner might progress, learning how to adapt resources for different needs, exploring practical strategies for using accessible digital tools with a range of learners in curricular areas and activities. The professional learning explored technology access methods, in relation to individual learners. Staff also explored a range of techniques that support or replace spoken communication, for example: gestures, signing, symbols, word boards, communication boards and books, as well as Voice Output Communication Aids.

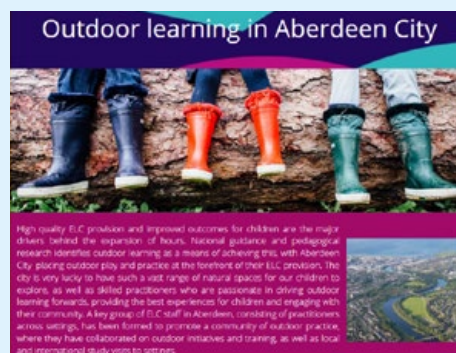


An increasing number of mainstream schools are now teaching pupils either British Sign Language or Makaton. Stoneywood School shared their BSL on the national stage at the Scottish Learning Festival.

Provision of expanded Early learning and childcare provision from August 2021

The expansion of Early Learning and Childcare was delivered in August 2021. The programme expanded the range of delivery models available for families to choose from and saw the opening of 2 outdoor ELC provisions in the city.

Two of the intended benefits of the expansion of Early Learning and Childcare (ELC) were 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



Continuing to focus on quality in our schools

Staffing disruption over recent years has 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.



Building the capacity of education staff

Our Educational Psychology team have developed and offered Emotional Literacy for Support Assistants (ELSA).

ELSA provides knowledge, practice and coaching on an incremental learning model for Pupil Support Assistants and mid-year evaluations are positive. The approach will be fully evaluated to inform next steps.



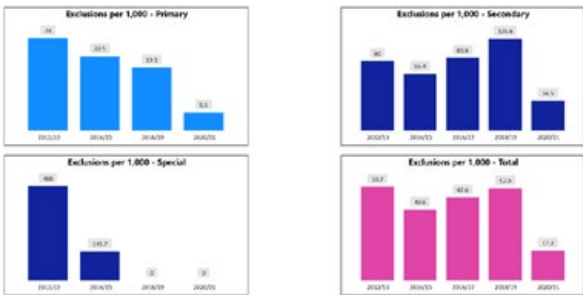
A wide range of professional learning continues to be available to school staff. On-going review of the impact of the professional learning programme informs planning.

Considerable work continues to be undertaken to ensure quality learning, teaching and assessment. This work is supported through our Learning, teaching and assessment standard with a growing evidence base around the positive impact the standard is making.

Reduction in the rate of exclusion

We recognise that all children have a right to access education and have been working to address levels of exclusion over the last 3 years.

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 LAC 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 99 on the census of last year to 90 this year. This represents a reduction of 9% from last year and suggests that the reduction in levels of exclusion will be maintained.

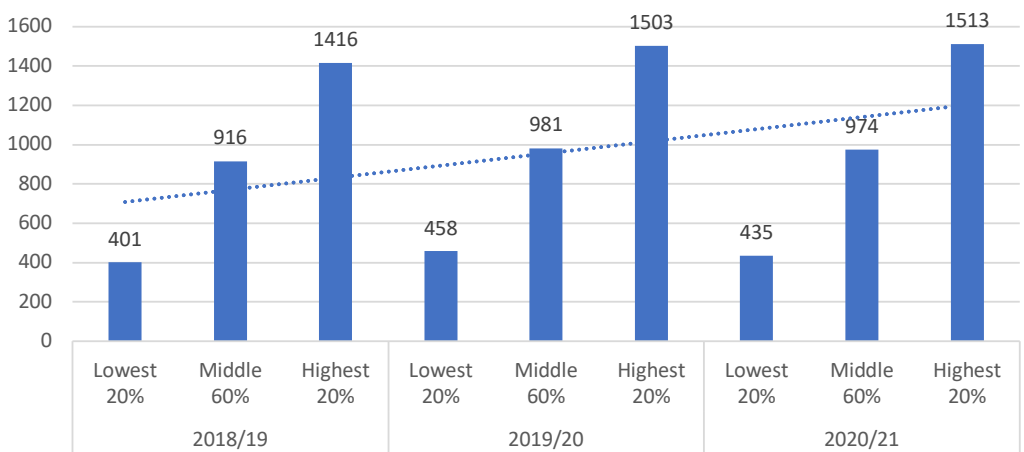
Attainment and curricular design

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.

Average Complementary Tariff Points



Attainment data triggered a review of the City Campus provision in place and further work on the curriculum. City Campus had been in operation for around 11 years and aimed to provide a range of courses for senior phase pupils. It was recognised that there was a need to reimagine our senior phase curriculum in order to ensure that it provided the range of opportunities for young people to thrive in the longer term. Colleagues from all secondary schools and a range of partners worked together to design and deliver an approach more in keeping with our current context.

As part of our commitment to ensure young people in Aberdeen City Council have equitable access to pathways towards a positive and sustained destination, an initiative ABZ Campus will be introduced from June 2023. This includes: a commitment that ACC secondary schools will work together to provide an aligned curriculum; a drive to work with partner providers to create a set of broad growth-sector aligned courses; a greater diversity of pathways such as Foundation Apprenticeships and Employability Courses, and a commitment to equity of access for young people with care experience or complex need. Built in with the ABZ Campus initiative will be a framework of opportunities for young people to evaluate their learning experiences.

In parallel with our development of ABZ Campus, consideration has been given to how we should support our young people to have the skills required to secure positive long term outcomes in digital and technology sectors. The Aberdeen Computing Collaborative has been established in collaboration with Further and Higher Education partners to address this national skills gap.

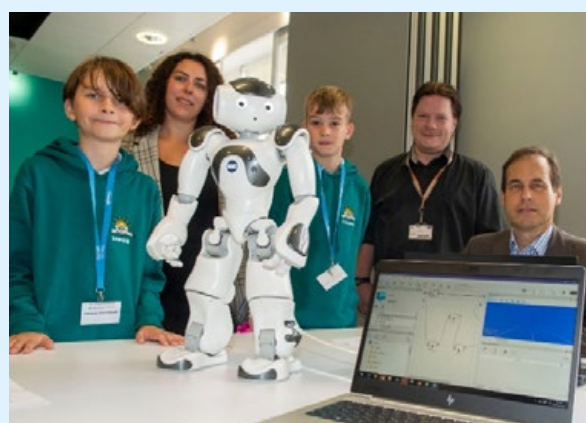
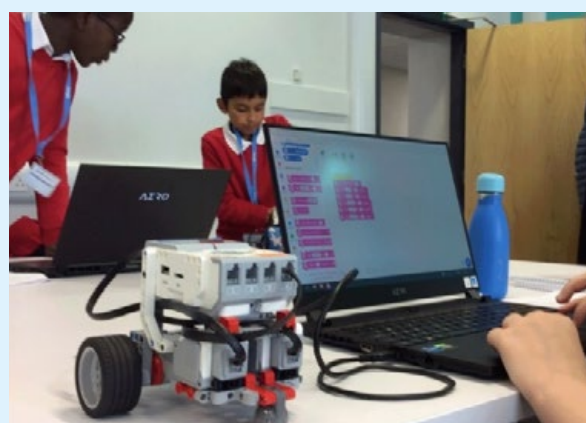
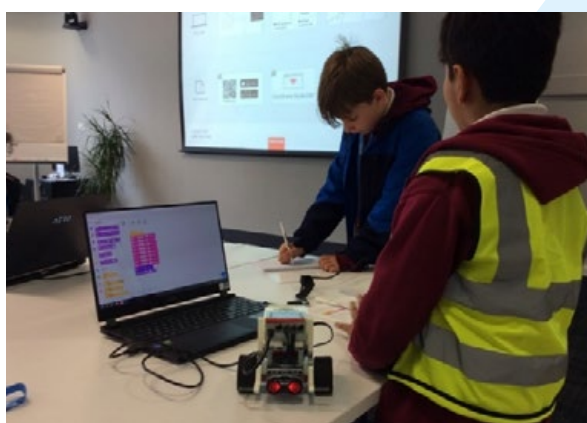
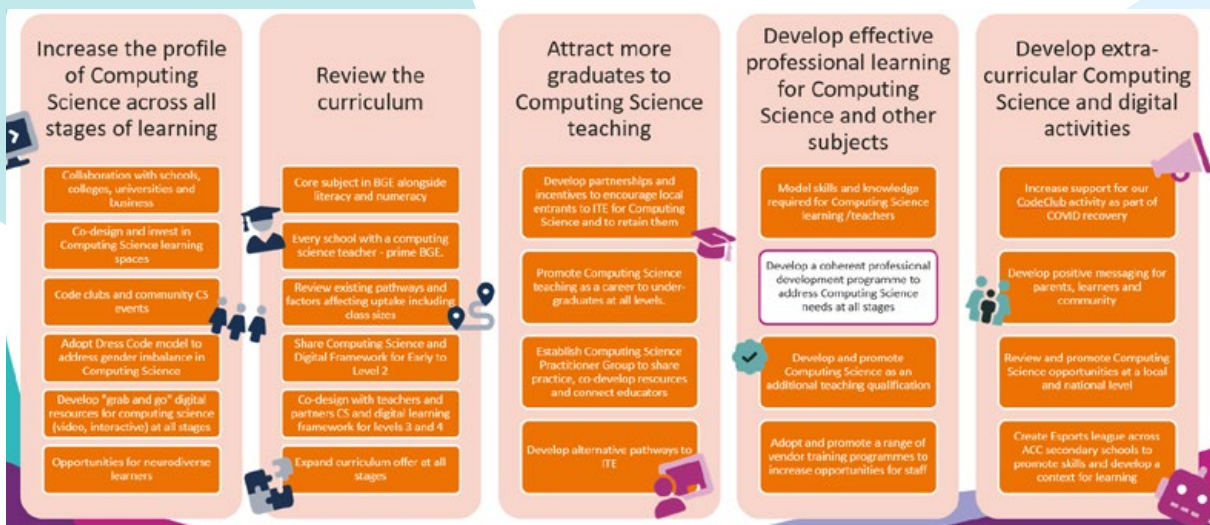


After a successful launch event in September 2022 with around 100 young people in attendance, we are now working to progress our ambitious plans.



A key priority for session 22/23 will be the establishment of curriculum alignment through the introduction of ABZ Campus for session 2023/24. 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.

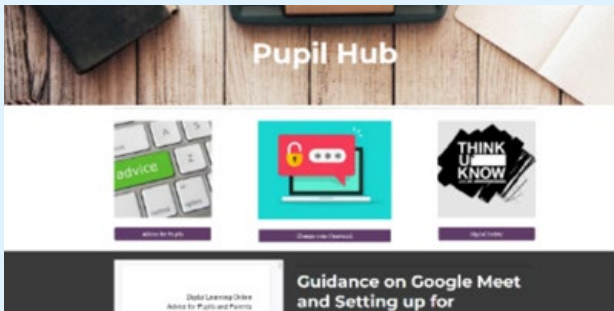
Positive destinations for learners with ASN and disability continues to be a focus. Over the least three years their positive destinations have remained stable. Aberdeen has significantly fewer learners entering employment than the national average (10% compared to 17% across Scotland). In comparison 39% of our learners enter further education, where the average for Scotland is 33%. This work is being partially taken forwards as we develop and implement ABZ Campus.



