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ABERDEEN
CITY COUNCIL

<u>To:</u>   Councillor Greig, <u>Convener</u>; Councillor Mennie, <u>Vice Convener</u>; Councillors Al-Samarai, Blake, Bouse, Brooks, Hazel Cameron, Grant, Lawrence, 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 May 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, 23 MAY 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

B U S I N E S S

NOTIFICATION OF URGENT BUSINESS

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

DETERMINATION OF EXEMPT BUSINESS

2.1   <u>Members are requested to determine that any exempt business be considered with the press and public excluded</u>

DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

3.1   <u>Members are requested to intimate any declarations of interest</u>

DEPUTATIONS

4.1   There are no requests for deputation at this time

MINUTE OF PREVIOUS MEETING

5.1   Minute of Meeting of 21 March 2023 - for approval (Pages 5 - 12)

5.2   Minute of Special Meeting of 30 March 2023 - for approval (Pages 13 - 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 Report - Children's and Family Services/National Improvement Framework Progress Update - COM/23/156 (Pages 23 - 62)

EDUCATION

10.1   Consultation Report: Establishment of Catchment Areas for Gaelic Medium Education - RES/23/157 (Pages 63 - 80)

10.2   Easter in the City Programme 2023 - CFS/23/139 (Pages 81 - 96)

10.3   ABZCampus - CFS/23/141 (Pages 97 - 164)

10.4   Aberdeen Computing Collaborative - CFS/23/140 (Pages 165 - 172)

10.5   Health and Wellbeing Report - CFS/23/117 (Pages 173 - 214)

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

CHILDREN'S SERVICES

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, 21 March 2023.   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, Grant, Lawrence, MacGregor, McLeod, Radley and van Sweeden. External Members:- Mrs Frances Cardno (Parent Representative - Primary Schools/ASN), Mr Michael Crawford (Parent Representative - Secondary / ASN), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative (Secondary Schools)) and Mrs Hilda Smith (Church of Scotland representative) (External Members present to article 10 only).

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.

DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

1.   The following statements of transparency were noted:-
   - in relation to items 10.1 (Integrated Children's Services Plan) and 10.2 (Early Learning and Childcare Longitudinal Study), the Vice Convener advised that her daughter attended Early Learning and Childcare (ELC) provision, and in relation to item 10.3 (Consultation Reports: Greenbrae School / Glashieburn School Catchment Areas and Walker Road School Relocation), that Greenbrae School was in her ward, however she did not consider that any of these connections amounted to an interest which would require her to withdraw from the meeting for these items; and
   - also in relation to items 10.1 and 10.2, Councillor Grant advised that he had a child and a niece who attended ELC provision, however did not consider that this amounted to an interest which would require him to withdraw from the meeting for these items.

MINUTE OF MEETING OF 24 JANUARY 2023

2.   The Committee had before it the minute of its previous meeting of 24 January 2023 for approval.

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

COMMITTEE BUSINESS PLANNER

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

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Members asked a number of questions on the planner, in relation to the Bucksburn Academy Extension Full Business Case and the Autism Strategy.

The Committee resolved:-
(i)   to request that officers provide a service update to Members outwith the meeting in relation to ParentPay;
(ii)   to agree to remove item 10 (Bucksburn Academy Extension - Full Business Case) as no report was required; and
(iii)   to otherwise note the planner.

PERFORMANCE MANAGEMENT FRAMEWORK REPORT - CHILDREN'S AND FAMILY SERVICE/NATIONAL IMPROVEMENT FRAMEWORK PROGRESS UPDATE - CFS/23/089

4.   The Committee had before it a report by the Director of Customer Services and the Interim Director of Children's and Family Services which presented the status of key performance measures relating to the Children's and Family Services function; as well as a progress update in relation to implementation of the Aberdeen City National Improvement Framework Plan 2022/23.

Members asked a number of questions on the report.

The report recommended:-
that the Committee note the report and provide comments and observations on the information contained in the report appendices.

The Committee resolved:-
to note the report.

EQUALITY OUTCOMES AND MAINSTREAMING PROGRESS REPORT - CFS/23/109

5.   The Committee had before it a report by the Director of Customer Services which provided an update on progress achieved at the end of Year 2 of Aberdeen City Council's Equality Outcomes for the year 2021- 2023.

The report recommended:-
that the Committee –
(a)   note the progress from 2021 – 2023 on the Education Equality Outcomes as detailed in the Equality Outcomes and Mainstreaming Progress Report 2021-2023;
(b)   note that the Staff Governance Committee, Anti-Poverty and Inequality Committee and Licensing Board were also due to consider the Equality Outcomes and Mainstreaming Progress Report for 2021-2023; and

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(c)   provide comments to be taken into account by the Chief Officer – Early Intervention and Community Empowerment in future reporting cycles.

The Committee resolved:-
to note the report.

INTEGRATED CHILDREN'S SERVICES PLAN - CFS/23/077

6.   The Committee had before it a report by the Interim Director Children's and Family Services which outlined the progress made in developing the statutory Integrated Children's Services Plan and sought approval to finalise, submit and then deliver against the Plan from April 2023 to March 2026.

Members asked a number of questions on the report in relation to youth work, free school meals uptake, mental health and wellbeing and work being undertaken with partner organisations.

The report recommended:-
that the Committee –
(a)   note the progress made in developing the draft Aberdeen City Integrated Children's Services Plan for 2023-26;
(ii)   delegate authority to the Interim Director Children's and Family Services to submit the Plan to the Community Planning Management Board for approval and thereafter submit the Plan to Scottish Government;
(iii)   note the refreshed Getting it Right for Every Child Operational Guidance which sits at the heart of all planning for children and families; and
(iv)   instruct the Interim Director Children's and Family Services to ensure that yearly progress reports are presented to the Education and Children's Services Committee and thereafter for approval by the Community Planning Management Board over the lifetime of the Plan.

The Committee resolved:-
(i)   in relation to the action to improve breastfeeding initiation from 20 to 30% in targeted communities (Sheddocksley, Summerhill and Mastrick) and decrease drop off at 6-8 weeks, to note that officers could include further detail around this in the next report; and
(ii)   to approve the recommendations.

EARLY LEARNING AND CHILDCARE LONGITUDINAL STUDY - CFS/23/076

7.   With reference to article 8 of the minute of its previous meeting of 24 January 2023, the Committee had before it a report by the Interim Director of Children's and Family Services which presented a proposed scope for a longitudinal evaluation of the expansion of Early Learning and Childcare.

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The report recommended:-
that the Committee –
(a)   note the preparatory work in the development of a scope; and
(b)   instruct the Interim Director of Children's and Family Services to work with the Interim Director for The Aberdeen Health Determinants Collaborative to formally commission the evaluation.

The Committee resolved:-
(i)   to approve the recommendations; and
(iii)   to request that officers keep Members informed by email in respect of any major milestones with the evaluation work.

CONSULTATION REPORTS: GREENBRAE SCHOOL / GLASHIEBURN SCHOOL CATCHMENT AREAS AND WALKER ROAD SCHOOL RELOCATION - RES/23/086

8.   The Committee had before it a report by the Director of Resources which presented the outcomes of recent statutory public consultations on proposals to make changes to the catchment areas for Greenbrae School and Glashieburn School; and on proposals to relocate Walker Road School to a new school building, and to make associated changes to the catchment areas for Walker Road School and Tullos School.

The report recommended:-
that the Committee –
(a)   agree to implement the revised alterations to the catchment areas for Greenbrae School and Glashieburn School, as defined within Map B in the consultation report at Appendix 1 of this report, with effect from 1 August 2023;
(b)   agree to relocate Walker Road School to the new school building at Tullos Circle in Torry, Aberdeen, with effect from 1 August 2023 or as soon as possible thereafter; and
(c)   agree to implement alterations to the catchment areas for Walker Road School and Tullos School, as defined within Map B in the consultation report at Appendix 2 of this report, with effect from 1 August 2023; and

The Committee resolved:-
(i)   to approve the recommendations; and
(ii)   to note that officers would liaise with the Road Safety Team to ascertain if any data was available to circulate to Members in relation to whether there were specific distances from schools where children would walk / cycle or would be more likely to be transported by car.

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2022 EDUCATION CLIMATE CHANGE REPORT - CFS/23/084

9.   The Committee had before it a report by the Interim Director of Children's and Family Services which provided an update on some of the key events which had taken place in schools to educate children and young people about Climate Change and the drive towards Net Zero during 2022. The report further highlighted the ideas and solutions provided by children and young people, including the proposals that had originated from the Youth Climate Change Group for the allocation of their £150,000 of funding.

The report recommended:-
that the Committee –
(a)   note the summary of key Climate Change highlights that took place in schools to educate children and young people about Climate Change and the drive towards Net Zero since 2021;
(b)   note the plans for a further event for secondary pupils organised by the Youth Climate Change President and Vice presidents to help shape city approach to Net Zero and Climate Change;
(c)   instruct the Chief Officer - Education to support the process of appointing a new Youth Climate Change President and Vice Presidents for session 2023-2024 to allow the work that has begun in 2022 to continue; and
(d)   instruct the Chief Officer - Education to report back on progress in one calendar year.

The Committee resolved:-
(i)   to thank Charles Turner and the other members of the Pupil Climate Change Group for their work to date on the various climate change initiatives;
(ii)   to request that the report back include further detail about the work of the various eco-groups in schools;
(iii)   to note that officers would circulate information to Members outwith the meeting on the comprehensive waste strategy in schools; and
(iv)   to approve the recommendations.

INSPECTION REPORTING - CFS/23/087

10.   The Committee had before it a report by the Interim Director of Children's and Family Services which provided an update on 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 January 2023.

The report recommended:-
that the Committee –
(a)   note the content of the report; and

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(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.

The Committee resolved:-
(i)   to note that officers would provide an update to Members outwith the meeting in relation to when the indoor door alarm system at Kingsford School was to be fitted; and
(ii)   to approve the recommendations.

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

CHILD PROTECTION COMMITTEE (CPC) ANNUAL REPORT - CFS/23/088

11.   The Committee had before it a report by the Interim Director of Children's and Family Services which presented the Aberdeen City Child Protection Committee's (CPC) Annual Report 2021-22 to provide Members with assurance that the work of the CPC was effectively helping reduce risks to children and young people.

The report recommended:-
that the Committee –
(a)   note the content of the CPC's Annual Report 2021-22, including the Child Protection Programme 2021-2024; and
(b)   instruct the Chief Social Work Officer to provide Committee with a further report in 2024 detailing the continuing impact and effectiveness of partnership work in relation to child protection.

The Committee resolved:-
(i)   to note that the Chief Social Work Officer would organise a briefing session for Members on the work of the Child Protection Committee and any other areas of child protection that Members would find helpful; and
(ii)   to approve the recommendations.

INSPECTION REPORTING – INSPECTION OF REGULATORY CARE SERVICES - CFS/23/083

12.   The Committee had before it a report by the Interim Director of Children's and Family Services to provide assurance to Elected Members on the quality of care provided by Aberdeen City Council's regulatory care services following inspections undertaken by the Care Inspectorate.

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The report recommended:-
that the Committee –
(a)   note the findings of the most recent inspections of Aberdeen City's Fostering Service, Adoption Service, Kingsfield Children's Home, Marchburn Road Children's Home and Gilbert Road Children's Home; and
(b)   instruct the Chief Officer – Integrated Children's and Family Services to bring an updated report to Committee in March 2024.

The Committee resolved:-
to approve the recommendations.
-    **COUNCILLOR MARTIN GREIG, Convener**

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SPECIAL EDUCATION AND CHILDREN'S SERVICES COMMITTEE

ABERDEEN, 30 March 2023. Minute of Special Meeting of the EDUCATION AND CHILDREN'S SERVICES COMMITTEE. Present:- Councillor Greig, Convener; Councillor Mennie, Vice-Convener; and Councillors Blake, Bouse, Brooks, Hazel Cameron, Crockett (as substitute for Councillor Lawrence), Farquhar (as substitute for Councillor McLeod), Graham (as substitute for Councillor Grant), MacGregor, Nicoll (as substitute for Councillor Al-Samarai), Radley and van Sweeden. External Members:- Mrs Frances Cardno (Parent Representative - Primary Schools/ASN), Mr Mike Paul (Teacher Representative (Secondary Schools)), Mr Madhav Regmi (Third Religious Representative) and Miss Pamela Scott (Teacher Representative - Primary Schools).

The agenda and report associated with this minute can be viewed here.

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

DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

1.   There were no declarations of interest nor transparency statements made.

NORTHFIELD ACADEMY INSPECTION - CFS/23/115

2.   The Committee had before it a report by the Interim Director of Children's and Family Services which shared the outcome of a recent inspection by His Majesty's Inspectorate of Education (HMIe) of Northfield Academy and details the work undertaken to secure improvement to date, and proposed improvement activity to support the school to move forward positively.

The Committee heard that a large pool of expertise had been brought together to support the school, known as the Tactical Team. Members then received a presentation from the Tactical Team leads, setting out the direction of travel and the action plan, which had been designed with young people at its heart.

Members asked a number of questions of officers in relation to the plan, including the study visit to XP in Doncaster; the various projects being taken forward with the children and young people of Northfield; the current staffing position at the school; the communication and engagement plan; and the proposed new model for S1 pupils.

The report recommended:-
that the Committee –
(a)   approve the workplan contained in Appendix A as the Council's official response to the HMIe inspection report on Northfield Academy;
(b)   approve the governance framework available in Appendix B;

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30 March 2023

(c)   instruct the Interim Director Children's and Family Services to implement the governance framework, including the establishment of an Advisory Group, to help drive improvements in the longer term;

(d)   instruct the Chief Officer - Education to oversee the Tactical Team in their support of school improvement at Northfield Academy against the Core Quality Indicators;

(e)   instruct the Chief Officer - Education to provide progress updates every two committee cycles through established Inspection reporting and include the outcome of any on-going engagement with Education Scotland including the conclusions from their return visit in 6 months and 18 months;

(f)   instruct the Head Teacher to routinely report progress to parents/carers and young people; and

(g)   instruct the Chief Officer - Education to amend quality improvement arrangements for secondary schools to mitigate risk.

The Committee resolved:-

(i)   to acknowledge that there had been failings on multiple levels over a number of years which had contributed to the challenges outlined in the Northfield Academy inspection report;

(ii)   to express thanks to education staff for their dedication to delivering in an often challenging environment; and express the Committee's confidence in the tactical team and staff to deliver sustainable improvements for the school;

(iii)   to underline the Committee's solidarity with the parent council, pupils, and community of Northfield;

(iv)   to acknowledge that delivering the highest quality of education for the children and young people of Northfield was paramount, whilst ensuring that their wellbeing and individual needs were being considered and met consistently through a nurturing and empowering approach; and

(v)   to otherwise approve the recommendations contained in the report.

- COUNCILLOR MARTIN GREIG, <u>Convener</u>

	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

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.

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
23 May 2023								
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		
Aberdeen Computing Collaborative	To present the progress and next steps of the Aberdeen Computing Collaborative		Charlie Love	Education	Children's and Family Services	1.1.1		
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		
Naming of New School Building in Torry	To endorse the new school name		Caroline Johnstone	Education	Children's and Family Services	1.1.1		
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		
Northfield Advisory Group	To provide an update on the progress made in establishing the Advisory Group		Eleanor Sheppard	Education	Children's and Family Services	1.1.1. 1.1.6		
Easter in the City	E&CS 24/01/23 - to instruct the Chief Education Officer to report to Committee on the impact of the Easter 2023 programme following delivery		Sharon Skene	Education	Children's and Family Services	1.1.1		
ABZCampus	To update on progress made to date in establishing ABZ Campus in order to broaden the senior phase curriculum and align it with growth and volume sector industries.		Mark Jones	Education	Children's and Family Services	1.1.2		
Corporate Parenting Annual Report	To present the Corporate Parenting Annual Report for assurance		Amy Evans	Integrated Children's and Family Services	Children's and Family Services	2.1		
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 24/01/23 - to instruct 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 | | Shona Milne | Education | Children's and Family Services | 1.1.6 | | |
| 4 July 2023 | | | | | | | | |
| 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 | D | Delayed as definitve timescale awaited as to when guidance on stretch aims will be ready |

	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
	A	B	C	D	E	F	G	H	I
16	Kinship Care Service Planning	To provide an update		Isabel McDonnell	Integrated Children's and Family Services	Children's and Family Services	2.1		
17	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		
18	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		
19	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		
20	Family Support Model / Whole Family Wellbeing Fund	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. 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		Graeme Simpson	Education / ICFS	Children's and Family Services	1.1.1. / 2.1		
21	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		
22	Quality Improvement Framework	To report on the refresh of the Framework		Shona Milne	Education	Children's and Family Services	TBC		
23	Anti-Bullying Policy	To present the updated Anti-bullying policy for approval		Mark Hearns	Education	Children's and Family Services	1.1.5		
24	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		
25	Free School Meals Annual Update	EOD Committee 19/04/18 - to instruct the Chief Officer - Early Intervention and Community Empowerment to bring a report to Committee prior to the close of each school year (a) detailing the numbers registered for and taking free school meals by school and (b) assessing the progress made by implementing the new workstreams and detailing any required adjustments for the following school year		Paul Tytler	Early Intervention and Community Empowerment	Customer	1.1.1		

	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
	A	B	C	D	E	F	G	H	I
26	**12 September 2023**								
27	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 will also cover the yearly self evaluation.		Eleanor Sheppard	Education	Children's and Family Services	1.1.1		
28	Annual Committee Effectiveness Report	To present the annual effectiveness report		Eleanor Sheppard / Graeme Simpson	Operations / Customer	Operations / Customer	GD 8.5		
29	Children's Hearing System Review	To provide an update on the review		Graeme Simpson	Integrated Children's and Family Services	Children's and Family Services	TBC		
30	School Estate Plan Annual Update	EODC 08/09/22 - to instruct the Chief Officer - Corporate Landlord to present an annual update to the School Estate Plan to the Education and Children's Services Committee, commencing from September 2023, to report on progress with the agreed actions and to update these as appropriate, in light of the most recently available data.		Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
31	Northfield ASG Primary Schools Excess Capacity - Outline Business Case (Rec N2)	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 number of primary schools in the Northfield ASG, in order to minimise excess pupil capacity, and to report back to the Education and Children's Services Committee with recommendations as appropriate. E&CS 08/11/22 - 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.		Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
32	Oldmachar ASG Primary Schools Excess Capacity - Outline Business Case (Rec O3)	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 number of primary schools in the Oldmachar ASG, in order to minimise potential excess pupil capacity, and to report back to the Education and Children's Services Committee as appropriate. E&CS 08/11/22 - 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.		Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		

	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
33	Music Service Update	EODC 08/09/22 - to instruct the Chief Officer – Education to evaluate the quality and provision of music across the city and report the findings to Committee within one calendar year; to include details of the digital offering; how it could help to develop engagement and musicality in children; how much movement there had been from traditional learning to digital learning; and to request that officers engage with children and young people on how much the use of Google Classroom between physical lessons had helped with retention and levels of engagement		Shona Milne	Education	Children's and Family Services	1.1.1		
34	Autism Strategy and Action Plan	ODC 17/01/19 - To instruct that annual reports be submitted on the progress of implementation of the Action Plan. Reported 5 March 2020 and will then be annually, however 2021 was delayed to May due to pandemic impact. Was reported to ODC on 31 August 2022, thereafter annually		Jenny Rae	Health and Social Care Partnership	Health and Social Care Partnership	GD 7.1		
35	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		
36	Children's Social Work Statistics	ODC 31/08/22 - to instruct the Chief Officer – Integrated Children's and Family Services, to report annually to the relevant Committee, sharing the published Children's Social Work Statistics, Scotland and providing a comparison with performance in Aberdeen City.		Graeme Simpson	Integrated Children's and Family Services	Operations	2.3		
37	National Delivery Framework for School Age Children	EC&S 24/01/23 - to instruct the Chief Education Officer to report on the National Delivery Framework for School Age Childcare and local delivery plans in 2023		Louise Beaton	Education	Integrated Children's and Family Services	1.1.1		
38	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		
39	Accessibility Plan	EOD Committee 17/09/20 - to instruct the Chief Education Officer to review the impact of the plan in three years' time		Eleanor Sheppard	Education	Children's and Family Services	1.1.5		
40	**21 November 2023**								
41	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		
42	Chief Social Work Officer Annual Report	To present the Chief Social Work Officer annual report.		Graeme Simpson	Integrated Children's and Family Services	Children's and Family Services	2.5		
43	Keeping the Promise - Plan 21-24	E&CS 08/11/22 - to 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		Amy Evans	Integrated Children's and Family Services	Children's and Family Services	2.1		
44	Secure Care Pathway Review Inspection	E&CS 08/11/22 - to 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 is published in Autumn 2023 and learning for Aberdeen City		Graeme Simpson	Integrated Children's and Family Services	Children's and Family Services	2.1		
45	Cluster Risk Register - Education / Integrated Children's & Family Services	To report on the cluster risk register		Eleanor Sheppard	Education	Children's and Family Services	1.1.4		
46	Health and Wellbeing Summit - progress update	E&CS 08/11/22 - to instruct the Chief Officer – Education to report on progress within one calendar year.		Gael Simpson	Education	Children's and Family Services	1.1.1		

	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
47	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		
48				**2024 / DATES TBC**					
49	Refreshed Local Authority Plan for implementation of the United Nations Convention on the Rights of the Child	E&CS 24/01/23 - to instruct 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	Date to be confirmed - dependent on date when Statutory Guidance received	Shona Milne	Education	Children's and Family Services	1.1.1		
50	Minimising Exclusion Policy	To present the revised exclusion policy for approval		Mhairi Shewan	Education	Children's and Family Services	1.1.5		
51	Music Service	E&CS 24/01/23 - to 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 to instruct the Chief Education Officer to report back on progress within one calendar year.	January 2024	Shona Milne	Education	Children's and Family Services	1.1.1		
52	Education Reform	E&CS 24/01/23 - to instruct the Chief Education Officer to update Committee on further developments within one calendar year or earlier if on-going education reform triggered a change in the current operating model	January 2024 - if required	Shona Milne	Education	Children's and Family Services	1.1.1		
53	School Estate Plan - Harlaw Academy Improvements - feasibility study	EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to identify potential future options for improving the condition and suitability of the Harlaw Academy building, and to report back to the Education and Children's Services Committee with recommendations and costs. (Rec H2)	TBC - January 2024	Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
54	School Estate Plan - Ferryhill School - feasibility study	EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study to identify potential options for improving the dining capacity, layout and ELC facilities at Ferryhill School, and to report back to the Education and Children's Services Committee with recommendations and costs. (Rec H3)	TBC - January 2024	Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
55	Evaluation of Early Learning and Childcare Service	E&CS 24/01/23 - to instruct the Director of Education & Children's Services to report back to committee in early 2024 with the outcomes of the evaluation (March 2023 report refers) and any recommendations that may need to be considered. Council Budget 01/03/23 - to instruct the Chief Officer - Education to report options to the Education and Children's Services Committee on rationalising ELC settings to match the Scottish Government Grant	Early 2024	Louise Beaton / Fiona Lawrie	Education	Children's and Family Services	1.1.1		
56	Integrated Children's Services Plan - Annual Update	E&CS 21/03/23 - to instruct the Interim Director Children's and Family Services to ensure that yearly progress reports are presented to Committee & thereafter for approval by the Community Planning Management Board over the lifetime of the Plan; and in relation to the action to improve breastfeeding initiation from 20 to 30% in targeted communities (Sheddocksley, Summerhill and Mastrick) and decrease drop off at 6-8 weeks, to note that officers could include further detail around this in the next report.	March 2024	Eleanor Sheppard	Education/ICFS	Children's and Family Services	1.1.1		

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		A	B	C	D	E	F	G	H	I
57	Education Climate Change Annual Report	E&CS 21/03/23 - to instruct the Chief Officer - Education to report back on progress in one calendar year; and to request that the report back include further detail about the work of the various eco-groups in schools	March 2024	Stuart Craig	Education	Children's and Family Services	1.1.1		
58	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		
59	Child Protection Committee (CPC) Annual Report	E&CS 21/03/23 - to instruct the Chief Social Work Officer to provide Committee with a further report in 2024 detailing the continuing impact and effectiveness of partnership work in relation to child protection.	March 2024	Amy Anderson	Integrated Children's and Family Services	Children's and Family Services	2.1		
60	Inspection Reporting – Inspection of Regulatory Care Services	E&CS 21/03/23 - to instruct the Chief Officer – Children's & Family Services to bring an updated report to Committee in March 2024.	March 2024	Graeme Simpson	Integrated Children's and Family Services	Children's and Family Services	2.2		
61	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		
62	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 E&CS 24/01/23 - to instruct the Chief Education Officer to report on the progress and outcomes of the Early Learning and Childcare Delivery Plan	June 2024	Louise Beaton	Education	Children's and Family Services	1.1.1		
63	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		
64	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		
65	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		

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	A	B	C	D	E	F	G	H	I
66	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		
67	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 Commiittee	September 2024	Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
68	Early Learning and Childcare Concession Agreements	E&CS 24/01/23 - to instruct 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.	January 2026	Louise Beaton / Fiona Lawrie	Education	Children's and Family Services			
69	School Estate - decisions from Education Operational Delivery Committee 08/09/22								
70	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		

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	23 May 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Performance Management Framework Report – Children's and Family Service/National Improvement Framework Progress Update
REPORT NUMBER	COM/23/156
DIRECTOR/INTERIM DIRECTOR	Gale Beattie/Eleanor Sheppard
CHIEF OFFICER/ 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 Council 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 Purpose

3.1   This report is to provide members with key performance measures in relation to Children's and Family Services expressed within the 2022/23 Council Delivery Plan (the Plan)

Report Structure and Content

3.2   Performance Management Framework Reporting against in-house delivery directly contributing to, or enabling delivery against, the City's Local Outcome Improvement Plan, (LOIP) has informed development of successive Council Delivery Plans, including the 2023-24.Council Delivery Plan that was agreed by Council on the 1st March 2023.

3.3   Members are asked to note that the measures reflected against in this report align those Standards and measures outlined in the 2022/23 Council Delivery Plan and Commissioning Intentions outlined at the Budget meeting of 7th March 2022.

3.4   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.

3.5   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.

3.6   Where appropriate, data capture against these Standards is 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 2023/24.

3.7   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.

:
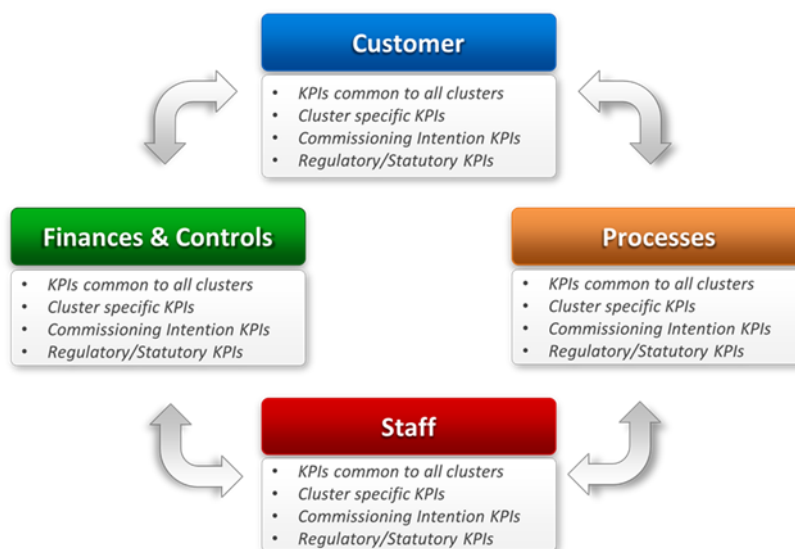
3.8   This report, in Appendix A, details operational performance measures up to the end of the fiscal year 2022- 2023 and academic year-to date information to 31st March 2023 around Service Standards and Attendance, derived from live datasets and recently published documents.

3.9   Enhanced commentary against specific metrics, where appropriate, is offered within Appendix A to reflect the year-end outcomes, although updated tracking data on attainment across the Broad General Education, from the third assessment point in May, is not yet available for inclusion within this report.

3.10   Appendix B reflects on progress against the present National Improvement Framework Plan for the City as at May 2023.

3.11   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

3.12   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	L	Yes

		Council is meeting its legal obligations in the context of Best value reporting.		
Operational	No significant operational risks.	Oversight by Elected Members of core employee health and safety/attendance data supports the Council's obligations as an employer	L	Yes
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

Council Delivery Plan	
	Impact of Report
Aberdeen City Council Partnership Agreement Improving Educational Choices	This report supports the following key Council priorities: - Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices. - Work with the city's universities, North East Scotland College and businesses to increase educational and training options and the number of care experienced young people and young people from deprived communities, going onto positive destinations, including further and higher education, vocational training and apprenticeships. - Promote the number of apprenticeships on offer through the council.

Creating Better Learning Environments	- Work to ensure that every school community provides a safe and respectful environment for young people and staff.
Caring for Young People	- 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 and those with additional support needs such as autism, developmental disorders or mental health problems. - 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.
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	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. Support 15 care experienced young people to progress to employment through public sector funded employability programmes by 2023. 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.
Prosperous People Stretch Outcomes	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

	Reduce the number of children starting P1 with an identified speech delay by 5% by 2023. 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. 100% of schools offer sustainable and equitable access to counselling for those children aged 10 and above who require it by 2022. 100% of children and young people have free access to physical activity which improves mental health and wellbeing by 2022. Increase the number of care experienced young people accessing a positive and sustained destination by 25% by 2022. Increase the number of accredited courses directly associated with growth areas by 7% by 2023. 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. Achieve UNICEF badges in: - Leadership - Culture - Communication - Place - Child Friendly Services – Participating Increase to 100% of staff working directly and indirectly with children who have received child friendly city training by 2023. Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023.
Prosperous Place Stretch Outcomes	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: Increase % of people who walk as one mode of travel by 10% by 2023. Increase % of people who cycle as one mode of travel by 2% by 2023.

	Increase community food growing in schools, communities and workplaces by 12 by 2023
Regional and City Strategies	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. 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.

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

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 – National Improvement Framework Progress Update May 2023

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%	✅	▬
Primary, secondary, and special schools will achieve an average evaluation of 'good' or better in formal evaluations of core Quality Indicators by Education Scotland **	50%	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 Council is successfully meeting all placing requests at present although Officers are increasingly unable to place children in local schools where there is no mechanism to increase provision due to physical resource restrictions. This is leading to some frustration for families and Officers are concerned that it will continue to be difficult to place all children from one family within one school community.   There is some expectation that placement pressures, in terms of inwards pupil migration, will continue to be experienced in Term 4, possibly at levels above the historical patterns for this final session term. Officers continue to try to mitigate these pressures based on applications made for school placements and maintain open communication with the two Higher Education Institutions to enable more effective planning.