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. There is a need to establish greater alignment between children and adult services.

Accessibility of information

A Digital Hub has been established to enable all children and young people to access information readily and in accordance with best practice. There will be a need to consider the location of resources as we develop our Council website pages for children and young people



Good work has been undertaken to improve the accessibility of information, a positive example of this being the development of different versions of return to school plans as schools were able to open their doors again after the period of school building closure. Many schools now have accessible versions of Improvement Plans and school policies.

We will maintain a focus on accessibility as we develop pages for children and young people on the city website.



Support from Trade Unions

The EIS provides Professional Learning (PL) for teachers and associated professionals on a wide range of areas in an annual programme.

EIS has developed professional learning partnerships extending opportunities for members on contemporary developments in Scottish educational practice and policy. This includes collaborations with statutory and third sector partners across topics including learning for sustainability, the UN Convention on the Rights of the Child and Putting Learners at the Centre of Education; Additional Support for Learning ; Mental Health and Wellbeing of Children and Young People, and neurodiversity. Existing partnerships with specialist organisations for topic-based professional learning continue to be strengthened, including with Dyslexia Scotland, and the Development Education Centres.

The EIS PACT project is a professional learning programme which educates teachers and wider staff, on issues and attitudes to poverty.

EIS provides support to migrants and refugees in the form of the EIS welcome packs. The packs are specific to three age ranges -with an early-years pack almost ready to be added. The packs are designed to inform young people and their families of their rights as pupils/students in Scottish education and to convey a positive welcoming message to the young people. Packs are booklets translated into several languages.

There are various publications produced by EIS Equalities department which can be used in school to support staff. Examples of these include the “Myths of Immigration” booklets which are differentiated across primary and secondary levels; the EIS poverty booklets- currently being updated- have been widely used in schools across Scotland to support in poverty-proofing schools for the benefit of all children.



Provision of library services

The library service offers support to children, young people, families and those who work with them to understand the UNCRC through a range of activities, resources and parenting support initiatives, alongside signposting to appropriate partners. Initiatives which promote bonding between parent and child are supported with, for example, the Bookbug programme is delivered across the library network. These sessions effectively support the development of language and literacy skills and of secure attachment, providing a network of peer support for families. Work is ongoing to increase parental involvement and engagement with content through sharing favourites rhymes and stories at sessions.

During lockdown library staff worked hard to continue to provide Bookbug sessions, fully embracing the digital pilot to produce online sessions via Facebook and YouTube, while in person sessions were not available. These were so successful that they have continued even though in person sessions have restarted. Other online activities were also introduced and continue including story trails, online escape rooms and numeracy events. In 2022 a trial of library-based PEEP groups started to further support parenting skills. Libraries also work with partners in community planning, health and social care to support various projects. All libraries are part of the Breastfeeding Friendly Scotland network helping to increasing rates of breastfeeding. To help address and reduce dental decay there is provision of free toothbrushes/paste in all libraries via a partnership with Childsmile. Period products are available free to those who need them in partnership with CFINE. Outdoor activity sessions have been introduced and will continue for Bookbug and other storytelling sessions and activities.

Libraries have been working with Care Experienced Young People and Young Carers to devise a new Supported Membership helping remove barriers to library membership. Targeted support for Young Carers has provided opportunities to have a break from their caring responsibilities e.g. animations, illustrator events. These activities have also

supported Young Carers to share their story and advocate for Young Carers through comics. Across all children and young people's library services the voice of the child is encouraged, e.g. input from young people into the Aberdeen Reads Challenge and encouraging children and young people to recommend resources for purchase.

Support for our refugee and New Scots communities is available including Bookbug sessions at Family days, access to dual and home language publications and learning materials, help for families to access online services and signposting to other services where appropriate. Libraries provide a neutral safe meeting space for families and key workers supporting families, offering library tours/visits and support with library membership.

Schools are supported with literacy initiatives and termly newsletters. Support with school library development and whole school reading initiatives is offered, including ensuring children and families are involved in decision making processes.

Curriculum Resources and Information Service (CRIS) is a specialist curricular resource and information service providing support to ACC staff working to meet the educational and social developmental needs of children and young people aged 3-16. CRIS provides a wide variety of book and non-book resources including artefacts, learning packs, educational games and programmable devices/robotics. Resources support topics across the curriculum including literacy, numeracy, STEM, health and wellbeing, outdoor education and PSHE and are available in a range of formats to support different needs and abilities.

Children and young people borrowed over 364,000 items over the last 3 years. During lockdown periods e-book and e-audio provision was vastly improved with over 18, 000 items borrowed via the online platform. 35,000 children and young people participated in events and activities, in person and online, in 2021/22.

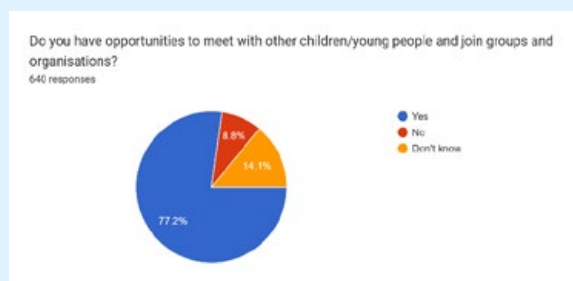


Involving children in the design of future schools

In order to better understand preferences and perceptions about key spaces within the learning environment, the School Estates Team liaise and engage with end users to ensure that new school designs meet our children's requirements both now and in the future. This was key in developing the Community Campus Model in 2021, pupil survey responses were used to validate and guide the emerging designs ensuring they took into account the experiences, aspirations and requirements of those who used the spaces on a daily basis. The surveys were completed by 259 pupils from seven primary and secondary schools across Aberdeen. The high response rate from a wide variety of schools gave a robust base from which to draw findings. Primary pupils particularly like outside spaces - 90% like to learn outside. When choosing their favourite pictures of key spaces, the primary driver was places with a sense of openness. Senior pupils also chose outside spaces as their favourite, placing high importance on shelter and place.

Youth Work Provision

The Youth Work team has been working in partnership with schools to support children and young people who have been particularly affected by Covid and lockdown. It builds on the work the Youth Work in Schools team has already been doing in some ASGs. The Education Recovery Fund allowed the Youth Work team to now work in every ASG and with many more children and young people than it has before.



The team's community-based youth work programme has restarted since lockdown restrictions ended. This has increased the number of groups and activities for children and young people in their communities. All groups and activities are free and accessible for anyone who wants to take part. Community-based youth groups allows children and young

people to socialise and take part in a programme of activities *they have chosen* without having to leave their communities or face prohibitive cost barriers. Community-based youth work activities meets children and young people's right to meet with other children and young people and join groups.



The Kincorth group exploring "The Gramps". The piece of paper says "you get to meet your friends"

Examples of some of the community-based youth groups that started up in 2022 includes a group for Primary 6 and 7's in the Kincorth area of the city, a drop-in for teenagers in the Northfield area and the multi-agency Hub project in and around Mastrick. The Hub provides a place for young people to come to once a week and where they can engage with adults and take part in a variety of activities such as those provided by Street Sports and Youth Work.

The Youth Work team has responsibility for managing Scottish Youth Parliament elections for Aberdeen city and providing support to elected SYP members. Elections were held at the start of 2022 and this resulted in 5 SYP members being elected.



Our 5 Scottish Youth Parliament members are continuing to represent the views of young people across the city on a national platform. Currently our SYP members sit on several committees including Justice and Sports and Leisure. One of the MSPs is also a board member. The SYP members have debated items from neurodiversity to bus stop safety at national sittings and are currently looking at ways to engage fully with their constituents in a more Child Friendly and engaging manner.

The Northern Alliance Regional Improvement Collaborative (RIC) tasked Community Learning and Development with setting up a Youth Advisory Group (YAG) for young people from the local authorities covered by the RIC. Each local authority is allowed a maximum of 2 young people to be on the YAG. A youth worker supports the 2 young people from the city who sit on the YAG.

Provision of cultural programmes

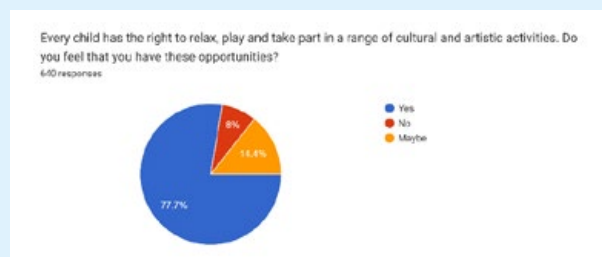


Building on the work and programming that took place during the early months of the redeveloped Art Gallery, the provision for families and early years has increased and diversified. A monthly series supporting 0-5 years olds and their adults to explore the collections through crafts, movement, music and play has been very popular. The gallery has now extended this programme to Aberdeen City Council partners including PEEP Learning



Together programme (Social Care and Health) and the Geronimo project (Creative Learning). Regular social event Baby Boogie encourages families with young children to enjoy a live DJ set in the Cowdray Hall, taking part in dancing, movement and group activities. We host a weekly Breastfeed Welcome café in Aberdeen Art Gallery for nursing mothers. We have continued our Family Ceilidh series, recently welcoming a group of New Scots with children to this event, via our partnership with Grampian Regional Equality Council. Our family programme continues in the holiday periods, offering accessible arts and crafts, and gallery trails for young people to explore the collections, which has been a part of the Easter in the City and Summer in the City programmes. We also offer children’s workshops in arts, crafts movement and dance linked to our Special Exhibitions.

We are working with Soundplay projects, a Scottish based organisation that develops interactive, accessible and inclusive installations and events. Our work with Soundplay includes visits from pupils with complex conditions and disabilities who attend Orchard Brae school and a weekend of public workshops.



The formal learning provision includes a range of Teachers Packs aimed at primary, ASN and Secondary pupils covering a wide variety of themes alongside google classrooms with resources, activities and information about our Collections and Special Exhibitions programme. Recent programmes have included substantial school class visits to the British Art Show 9, Zandra Rhodes: 50 years of Fabulous, The Book of Deer and Galloway Hoard: Viking Age Treasure. Our programme for the Galloway Hoard included 15 school bursaries contributing towards the costs of transport for class visits to the gallery. This was funded via the National Museum of Scotland and sessions involved handling sessions using replica items from the hoard, explorations of exhibitions using our resources and discussions with staff during visits.

We developed a second iteration of our interpretation programme for school pupils - Art Chat – which supports learners to explore and then share their interpretations of key works on display at Aberdeen Art Gallery. The content is featured on our website and on the app Bloomberg Connects.

We worked with a range of senior phase secondary pupils from across the city to look at the exhibition Sculpture Court by Scottish artist Kenny Hunter. This one-day workshop was designed to support learners interested in further education in the creative sector and included discussion, hands-on creativity all led by local artist, teacher and Gray's School of Art course leader David Blyth.