To provide more context, between March and April survey points, an additional 106 students were added to the education system count, of which 85% were placed in Primary and ELC education, taking the overall count to 29,852 students, an increase of 1,019 school pupils and ELC placements on the figure at the comparative snapshot point in September 2022

The school roll figures, which excludes those children placed in ELC settings and has been reflected on in previous reports, has risen by 234 pupils across Term 3.(522 higher than at the formal Pupil Census point in September 2022) This represents a continuously increasing trend that has been sustained since the start of the current academic year but with some signs that the position was stabilising towards Term 3 end. Officers anticipate that by the end of this academic year, the school roll will be 10% greater than it was in 2019.

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, and previous, meetings of Committee, a number of ELC establishments are implementing recommendations arising from previous Care Inspectorate inspections. Officers provide more intensive support to ELC settings who are implementing recommendations and in almost all cases, this helps to successfully implement recommendations within agreed timescales. Appropriate action is taken when settings cannot demonstrate improvement within reasonable timescales as these settings cannot be funded to provide 1140 hours of ELC.

Inspection reporting

There has been a total of six published Education Scotland inspections over the course of the 2022-23 academic year to date, The detailed outcomes from each of these have/ or will be reported to this Committee on publication. Given the limited range and scope of inspection activity to date, the measure above is heavily influenced by the outcomes from individual inspections.

In each case, the learning and insight gained from the inspection experience serves to inform and strengthen the application of self-assessment across the Service and steer adjustments to Service and school improvement plans. There is evidence that primary schools are securing more positive evaluations through inspection and that, in keeping with nationally identified trends, there is considerable variation. Learning from recent HMIe inspections has triggered a review of quality assurance arrangements. Officers intend to present updated arrangements for the 2023/24 school year to Committee in July.

A collated data suite covering outcomes from both Education Scotland and Care Inspectorate regimes of all educational provision across both the fiscal and academic years will be presented within the Performance Management Framework report to the next meeting of this Committee, which will highlight (a) the combined quality assurance learning to be taken from published inspection evidence overall and (b) where this will contribute to the next iteration of Aberdeen City's National Improvement Framework. The outline data covering the 2022/23 financial year, on which the Service Statutory Performance Indicators against the inspection theme are based, indicate an improving position in respect of the % of evaluations which are rated Good or Better against the 2019/20 baseline year (prior to COVID and suspension/reductions in formal inspection activity in both subsequent years)

**This metric represents outcomes from the cycle of 'first' inspections of schools conducted by Education Scotland across the academic year and does not reflect the inspection findings resulting from follow-up activity where establishment progress against prior recommendations is assessed. Given that the overwhelming majority of the follow-up inspections will subsequently result in the raising of indicator evaluations, the measure is not wholly representative of all externally assessed quality outcomes within the academic year but offers a snapshot of evaluations at the point of publication of Education Scotland reports.

Attainment

Updated tracking data to show attainment across the Broad General Education, from the third assessment point in May, is not yet available for inclusion within this report. However, there are clear indications that the rapid increase in school roll is likely to hamper the extent to which stretch outcomes will be realised. The Service and Data and Insight colleagues are presently engaged in the substantive exercise of quantifying the potential impacts through data modelling against the most recent tranche of assessment data.

Corporate Measures – 2022-23 Cluster Level Indicators

Performance Measure	Quarter 1 2022/23	Quarter 2 2022/23	Quarter 3 2022/23	Quarter 4 2022/23	2022/23 Target	Status	Long Trend - Quarterly
	Value	Value	Value	Value			
Total No. complaints received (stage 1 and 2) - Education	30	18	29	38			⬇
% of complaints resolved within timescale (stage 1 and 2) - Education	73.3%	77.8%	86.2%	60.5%	75.0%	⚠	⬇
% of complaints with at least one point upheld (stage 1 and 2) – Education	23.3%	16.7%	17.2%	7.9%			⬆
Total No. of lessons learnt identified (stage 1 and 2) - Education	3	3	5	3			

Service Commentary

Although the Quarter 4 outcome for complaint resolution within timescale showed a dip in performance in comparison with prior 2022/23 quarters, the figure of 60.5% is only marginally below that of Q4 in the previous year.

From the monthly data pattern, the timing of the school holiday period is understood to be a contributing factor in the reduction in resolution timescales against a background of an increased number of complaints requiring to be processed. With a substantive improvement in the % of quarterly complaints which were upheld, this infers that the rise in complaint numbers in itself should not necessarily be viewed with concern at this point.

Over the course of the fiscal year, the % of complaints resolved within timescale was 73.0% which compares favourably with each of the three prior years (providing for a long-term annual improvement trend) and the corporate outcome. The proportion of complaints that were upheld in the same period fell to 15.9%, the lowest level recorded against this revised measure to date.

2. Process

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	192	151	66	41	267	243	227	190
Totals	343		107		510		417	

Source: Scottish Government Education Analytical Service. Data as of 31st March 2023

Service Commentary

In comparison with the information reported to the prior Committee, (based on the position at the end of January 2023) there has been a marginal reduction in the numbers of displaced children enrolled in city schools. As noted in the previous report, these numbers will fluctuate as families secure more long-term accommodation and migrate between local authority boundaries.

There is some evidence nationally that those children who were originally enrolled in schools within large urban areas have subsequently transitioned to neighbouring authorities as opportunities around parental/carer employment in other authorities have been taken up and/or sponsorship schemes (national or individually based) have developed. Aberdeen City remains 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 1.52% of the total school roll, (based on 2022 Pupil Census). which is proportionately greater than each of these comparators with Edinburgh now replacing Glasgow in second position and Dundee moving into third place.

Chart 1. Cluster Level Measure - National Pupil Attendance Indicator – 2022/23 Academic Year to Date

% pupil attendance

Aberdeen City	91.5%
Dundee City	89.6%
East Dunbartonshire	93.9%
Edinburgh City	91.9%
Glasgow City	90.2%
Falkirk	91.4%
North Lanarkshire	90.1%
Renfrewshire	91.3%
West Dunbartonshire	90.2%
Urban Average	91.1%
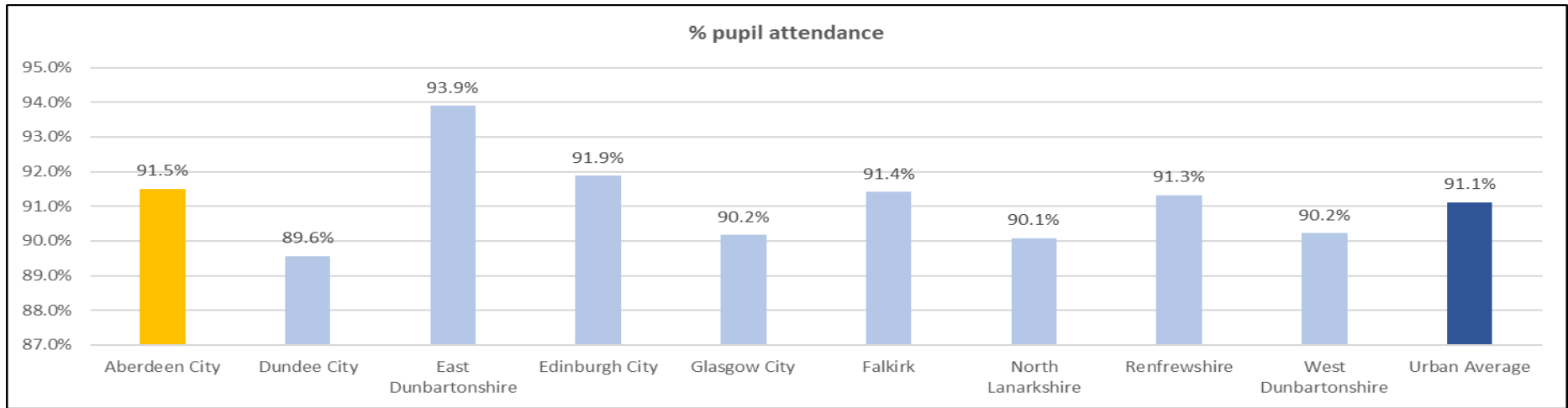
Chart 2. Cluster Level Measure - National Pupil Attendance Indicator – 2022/23 Academic Year, Term 3

% pupil attendance

Aberdeen City	91.7%
Dundee City	89.8%
East Dunbartonshire	94.3%
Edinburgh City	91.9%
Glasgow City	90.3%
Falkirk	91.5%
North Lanarkshire	90.3%
Renfrewshire	91.3%
West Dunbartonshire	90.4%
Urban Average	91.3%
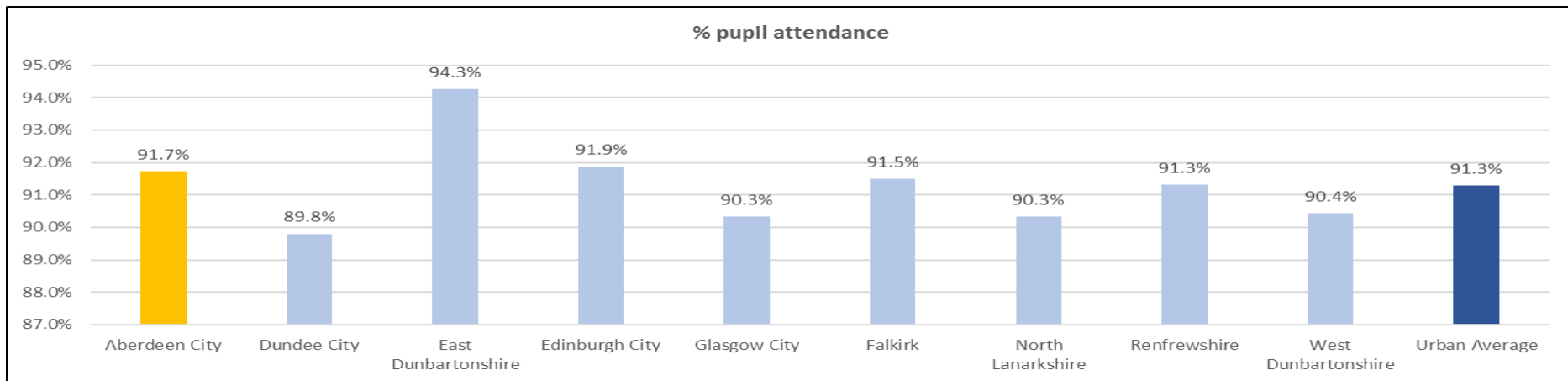
Service Commentary

Averaged school Attendance in the academic year to March 2023 (Chart 1) was above the national average (90.8%), that of most of the City's Urban Geography local authority comparators, and the Urban Average and is materially tracking the national patterns in term-to-term variations in attendance.

There was a rise in term-based attendance levels across all urban local authorities in Term 3, (Chart 2) with Aberdeen City mirroring the Urban average attendance increase with a 1.9% improvement over Term 2. This rise is duplicated across each of the nine Urban authorities with Aberdeen experiencing a slightly more pronounced increase than these comparators

The City's Term 3 outcome marginally exceeds the Urban Geography average of 91,3% and the national figure of 91.1% although Attendance continues to be monitored carefully at school and service level to evaluate the need for any additional interventions, particularly around localised variations.

These data may differ slightly from similar snapshot information provided directly through local authority management systems (see below) as a result of additional quality assurance exercises which create a lag in validation of raw data submissions

Source: Scottish Government Education Analytical Service. Data as of 31st March 2023

Cluster Level Measures – Attendance, Absence and Exclusions by Openings - Session Year to Conclusion of Term 3 (Live Data)

School Type	Attendance % Present Openings	Absence % Authorised Openings	Absence % of Unauthorised Openings	% Exclusion Openings
Nursery	94.31	3.84	1.85	0.00
Primary	91.61	6.31	2.07	0.36
Secondary	88.94	7.71	3.30	5.55
Special	86.05	11.89	2.06	0.00
All Phases	90.54	6.91	2.56	0.02

Service Commentary

Considering variations in student count between survey points, attendance levels in the academic year to conclusion of Term 3 are statistically unchanged across all phases and categories in comparison with that reported to the March meeting of this Committee which covered the academic year to February 2023.

The uplift in Nursery attendance that was noted in the prior report has been maintained although, looking across the course of the academic year, this measure tends to be more variable, which appears to be linked to the intake points relating to ELC placements.

3. Staff

Corporate Measure – 2022/23 Service Level Indicators

Performance Measure	Quarter 1 2022-23	Quarter 2 2022-23	Quarter 3 2022-23	Quarter 4 2022-23	Status	Long Trend - Quarterly
	Value	Value	Value	Value		
Establishment actual FTE – Education	3025.3	3053.41	3101.2	3122.08		⬆

Performance Measure	Quarter 1 2022-23	Quarter 2 2022-23	Quarter 3 2022-23	Quarter 4 2022-23	Status	Long Trend - Quarterly
	Value	Value	Value	Value		
H&S Employee Reportable by Cluster – Education	5	0	2	2		⬆
H&S Employee Non-Reportable by Cluster – Education *	160	116	236	281		⬇

Service Commentary

Health and Safety

Detailed scrutiny of the Council's corporate, cluster and service level health and safety data is conducted through the Staff Governance Committee, with an acknowledgement which shows that the largest number of incidents occur, and are reported, within the Education Service. These incidents often involve children/young people where a social, emotional, mental health need (SEMHN) has been identified. The meeting of the Committee on 13th March 2023 considered the data for Quarter 3 within the Corporate Health and Safety Report. Quarter 4 data is due to be considered at the meeting of the Staff Governance Committee on 26th June 2023.

Schools follow the staged intervention procedure, whereby support is accessed using school-based, community, and city-wide supports. The Health and Safety Sub-Group, with a membership of Education staff, Trade Unions and Corporate health and safety, undertakes analysis of health and safety data

generated by schools, which informs the direction of the overall workstream. This also ensures that appropriate support is made available to schools if this is required.

*There are some limitations involved in establishing long term trend patterns for Non-Reportable Incidents within Education due to (a) the variations in delivery models that applied across both of the previous fiscal periods and (b) the increased emphasis placed on accurate capture of this data as a driver of supporting interventions, which was implemented towards the end of the previous year and on which training at school level was completed in the early part of the current financial year.

Performance Measure	Quarter 1 2022/23	Quarter 2 2022/23	Quarter 3 2022/23	Quarter 4 2022/23	Quarter 4 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)	4.93	5.23	5.64	6.25	7.45	✅	⬇
Average number of working days lost due to sickness absence per FTE – Primary and Secondary Schools (12 month rolling figure at quarter end)	4.9	5.05	5.38	6	7.45	✅	⬇
Average number of working days lost due to sickness absence per FTE – Early Learning and Childcare (12 month rolling figure at quarter end)	2.77	4.09	5.5	6.8	7.45	✅	⬇

Service Commentary

Sickness absence levels across the three organisational cohorts show Quarter 4 increases which is a trend shared at Council level. Services, alongside P&O colleagues, are carefully monitoring/analysing this pattern to establish the underlying influences and reflect on additional interventions which might be introduced at both organisation/establishment levels to support staff and management to minimise absences related to illness. The outcome of this analysis will be reflected in a future report to the Staff Governance Committee.

The meeting of the SG Committee on 13th March 2022 considered corporate absence data covering the 2022 calendar year Annual Progress Update Occupational Health and Absence, along with improvement activity related to this theme. The Performance Board meeting of 11th April 2023 reviewed and agreed the proposals around improvement activity within the structure of the Absence Improvement Charter Plan submission.

From the above report, there is limited evidence that Education absence levels overall, or in terms of specific absence categories, are recorded as data outliers although there is evidence that absences related to hospital attendances, (due to hospitals returning to a more normal operating schedule following the pandemic, and addressing the backlog of operations that resulted from operations being cancelled) have increased at a corporate level which is duplicated across all Clusters and Services

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%	✅	75.3%	✅	102.35	✅

Service Commentary

Staffing costs referred to above 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, represent a marginal over-estimate of true expenditure at the point of data capture.

Children's Social Work and Child Protection

5. Customer							
Performance Measure	Quarter 1 2022/23	Quarter 2 2022/23	Quarter 3 2022/23	Quarter 4 2022/23	Status	2022/23 Target	Long Trend Quarterly
	Value	Value	Value	Value			
Total No. of Complaints received (stage 1 and 2) - Children's Social Work/Child Protection	7	7	5	13	📈		⬇️
% of Complaints resolved within timescale (stage 1 and 2) - Children's Social Work/Child Protection	71.4%	85.7%	80.0%	92.3%	✅	75%	⬆️

% of complaints with at least one point upheld (stage 1 and 2) - Children's Social Work	57.1%	0%	40.0%	15.4%	📈		⬆
Total No. of lessons learnt identified (stage 1 and 2) - Children's Social Work	0	0	0	0	📈		

Service Commentary

Across the core measures, complaints data for Children's Social Work follows a similar pattern to that of the Education Service with a quarterly rise in complaint numbers which is counter-balanced by a fall in the percentage of those being upheld, but with an improving trend in complaint resolution timescales.

The year-end patterns indicate year-on-year improvements against complaints received and upheld in comparison with 2021/22 with the proportion of complaints that are resolved within timescale, at 84.4%, being the highest figure recorded for the Service to date against this particular measure.

Service Level Standards

Performance Measure	Quarter 1 2022/23	Quarter 2 2022/23	Quarter 3 2022/23	Quarter 4 2022/23	Status	2022/23 Target	Long Trend Quarterly
	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 setting combined (%)	12.4%	12.8%	11.0%	11.65%	⚠️	9.7%	⬆
Looked After Children looked after at home (%)	17.7%	16.9%	14.6%	13.3%*	🔴	21.6%	⬇
Looked After Children looked after in Kinship (%)	21.4%	21.4%	24.7%	23.9%	🔴	33.2%	⬆
Looked After Children looked after in Foster Care (%)	45.0%	46.0%	45.1%	46.4%	🔴	33.7%	⬇

Chart 3. Number of Looked After Children and Young People

Number of Looked After Children and Young People

Chart showing Number of Looked After Children and Young People from Q1 2020/21 to Q4 2022/23:
- Q1 2020/21: 574
- Q2 2020/21: 563
- Q3 2020/21: 543
- Q4 2020/21: 544
- Q1 2021/22: 529
- Q2 2021/22: 517
- Q3 2021/22: 522
- Q4 2021/22: 531
- Q1 2022/23: 509
- Q2 2022/23: 485
- Q3 2022/23: 501
- Q4 2022/23: 489

Legend: —— Number of Looked After Children and Young People ········ Linear (Number of Looked After Children and Young People)

Service Commentary

Substantive Service Commentary around Balance of Care Service Standards metrics was offered to the January and March meetings of this Committee, and to the Operational Delivery Committee in August 2022 CUS/22/081 Performance Management Framework Report - Appendix A

Contextually, the number of Looked After Children and Young People in Aberdeen City, allowing for natural quarterly variations in case presentation and interventions which ensure that the best interests of each child are maintained, continues on a reducing (improving) trend

6. Process

Service Level Standards 2022/23

Performance Measure	Quarter 1 2022/23 Value	Quarter 2 2022/23 Value	Quarter 3 2022/23 Value	Quarter 4 2022/23 Value	Status	2022/23 Target	Long Trend Quarterly

% Child Protection joint interviews completed within 5 days	83%	100%	N/A	59%*	🔴	90%	⬇️
% Initial child protection conferences held within 28 days	95%	79%	67%	45%	🔴	80%	⬇️
% Child Protection Case Conference decisions issued to families within 24 hours	100%	100%	100%	100%	✅	90%	➖
% Child Protection Plans issued within 5 days	74%	78%	76%	70%	🔺	80%	⬇️
% Care experienced children and young people with 3 or more consecutive placements away from home in 12 months	4%	3%	2%	3%	✅	10%	⬆️
% Care experienced children and young people with a pathway plan by age 15	100%	100%	100%	100%	✅	100%	➖
% Assessments of foster carers and adopters completed within 6 months of application	17%	57%	67%	100%	✅	75%	⬆️

Service Commentary

Updating of the national Children Looked After and Child Protection benchmark tools, populated with 2022 data from the CLAS release on 25th of April 2023, is expected in due course. This data will assist in validating the locally set targets for the 2023-24 year and provide an opportunity for updating of the Service Commentary, previously offered around the measures above, in future reports.

The data highlights a dip in the % Initial child protection conferences held within 28 days. The numbers involved in this data suite are small and therefore a small shift can result in a larger percentage variation. Looking at the data further there are two primary reasons which have contributed to this dip.

This reporting period covers the Christmas/New Year period. Given public services by and large shut down over this holiday it is not possible to schedule child protection planning meetings (formerly referred to as Child Protection Case Conferences). As a consequence, 3 child protection planning meetings fell out with the 28-day timescale as a consequence which are described below:

(a) To accommodate family availability, 2 child protection planning meetings were scheduled out with the 28 days.

In both instances above the delay in scheduling the meeting was only just out with noted timescale.

(b) In one instance the timescale was missed due to operational pressures. Again, the delay was minimal with the child protection planning meeting being held just over the 28 days.

* Introduction of the D365 case management and reporting tool in late 2023, (applied for the first time across Service Standards for the full quarterly period in Quarter 4), provides for advanced categorisation of these outcome and process outputs that are, in some cases, not directly relatable to prior quarter data or original annual targets set for the 2022/23 year. On-going refinement, and adjustments to this data, enabled by the D365 tool, are captured in the renewed Service Standards for 2023/24 which will be reported to future meetings of this Committee.

7. Staff

Corporate Measure – 2022/23 Service Level Indicators

Performance Measure	Quarter 1 2022-23	Quarter 2 2022-23	Quarter 3 2022-23	Quarter 4 2022-23	Status	Long Trend - Quarterly
	Value	Value	Value	Value		
Establishment actual FTE – Children's Social Work	334.24	340.35	342.26	338.43		

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

Performance Measure	Quarter 1 2022/23	Quarter 2 2022/23	Quarter 3 2022/23	Quarter 4 2022/23	Quarter 4 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)	4.3	4.5	4.7	5.8	7.45		

Service Commentary

Sickness absence levels across the Service show Quarter 4 increases which is a trend shared at Council level. Services corporately, alongside P&O colleagues, are carefully monitoring/analysing this pattern to establish the underlying influences and reflect on additional interventions which might be introduced at both organisation/establishment levels to support staff and management to minimise absences related to illness. The outcome of this analysis will be reflected in a future report to the Staff Governance Committee.

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%	✅	75.0%	✅	100.1%	✅

Service Commentary

Staffing costs referred to above 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.

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 services will be delivered to this level on a consistent basis.

- Trend Directions: Unless stated to the contrary, Long-Term Trends are based on the average of 24 monthly, 8 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				

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

Key

Fully delivered	■
On track	■
Behind track	■
At risk	■

Excellence		
Priority identified in the NIF	**Progress**	**Narrative on progress**
Improve the leadership of change in schools 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. Enlist the help of Associate Assessors to help drive improvement at school and Local Authority level	(On track – green)	We are currently midway through the second round of Quality Improvement visits for this session. The use of trios continues to provide support and challenge from colleagues as well as central officers and there is evidence of positive impact across primary schools. The service are currently evaluating the impact of Quality Improvement approaches on inspection outcomes in order to plan the approach to be taken over school session 2023/24. Following the review of current practices undertaken in January a revised format for Standards and Quality and Improvement Plans has been issued to schools for completion. There have been 3 focused sessions led by Quality Improvement Managers and Officers for Primary Localities, focusing on the development of stronger practices in the writing of Standards & Quality Reports. This has been supported by a previous Associate Assessor. Follow up in person sessions are to be planned early in term 4 to provide Head Teachers the opportunity to work in collaboration with colleagues and develop further confidence in this area. ELC locality leads and central officers ran workshops for practitioners to share learning from recent CI inspections. Professional learning is being developed to support managers new to ELC in order to develop strong networks of support, further clarify expectations and enable the sharing of best practice across the city. ELC Quality Improvement approaches are currently under review in light of inspection findings. Secondary schools are working together to develop training and support for middle leaders as part of our readiness for inspection programme. An event for Faculty Leads will take place on 26th April with a similar event for Pastoral/Guidance teams on 5th May. Each of our secondary schools awaiting

		inspection plan to welcome peer headteachers in on a deep dive visit to support and challenge their self-evaluation.
Improve the quality of learning, teaching and assessment in schools Use of Attainment Advisor and Lead Teacher to establish greater consistency based on our agreed Learning, Teaching and Assessment Standard. Launch the Quality Assurance and Moderation QAMSO website to support city wide moderation activities		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 Lead Teacher continues to work 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. Mentoring staff to allow them to allow schools to become self-improving. Quality Assurance and Moderation Support Officers (QAMSOs) met together, face-to-face, in February and have begun planning a suite of professional learning to support the whole moderation process. This includes material which can be used by individuals as well as collaboratively within schools and ASGs (Associated School Group). A small working group continues to develop the QAMSO Learning, Teaching and Assessment website and will begin to share support materials through this site from April. Resources build on the Moderation Cycle, originally developed by Education Scotland. A new approach to delivery of professional learning has been undertaken this year with a focus on expert teachers delivering focused professional learning in response to quality improvement activity and staff feedback. 40 Grassroots Professional Learning Programme (GPLP) sessions have been delivered to date, with programmes focusing on pedagogy, support for beginning teachers, health and wellbeing and inclusive practices and numeracy curricular support. An 'Anti-Racist Ethos' series will begin on return to school in April, alongside a number of the continuing series. Feedback from these programmes has been positive; the modelling of practical ideas and guidance on resources and delivery, with hands on and active sessions delivered by experienced classroom teachers have been highlighted. Comments also reflect on the sessions allowing attendees to develop their knowledge and skills to support their learning and teaching. Work is now being undertaken to align professional learning to the core Quality Indicators more fully.
Continue to improve the quality of universal health and wellbeing supports in response to changes in need		The Quality Improvement Manager (Health & Wellbeing) will take a report through committee in May 2023 which provides an overview of the findings from the SHINE Mental Health Survey and the Physical wellbeing survey

Work with school health and wellbeing leads to audit the in school provision. Reflect on the outcome of the SHINE and health and wellbeing surveys to determine next steps. Work with the established Physical Education, Physical Activity and Sport (PEPAS) Group to increase provision of physical activity for children and young people. Continue to deliver holiday programmes in keeping with national guidance and local instructions		undertaken in November and December 2022. Following committee approval this report will be shared with the Mental Health Collaborative and the (Physical Education, Physical Activity and Sport) PEPAS group. Easter in the city took place during the school holidays. Planned activities were selected based on the needs of families and young people gathered through surveys in January. Within 24 hours of going live 75% of the offers were booked.
Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them Continue to support our Pupil Climate Change Group Establish a webpage on the ACC site to encourage engagement and participation by children and young people. Continue to work with community planning partners to become a Child Friendly City. Collaborate with children and young people to report on the extent to which ACC supports and promotes Children's Rights and set next steps. Lead the Council to ensure full compliance with the UNCRC		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. We still await publication of the statutory guidance. A working group of Head Teachers and central staff has been established to develop support materials for schools and ensure we carefully planned for the incorporation of UNCRC. The One Good Adult pilot is being further developed in partnership with Education and People & Organisation colleagues. Following the Easter break, we should be in a position to share the agreed job profile as part of our recruitment processes, and this will be shared further with the community partnerships to provide an opportunity for colleagues beyond education to use this also. The next focus of the Youth Climate Group is the allocation of the £150k towards specific local school projects. The group are keen to spend this money wisely and ensure that there has been as much consultation as possible over how the budget could be utilised most effectively to provide the greatest impact. Insight was sought from several groups and the Youth Climate Change Group have enjoyed inputs from several council areas and leaders. Insight and advice were provided from these sessions over how local projects at school level may be something that the group would wish to consider funding, as this will give that sense of ownership to children and young people in their local area.

Education, and other council services, will continue to support and promote the Youth Climate Change group. This will involve supporting them in plans to allocate funds to our schools. Importantly there will also be the need to appoint a successor to Charles Turner as Youth Climate Change President. The process for this appointment will be a major focus for Charlie Turner and members of the group in the next few months. NESCAN and Aberdeen for a Fairer World are also keen to support the selection process of this important role so that the next Youth Climate Change President can build on the work that Charlie Turner has started. The intention is to have the new Youth Climate Change President appointed in June 2023. The Youth Climate Change President was the first appointment of this kind in Scotland and demonstrates the eagerness to place the voices of children and young people at the centre of policies and decision making that will impact them in Aberdeen. Education Scotland's Learning for Sustainability team have been very interested in the appointment of Aberdeen's Youth Climate Change President and the group that they chair. Charles Turner has attended two sessions with Education Scotland where he presented to education climate change leads from across the country describing his role and the impact the Youth Climate Change group can have in Aberdeen.

Important youth climate change events are to be arranged for May 2023. These will be led by the Youth Climate Change president and the Youth Climate Change group. These events will be a presentation of the City's Net Zero strategy and the challenges that exist within these aims to several secondary schools. Young people will have the task of considering these challenges in groups and working out the options and solutions that could be followed. The events will also give pupils a greater understanding of their local area and the challenges that are being faced. They will also gain an idea of what these challenges are locally building on the global concerns that they have looked at during previous citywide youth events. It will give that local rather than global context so that pupils can look at the city strategy and help formulate solutions. Aberdeen City Council's Climate Change Plan Oversight Group, which has representation from all council departments, will be helping to facilitate these events and providing materials to support the group.

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

Support the introduction of ABZ Campus comprising an aligned set of curricular opportunities for Senior Phase young people.

The introduction of Phase 1 for ABZ Campus is well under-way, an initiative to extend pathways and develop a suite of city-wide growth sector aligned courses for young people in Aberdeen City schools.

Information on ABZ Campus courses, overview documents and how to apply are now housed through a section of the ABZ Works website (here).   There

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.

were 550 'hits' to the site on the first 'live' date and over 4,300 visits since January 2023.

Choices for our 37 new courses via an online application portal (here) went live on 17th February, with applications closing on 31st March. As at 28th March, 770 applications had been made to ABZ Campus courses through the portal, fast approaching the capacity of 970 available places.

Thanks to close collaboration with our eleven secondary schools and delivery partners (NESCOL, Aberlour Futures, Bon Accord Care, Citymoves Studio and Glamcandy), contained within the 37 courses is an increase from 9% to 23% of courses that cater for Level 4 or Level 5 compared to City Campus in 2022-23.

Once choice processes have largely completed, schools will utilise a 'clearing' system which is now possible given column alignment to ensure young people have the best possible chance of accessing their chosen course (this effectively means schools publicising available spaces in their Senior Phase courses so that these can be made available to young people in the other ACC schools). This process commences late in April and concludes before timetable change in June.