During 2020-21 we supported the work of the Children's Parliament and in 2022 supported the Grampian regional Equality Council's Anne Frank Award programme

Play Area Investment

Aberdeen City Council recognises that play is an essential part of a child's development and important to the future of Aberdeen. This can be clearly seen in the Council's Children's Strategy statement:

"Play is an essential part of everyone's life and is fundamental to human development and is freely chosen and self-directed. Children engage in play as a mechanism to explore the world around them, for enjoyment and creative expression and as the medium through which skills are learned and developed. Play is the stimulus for physical, intellectual, emotional, and social development."

Well maintained play areas give an area a community, family feel that helps make people feel safe. They provide the local community with a local destination / meeting point for all ages and a place where the community and visitors to the area come together to play. They are spaces where friends are made, and the outdoors is celebrated.



At present there are 146 play areas within the city. The estimated asset value of all the city play areas is £10 million.

Every year a number of play areas are identified for investment and refurbishment. The play areas are prioritised and listed based on site condition, play value and proximity to other play areas. Alongside this, a separate list of individual items requiring renewal, removal or immediate repair is compiled using recommendations from an Annual Independent Play Inspection Report.

This is the 12th year of the Council's rolling programme of Play Area Refurbishment, and our programme is resulting in improved play value and condition across all play areas.

2022/23 will see £400,000 of Council funding invested in play.

The Scottish Government have also identified the refurbishment of play areas as a priority and 2022/23 is the second year of a five-year programme of funding for all local authorities to improve play area provision within their area. Aberdeen City Council has been provided £180,000 of funding for this financial year to spend on play area refurbishment.

In total £580,000 will be invested in Aberdeen's play areas in 2022/23.

The 2022/23 Play Area Refurbishment Programme provides the opportunity for communities and children to become involved in the decision-making process to help to create the improvements to the Greenspaces around them.

Ensuring the right of all to play

In response to the number of Ukrainian children arriving in Aberdeen over the the summer of 2022, two hubs were established in Dyce Primary and Stoneywood Primary which were the nearest schools to the hotels families were staying in. The hubs ran for 2 hours each day for 5 weeks of the school holidays and were staffed by volunteers from across the education service.

The main aim of the hubs was to provide a safe space where children could play as this was not available at the hotels where families were staying. Children from 3-18 years old attended and staff provided organised and free play opportunities both indoors and outdoors. With staff teams changing weekly children experienced a wide range of activities from cooking and baking to shelter building and facepainting.

Evaluation

Despite the challenges of the last 3 years, the provision of education, leisure and cultural programmes continue to benefit children and young people.

The education service will continue to focus on the quality of provision and will continue to adapt working practices in keeping with The Promise and the UNCRC. The service should also continue to invest in an Education Support Officer to help build capacity in others.

Special protection measures

This cluster focusses on vulnerable and marginalised children and young people who require special protection.

Aberdeen's Champions Board brings together Corporate Parents and young people with care experience 4 times a year. It is a powerful space for young people, service leads and key decision makers to come together, focusing on young people's participation and leadership, and influencing positive change in the local care system and the experiences of Aberdeen's care experienced. The work of the group is driven through the Champions Board Plan 2021-2023.

The vision of our Champions Board Plan 2021-2023 is that:

'Our care experienced children, young people and care leavers have a right to participate in decision-making about their own lives and have their voices heard'.

To achieve this, we have identified the following priorities:

- Champions will listen to and learn from the voice and experience of our children and young people,
- Champions will seek and promote opportunities to enable our children and young people to have the same life opportunities as their peers,
- Embedding a children's and young person's rights approach into services, focusing on embedding participation, protection and provision of children and young people's rights,

Despite the continued challenges of the pandemic, the Champions Board continued to meet regularly during the pandemic by utilising an online platform. Where possible, in-person activities bringing together our care experienced children, young people and Champions have taken place, including an Innoflate session, Halloween Disco and regular Supper Clubs, to name but a few.

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 is working in partnership with Who Cares? Scotland and 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.

Aberdeen City Council's Repairs and Maintenance Team also 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. Based on feedback from young people, a Housing Support Officer became co-located with the Youth Team in April 2021. 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. An evaluation on the impact of this role is to be undertaken in 2023.

We continue 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, went on to secure other forms of accommodation.



As a result of the pandemic, our annual Celebration of Success for those with Care Experience had been hosted on an online platform in September 2020 in order to ensure that the efforts of our young people were recognised. The children and young people were delighted that the event managed to see some in person attendance as well as a live stream from the September 2021 event. Some of the positive feedback received included:

"I was so emotional hearing what she has achieved. I think this was a great event to have as she felt she belonged, hearing what others had done," grandmother

"This was great to be part of and I am so proud. We all tell them how great they are but they don't always listen to us or school. Being here today in such a special place and being told how proud everyone is was just lovely," Foster Carer

"It made me feel worthwhile and it was good to hear what I had achieved and for others to hear it," Young Person

"Being here today and talking to people has given me the opportunity to get involved in helping other care experienced young people," young person



The Virtual School

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, 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 Coordinated Support Plan (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.

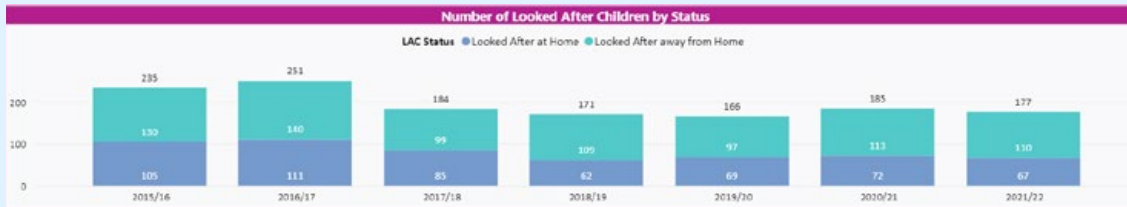
We would want all of our children to make use of key staff in school for support and guidance and these positive relationships are evident in most cases. However, we recognise that there are times when young people may need access to an impartial Officer and our Virtual School undertakes this function. 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.

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.

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%.

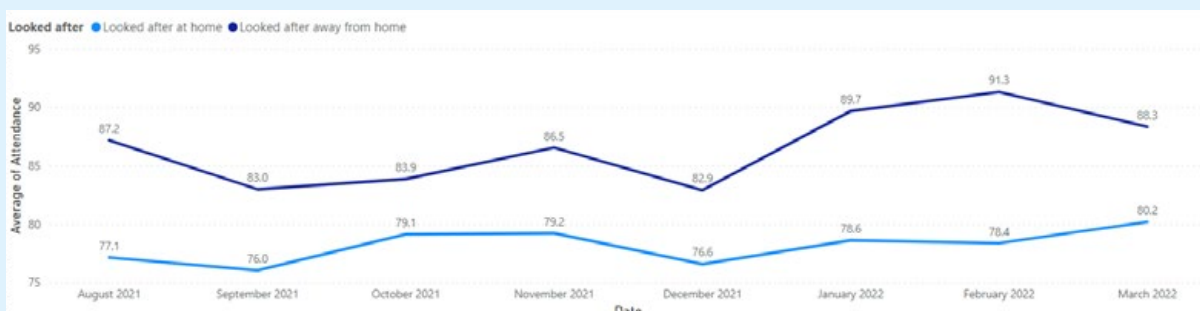
Exploring the data by group, however, highlights a contrasting picture for those who are looked after away from home compared to those who are looked after at home.



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.



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 adverse childhood experiences 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.

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.

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 ASG's (Northfield, Lochside and St Machar). This data has informed the location of our two pilots which will see changed working practices for our Virtual School and other colleagues across the Council and wider Community Planning Partnership.

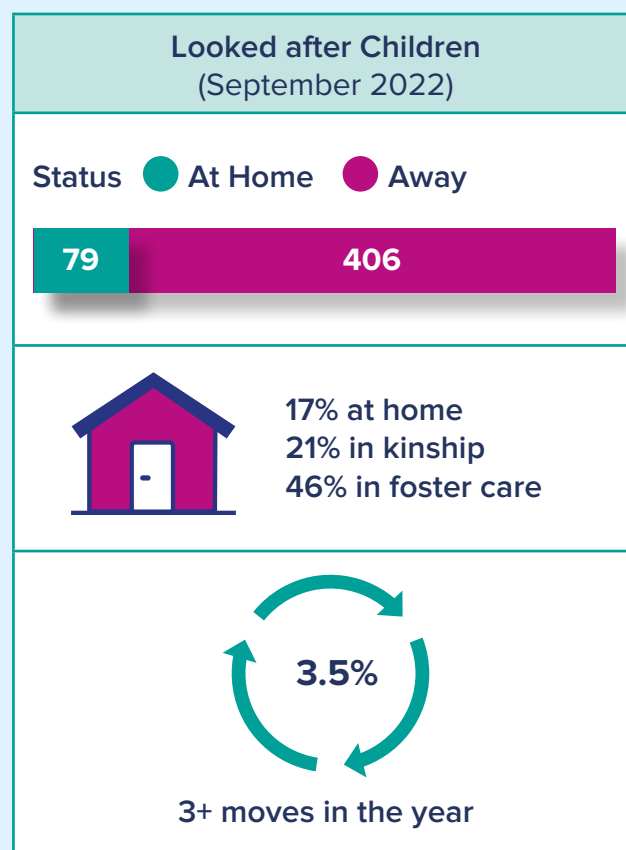
Despite city wide initial leaver destinations data for 20/21 being the highest ever recorded in the city, those who are Looked After achieved below the virtual comparator. Although there remains a gap between the percentage of Looked after Children achieving a positive destination in Aberdeen City and 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.

Planning for children in need of care and protection

Strong relationships exist with Lead Professionals to ensure a coordinated planning approach to meet the needs of those children with elevated levels of need or vulnerability and who need a multi-agency plan to ensure their safety and wellbeing.

Our data highlights that of those children assessed as requiring the involvement of a lead professional from Children's Social Work, circa 80% are cared for within their family and supported by a community based multi-agency plan appropriate to their needs. Over the initial months of COVID there was noticeable rise in "social/family" concerns being recorded as the reason for referral to Children's Social Work. While this reflected an understandable concern as to the vulnerability of children and families many of these referrals did not merit the statutory intervention of children's social work. They did however reflect a need to ensure we have appropriate community based early intervention resources responsive to the needs of children, young people and their families. The partnership will look to review the accessibility and responsiveness of these services to ensure they continue to provide the right support to families at the right time as part of our partnership model of Family Support.

Feedback from many children and young people placed out with the city clearly highlights that they would want to be cared for closer to Aberdeen. Encouragingly the number of looked after children has reduced by approximately 12% over the past two years. We however recognise that our 'balance of care' is not as aligned to the national position as we would want with higher-than-average numbers of children placed in foster care and lower than average numbers of children looked after at home or in kinship care. Building the capacity of community-based services to support children and families remain together is a priority of the Family Support Model and the pilot's in ASG's of Northfield and Lochside.