An open event is being planned for the end of May to allow young people who have been offered a place on an ABZ Campus course to visit the delivering school/organisation to test out travel and be reassured about the logistical arrangements for their welcome when courses commence.

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. These posts have largely been filled in each school, and regular meetings are in place to provide training and support.

A programme of works for Phase 2 of ABZ Campus (2024-25) has been agreed and groups will begin to meet together during May and June. These groups will be looking at extending the ABZ Campus offer in partnership with Aberdeenshire Council, looking at a pilot for a pathway for young people with ASN, investigating the creation of a twilight column to support a flexible approach to curriculum, building a quality improvement framework to support ABZ Campus and continuing to extend our course offer further with growth sector industries in mind.

Improve the delivery of Computer Science from 3-18 and beyond 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: • Upskilling current staff in digital and computer science skills • Increasing pathways into Computer Science teaching • Increasing the number of pathways (aligned with ABZ Campus)		A Scottish Technology Ecosystem Lead has been appointed to complete 32 hours of work developing resources to support Computing Science in Early Learning and Primary. These resources will be made available June with a supporting training offer. To host these materials, ACC is developing an online platform to provide on-demand access to professional learning for teaching staff. This platform will include digital badges and awards to recognise the learning and achievement of staff. Esports is gaining popularity as a tool for education. We recognise the benefits of esports in education, including promoting teamwork, problem-solving, and strategic thinking. Esports can engage learners with technology and act as a gateway to interest in computing science and the tech sector. An Esports hub is being developed at St Machar Academy, which will deliver a new National Qualification in Esports at SCQF Level 4 and 5 from August 2023, increasing the available pathways in computing science and digital. Opportunity North East have joined the Aberdeen Computing Collaborative to represent the views of the local Tech Sector industry and promote opportunities to collaborate. Opportunity North East has made a space available to the collaborative to develop as a hub for computing science activity for senior phase pupils. This space, at One Tech Hub on Schoolhill, will provide a study location for learners undertaking advanced qualifications, a potential additional esports hub, and opportunities to embed senior phase learners, with an interest in computing science and entrepreneurship, with local tech-sector start-up companies. A city-wide event is in planning for the November in-service with a focus on digital and computing science. Additionally, a formal link has been established with UHI to support training of graduates into Computing Science teaching posts. Students will be provided with placements and a base in Aberdeen City with 1 student being supported this year.

Equity

Priority identified in the NIF	Progress	Narrative on progress
Improve the quality of environments/supports for those with additional support needs Work with partners to roll out training in the Circle Framework to ensure consistent understanding, approaches and language across all agencies. 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. Work with partners to develop transition planning, including those with disability Delivery of the Accessibility Plan.		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, Educational Psychologists and Health professionals to support the role out of the resources and associated training. These partnerships are providing rich expertise to ensure the CIRCLE training and resources are impactful and consistent across our settings. The online CIRCLE Toolkits have been accessed almost 1000 times by school staff. We are beginning to see the shared vision and language of the CIRCLE Framework at school and ELC Quality Improvement Visits, where some schools are utilising the resource to consider the environments they are providing, to encourage and help learners and to support the delivery of learning and teaching. Some schools are beginning to use this to inform improvement planning. Examples of this include Aberdeen Grammar School which has considered this in line with Universal Design for Learning. They are using this alongside capturing information and learner voice to review and update Accessibility tools and identify Professional Learning for staff; Milltimber School and Braehead School using the framework to audit environments and professional learning opportunities. The ASN & Outreach Service supports learners through a quality, collective approach. The Senior Leadership Team are continuously reviewing and developing systems designed to ensure robust decision making throughout the service. Work is ongoing to further-promote consistency in the understanding of what the service offers using 'the Five Roles of Support for Learning'. This is available via the Service's new website, which was launched in 2022. By continuing to engage with/be guided by the single Service Improvement Plan and governance structure, a dedicated, consistent high-quality cross-team ethos is being cultivated. Activity undertaken in 2022-2023 enabled the Service to implement a *Quality Improvement Framework* designed to better-support self-evaluation across the whole service. The *Framework* is being used to drive the implementation of a system of collective self-evaluation of Quality Indicator 2.3, Learning, Teaching and Assessment. This is coupled with the Service's involvement in local authority Quality Improvement Visits. Evidence gathered from this is key to better understanding collective strengths and next steps, and a pilot internal professional learning calendar has been launched as a result. 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 the service can consistently track request for assistance (input) data to improved outcomes for learners, thus robustly evidencing the impact of our interventions. A new professional learning framework to help staff develop the skills they require to support children with additional support needs has been launched for all staff in the Education Service. The framework offers training at a range of levels to support our delivery of the Accessibility Plan. The Head Teacher, in conjunction with Central Officers, continues to ensure the direction of travel is aligned with the recommendations of the Morgan Review: recent self-evaluation highlights consistent and steady progress in this regard.
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 Review cases of those who are on the edge of care to inform next steps Use Service Design principles to reshape the approach taken by the Virtual School and wider Council with a focus on prevention and early intervention. Establish a pilot in two Associated Schools Group to test and improve the model. Continue to work with Further and Higher education to support those who are care experienced into positive destinations Support those least likely to secure a positive destination through a School Leavers fortnight		Governance arrangements have been established and the oversight board will meet monthly to look at strategy and interventions with all service leads. Systems have been established to track interventions, engagement and attendance. Operational teams continue to meet weekly to discuss individual young people and to identifying any specific learning to be captured. This also allows the team to review any new referrals and prioritise according to need. An amber rating remains due to the delay in establishing the full teams. Methods of evaluation are currently being considered to ensure all the outcomes are captured. Teams continue to work with children and families across both schools. The impact of the approach is currently being evaluated and will be reported to Committee in July 2023. 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.
Close the poverty related attainment gap QIOS to work with HTs to monitor the impact of Pupil Equity Funding (PEF) interventions regularly to enable agility (attendance, exclusion and attainment data for identified children and young people reviewed 3 times a year).		QIOs continue to monitor the impact of PEF interventions at QI visits and during data discussions. Significant consideration and progress has been made to systematically review and develop PEF planning and reporting. The process has included working with the Education Scotland Attainment Advisor and looking beyond the local authority for good practice. Working alongside a group of headteachers and the attainment advisor, the central

		leadership team have developed a bespoke equity tracker that aligns with updated school improvement planning. The impact of this development will be evident once the final format is shared and implemented with school leaders.
Engagement with Education Scotland		The local authority has undertaken an extensive expansion to strengthen systems and processes for data improvement. A bespoke data dashboard has been created for use within broad general education stages. This is a highly effective tool that builds upon the existing school profiles, pulling through progress and achievement tracking information. Benefits include current and live data being accessible for the central leadership team as well as school leaders. Accurate statistics can be filtered to pinpoint where the poverty-related gaps are in each SIMD quintile, school, stage and at an individual level. Professional dialogue between quality improvement officers, headteachers and practitioners is based on precise school and class profiles that allow informed decisions to be made and support to be identified.
Monitor impact of the provision of Youth Work, Family Learning to determine an agile response to supporting disadvantaged groups.		The poverty-related attainment gap, which is measured by comparing the outcomes of learners in quintile one (Q1) and quintile five (Q5), has reduced from 2020-21. The gap decreased from 28 percentage points (pp) to 21 pp in 2021-22. This demonstrates a 7-percentage point improvement and is the local authority's best performance in this measure since comparisons between Q1 and Q5 learners were introduced. This latest figure is lower than the national attainment gap by 10.8 percentage points which outlines the considerable improvements which have been made when compared to 2020-21 data.
Work with Education Scotland Attainment Adviser to target support to identified schools.		The Education Scotland Attainment Adviser has worked with an ESO to support 10 city schools' involvement with the Children and Young People's Improvement Collaborative (CYPIC) **National Improving Writing Programme** which aims to: • Improve children's writing attainment • Spread a successful QI writing programme • Equip class teachers with QI knowledge so they can understand and apply tools and techniques that have been rigorously tested and work Phase 1 schools began the process in October 2022, with Phase 2 commencing in February 2023. Phase 1 schools are already reporting encouraging progress with their first cohort.

Aberdeen City
Local Authority Aim

By June 2023, 73% of Cohort 1 learners will have achieved first level writing

(Baseline 28%)

Aberdeen city P4 cohort	Achieved first level writing
2021/2022	69%
2020/2021	66%
2018/2019	74%
2017/2018	72%
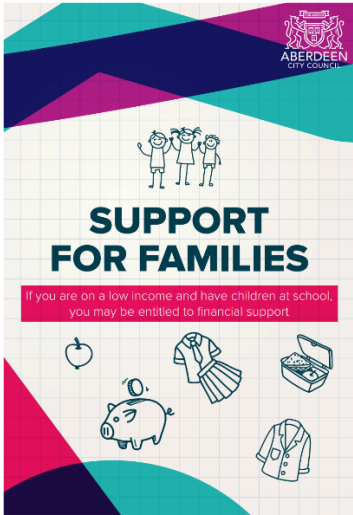
Current cohort 1 prediction is 75.5%
February 2023

Baselines & predictions

Woodside School

	Base (%)	Aim (%)	Pred (%)
P4	0	63	57
P5	42	75	69
P5	40	68	68

Quarryhill School

	Base (%)	Aim (%)	Pred (%)
P4	36	85	80
P5	55	75	70

Kingsford School

	Base (%)	Aim (%)	Pred (%)
P4	0	89	91
P5	46	69	67
P5	70	90	79

Kittybrewster School

	Base (%)	Aim (%)	Pred (%)
P4	0	80	80
P4/5	20	40	40
P4/5	50	75	75

Kirkhill School

	Base (%)	Aim (%)	Pred (%)
P4	0	72	77
P5	0	75	75

Kaimhill School

	Base (%)	Aim (%)	Pred (%)
P4	0	85	81
P4	0	80	80
P5	34	88	88
P5	84	91	97

Free music tuition continues to be available

Maximise update of free Musical Instruction Audit the cost of the school day to determine next steps Work with the Scottish Government to increase provision of Early Learning Centre (ELC) access to those who are 1 and 2 from low income households. Universal roll out of PEEP in all ELC settings		
Prevent families from experiencing poverty wherever possible Work in collaboration with others to address the root cause of poverty. This will see targeted promotions of support available through: • Money advisors • Partnership with Cfine • Continue to be responsive to the needs of refugees arriving in the city.		The Financial Inclusion Team has produced and shared a booklet giving information for families about sources of financial support, grants and benefits to which they may be entitled. This guide has been shared electronically with all families across the city. Funding was identified to print 20,000 hard copies of the booklet which have been distributed to schools and shared with families through schoolbag drops, with additional copies available to pick up in schools. Jan – March 2023 data tbc
Partnership Delivery of the Family Support Model Continue to work to shape a model of Family Support with Community Planning Partners		Work to develop a Family Support Model continues to progress. The Children's Services Plan provides the direction of travel for working with community planning partners. A new provider has been identified to build the new request for assistance form.

		A report on progress in the development of the Family Support Model will be taken to Committee in July 2023.
Review the Anti-bullying policy Details analysis of data Comprehensive study of practice nationally and internationally to inform next steps.		The output from the two schools who participated in the national thematic review. Officers have begun to gather stakeholder feedback in order to identify next steps in our local review.

Strategic enabler identified in the NIF	Progress	Narrative on progress
High quality professional learning for all Maintain an agile programme for all school staff to include opportunities for: • Probationers • Early stage teachers • Middle leaders • Senior leaders • Supply staff Re-establish subject networks. Continue to build capacity in learning, teaching and assessment outside including making use of outdoor Nurseries. Support staff to gain qualifications in order to realise career progression and promotion.		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. Digital support is offered through a STER (Scottish Technology EcoSystem Review) Implementation Lead. As Aberdeen City is a pathfinder authority with a focus on developing resources to support development of Computing Science in Broad General Education (3 to 15), the STER (Scottish Technology EcoSystem Review) Implementation Lead is responsible for development of BGE materials from Early through to Second Level which is currently ongoing. This work also will include developing new and adapting existing resources for this purpose and creating video content. Our wider CLPL (Career Long Professional Learning) offer allows for the continuation of targeted CLPL sessions from both internal and external providers, including Health and Wellbeing supports, ASN & Outreach Team sessions and a focus on middle leadership. 255 practitioners completed the four-quadrant cycle of learning city wide work with Osiris on the February in-service day. 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.

Senior and Middle Leadership development A programme for Middle Leaders to enhance their leadership skills. A focus on those aspiring to Into Headship Create a network for Middle Leaders to: • Share practice • Learn from and with each other • Engage with professional learning opportunities to improve leadership capacity		There has been 100% increase in the number of Middle Leaders applying for Education Scotland's Into Headship course for 2023-24. Into Headship is a pre-requisite for those seeking a Head Teacher's position and is designed to ensure the building of necessary knowledge, skills, understanding and confidence to lead a dynamic school community. There has been a significant increase in interest from the primary sector. Engagement in the middle leadership programmes continue to be high and colleagues are now becoming more comfortable in asking one another for help and sharing practice through our established Middle Leaders Teams Space. Middle leaders attending sessions continue to comment on the positive impact professional dialogue is having on their practice. Having the opportunity to engage in high level, facilitated discussion is building confidence and capacity. Those undertaking the Readiness for into Headship programme are actioning individual leadership plans which were created through coaching with an experienced peer HT to evaluate data from a self-reflection 360 tool. This will support individual leadership improvement in some of our most committed Middle Leaders.
Support staff health and wellbeing Respond positively to the findings of the staff health and wellbeing survey (H&WB)		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. Actions from the survey are included in the Children's Services plan.
Monitor workforce to ensure our capacity to deliver for children and families Monitor recruitment to ensure swift identification of any issues to be addressed.		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.
Continue to develop School Profiles Include tracking information collected in November, February and May.		PowerBI live tracker is operational providing schools with live data around BGE tracking at school, class and individual pupil level. Initial feedback is positive, and the tracker will be used to support data discussions with individual schools.

Provide overview of individual school targets in relation to agreed stretch aims. Continue to evaluate the use of profiles and ensure access for all.		The tracker will provide schools with individual attainment overtime in all curricular areas. Individual school targets in relation to stretch aims will be added as the data sets expand. Staff have the opportunity to provide feedback through an interactive form.
Implement improved tracking and reporting Establish common tracking system across Broad General Education (BGE) and use alongside Scottish National Standardised Assessments (SNSA) data to inform pathways for young people. Develop a range of templates for reporting in BGE at secondary. Ensure smooth transfer of tracking in all curricular areas at key transitions and in particular at P7/S1 where data will be mapped to courses in Secondary.		The provider of National Standardised Assessments (NSAs previously known as SNSAs) changed for session 2022/23. This led to a delay in being able to access historical data for all settings and therefore impacted on schools having all relevant assessment data available for future planning in the first half of the school session. Historical data was made available to schools and the central team from December 2022. Reporting templates being reviewed with a view to having consistent formats from August 2023. All data successfully transferred from Primary to Secondary and available to specified faculties.
Collaborate with partners to join data sets when beneficial to do so Monitor uptake of Early Learning Centre (ELC) provision to inform next steps and help offer top up hours to families Work in partnership with others to increase update of ELC for eligible 2s		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. The Scottish Government are in the process of rolling out a data sharing pipeline. This will ensure that LA's are aware of who may eligible and can contact families to support applications.
Increase central oversight of tracking data and PEF impact measures		Progress and achievement data for ACEL is analysed at each of the three data uplifts in November, February and May. Frequent dialogue considering data and progress takes place with individual headteachers and deputes during termly quality improvement visits and any additional support required is identified. In some primary schools, practitioner confidence is building,

Monitor tracking data in November, February and May to allow predictions in attainment at city wide level. Track PEF interventions and match to attainment to identify impact and inform future PEF spend		developing methods of predicting pupil attainment in order to ensure strong professional judgement, moderation and greater understanding of achievement of a level. The Pupil Equity Fund (PEF) tracker has been issued to schools with a view to it being adopted for session 23/24. Use of the tracker will allow central officers to have oversight of spend and impact at an authority level.
Clear expectations around the Core Quality Indicators Evaluate the impact of the Quality Improvement Framework and plan next steps.		One of our primary Associate Assessors provided professional learning workshops on effective self-evaluation for Primary Head teachers in each of the localities. The workshops were well received and will result in a more consistent and robust self-evaluation being undertaken across all schools. A logic model for creating improvement/action plans with measurable outcomes has been piloted with one of our secondary schools. This logic model starts with the context for change, describes activities and products before tying these in to measurable outcomes that will demonstrate progress and improvement. It is intended that this logic model process will form part of the SQUIP process for secondary schools for session 2023-24.
Regularly reviewed approaches to central Quality Improvement approaches Evaluate the impact of each programme of Quality improvement to determine next steps		Teams are continuing to work closely with associate assessors to ensure schools awaiting inspection are fully prepared. Current approaches are being evaluated to inform approaches for 2023/24.
Maintain approaches to collaborative improvement across the city Review impact of Trios and plan next steps		Locality leads continue to work closely with Quality Improvement Managers and Quality Improvement Officers to support improvement across locality school ELC settings. Their input during Quality Improvement visits is valued as it is strengthening the practice across early level and supporting transitions between ELC and Primary 1. 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.
Delivery of Parental Involvement and Engagement Plan Delivery of the Parental Involvement and Engagement Plan		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. An education support officer is working with a sub-committee of the APCF to ascertain PC training needs and content for Stronger Families Series for the forthcoming academic year.

		Ongoing support for parent councils has been provided with almost all schools currently sustaining a positive parent council team. Bespoke support continues to be offered where there are challenges with engagement or support for new office bearers. This is currently being supported by Education Support Officers and a Quality Improvement Manager. Several PCs have engaged in senior leadership recruitment training. A few headteachers have also attended PC engagement training. Through the Stronger Family Series, a variety of learning opportunities continue to be offered to parents and carers which have focused on online safety in December and February and vaccination information in March. Recordings are made available for those who cannot join the live event. 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. Two schools have accepted fully funded training to embed a Families Connect programme, a facilitated network for parents of pupils aged 3-6.
Delivery of neurodevelopmental pathway Establishment of pathway in keeping with the partnership plan		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 is built into a refreshed Children's Services Plan for 2023-2026.
More closely align the universal services of health and education Capitalise on opportunities for co-location and co-delivery of services for children and families		The education service and Lead Nurses have agreed to develop a collaborative learning opportunity to develop consistent understanding of service roles and responsibilities. Planning for this will begin in late April to provide a platform for stronger partnership working between school nurses, health visitors and education staff. Place2Be is now funded by NHS within 2 local primary schools and the impact of this work will be reviewed on an ongoing basis.

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	23 May 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Consultation Report: Establishment of Catchment Areas for Gaelic Medium Education
REPORT NUMBER	RES/23/157
DIRECTOR	Steve Whyte / Eleanor Sheppard
CHIEF OFFICER	Stephen Booth
REPORT AUTHOR	Andrew Jones
TERMS OF REFERENCE	1.1.1, 1.1.2

1. **PURPOSE OF REPORT**

1.1 To report to the Committee on the outcomes of a recent statutory public consultation, on the proposal to create catchment areas for the existing Gaelic Medium Education (GME) provisions at Hazlehead Academy and Gilcomstoun School.

2. **RECOMMENDATIONS**

That the Committee:-

2.1 Agrees to implement a catchment area for the existing Gaelic Medium Education provision at Hazlehead Academy, as defined within Map A in the consultation report at Appendix 1 of this report, with effect from 1 April 2024;

2.2 Agrees to implement a catchment area for the existing Gaelic Medium Education provision at Gilcomstoun School, as defined within Map B in the consultation report at Appendix 1 of this report, with effect from 1 April 2024; and

2.3 Agrees to refer the matter to the budget setting process for 2024/25, for the establishment of a budget to fund the cost of providing free school transport to the Gaelic Medium Education provisions at Hazlehead Academy and Gilcomstoun School, for those pupils eligible to receive it.

3. **CURRENT SITUATION**

3.1 Following a previous consultation on proposals to establish school catchment zones for Gaelic Medium Education provision, which was carried out in Autumn 2021, the former Education Operational Delivery Committee agreed at its meeting on 26 January 2022 to take no action on those proposals, and to instruct officers to further engage and explore all options, before reporting back to committee.

3.2   At its meeting of 8 September 2022, after considering recommendations presented as part of the finalised School Estate Plan, the Education Operational Delivery Committee instructed the Chief Officer – Corporate Landlord to carry out a new statutory consultation on the creation of school catchment zones for Gaelic Medium Education provision at Hazlehead Academy and Gilcomstoun School.

3.3   To fulfil this instruction, a public consultation was carried out from 16 January to 3 March 2023.

3.4   A full summary of the responses received during the consultation, along with officers' responses to the issues raised, are contained within the Consultation Report at Appendix 1. The report also contains a copy of Education Scotland's response to the proposal.

3.5   With relation to Section 9(1) of the Schools (Consultation) (Scotland) Act 2010, and having considered all of the information received during the consultation process, officers have reviewed the original proposal for establishing city wide catchment areas for the GME provision at Hazlehead Academy and Gilcomstoun School, and have concluded that the proposed catchment areas are appropriate, and that there is no reason to change them.

3.6   A decision to implement city-wide catchment areas for GME provision would mean that any children within Aberdeen City who are enrolled at the provisions at either Hazlehead Academy or Gilcomstoun School, and who live farther than a reasonable safe walking distance from their school, would be entitled to free transport to school. Reasonable safe walking distances are considered to be up to 3 miles for secondary school pupils, and up to 2 miles for primary school pupils.

3.7   The proposal for the new catchment areas included a proposed implementation date of 1st August 2023. However, upon implementation, the Council would become responsible for covering the costs of free transport for those eligible to receive it, and there is no budget provision in 2023/24 to cover these costs. It is therefore proposed that the new catchment areas are instead implemented from 1st April 2024, so that budget provision can be made from 2024/25 onwards, to cover the costs of providing free transport.

3.8   In summary, it is recommended that city-wide catchment areas for the existing GME provision at Hazlehead Academy and Gilcomstoun School, as defined within Maps A and B of the consultation report at Appendix 1, are implemented from 1 April 2024. and that the matter is referred to the budget setting process for 2024/25, so that provision can be made to cover the transport costs on an annual basis from that point forwards.

4.   FINANCIAL IMPLICATIONS

4.1   The cost of supporting free school transport for those eligible to receive it is estimated at £62,000 per year. Secondary aged pupils would be encouraged to make use of their eligibility for Young Persons' Free Bus Travel, where possible, to help minimise additional costs. As stated above, at present no budget is in

place to support these costs, so it is recommended that the matter is referred to the budget setting process for 2024/25, so that provision can be made to cover the transport costs on an annual basis from that point forwards.

5.   LEGAL IMPLICATIONS

5.1   A proposal to establish the catchment area of a school is a relevant proposal under the Schools (Consultation) (Scotland) Act 2010. The 2010 Act prescribes the procedural steps the Education Authority must take. This includes:
- preparation of a proposal paper;
- giving notice of the proposal;
- ingathering oral and written representations;
- holding a public meeting;
- providing Education Scotland with all relevant documentation;
- reviewing the proposal having regard to the representations received and Education Scotland's report; and
- thereafter publishing a consultation report containing an explanation of how it has reviewed the proposal and responding to the points raised during the consultation.

5.2   The public consultation has complied with these requirements of the 2010 Act. As the proposal does not refer to the proposed closure of any school, any decision to implement it by this Committee cannot be called in by Scottish Ministers. A complaint may be made to Scottish Ministers under section 70 of the Education (Scotland) Act 1980 where it is alleged that an Education Authority has failed to comply with obligations placed upon it by the 2010 Act. In such instances, if satisfied the Authority is in default the Scottish Ministers may make an order requiring that the statutory duty be carried out.

5.3   The Authority has a duty under section 15 of the Education (Scotland) Act 2016 to promote Gaelic Medium Education in its area so far as is reasonably practicable. In carrying out its duty of promotion an Education Authority must take reasonable steps to ensure it publicises, in such manner as it thinks appropriate, the provision in its area of Gaelic Medium Education. In carrying out its duty of support an Education Authority must:

- take reasonable steps to ensure that teachers in any class where the education is provided have such resources, training and opportunities as are reasonably necessary to adequately and effectively provide the education;
- take reasonable steps to ensure that pupils in any such class have such resources as are reasonably necessary to adequately and effectively receive and benefit from the education; and
- have regard to any guidance under section 9 of the Gaelic Language (Scotland) Act 2005.

5.4   Statutory guidance on Gaelic Education states that "Education authorities should establish catchment areas for GME provision and may wish to consider demand for GME when setting guidelines for placing pupils in GME provision". The Guidance further states that "the Education (Scotland) Act 1980 places a duty on education authorities to set out catchment areas for their schools and

guidelines to be followed when placing pupils in schools. As such, education authority areas will be divided up into a number of school catchment areas, with placing guidelines based on local factors such as distance to the school and the number of pupils living in the area. A catchment area for GME provision should be an area in which the education authority thinks it is reasonable for pupils wishing to receive GME provision to travel to school, and should have the potential to attract parents to choose GME provision for their children. Catchment areas for GME provision will normally overlay a number of school catchment areas".

5.5   Section 1 of the Education (Scotland) Act 1980 provides that it shall be the duty of every education authority to secure that there is made for their area adequate and efficient provision of school education and further education. Section 28 of the 1980 Act provides that in the exercise and performance of their powers and duties under the Act, education authorities shall have regard to the general principle that, so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents.

6.   ENVIRONMENTAL IMPLICATIONS

6.1   A decision to implement city-wide catchment areas for GME provision may result in an increase in uptake of places within these provisions in the future, given that families would now be eligible for free school transport. This may result in a small increase in the number of children travelling farther distances across the city to reach their school, and these increased journey distances and journey times may have a small negative impact on the local environment.

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 Risk	No significant risks identified			
Compliance	Risk that the Council is seen to make significant changes to schools without considering	All aspects of the Schools (Consultation) (Scotland) Act 2010 have been complied with. Regard has been had to statutory duties set out in the 2010 Act set out above and the Education	L	**Yes**

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		(Scotland) Act 1980. Prescribed legal processes have been followed.		
	the views of stakeholders. Risk of successful legal challenge for failing to comply with statutory duties.			
Operational	Risk that customers' views are not taken into account when introducing new catchment areas	All aspects of the Schools (Consultation) (Scotland) Act 2010 as amended have been complied with and stakeholders have had the opportunity to comment on proposals. The consultation report provides an account of the factors taken into consideration by officers which led to the recommendation to proceed with the implementation of city wide catchment areas.	L	**Yes**
Financial	No budget provision in 2023/24 for the additional transport costs which will be incurred if new catchment areas are implemented.	Recommendation to postpone implementation until 1 April 2024, and for the matter to be referred to the 2024/25 budget setting process to ensure budget provision is in place	L	**Yes**
Reputational	Risk that customers' views are not taken into account when introducing new catchment areas	All aspects of the Schools (Consultation) (Scotland) Act 2010 as amended have been complied with and stakeholders have had the opportunity to comment on proposals. The consultation report provides an account of the factors taken into consideration by officers which led to the recommendation to proceed with the implementation of city wide catchment areas.	L	**Yes**

Environment / Climate	No significant risks identified			

8.   OUTCOMES

COUNCIL DELIVERY PLAN 2022-2023	
	Impact of Report
Aberdeen City Local Outcome Improvement Plan 2016-26	
Prosperous People Stretch Outcomes	The proposals within this report support the delivery of the Children & Young People Stretch Outcomes 4 to 9 in the LOIP. Ensuring that children and young people have equitable access to GME provision will assist in the delivery of quality learning and teaching, which will ultimately lead to improved outcomes for young people.

9.   IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	A full impact assessment was not required.
Data Protection Impact Assessment	Not required

10.   BACKGROUND PAPERS

10.1   Education Operational Delivery Committee, 26 January 2022: *Statutory Consultation Report: Proposed new catchment areas for Gaelic Medium Education* - RES/01/022

10.2   Education Operational Delivery Committee, 8 September 2022: *School Estate Plan 2022* - RES/22/184

11.   APPENDICES

11.1   Appendix 1 – Consultation Report: GME Catchment Areas

12.   REPORT AUTHOR CONTACT DETAILS

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CONSULTATION REPORT
Gaelic Medium Education: Proposed New Catchment Areas

This Consultation Report has been compiled in response to a public consultation carried out from January to March 2023, on proposals to establish school catchment areas for the existing Gaelic Medium Education provision in Aberdeen City.

The document summarises the feedback received on the proposals set out below and Aberdeen City Council's response to the verbal and written comments submitted by interested parties, in compliance with the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014.

Proposals:

To establish a catchment area for the existing Gaelic Medium Education provision at Hazlehead Academy, which is bounded by Aberdeen City's local authority boundary;

And:

To establish a catchment area for the existing Gaelic Medium Education provision at Gilcomstoun School, which is bounded by Aberdeen City's local authority boundary;

And:

That the new catchment areas should take effect from 1 August 2023.

Maps illustrating the proposed new school catchment boundaries are included at Annex A of this report.

1.   METHODOLOGY

This consultation was conducted in accordance with the Schools (Consultation) (Scotland) Act 2010 and the Children and Young People (Scotland) Act 2014. All requirements of the legislation have been met.

2.   INVOLVEMENT OF STAKEHOLDERS

2.1 Public Event

A public consultation event to discuss the proposals was held on 8 February 2023, at 7.00pm. The event took place at Aberdeen Grammar School and was attended by one member of the public, who indicated that they did not have any concerns or comments to make about the proposal.

2.2 Comments Received

22 responses to the consultation were submitted to the Council, by email or via the Council's online consultation portal. These included responses from Bòrd na Gàidhlig, and Comann nam Pàrant.

Overall, 16 respondents, including Bòrd na Gàidhlig and Comann nam Pàrant, indicated that they were in support of the proposals, whilst four respondents indicated that they were not in support of the proposals.

All of the submissions, anonymised as necessary, are available to view on the Council's website: www.aberdeencity.gov.uk/schoolsconsultations

2.3 Issues Raised

The main issues raised in the written responses to the consultation, are summarised below.

Respondents who indicated that they were in support of the proposed catchment areas, made the following points:

- It was felt by several respondents that the proposals were positive and would help to promote the uptake of GME in Aberdeen. Some went on to comment that the proposal takes stakeholders' views into account and that this shows that the Council has listened to concerns raised previously.

- Respondents also commented that the proposed catchment areas are ideal, in that they include all city residents, making it an inclusive proposal and encouraging all to attend GME, providing equal access to every child in the city regardless of their financial situation.

- Some respondents took the opportunity to raise their concerns about the lack of availability of Gaelic medium teachers in Aberdeen, and the impact that this may have on the future development of GME in the city.