The increased emphasis on keeping brothers and sisters together where it is safe for them to be so is welcomed. The lack of resources equipped to do so further reinforces our continuing attempts to be creative in how we support families overcome adversities. However the safety and wellbeing of children and young people will remain our overriding focus.

The Council has responded positively to national policy changes including the implementation of updated child protection guidance and refreshed GIRFEC Practice Guidance. The Children and Family Service cluster 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.

An established system is in place for parents to gain permission for children to work. Applications are considered by the Chief Education Officer.

Evaluation

The partnership has continued to make definite progress to improve the outcomes for our care experienced and looked after children and young people. We however recognise that their outcomes continue to lag behind that of their peers.

Embedding the learning highlighted in The Promise/ Plan 21-24 is a partnership priority. Included in this is our commitment to engage and work collaboratively with children, young people and their families to ensure their voice informs the design of services and supports.

The aim will be to support children and young people to remain within their family where such is safe for them. It is envisaged this will see a continuing reduction of the number of looked after children. Such will require all partners to think differently about how they provide preventative intervention to support children in a trauma informed approach to remain within their family and the city.

Action Plan

The following Plan has been developed to shape preparations for the incorporation of the UNCRC. The plan has been informed by a review of the Improvement Service Documentation and the Theory of Change documentation commissioned by Scottish Government which identified 4 key change mechanisms.

The current assumption is that the Statutory guidance will be influenced by both documents. The Plan will be reviewed when Statutory Guidance is published in 2023.



Policy - This includes policy adaptation, coordination, administrative integration and budgetary consideration.



Capacity - This includes building cross-sector capacity and capability to integrate rights-based ways of working.



Culture - This includes changing attitudes, norms, values and everyday actions.



Empowerment - This includes ensuring a system of information, advocacy, complaints, redress and effective remedy for children and young people.

Key: **On track for completion by June 2023**

Likely to be in the final stages of development by June 2023 or require on-going work

Not likely to be realised by June 2023

Improvement Service proposed priorities	Theory of change	RAG Rating	Actions required
Leadership and Corporate commitment	Policy		Align improvements identified as necessary within current statutory plans to ensure children's rights are fully embedded in the work of the Council and wider partnership.
Participation	Policy		Share best practice and build the confidence of those working out with children's services. Ensure a consistent feedback loop to children and young people.
Empowerment of children and young people	Empowerment		Ensure that all children and young people have access to accessible advice to support them to understand their rights.
Child friendly complaints procedure	Empowerment		Implement a child friendly complaints process compliant with the Scottish Public Services Ombudsman (SPSO) guidance when known.
Training and awareness raising	Capacity and culture		Evaluate parent/carer/community understanding of the UNCRC and plan next steps Maintain the delivery of training for all Council staff and establish a mandatory module for all employees.
Improving practice – tools and resources to support your work	Capacity and culture		Maintain the provision of an Education Support Officer to support Council services to engage with children and young people.
Publishing child friendly information	Empowerment		Develop child friendly webpages on ACC site
Measuring progress	Capacity		Collect data on a wider range of groups including those with disabilities and those most at risk of being impacted by poverty. Establish a multi-agency request for assistance process Establish a mechanism to draw data from the Integrated Impact Assessments
Children's rights budgeting	Policy		Continue to consider the UNCRC when taking decisions around budget.
Accountability and reporting	Capacity		Identify indicators to be used to measure and report progress to help inform the next version of the Children's Rights Report.

Key: **On track for completion by June 2023**
Likely to be in the final stages of development by June 2023 or require on-going work
Not likely to be realised by June 2023

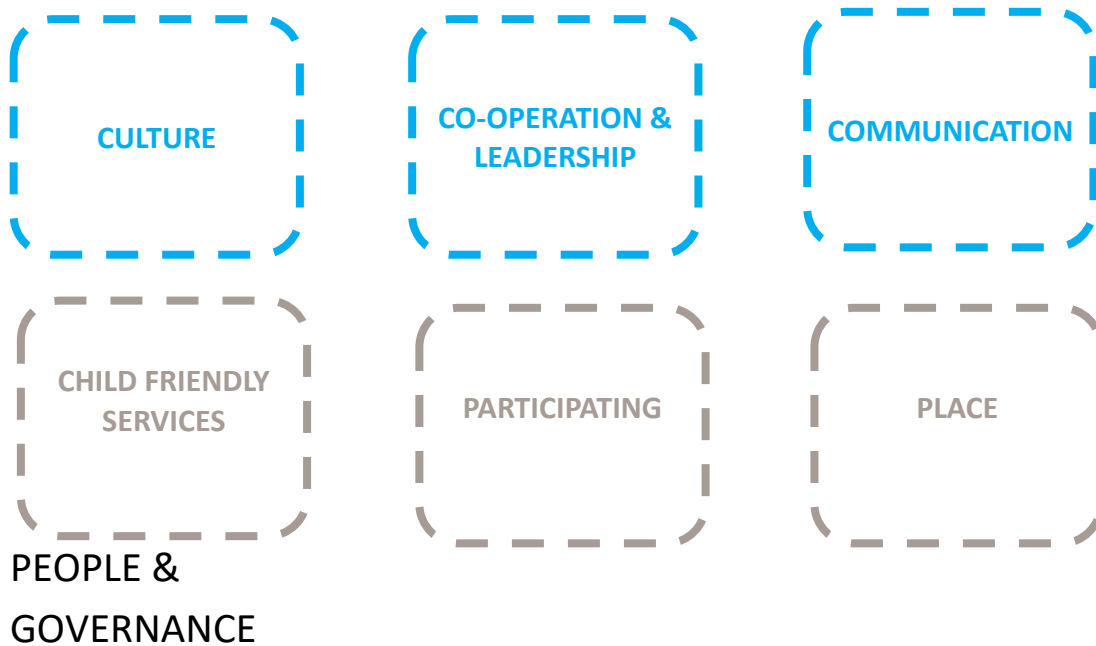
Improvement Service proposed priorities	Theory of change	RAG Rating	Actions required
<p>Non-discrimination/ Rights at risk</p>	<p>Culture</p>	<p style="background-color: #e67e22;"></p>	<p>Develop a Family Support Model. Continue to drive integration as we develop a model of support for those who are:</p> <ul style="list-style-type: none"> • On the edge of care • Impacted by trauma • At risk of conflict with the law • Impacted by disability <p>Develop a neurodevelopmental pathway with partners</p> <p>Prepare to establish a local Bairn’s Hoose with partners</p> <p>Continue to develop and deliver ABZ Campus</p> <p>Review Anti-bullying policy</p> <p>Understand further why some children feel unsafe and don’t feel their privacy is being respected</p> <p>Implement Edge of Care pilots</p> <p>Improve alignment between children’s and adult services</p> <p>Bring supports for parents together in one accessible place.</p> <p>Work with Community Planning Partners to support the mental health and wellbeing of children, young people and families</p>

ACTION PLAN

Towards recognition as a Unicef Child Friendly City / Community

Local Authority name: Aberdeen City

Date: 07/04/22



Programme Co-ordinator/s in (name of LA): Matt Reid

Programme Champions in Aberdeen: **Awaiting guidance document from Unicef UK**

Scrutiny body: Partnership Board

OUTCOMES

Key outcomes you will be working towards – one for each badge.

1. **1 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.
2. **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.
3. **Communications** – Comms staff and local media understand and value a child rights perspective *and* CFC status is regularly communicated to all members of the community (including children and young people) in a manner that is accessible and appropriate.
4. **Child Friendly Services** - All services, including health, justice, social services, and others are child friendly.
5. **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.
6. **Place** - Urban planning services apply a child rights-based approach (CRBA) to design, development, and provision, this will include participatory research.

CULTURE

There will be a consistent and shared understanding of children’s rights at in both practitioners and leaders. Practitioners and leaders will demonstrate that they value and respect the rights of children and young people. Strategic plans will consider and take account of children’s rights through adoption of a Child’s Rights Based Approach to service design and delivery.

Activity	Some progress	Meaningful progress	Significant progress	Sustainable progress	Outcomes	Impact
<p>Build confidence in taking a child rights-based approach</p> <p>Children and young people drive improvement work across the partnership</p>	<p>Identify cohorts of staff to target/receive training and conduct a baseline survey into awareness and understanding of child-rights based approach (CRBA).</p> <p>Baseline views of children and young people (CYP) are captured on current documentation around the LOIP and partnership single agency strategic improvement plans.</p>	<p>2- 4 year Workforce Development Plan created which sets out how to train the right people on CRBA and includes a rights-based induction for new starters.</p> <p>With the input of CYP, Individual Project Charter templates are amended to include explicit statement on how children’s rights have been considered. Accompanying guidance document produced with CYP.</p>	<p>Workforce plan is implemented to train identified cohorts and new starters are introduced to CRBA during their induction.</p> <p>Amended Project Charters usage is rolled out for charters submitted to Community Planning Partnership board.</p>	<p>Training around CRBA is embedded in existing mandatory training.</p> <p>CYP-supported review on amended Project Charter and best practice then becomes standard practice.</p>	<p>Staff know how to effectively embed a child rights-based approach.</p> <p>All improvement activity which directly or indirectly impacts children is influenced by children.</p>	<p>Increase in the % of the workforce reporting confidence in taking a CRBA</p> <p>Increase in positive reporting by CYP on Project Charters for improvement work.</p>

<p>Professional writing reflects the rights of the child.</p>	<p>Seek views on current writing practice through annual workforce survey and establish a Write Right About Me (WRAM) lead.</p>	<p>Establish a multi-agency group to design and develop an approach to taking a CRBA to professional writing endorsed by the Children’s Services Board.</p>	<p>Roll out CRBA approach to WRAM across partnership.</p>	<p>WRAM principles are formally adopted by all services across the partnership.</p>	<p>Professional writing about children and families will take a child rights-based approach</p>	<p>Increase in the % of sampled documentation which reflects the voice and rights of the child.</p>
<p>Impact (Indicators)</p>	<p>Baseline survey conducted and list of staff identified for training.</p> <p>Baseline survey completed.</p> <p>Workforce survey conducted and WRAM Lead appointed.</p>	<p>Longer term workforce development plan produced.</p> <p>CYP have inputted into creation of amended project charter and accompanying guidance created.</p> <p>Partnership approach to professional writing in place.</p>	<p>Incremental increase in the % of the workforce reporting confidence in taking a CRBA</p> <p>% of charters submitted to Community Planning Partnership Board have considered children’s rights.</p> <p>Increase in writing that reflects the rights of the child.</p>	<p>Significant increase in the % of the workforce reporting confidence in taking a CRBA</p> <p>Increase in positive reporting on Project Charter by CYP.</p> <p>Further increase in writing that reflects the rights of the child across partnership.</p>	<p></p>	<p></p>
<p>MoV</p>	<p>Baseline survey results and cohort list.</p>	<p>Workforce development plan</p>	<p>Training attendance logs</p> <p>Sample of charters.</p>	<p>Audit of mandatory training.</p>	<p></p>	<p></p>

	Baseline views. Annual workforce survey results.	Updated Project Charter and guidance document. Approach designed by multi-agency group.	Sample of professional writing.	Review by CYP. Audit of partnership professional writing.		
Summary Assumptions	On-going political commitment to the programme. Programme continues to be prioritised by Community Planning Aberdeen.					