- In its response to the consultation, Bòrd na Gàidhlig stated that it welcomes the Council's proposal, noting that the proposed city-wide catchment areas would

ensure GME is more accessible and more attractive to prospective parents and children.

- In its response, Comann nam Pàrant also stated that it welcomes the Council's proposals, and that the proposed catchment areas would encourage growth in GME and provide educational benefit for pupils, whilst the entitlement to transport would encourage more families to consider GME as an option for their children's education.

Comments from the four respondents who indicated that they did not agree with the proposal, focused on concerns around the perceived cost of providing GME, and a view that providing GME would mean there is less funding available to spend on English medium education. It was also suggested that the curriculum should focus on "core subjects" and that there is no requirement to learn Gaelic in Aberdeen.

2.4 Education Scotland Report

An essential element of the statutory consultation process is the involvement of Education Scotland, whose report is provided as Annex B of this Consultation Report.

In its report, Education Scotland noted that overall, respondents to the consultation were in support of the Council's proposals, and that stakeholder considered the proposals to be inclusive, as they would allow all children in the city to have access to GME. Stakeholders also felt that the proposals would help to improve continuity of GME between the primary school and secondary school provisions.

It was noted in the Education Scotland report that some of the stakeholders who were spoken to by HM Inspectors require further clarity on the transport arrangements which will be in place, should the proposed catchment areas be implemented. In particular there was a concern about potential long travel times for children to travel to the GME provision, and the need for some children to use more than one transport connection as part of their journey. There was also a request for reassurance to be given to parents on how children and young people would be kept safe when travelling to school, and also for reassurance that free school transport would not be removed in the future.

HM Inspectors also reported a feeling amongst stakeholders that there would be a benefit to the Council having a better strategy for recruiting and retaining teachers of GME. Stakeholders also asked for assurance that there would be no limits in future on the numbers of pupils who are able to access GME at either of the provisions.

Finally it was recommended in the report that the Council should specify its arrangements for free transport for GME, how this will be sustained financially in the long term and how children will be kept safe on the transport. It was also suggested that the Council should consider further use of the Statutory Guidance on Gaelic education in respect of placement requests and enrolments.

3. **THE COUNCIL'S RESPONSE TO ISSUES RAISED DURING THE CONSULTATION PERIOD AND CONTAINED WITHIN THE EDUCATION SCOTLAND REPORT**

3.1 Concerns around GME teacher recruitment

The Council is working closely with all GME teacher training providers to promote teaching GME in Aberdeen City. The role of Principal Teacher has been created to provide a promotion route within the service. Promotional material has been produced, including a short video highlighting the benefits of coming to teach GME in Aberdeen. It is hoped that these strategies will assist in boosting GME teacher numbers in the city in future.

3.2 Arrangements for free school transport

It is proposed that primary aged children who live two miles or more from the GME provision at Gilcomstoun School will receive shared contracted school transport. To maintain children's safety when travelling to school, all drivers on school transport are members of the Protection of Vulnerable Groups (PVG) scheme members and following an assessment are approved to provide passenger transport services by the Council.

Secondary aged children and young people who live three miles or more from the GME provision at Hazlehead Academy will be encouraged to utilise the Under 22's free bus travel scheme, or alternatively will be issued with a bus pass by the Council, to utilise public transport services to access school. This will in general require no more than one change of bus service.

In delivery of school transport the Council follows best practice guidance issued by both the UK and Scottish Governments which states that as a general guide, transport arrangements should not require a child to make several changes on public transport resulting in an unreasonably long journey time. The council also aims to ensure that the length of journeys to school is no more than 45 minutes each way for primary school pupils and 75 minutes each way for secondary school pupils. Officers have assessed the likely journeys required to reach the GME provisions and are satisfied that the transport arrangements proposed would be in line with this guidance.

3.3 Enrolment in GME and ensuring there are no limits on future pupil numbers

Using data currently available regarding GME provision forecasts, officers are confident that for the foreseeable future, there will be sufficient capacity available within the primary and secondary GME provisions to accommodate the numbers of pupils likely to be requesting enrolment within these provisions.

4. **COMPLIANCE WITH SECTION 9(1) OF THE SCHOOLS (CONSULTATION) (SCOTLAND) ACT 2010 AND CONSIDERATION OF THE PROPOSALS**

Following the conclusion of the consultation period, Section 9(1) of the Schools (Consultation) (Scotland) Act 2010, requires the Council to review the relevant proposal, having had regard to any written representations that have been received by it during the consultation period, any oral representations made to it at the public meeting held on 14 September, and Education Scotland's report.

In terms of Section 10(2) (e) of the said Schools (Consultation) (Scotland) Act 2010, the Consultation Report is required to contain a statement explaining how the Council complied with its duty under the above Section 9(1) of the Act.

With relation to Section 9(1) of the 2010 Act and having considered all of the information received during the consultation process, officers have concluded that the proposed catchment areas remain appropriate, and that there is no reason to change these.

5. RECOMMENDATION

The proposal for the new catchment areas included a proposed implementation date of 1st August 2023. However, upon implementation, the Council would become responsible for covering the costs of free transport for those eligible to receive it, and there is no budget provision in 2023/24 to cover these costs. It is therefore proposed that the new catchment areas are instead implemented from 1st April 2024, so that budget provision can be made from 2024/25 onwards, to cover the costs of providing free transport.

In summary, it is recommended that the Education and Children's Services Committee agrees to implement the proposed catchment areas for Gaelic Medium Education provision, as defined within the maps at Annex A, with effect from 1 April 2024.

Steve Whyte
Director of Resources
May 2023

Map A: Proposed catchment area for secondary GME provision
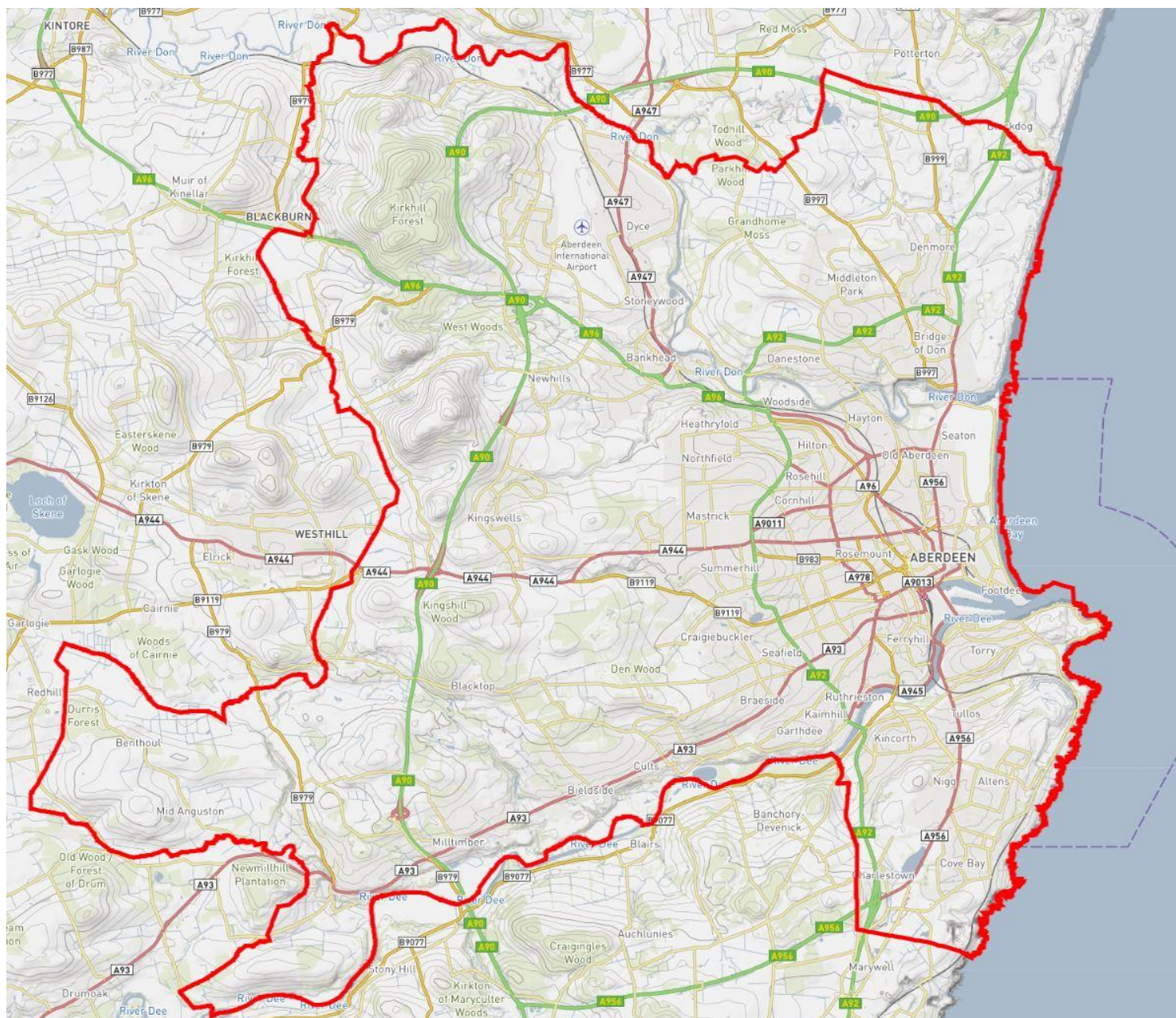
The boundary of the proposed catchment area aligns with Aberdeen City's local authority boundary, which is indicated by the red line on the map above. The proposed catchment area for secondary GME provision at Hazlehead Academy covers the area of land within this red line.

Map B: Proposed catchment area for primary GME provision
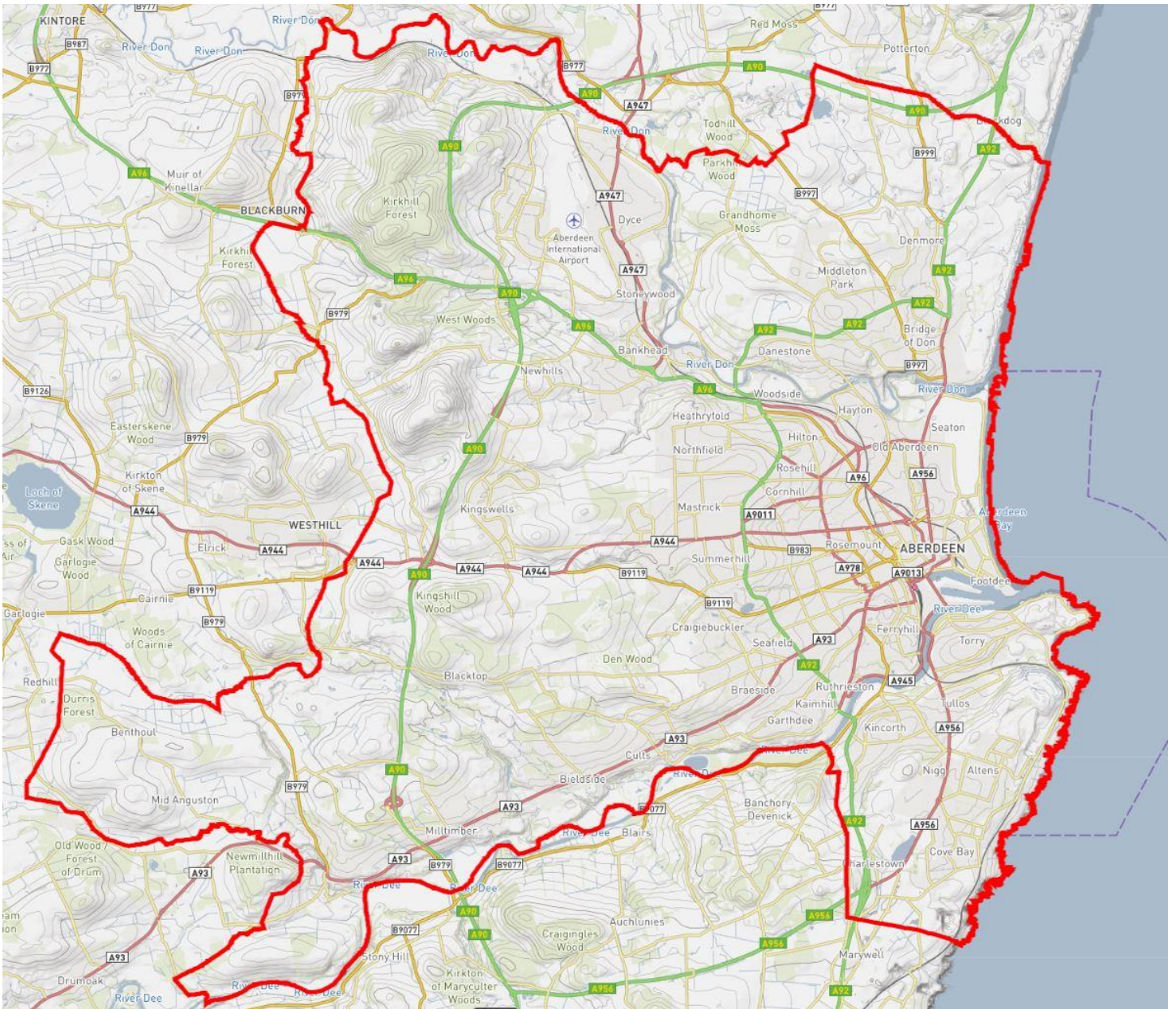
The boundary of the proposed catchment area aligns with Aberdeen City's local authority boundary, which is indicated by the red line on the map above. The proposed catchment area for primary GME provision at Gilcomstoun School covers the area of land within this red line.

REPORT FROM EDUCATION SCOTLAND

Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Aberdeen City Council to establish a catchment area for the existing Gaelic Medium Education provision at Hazlehead Academy, which is bounded by Aberdeen City's local authority boundary;

and

**to establish a catchment area for the existing Gaelic Medium Education provision at Gilcomstoun School, which is bounded by
Aberdeen City's local authority boundary;**

and

that the new catchment areas should take effect from 1 August 2023.

March 2023

Introduction

1.1   This report from Education Scotland has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Aberdeen City Council's proposal to set city-wide school catchment zones for Gaelic Medium Education at Gilcomstoun School and Hazlehead Academy. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2   HM Inspectors considered:

*   the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;

*   any other likely effects of the proposal;

*   how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and

*   the educational benefits the council believes will result from implementation of the proposal,
      and the council's reasons for coming to these beliefs.

1.3   In preparing this report, HM Inspectors undertook the following activities:

*   attendance at the public meeting held on 8 February 2023 in connection with the council's proposals;

*   consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and

*   discussions with relevant consultees at Gilcomstoun School and Hazlehead Academy and consideration of further representations made directly to HM Inspectors on relevant educational aspects of the proposal.

Consultation process

2.1   Aberdeen City Council undertook the consultation on its proposal with reference to the Schools (Consultation) (Scotland) Act 2010. The proposal paper was distributed to a wide range of stakeholders and interested parties. The council hosted a public meeting at which they outlined key elements of the proposal. A very small number of people attended. They did not have any concerns about the proposal. Aberdeenshire Council make placing requests to send children and young people to Aberdeen City Council to be educated

through the medium of Gaelic. Their response highlighted that the provisions for learners in Aberdeenshire Council would remain the same.

2.2   Overall those who responded to the consultation supported the proposed catchment areas, but with some further clarifications on issues such as transport. Interested parties were afforded a dedicated area of Aberdeen City Council's website for information and an opportunity to respond to the statutory consultation. This attracted 19 responses, with a small number responding by electronic mail. Almost all of the respondents were in support of the catchment areas. A small number of respondents misunderstood the purpose of the consultation and made discriminatory comments on Gaelic.