COOPERATION AND LEADERSHIP

Children and young people must be involved in the key decision-making processes that affect them and their communities. Utilising a Children’s Rights Based Approach, leaders and partnership agencies must consult and engage with children and young people, consider their views and embed and integrate children and young people into the decision-making processes if they are to fully empower and support their communities.

	Some Activities/Outputs	Meaningful Activities/Outputs	Significant Activities/Outputs	Sustainable Purpose	Outcome	Impact
CRIAs in place and fully utilised across the partnership	Establish baseline for current use of child rights impact assessment (CRIA) across partnership and identify cohort to deliver CRIA briefing to.	CRIA briefing takes place, introducing a procedure to ensure CRBA is considered during service design. Identify specific governance structures	Implement the use of a CRIA for all Council committees and sub-committees and partner governance structures. Implement procedures so that the voices of CYP are	CRIA is part of agreed and official decision-making processes across the Community Planning Partnership. Mainstream effective influencing practices into	Service re-design is heavily informed by the rights of children. Partnership decisions are	Increase in the % of service re-design that use CRIAs

<p>Effective youth governance structures give young people a voice in decision making</p> <p>Improve integration and collaboration across service delivery</p>	<p>Asset mapping of child and youth participation structures across the city captured and recorded in accessible format.</p> <p>Identify where and how co-location has driven better integration and collaboration.</p>	<p>within partnership (i.e. audience/bodies with the responsibility to listen) and establish ways of how they can demonstrate that the voices of CYP have been communicated to them and influenced decisions.</p> <p>Consult with service providers and CYP to apply a child-lens to how these partnerships are affecting outcomes for CYP.</p>	<p>influencing decisions and are being recognised as valued members of decision-making bodies.</p> <p>Use learning from consultation to set up practices and relationships that can be used at other co-located services where integration and collaboration is currently not occurring.</p>	<p>council and partner governance structures</p> <p>Future service-design uses processes that consider the CYP perspective.</p>	<p>increasingly influenced by children and young people</p> <p>Improved outcomes for children and young people as reported by CYP.</p>	<p>Increase in participation groups reporting how they have influenced decision making.</p> <p>% of CYP reporting positive outcomes during service delivery.</p>
<p>IMPACT</p>	<p>Baseline data for prevalence of CRIA use across partnership and cohort identified.</p> <p>Asset map in place with regular planned reviews</p>	<p>Attendance at CRIA briefing.</p> <p>Governance structures identified and ways of demonstrating CYP</p>	<p>Increase in the use of CRIA.</p> <p>Identified governance structures using processes to act upon voices of CYP.</p>	<p>Community Planning Partnership have agreed to adopt use of CRIA.</p> <p>Increase in number of governance structures using processes to act upon voices of CYP.</p>		

	Audit conducted.	reaching 'audience' established. Consultation carried out.	Increase in integration and collaboration across co-located services.	Increase in number of service-design considering views of CYP.		
MoV	Baseline data. Asset map. Audit data.	Briefing attendance data. Table of governance structures and matrix of methods. Consultation data.	CRIA usage data. Governance minutes and reports. Report on views of CYP.	Minutes from official adoption. Policies and reports of governance structures. Planning reports for service-design		
Summary Assumptions	<p>That an appetite for co-location and the sharing of services will continue.</p> <p>That the community will welcome the inclusion of young people in Local Empowerment groups.</p>					

COMMUNICATION

Negative stereotypes of children and young people will be challenged through better understanding of children's rights by our local communications teams and through greater recognition and celebration of children and young people living in the city. Community planning partners will strive to ensure that information is made publicly available about decisions, services and the CFC programme in a manner that is accessible and easy-to-understand so that our children and young people are better informed about and more easily able to access local services.

Activity focus	Some Activities/Outputs	Meaningful Activities/Outputs	Significant Activities/Outputs	Sustainable Purpose	Outcome	Impact
<p>Build knowledge, skills and confidence in comms partners about CRBA</p> <p>Improve the accessibility of info for children and young people</p>	<p>Baseline survey completed with Comms/Media partners about knowledge, skills and confidence in CRBA AND undertake audit to assess current representation / portrayal of CYP in local media and comms.</p> <p>Establish focus group to map, audit and lead consultation with children and young people to understand their communication preferences from public body / services</p>	<p>Analyse survey and audit data and use to establish and deliver a training offer in CRBA for joint media and comms teams across the city</p> <p>Child/young person communication strategy is co-designed with CYP, including the design and development of child friendly versions of communication messages in</p>	<p>Media guidelines based on CRBA are developed and piloted.</p> <p>Co-created communications strategy is implemented across partners and evaluated / reviewed to inform plans for embedding more routinely.</p>	<p>CRBA training is embedded as part of induction in comms team. Local media guidelines on the reporting of any CYP related news / issue are embedded.</p> <p>Consistently planning for and including specific commitment to CYP friendly information within the wider corporate/community plan (inc partners) so accessible, child friendly versions of key partnership documents routinely published.</p>	<p>Media and comms teams feel equipped to and take a CRBA to reporting and promote a positive image of children and young people</p> <p>Children and young people know where to access child-friendly information about local services</p>	<p>Demonstrable increase in the number of positive media releases about children</p> <p>Increase in comms / media partners reporting confidence, knowledge and skills in CRBA</p> <p>% CYP who know and understand where/how to access vital public body / services information sources which have been designed specifically for them.</p>

<p>Raise awareness of CFC and CYP contribution through the media</p>	<p>Communication strategy in place to support communication of progress against the CFC Plan, including youth-led messages.</p>	<p>line with preferences identified</p> <p>CFC action plan presented as a publicly available child friendly document and introduction of a hashtag to accompany CFC communications.</p>	<p>Progress of CFC journey reported to community regularly in an accessible way, as identified in communication strategy.</p>	<p>Effective communication strategies from the CFC journey are embedded into other CYP-focused activities and programmes across the partnership.</p>	<p>CFC journey progress is available to and accessible for all members of the community.</p>	<p>% of CYP and wider community members who know about CFC and understand the progress and journey.</p>
<p>IMPACT</p>	<p>Baseline of current CRBA knowledge, skills and confidence amongst media / comms practitioners established.</p> <p>Clear understanding of current CYP media coverage established.</p> <p>Preferred means and methods of comms for CYP identified.</p>	<p>Survey informed workforce development plan (WFD) established for comms/media practitioners.</p>	<p>CRBA informed media guidelines established.</p> <p>Some increase in coverage of CYP positive news locally.</p>	<p>Induction plans for Media/comms roles include CRBA training.</p> <p>Council / Public Service / Partners comms plans</p>		

	CFC Communication strategy created.	<p>Communication strategy available which clearly links to CYP comms preferences.</p> <p>Child-friendly CFC plan is available.</p>	<p>CYP friendly communications available across partners.</p> <p>Range of accessible CFC focused comms content routinely delivered.</p>	include details on CYP specific comms intentions.		
MoV	<p>Baseline data.</p> <p>Media analysis report.</p> <p>Comms consultation data.</p> <p>Strategy document incl. youth messages.</p>	<p>Training / WFD plan.</p> <p>Communication strategy.</p> <p>Child-friendly plan.</p>	<p>Media guidelines document.</p> <p>Snapshot audit of positive news against baseline.</p> <p>Range of comms content.</p> <p>CFC comms content available over time.</p>	<p>Induction plans.</p> <p>Comms strategies across partnership.</p>		
Summary Assumptions	<p>That all partnerships comms teams agree to promote children’s rights and that the local media are keen to work with us.</p> <p>That the media will be happy to portray positive messages.</p>					

Child-Friendly Services

Multi-agency partnership working requires to constantly modernise to reflect society, resulting in review and re-design of structures and practices to ensure the needs of the population are met on an ongoing basis. When reviewing or making changes to services that affect children, their voice and participation is critical to ensuring the re-designed or co-designed service is fit for purpose and meets the needs of the service users. It is thereafter critical that the workforce involved in providing the service continue to focus on maintaining a child friendly approach based on the CRBA principles.

	Some Activities/Outputs	Meaningful Activities/Outputs	Significant Activities/Outputs	Sustainable Purpose	Outcome	Impact
<p>Children help identify how child-friendly services are</p> <p>Policies are produced using a child rights based approach</p>	<p>CYP help to identify priority services to evaluate for how child-friendly they are and co-produce a self-evaluation tool/model with children to determine how child-friendly services are.</p> <p>CYP consultation to provide qualitative and quantitative feedback on current policies related to CYP and the use of CRIAs in policy development.</p>	<p>Identified services complete self-evaluation on how child-friendly they are using co-produced tool.</p> <p>CRIA agreed to clarify expectations of all partners in using a children’s rights-based approach and a reporting mechanism identified for partners to report when CRIA has been used.</p>	<p>Identified services create strategy with the input of CYP to prioritise outcomes of self-evaluation tool and plans to address them.</p> <p>New policies developed across partnership will use CRIA and report its use. CYP to feedback on the implementation of the CRIA.</p>	<p>Services carry out strategy to address priority areas. Self-evaluation tool is used regularly to identify new priorities and make improvements against this.</p> <p>Schedule of regular and routine policy reviews in place to ensure that children continue to influence policies.</p>	<p>Services are more child-friendly</p> <p>Policies are underpinned by a CRBA and CYP have the opportunity to feed into protocols around policy development.</p>	<p>% of services that are evaluated as child friendly/demonstrating child-friendly status</p> <p>X number of policies use CRIA</p>

<p>Building capacity to actively listen to children and young people</p>	<p>Baseline survey to establish current confidence in meaningfully listening to and acting upon the voices to CYP. Identify cohorts of professionals and volunteers to receive training and support in listening to CYP.</p>	<p>Training provided and tools developed for professionals and volunteers to enable them to listen meaningfully with CYP and to support them to identify opportunities for influencing change.</p>	<p>Implementation of learning and practice by professionals and volunteers to create opportunities for CYP to influence the service.</p>	<p>Partner organisations routinely listen to and act upon the voices of CYP as part of their standard practice.</p>	<p>Identified cohorts of professionals and volunteers demonstrate their capacity to actively listen to children and young people of different ages, maturity and capacities and prioritise the time and space to do so</p>	<p>% of professionals who report confidence in listening to children</p>
<p>IMPACT</p>	<p>Self-evaluation tool co-produced and priority services identified.</p> <p>CYP consultation completed</p> <p>Cohort of staff identified for training and capacity building</p>	<p>% of identified services utilising self-evaluation tool.</p> <p>Agreed protocol in place to ensure that children and young people are directly involved in policy development.</p> <p>Training delivered and tools developed to listen meaningfully to CYP.</p>	<p>% of services creating strategy alongside CYP.</p> <p>% of policies reviewed by CYP implementing CRIA effectively.</p> <p>% of trained professionals who feel confident meaningfully listen to CYP</p>	<p>% of services using self-evaluation tool as part of routine practice.</p> <p>% of policies influenced by CYP</p> <p>Improved confidence and capability reported in staff across partnership.</p>	<p></p>	<p></p>

	and baseline survey completed.					
MoV	Self-evaluation tool and list of priority services. Consultation conclusions. Cohort list and baseline results.	Self-evaluation tool reports. CRIA protocol endorsed by the Children's Services Board Training attendance register and produced tools.	Examples of service-specific strategies. Feedback from CYP Case studies and audit of staff confidence.	Case studies Audit data Audit of staff confidence		
Summary Assumptions	That partners remain committed to taking a CRBA.					

Participating

Including children in decision making processes will ensure that a Children's Rights Based Approach is adopted across the multi-agency partnership. Importantly, those children and young people who take part in the 'participation network' must know how their input has influenced the decisions that affect them.

Activity focus	Some <i>Activities/Outputs</i>	Meaningful <i>Activities/Outputs</i>	Significant <i>Activities/Outputs</i>	Sustainable <i>Purpose</i>	Outcome	Impact
Children and young people (CYP) influence and	A range of opportunities and approaches are identified for children	Children and young people have opportunities to	Participation mechanisms are established for CYP	Ongoing review mechanism agreed with children and	Children and young people participate effectively in the	CYP feel equipped to and can influence in our CFC journey

<p>scrutinise the CFC journey</p> <p>Ensure engagement of marginalised groups</p>	<p>and young people to be able to directly influence the CFC journey, and activity enabling co-leadership is underway.</p> <p>Audit current representation of marginalised children and young people in youth governance structures.</p>	<p>learn more about a CRBA and the range of ways and opportunities for CYP to contribute to CFC journey is expanded.</p> <p>Create plan based on the audit to ensure that CYP, especially those experiencing discrimination or disadvantage, have increased opportunity to engage in meaningful participation experiences and understand how their voices make a difference locally.</p> <p>Mechanism(s) to pull the work of all participation groups together (including the Children and young people's</p>	<p>to undertake self-evaluation, quality assurance and reviews of CFC plan.</p> <p>Implement plan to ensure that CYP, including those experiencing discrimination or disadvantage, engage in meaningful participation experiences and understand how their voices make a difference locally.</p> <p>Youth Participation Toolkit is rolled out and being utilised, and best practice</p>	<p>young people and mainstreamed in practice.</p> <p>Review effectiveness of new / more purposeful focus on reaching and including marginalised groups on participation engagement and embed the learning in future work.</p> <p>Network members proactively build</p>	<p>development and implementation of the CFC programme</p> <p>CYP previously unheard due to marginalisation have more opportunities to participate and there is clarity about how their contributions have made an impact</p> <p>Network members more confidently</p>	<p>Increase in marginalised children reporting meaningful participation</p>
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<p>Supporting staff to lead participation</p>	<p>Establishment of a support network for staff working directly with young people on youth voice / participation roles.</p> <p>Baseline survey undertaken to capture network members confidence in supporting CYP to participate in decision making.</p>	<p>council; Champions board; Aberdeen City Youth council and Youth Housing Network) are established and together, a Toolkit to support practice will be developed</p>	<p>being shared through the Network.</p>	<p>capacity in others across the partnership.</p>	<p>and routinely provide range of quality opportunities for children and young people to participate in decision making.</p>	<p>Network members report feeling more confident supporting CYP to participate, and there is increased evidence / range of examples of participation directly impacting decision-making</p>
<p>IMPACT</p>	<p>Range of participation opportunities identified including gaps to be addressed.</p> <p>Baseline of representation of marginalised CYP established</p> <p>CYP from marginalised communities reporting meaningful participation (baseline)</p>	<p>Increased of children trained in a child rights-based approach</p> <p>Increased awareness of CFC in children and knowledge of how to claim their rights</p> <p>Action plan to improve levels of engagement and</p>	<p>Some child friendly records demonstrating CYP influence in CFC journey.</p> <p>Improvement in levels of engagement and participation of previously marginalised groups against baseline</p> <p>Increase in good practice examples of</p>	<p>Child Friendly mechanisms for participation are embedded in range of ACC activity.</p> <p>Further increase in levels of engagement and participation of marginalised groups of children.</p> <p>Shared ownership in participation network is evident.</p>		<p>Increase in marginalised children reporting meaningful participation</p>

	Network of key participation staff is established.	participation against baseline is produced Toolkit developed collaboratively	participation being shared amongst the network.			
MoV	Situational analysis of current opportunities Baseline data established for marginalised groups Network directory	Training logs and evaluations. Participation plan produced Youth Engagement Toolkit	Catalogue of Child Friendly materials and content is available that demonstrates CYP involvement and scrutiny throughout the CFC process. Participation data comparative to baseline Case studies of improved participation including from marginalised groups. Repository of good practice examples	CYP participation identified and named in range of ACC documents / plans. Participation data & case studies over time. Network meeting notes and comms.		Participation data and case studies over time

Summary Assumptions	That staff are freed up to attend networks and learn from each other.
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Place						
<p>If the below outcomes are successful, then children and young people across the city will feel empowered to take part in the production of key urban planning documents and will understand the importance of these documents in shaping communities both now and in the future. Children and young people will also have their voices heard during the development of civic design projects and programmes.</p>						
	Some Activities/Outputs	Meaningful Activities/Outputs	Significant Activities/Outputs	Sustainable Purpose	Outcome	Cumulative Impact
Workforce development	<p>Identify those working in strategic place planning to be trained in CRBA within workforce development plan. Design guidance as part of the workforce development plan.</p> <p>Identify relevant upcoming plans and outline how views of</p>	<p>Workforce development plan is implemented and identified cohorts of colleagues are trained in taking a CRBA during design, development and provision.</p> <p>Implementation of effective and meaningful engagement with CYP</p>	<p>Technical Officers create opportunities for effective and meaningful engagement with children and young people as part of city Master Planning.</p> <p>Child-friendly, accessible version of identified plans to be produced once plans finalised.</p>	<p>Training plans are kept up to date as new officers join the council and children and young people are routinely supported to directly influence planning.</p> <p>Future local plans include meaningful engagement with CYP, use of CRIAs and child-</p>	<p>Urban planning services apply a child rights-based approach (CRBA) to design, development, and provision.</p> <p>Children and young people inform local</p>	<p>75% of technical urban planning workforce trained in CRBA</p>

<p>Local plans are informed by children and young people</p> <p>Children and young people understand how they can influence local plans</p>	<p>children and young people will be sought.</p> <p>Identify schemes and opportunities for CYP to influence and develop a child friendly version of the place standard tool.</p>	<p>across identified plans and a CRIA conducted on each of these plans.</p> <p>Implement use of child-friendly place standard tool when engaging with CYP on identified schemes.</p>	<p>Evaluate and amend use of CF place standard tool and other engagement with CYP based on feedback during implementation.</p>	<p>friendly versions as standard.</p> <p>Use of child-friendly place standard tool (or amended version) mainstreamed into practice for relevant plans.</p>	<p>plans regarding place.</p> <p>Local plans and policies focussing on improving air quality, road safety, and making the community more pedestrian and cycle friendly for children and young people are clearly influenced by CYP.</p>	<p>Increase in number of plans being influenced by CYP.</p> <p>Percentage of plans and policies reflect collaboration with CYP.</p>
<p>IMPACT</p>	<p>Workforce development plan produced.</p>	<p>35% of identified workforce trained in CRBA.</p> <p>CRIAs completed for identified plans.</p>	<p>75% of identified workforce trained in CRBA.</p> <p>Child-friendly version of plans produced.</p>	<p>Training levels remain consistent over time despite Officer progression / turnover.</p> <p>Mechanisms for participation, use of CRIA and creation of</p>		

	<p>Upcoming local plans and range of ways to engage CYP identified.</p> <p>Schemes and opportunities identified and child-friendly place standard tool produced.</p>	<p>Child-friendly place standard tool used.</p>	<p>Use of Child-friendly place standard tool has been amended.</p>	<p>child-friendly version of plans are embedded in strategies for new local plans.</p> <p>Reporting on key local plans will include the outcomes of engagement undertaken with CYP.</p>		
<p>MoV</p>	<p>Workforce development plan.</p> <p>Participation plan.</p>	<p>Training logs.</p> <p>Records of participation by CYP and completed CRIAs.</p>	<p>Training logs and cases studies.</p> <p>Child-friendly plans.</p>	<p>Training logs and induction information/plans given to new officers.</p>		

	Child-friendly place standard tool.	Child-friendly place standard tool results.	Amended child-friendly place standard tool.	CYP participation data, completed CRIAs and child-friendly plans Reports on local plans.		
Summary Assumptions	<p>Staff will have the opportunity to attend training.</p> <p>Plans to meet the relevant EU/UK Gov/SG air quality objectives for NO2 and PMs will be carried out.</p>					

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services.
DATE	24 January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Children's Care and Justice Bill
REPORT NUMBER	CFS/23/023
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Graeme Simpson
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 To advise elected members on the proposals set out in the Children's Care and Justice Bill and the potential implications for Aberdeen City.

2. RECOMMENDATIONS

That the Committee:

- 2.1 Notes the intended outcomes of the Children's Care and Justice Bill and some of the implications Aberdeen City Council will need to consider upon its approval; and
- 2.2 Notes the Education & Children's Services Committee instruction for the Chief Social Work Officer to update Committee on the progress of the Bill when the outcome of the Secure Review is concluded, anticipated Autumn 2023.

3.1 CURRENT SITUATION

- 3.1.1 The Scottish Government published the Children's Care and Justice Bill in the spring of 2022, which they have since consulted on. The Bill has been developed in-line with the findings presented in The Promise, GIRFEC policy and takes account of the Scottish Government Vision and Priorities for children in conflict with the law. The questions asked during the consultation on the Bill provide a helpful insight into how the change in legislation may impact service delivery in the future.
- 3.1.2 The outcomes the Bill seeks to deliver are:
- keeping children out of formal systems where possible.
 - where formal systems are required, to ensure this is available through the age-appropriate children's hearing system;
 - where children do come into contact with the criminal justice system, ensuring approaches are trauma informed and appropriate to their age and stage of development.
 - where a child requires to be deprived of their liberty, to ensure that this only happens in age-appropriate care facilities;
 - cross-border placements should only occur in exceptional circumstances where the placements are in the best interests of the child;
 - improved protection, support and information for people who have been harmed.

3.2 Raising the Maximum Age of Referral to the Principal Reporter

- 3.2.1** A consultation held in 2021 on raising the age of referral to the Principal Reporter to include all 16 & 17 year-olds gained widespread support from consultees for the age increase. This potential change will increase access to age-appropriate supports and may prevent 16 & 17 year olds from entering the criminal justice system. In real terms this means that support would be delivered in an age-appropriate and trauma informed environment instead of through the criminal justice system.
- 3.2.2** The consultation on the Bill noted that the ethos and core principals of the hearing system will be maintained, principally that children and young people who offend, as well as those who require care and protection, should equally be considered 'children in need'. Currently when a child who has harmed others is referred to the Principal Reporter minimal information is shared with the person(s) harmed (for example, if child A had a condition not to contact child B, child B wouldn't be aware of this). However, the consultation made proposals that such conditions be shared and that non-compliance could trigger a review hearing, similar to when someone breaches a court order. This could potentially have the effect of eroding the core principles and ethos of the hearing system by reducing the protection available to the offending child and officers await the Scottish Government response to the consultation to support proactive planning in this area.
- 3.2.3** The consultation proposed a Victim Support Coordinator Role offering a point of consistent contact for victims. This role would take effect from the point of harm to conclusion of any action taken and any ongoing support needs. We know that where a child has harmed, the person harmed is often a child and that a range of supports may be put in place depending on their needs. Not all children harmed will require social work intervention and as such shouldn't be escalated into formal systems unnecessarily. The Service welcome this proposal.
- 3.2.4** The draft Bill seeks to end 'cliff edge' points where a child 'ages out' of support regardless of where needs are best met. The consultation sought views about support for young people after their 18th birthday and asked if the Children's Hearing system should be able to assess and refer young people for voluntary support from social work, or other services, post 18. Many of the proposals align with the intentions set out in Plan 21-24 and are welcomed by the Service. This potential change would have resource and service delivery implications requiring significant system change at a national and local level which will require careful planning if endorsed.

3.3 Children and Criminal Justice System

- 3.3.1** The Bill proposes changes to the traditional court setting to better meet the needs of children. There are innovations taking place across Scotland and this is an attempt to gain consistency of approach nationally. The increase in age of referral to children's reporter is expected to result in far fewer children being dealt with through court settings. However, to support the small number of children who do end up in court settings there is need to ensure that their needs are met in an appropriate, trauma responsive environment.
- 3.3.2** Deprivation of liberty should be a measure of last resort and for the shortest period possible. The Promise, Scottish Government's Youth Justice Vision and Justice Committee all agree that children should not be detained in prison settings. The

question is therefore raised about children who are currently remanded being held in secure care, regardless of offence type and a need for statutory prohibition on placing any child in a prison setting even where the child faces a significant custodial sentence. This will potentially result in a need to strengthen the duty on local authorities to deliver intensive community-based support to children and care leavers and will have considerable implications for the Service.

- 3.3.3 This Bill also considers anonymity and protection of the identity of children in conflict with the law. The consultation asks for consideration of whether anonymity should persist until the young person is 25, far beyond the current age of 18.

3.4 Secure Care

- 3.4.1 This Bill outlines changes to the regulatory landscape of secure care in Scotland. There is recognition of the need to update the definition of secure care along with proposing a new national model for considering the placement of children in secure care. Additionally, there is a question as to whether children could remain in secure care after their 18th birthday. The Bill proposes that the placement of all under 18-year-olds in a Young Offender's Institute (YOI) should end and that secure care should otherwise be used.

- 3.4.2 The proposal that children on 'remand' should be in secure care raises questions about the population of secure care, the availability of beds and who should pay for the places. Currently remands to secure care for 16 & 17-year-olds are only available to be accessed by those young people who are part of the Children's Hearing and funded by the local authority. Those placed on remand in a YOI are funded by the Scottish Government.

- 3.4.3 The above creates an inconsistent picture across Scotland with some local authorities not paying for 'remand' places in secure care for children. It also excludes access to secure care for other equally vulnerable 16/17-year-olds. The secure estate operates on a national contractual basis with spot purchasing beds as required. To reach a break even point the secure estate needs to run at 90% occupancy. This model has created an approach where it is impossible to match children to the best model of provision and fit to their needs. It has also resulted in providers 'selling' placements to other parts of the UK. This has led to children and young people from Aberdeen City being placed a distance from their home area.

- 3.4.4 Given the above the Bill seeks to address the regulatory mechanisms around the placement of children and young people from out with Scotland in secure and residential placements in Scotland. Officers await further detail on how such changes would be taken forward.

3.5 Age of criminal responsibility (ACR)

- 3.5.1 Changes to the Age of Criminal Responsibility (ACR) came into effect on 21 December 2021, increasing the age from 8 years to 12 years. The ACR Act has a built-in review period of 3 years plus a year for Scottish Ministers to review and publish a report on the impact of the change.

- 3.5.2 The evidence for a further increase, to 14 years, has already been gathered to bring Scotland in line with most of Europe. The review period means that this can't happen for some time. The Bill proposes a shorter review period to allow for earlier consideration of this further change.

3.6 Summary

3.6.1 The Children’s Care and Justice Bill is a welcome step toward ensuring children in justice systems are supported in the most appropriate, child centred way. The Bill continues to be considered within the Scottish Parliamentary process and is likely to be subject to some revision with the Final Bill expected to be presented in 2023. The Bill has significant local implications including:

- the systems we have in place for 16 & 17 year olds, particularly those who have not had recent care experience and who enter the Criminal Justice System;
- the role of Children’s Social Work being legitimately accepted as recognising that childhood does not stop at 16 years;
- the skills and approaches which need to be factored into both the Children and Justice Social Work workforce to ensure the intentions of these outline proposals can be fully realised.

4. FINANCIAL IMPLICATIONS

4.1 There are no financial implications arising out of this report. As noted the Bill, when enacted, will have significant financial implications for the Local Authority however until the Bill is approved it is not possible to say with certainty what this will be.

5. LEGAL IMPLICATIONS

5.1 There are no legal implications arising from this report.

6. ENVIRONMENTAL IMPLICATIONS

6.1 There are no environmental implications arising from this report.

7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic Risk	No significant related risks.	L	n/a	Yes
Compliance	Failure to comply with our statutory duties risks undermining the Council and social work service.	L	Managers across Children’s Social Work are aware of the legislative proposals and further guidance and support will be provided prior to implementation to ensure compliance	Yes
Operational	Compliance with the statutory framework provides assurance	L	Leadership supports compliance with	Yes

	to the young person, their family and to social work staff that the use of secure care must always be considered as a last resort.		the statutory duties Council needs to deliver on ensuring participation and engagement with young people in their planning within a risk informed approach.	
Financial	No significant related financial risks from this report. However implementation of the Bill will have clear implications.	L	At this point it is unclear what resources will accompany the Bill to support its implementation.	Yes
Reputational	Failure to comply with our statutory duties risks undermining the reputation of the Council.	L	Independent inspection of Children's Services continues to evidence strong compliance with our statutory duties.	Yes
Environment / Climate	n/a		n/a	Yes

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Policy Statement	<p>Ensuring the effective planning for children and young people for whom secure care might be considered has a direct relevance to the delivery of the following statements contained within the Partnership Agreement:</p> <ol style="list-style-type: none"> 1. Ensure local education services identify young people with mental health problems and help them get early support and help, where appropriate, to transfer to adult services. 2. 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. 3. Continue to seek to support young people to receive care in Aberdeen, through fostering, adoption and other services and seek to reduce "out of authority" placements. 4. Commit to closing the attainment gap in education while working with partners across the city. 5. 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.

Aberdeen City Local Outcome Improvement Plan	
Prosperous People Stretch Outcomes	<p>Ensuring the effective plan for 16 & 17 year-olds for whom secure care might be considered is relevant:</p> <p>5. 90% of children and young people will report that they feel mentally well by 2026.</p> <p>6. 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</p> <p>7. 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p> <p>8. 25% fewer young people (under 18) charged with an offence by 2026.</p>
Regional and City Strategies	Ensuring the effective planning for 16 & 17 year olds for whom secure care might be considered is relevant to Aberdeen City Council Delivery Plan, the Local Outcome Improvement Plan, and the Children's Services Plan.
UK and Scottish Legislative and Policy Programmes	Ensuring the effective planning for 16 & 17 year old young people whose behaviour has brought them into conflict with the Law supports the Scottish Government's commitment to #KeepthePromise. This wide ranging and ambitious programme impacts on a range of statutory duties on the Council in relation to vulnerable and care experienced children including those contained in the Children(Scotland) Act 1995, Children's Hearings (Scotland) Act 2011, Children & Young People (Scotland) Act 2014, Child Poverty (Scotland) Act 2017 and Children (Scotland) Act 2020.

9. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	This report provides members with an appreciation of the outcomes the Care and Justice Bill seeks to deliver. Until the Bill has completed its passage through Parliament it is not possible to determine the impact of the new duties and powers that Aberdeen City Council will be required to deliver. As such a full Equality and Human Rights Impact Assessment does not require to be completed.
Data Protection Impact Assessment	Not required.

10. BACKGROUND PAPERS

None

11. REPORT AUTHOR CONTACT DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	24 January 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Implementation of D365/Replacement of Carefirst
REPORT NUMBER	CFS/23/034
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Graeme Simpson
TERMS OF REFERENCE	2.1

1. PURPOSE OF REPORT

- 1.1 To advise elected members on the successful implementation of D365 as the new client management system and replacement of Carefirst.

2. RECOMMENDATION

That the Committee:-

- 2.1 Note the report and recognise the contribution and commitment of social work staff from across all functions, in addition to that of staff from the Finance, Digital and Technology, Data and Insights and People and Organisational Development clusters to the successful delivery of Dynamics 365 (D365); and
- 2.2 Instruct the Chief Social Work Officer to progress conversations with partners, to see if D365 can be a platform that can deliver integrated multi-agency chronologies.

3.1 CURRENT SITUATION

- 3.1.1 In November 1999 Aberdeen City Council moved to adopting Carefirst as its data system to hold and retain electronic client records. In the subsequent twenty-three years the system functionality evolved and expanded adapting to changing legislative and policy duties, new reporting requirements as well as new ways of working. By 2017 it was recognised that the Carefirst system was fast coming to the point where it could not continue to be developed to meet operational requirements.
- 3.1.2 In September 2018 the Strategic Commissioning Committee gave approval for the Council to work with its digital partner to develop a new system that would better serve the needs of social work going forward.
- 3.1.3 The case for change:
- Staff were increasingly reporting frustration in relation to the functionality and limitations of Carefirst.

- As a consequence, and by necessity the limitations of the Carefirst system meant a significant percentage of data around our clients and service planning was outside of Carefirst
- The Carefirst system had become cumbersome to operate (staff describing it as clunky), and it did not operate in an intuitive manner
- Staff were unable to access the system off-line limiting the flexibility of working practices and requiring double entry for staff.
- Structure of Carefirst was a barrier to cross service working, not able to link to other key systems.

3.1.4 The replacement of Carefirst presented an opportunity to further develop the Council's approach to being data led, adopting a corporate approach to customer case management. Enabling

- A clear understanding of how current line of business customer systems are used and exploring alternative enabling technologies to drive modernisation and transformation
- A platform for the future delivery of customer applications, including the capabilities and benefits of a unified, integrated solution and maximising investment and driving better outcomes.

3.1.5 The Council's partnership with Microsoft provided the opportunity to work with stakeholders and system users to modernise and transform our social work data system using Microsoft technologies. In 2019 Microsoft were commissioned to help us implement **Dynamics 365** (D365) across all social work functions.

3.1.6 The information held within Carefirst is some of the most sensitive data held by the Council. The security of this data had to be at the forefront of the planning as we developed and transitioned to our new D365 system. As noted in Figure 1 the system holds the records of in excess of 200,000 individuals of whom approximately 10% are active cases at any one time. In addition, the system as well as being integral to the work of social workers is a key platform that serves the activities of several other Council clusters. For example, it is critical to the financial planning and forecasting duties of the Chief Finance Officer as well as the statutory reporting overseen by the Chief Officer for Data & Insights. It is also critical to the delivery of services situated within the Health & Social Care Partnership.

Figure 1

Social Work and Care in Aberdeen



400 + ACC Staff
Social work
Data & Insights
D&T
Finance



1600 + Business Users
ACC Social work Admin
staff
Bon accord Care
NHS
Foster Parents



At any given time Current Service Users 20,000 +
In total 206,000 records for Adult & Children's
Service affected users across Aberdeen City over
20 Years

3.1.7 Although noting and capitalising on the cross-cutting functionality, first and foremost the development of D365 was to build a data system that more effectively met the needs of social work and social workers. Consequently, the voice and needs of those who would use the D365 system was critical to its design and build. In essence D365 is a system designed by social workers for social workers.

3.1.8 While social workers had the subject matter expertise the development of D365 was a true multi cluster and multi partner project. The technical skills and expertise of Microsoft and Hitachi along with the connectedness of colleagues from the Finance, Digital and Technology, Data and Insights and People and Organisation clusters was absolutely critical to ensuring the successful delivery of the D365 system.

3.1.9 At the outset of the D365 project social work staff identified a number of key priorities for the new system to deliver. These included:

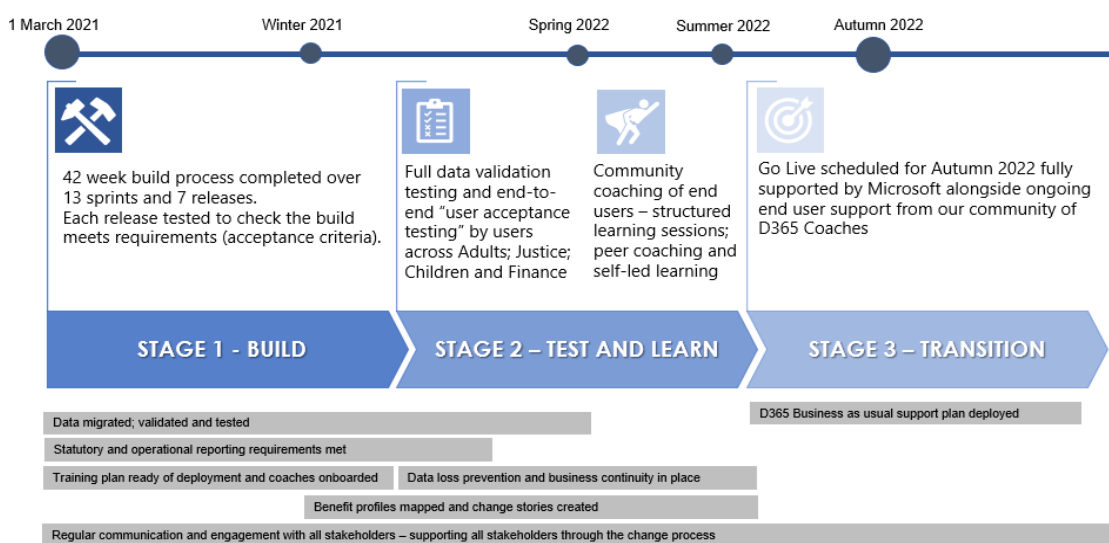
<p>Save Time & Effort/Reduced Bureaucracy</p> <ul style="list-style-type: none"> • No need for hard copy templates • No need for written notes • No need for system re-keying • No need for email notifications 	<p>Work from anywhere</p> <ul style="list-style-type: none"> • Access & update information on the go • No need to return to the office to update the data system
<p>Better data, easier to input, easier to analyse</p> <ul style="list-style-type: none"> • More meaningful reporting capability • Spot patterns, trends and areas of concern • Deliver more responsive intervention 	<p>Collaboration</p> <ul style="list-style-type: none"> • More consistency in ways of working, across all areas of social work/social care • Improved processes
<p>Clear view of client</p> <ul style="list-style-type: none"> • Build picture of an individual's contact with the council • See who else is working on a client's case 	<p>Improved management</p> <ul style="list-style-type: none"> • Easier performance reviews • Improved case load allocation • View of every interaction in the system • Fully auditable and traceable

3.2 Project Timeline

3.2.1 The decision to develop the D365 system was made prior to the COVID pandemic. In 2019 staff from Microsoft and Hitachi came to Aberdeen to engage with social work staff to understand their needs and to develop a scope for the build. It was always planned that the detailed specification and the build itself would be undertaken largely on an in-person basis. However, the pandemic meant this had to shift to being undertaken on an online basis. Figure 2 below, sets out the timeline of the build, the entirety of this delivered via online workshops and engagement.

Figure 2

Project Timeline



3.2.2 The COVID pandemic has had a huge impact on social work and social workers. As well as having to contend with the demands imposed by and arriving out of the pandemic, staff from across the spectrum of social work services needed to come together to ensure the totality of our needs were understood and factored into the build. The build having been completed those same staff needed to test the system to ensure it delivered what was required.

3.2.3 The commitment shown by social work staff cannot be understated. However, the prize of having a system that better reflected their needs and the key priorities noted above was recognised by all and served to ensure continuing momentum with minimal delays.

3.2.4 Engagement with the workforce has been critical throughout the build. This engagement was led by colleagues from People & Organisation. Via this staff identified their preferred learning styles. Overwhelmingly being able to learn on the job was identified as a strong preference. In response to this a small army of coaches from across all aspects of the social work service were trained on the functionality of the system and then empowered to support their colleagues to learn and develop the knowledge and skills to use the system.

3.2.5 This approach has ensured we have a sustainable model to support the workforce, including new staff, to build their skills and knowledge of D365 in an increasingly self-serving approach. Our coaches are well placed to identify "fixes" on the system and work with the technical experts to resolve this in an approach that prioritises future developments.

3.2.6 D365 went live on 17 October 2022. Given the level of testing undertaken prior to Go Live the switch from Carefirst to D365 went smoothly. While, as you would expect from any large-scale data transfer, there were a number of issues flagged, none of these were assessed as being significant. Work has continued to resolve these bugs/fixes and as social work staff get to grips with the system, they are identifying usability changes that will further improve the system.

3.3 Post Go Live

- 3.3.1 Recognising that the policy and legislative landscape for social work is an ever changing one, D365 has to have the capacity to flex and adapt. Indeed, during the 'Build Phase' there were changes which now require to be reflected in the system. Microsoft and Hitachi staff have supported our Digital and Technology staff to develop the skills so we can be largely self-sufficient adapting D365 to meet our needs on a continuous and iterative basis.
- 3.3.2 The potential for D365 is only beginning to be utilised. As staff develop their confidence, skills and knowledge this will further allow for new ways of working to be explored both internally and with partners.
- 3.3.3 On a recurring basis, findings from case reviews and multi-agency inspections, have highlighted challenges in relation to the quality of multi-agency chronologies. The sharing of data in real time to allow for the professional assessments of risk and vulnerability is critical to ensuring families receive the right support at the right time. Given D365 is built utilising the tools of SharePoint, tools which all partner agencies use, there is the genuine potential for the system to be appropriately and securely opened up to enable integrated multi-agency chronologies to become a reality. This has to be done in a manner that does not compromise the safety of the data D365 holds.
- 3.3.4 The Council has demonstrated the functionality and potential of D365 to local partners. Aberdeen City's Chief Officers Group for public protection has additionally recommended that locally partners explore the potential interface options with D365 to enhance our collective data sharing capabilities. These conversations will continue to be explored and developed during 2023.
- 3.3.5 The Scottish Government as part of the planning for a National Care Service has committed to the delivery of an integrated client record. D365 ensures Aberdeen City is well placed to respond and deliver this.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications arising out of this report.

5. LEGAL IMPLICATIONS

- 5.1 There are no legal implications arising from this report.

6. ENVIRONMENTAL IMPLICATIONS

- 6.1 There are no environmental implications arising from this report.

7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic Risk	No significant related risks	N/A	N/A	N/A
Compliance	Failure to comply with our statutory duties' including securing the data of individuals risks undermining the reputation of the Council.	Managers across Children's Social Work are aware of legislative requirements and ensure compliance	L	Yes
Operational	Ensuring the effective planning for children and young people is central to the planning for all children and young people open to Children's Social Work. Having a secure and data intuitive system is critical to the assessment of risk and vulnerability enabling effective planning and intervention.	The testing of the D365 system prior to Go Live gave strong assurance it would meet our needs. There is internal capacity within the Council to support the continuous improvement and development of the D365 system.	L	Yes
Financial	No significant related financial risks from this report.	N/A	N/A	N/A
Reputational	Failure to comply with our statutory duties' including securing the data of individuals risks undermining the reputation of the Council.	The report highlights that D365 provides strong compliance with our statutory responsibilities.	L	Yes
Environment / Climate	No significant risks identified.	N/A	N/A	N/A

8. OUTCOMES

COUNCIL DELIVERY PLAN	
Impact of Report	
Aberdeen City Council Policy Statement	Ensuring the effective planning for children and young people has a direct relevance to the delivery

	<p>of the following statements contained within the Council Delivery Plan:</p> <p>4. Support the implementation of Developing the Young Workforce, seek to gain the highest level of investors in young people accreditation and ensure there is a focus on supporting pupils excel in STEM subjects.</p> <p>7. Commit to closing the attainment gap in education while working with partners across the city.</p> <p>9. Promote diversion activities for youths and adults in our city with enhanced focus on our three locality areas.</p>
Aberdeen City Local Outcome Improvement Plan	
Prosperous People Stretch Outcomes	<p>Ensuring the effective planning for children and young people for whom secure care might be considered has a direct relevance to the following stretch outcomes in the LOIP:</p> <p>4. 95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026</p> <p>5. 90% of children and young people will report that they feel mentally well by 2026.</p> <p>6. 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</p> <p>7. 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p> <p>8. 25% fewer young people (under 18) charged with an offence by 2026.</p>
Regional and City Strategies	<p>Ensuring the effective planning for children and young people is central to the planning for all children and young people open to Children's Social Work. This activity is relevant to the Aberdeen City Council Delivery Plan, the Local Outcome Improvement Plan, and the Children's Services Plan.</p>
UK and Scottish Legislative and Policy Programmes	<p>Ensuring the effective planning for children and young people is central to the planning for all children and young people open to Children's Social Work supports the Scottish Government's drive to #KeepthePromise. This wide ranging and ambitious programme impacts on a range of statutory duties on the Council in relation to vulnerable and care experienced children including those contained in the Children(Scotland) Act 1995, Children's Hearings (Scotland) Act 2011, Children & Young People</p>

	(Scotland) Act 2014, Child Poverty (Scotland) Act 2017 and Children (Scotland) Act 2020.
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9. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	This report provides members with assurance on the Council's compliance with their statutory duties relating to the retention of records for individuals open to social work does not require a full Equality and Human Rights Impact Assessment to be completed.
Data Protection Impact Assessment	Not required.
Other	Not required.

10. BACKGROUND PAPERS

None.

11. REPORT AUTHOR CONTACT DETAILS

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