2.3   Bòrd na Gàidhlig, as statutory consultee, and Comann nam Pàrant welcome the proposal for a city-wide catchment area for both Hazlehead Academy and Gilcomstoun School. Comann nam Pàrant highlight the resulting educational benefits for children in Aberdeen City Council, as well as families in Aberdeenshire Council. Bòrd na Gàidhlig highlight that the Statutory Guidance for Gaelic Education, 2017 specifies that education authorities may wish to consider demand for Gaelic Medium Education when setting guidelines for placing pupils in Gaelic Medium Education provision. Bòrd na Gàidhlig do not expand further to consider impact on this particular proposal.

Educational aspects of proposal

3.1   HM Inspectors elicited a range of stakeholders' views on the educational benefits of Aberdeen City Council's proposals for a city-wide catchment area for Gaelic Medium Education. All stakeholders agree that the council's proposals are of educational benefits but that more clarity is needed on transport arrangements and future placings. Stakeholders considered the proposal to be inclusive in that all children and young people would have access to Gaelic Medium Education, if they wish. This, they felt, has potential to grow the numbers studying Gaelic Medium Education. Stakeholders also hoped the proposal would improve children's continuation with Gaelic Medium Education between primary and secondary schools. Stakeholders welcomed that free transport would be provided. However, they sought clarity on how this would be realised to reduce long travel times for children and young people. Some children and young people currently have to use more than one transport connection to get to the schools with Gaelic Medium Education. Stakeholders also sought details of how children and young people would be kept safe when travelling to school. They sought reassurances that the provision of free transport would be sustained. This was based on stakeholders' previous experiences of free transport being removed for Gaelic Medium Education.

3.2   Stakeholders felt that the educational benefits would be enhanced further if the council had a better strategy for recruiting and retaining teachers of Gaelic Medium Education. Longer term, stakeholders requested that there would be no limits on the number of children and young people learning in Gaelic Medium Education across 3-18 provisions. In this respect, they sought further clarify on section five of the proposal paper.

Summary

HM Inspectors have evidenced that the council has support for their proposal, with a few clarifications. Stakeholders are committed to making Gaelic Medium Education as accessible as possible. The council should clarify a few points highlighted in section three of this report. They should specify the arrangements for free transport and how this will be sustained long term, particularly in times of financial constraints. Children and young people's safety on transport should also be detailed. The council should also consider the

further use of the Statutory Guidance on Gaelic Education, 2017 in respect of guidelines for placement requests and enrolments. This would assist in clarifying a few stakeholders' queries.

HM Inspectors
March 2023

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	23 May 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Easter in the City Programme 2023
REPORT NUMBER	CFS/23/139
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 Easter in the City programme and seeks delegated authority to design and deliver a programme for the upcoming school holiday periods (summer and autumn 2023 and spring 2024).

2.   RECOMMENDATIONS

That the Committee:-

2.1   note the high level evaluation of the Easter in the City programme;

2.2   instructs the Chief Education Officer to design and deliver a programme for the summer, autumn (2023) and spring (2024) holiday periods using the budget allocated by Council, in-line with the recommendation (option 3) as laid out within the options appraisal, Appendix B; and

2.3   instructs the Chief Education Officer to report to Committee on the impact of the summer, autumn (2023) and spring (2024) programmes following delivery.

3.   CURRENT SITUATION

3.1   An Easter in the City programme was made available to children and young people across Aberdeen City over the school holiday period. The priority groups were consistent with those identified as being most at risk of poverty and therefore included:
- Children from lone parent families
- Children from ethnic minority families
- Children from families which have 1 or more person with a disability or additional support needs (adult or child)
- Children from families with a young parent (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 local partners worked together to plan and deliver the programme. Alongside the priority programme, an offer was once again made of universal activities such as swimming, ice skating and drop-in sessions which were available to all children and young people, including those who did not meet the priority criteria. Moreover, the previous priority grouping of young mother (under 25) was extended to young parent (under 25) to encompass, mothers, fathers and non-binary parents. The full Easter 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 manage all remaining bookings. Bookings opened on Monday 27 March at 12.30pm and 70% of the opportunities had been booked by the end of day. Families eligible for priority activities were asked to only book 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 activities 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 96.1k reach (this is the number of times customers saw our posts on their social media channels). Across the entire campaign we saw 302 likes and 210 shares/retweets. Our Easter in the City webpages had 35,944 page views with 4.6k customers landing on our webpage directly from the links shared on social media.

3.5   The universal programme made 1,063 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.

3.6   The programme for priority groups made a total of 2,040 bookable opportunities available. 570 of the 2,040 activities were weeklong and multi-day camps/holiday clubs, and this provided greater flexibility for many parents accessing the programme. 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 94% 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   There is clear evidence that the targeted programme benefited those in the priority groups with the ACC booking system showing participation statistics as follows:
- 32% of children and young people were from lone parent families
- 36% of children and young people were from ethnic minority families
- 28% of children from families with a disabled adult or child (or those with additional support need)
- 14% of children from families with a young parent (under 25)
- 6% of children and young people were from families with a child under 1 year old

- 52% of children and young people were from larger families (3+ children)

3.8 The data above does not take account of those with additional support needs/disabilities who benefited from the We Too and Early Intervention service.

3.9 The average enjoyment rating as given by children and young people who attended the activities was 9.7/10. This high rating was consistent with the previous programme.

Easter in the City 2023

570 weeklong and multi-day activities

3,103 bookable opportunities (**1,063** universal spaces)

9.7/10 enjoyment rating from our children and young people

32% of attendees were from lone parent families

36% of attendees were from ethnic minority families

6% of children and young people were from families with a child under 1 year old

14% of attendees were from families with a young parent (under 25)

28% of attendees were from families with a disabled adult or child (or those with additional support need)

52% of attendees were from large families (3+ children)

Total number of meals offered: **3008**

ABERDEEN CITY COUNCIL

3.10 Officers are extremely grateful to all of the partners listed in para 4.1 who helped deliver a varied and high quality Easter in the City programme.

3.11 It is proposed that the Chief Education Officer be given delegated authority to design and deliver similar programmes for summer, autumn (2023) and spring (2024) and report on the impact of the programmes to the Education and Children's Services Committee following delivery of each programme.

3.12 Officers have conducted an options appraisal and recommendations were made for a scaled-down version of the current programme structure to be utilised moving forward, with both priority and universal offerings focusing on mainly part day activities, offered across all 3 holiday periods, continuing to provide positive opportunities to the young people and families living and going to school in Aberdeen City, while promoting wellbeing and positive interaction. These recommendations were informed by both customer feedback and reasonable expectations for deliverables in-line with the available budget, with the acknowledgement that any approved changes to the current structure will need to be clearly communicated before the launch of each programme. The full option appraisal can be found in Appendix B.

4.   FINANCIAL IMPLICATIONS

4.1   Costs for the Easter 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 2022. The total cost of delivery of the Easter 2023 programme was £73,460.92.

Partner	Total Cost
Sport Aberdeen	£25,185.50
Peep	£100.00
Museums and Galleries	£300.00
Techfest	£800.00
Creative Learning	£3,000.00
CLICC	£5,400.00
Kidsize	£1,198.00
AFCCT	£1,500.00
Transition Extreme	£1,200.00
Aberdeen Science Centre	£1,652.00
ASV	£3,500.00
We Too	£4,015.00
Community Groups - Fersands and fountain community project, Stockethill Church of Scotland, FACEYOUTH SCIO, Early Intervention, Balnagask Community Project, Family Learning Team, Shazam Theatre Company SCIO, Middlefield Community Project, Ukrainian Association (in Aberdeen), Station House Media Unit (shmu), Printfield Community Project, King's Church Aberdeen, Befriend a Child, Northfield Community Centre and Ukrainians in Aberdeen	£25,110.42
Cleaning	TBC(Approx £500)
TOTAL	**£73,460.92** (subject to cleaning costs)

4.2. There is £100,000 within 23/24 budget to fund the future programmes.

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 opportunity to support those in our priority groups	Priority access is given to those identified as being at risk of poverty in keeping with national guidance and local intelligence	L	Yes
Compliance	Risk of not complying with national guidance	Continuing to provide a priority group exclusive programme, in addition to the universal offering, actively increases the opportunity for priority families to participate.	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 reduction in the number of spaces offered through the programmes will lead to reputational risk	Pivoting from full-week activities and focusing exclusively on part day and full-day activities will allow for participation opportunities to be maximised within the	L	Yes

	available budget and delivery constraints.		
Environment / Climate	No risks identified		

8. OUTCOMES

COUNCIL DELIVERY PLAN	
	Impact of Report
Aberdeen City Council Policy Statement Council Delivery Plan 2022/23 - Commit to closing the attainment gap in education while working with partners across the city.	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.
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	Providing activities for those aged 14+ will help complement work to provide diversion activities to youths. Activities for a range of ages have been provided directly in and around the three locality areas, as well as some providers providing transport for young people within the locality areas to attend activities out with their locality.

Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy - 500 Aberdeen City residents upskilled/ reskilled to enable them to move into, within and between economic opportunities as they arise by 2026 1.1 Mitigating the causes of immediate and acute poverty. 1.3 Supporting vulnerable and disadvantaged people, families and groups.	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.
Prosperous People - 95% of all our children, including those living in our priority neighbourhoods, will sustain a positive destination upon leaving school by 2026	The programme has been deliberately tailored to meet the needs of those most in need and this approach will help ensure positive impacts against many of the people stretch outcomes. By prioritising groups who are known to be at risk of poverty and those already experiencing poverty we

Mitigating the causes of immediate and acute poverty	are able to work to ensure positive impacts on groups who most need our help including:
Supporting vulnerable and disadvantaged people, families and groups	• children and young people from lone parent families
Poverty affecting those with protected characteristics and in specific communities	• children and young people from ethnic minority families
	• children from families with a disabled adult or child (or those with additional support need)
95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026	• children and young people from families with a young parent (under 25)
	• children and young people from families with a child under 1 year old
Ensuring that families receive the parenting and family support they need	• children and young people from larger families (3+ children)
	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.
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	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.
Improving health and reducing inequalities.	
Increasing children's knowledge and understanding of their own physical and mental wellbeing and take an early intervention and prevention approach.	
As corporate parents we will ensure 95% of care experienced children and young people will have the same levels of attainment in education, health and emotional wellbeing, and positive destinations as their peers by 2026	The 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.
Improving education outcomes for care experienced children and young people.	
Supporting attainment of balance of care where children are able to	

remain more often at home and or with kin.	
Regional and City Strategies	
Regional Cultural Strategy	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 has been done to address poverty in the Children's services plan, the Child Poverty Action Plan, and the National Improvement Framework Plan.
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

10.1 None

11. APPENDICES

Appendix A – Full Easter in the City Programme
Appendix B- Holiday Programme Options Appraisal and Recommendations

12. REPORT AUTHOR CONTACT DETAILS

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APPENDIX A- Easter in the City programme

Universal Offer available to all children and young people

Provider	Event Description	Ages	Sessions
Libraries	Young people are invited to join sessions playing board games.	All	Throughout holiday
	Coding club for young people interested in learning to code	8+ years	4
	Join the libraries team for a story and crafting session	5+ years	10
	Building fun with Lego Club	8+ years	6
	Learn about animation and create your own	8+ years	2
	Bookbug library session	0-5 years	1
Museums and Galleries	Join the springtime fun with a self-led spring trail.	4-12 years and family	Throughout the holiday
	Participate in a spring mural	4-12 years and family	2
Creative learning	Artists Assemble – Storyboarding Aberdeen	10-16 years	1 full week
Sport Aberdeen	Family swimming sessions	All ages	14
	Family ice skating session	All ages	2
Peep	A session of Easter inspired fun for little ones	0-12 months	2
	Big art session for toddlers Farm fun baby session	1-3 years	2
Tech Fest	Sociable science drop-in sessions	All ages	2

Targeted offer for Priority Groups

Provider	Event Description	Ages	Sessions
Sport Aberdeen	Let's Dance camp	5-12 years	Both weeks
	Get Active Camp Weeklong Spaces (Beach)	5-12 years	Both weeks
	Get Active Camp Weeklong Spaces (Cults)	5-12 years	All week
	Get Active Camp Weeklong Spaces (Sheddocksley)	5-12 years	All week
	Get Active Camp Weeklong Spaces – Aberdeen Tennis Club	5-12 years	Both weeks
	Multi Active Day- Adventure Aberdeen	5-7 years 8-11 years	2
	Burn O Vat day trip	5-7 year	1
	Burn O Vat day trip	8-11 year	1
	Beach day at Balmedie	5-7 years	1

	Biking trail	8-11 years	1
	Biking trail	12-14 years	1
	Hill walking	8-11 years 12-14 years	2
Aberdeen Sports Village	Multi Sports Camp	5-15 years	Both weeks
	Intensive learn to swim lessons	5-10 years	4 days (week 1)
Faceyouth	Have fun, make friends and learn new creative skills	5-17 years	Both weeks
Middelfield Community Project	Holiday club with various trips and activities across Aberdeen	5-12 years	Both weeks
Fersands	Youth led holiday programme-including Easter egg hunt challenge, hillwalking, jump in, gorge walking, archers, cooking, music and art sessions.	12-17 years	Both weeks
	Street play games, The Critters Keeper, drum session, science workshops, Easter Treasure Hunt for children, teenagers and their families.	5-12 years	6
Kidsize	Spring themed activity holiday club	5-12 years	3
Creative Learning / City Moves	Creative dance sessions	5-8 years	3
	Artists Assemble arts and crafts session	8-12 years 5-8 years 9-12 years 11-16 years	9
Family Learning Team	Gardening and outdoor activities	Families	1
	Easter egg hunt, games and activities	Families	2
	Easter crafts & cooking	Families	2
	Songs and drama workshop	Families	2
Northfield Community Centre	Easter holiday club	5-14 years	4
SHMU	Record a song in a day (Northfield Academy pupils only)	11-14	1
	Record a podcast in a day (Northfield Academy pupils only)	11-14	1
	Create a film trailer	11-14 years	2
	One day challenge (film, music & podcasting)	11-14 years	2

Aberdeen Science Centre	Learn to code	6-8 years 9-14 years	4 days (week 1) 4 days (week 2)
King's Church Aberdeen	Easter holiday club	P1-7	2
Transition Extreme	Skate and scran multi activity session	8-14 years	2
Shazam Theatre Company SCIO	Drama and musical weeklong workshop	7-12 years	1 full week
Ukrainian Association (in Aberdeen)	A wide programme of physical, social and cultural activities for Ukrainian refugee children	7-12 years	1 full week
Aberdeen Football Club Community Trust	Go Fitba sessions with AFCCT	8-11 years	1 full week
Music School	Musical activities at Muirfield Primary School	7-14 years	2 (AM and PM)
Community Link Childcare	Seaton Easter club	5-12 years	1 full week
Stockethill Church of Scotland	Sessions for families including games, crafts.	Families	4
Balnagask Community Centre	Session will include games, sports and crafts.	3-12 years	4 days each week
Printfield Community Project	Easter playscheme will include arts and crafts, a day trip.	P1-P7	1 full week
Befriend a Child	Easter Egg Hunt at Hazlehead Park	5-14	1

Additional Support needs specialised sessions	A range of activities were provided for children and young people with additional support needs and their families including a comprehensive programme delivered by We Too including session such as 'relaxed' activities and gaming based activities. Early intervention Aberdeen also ran workshops, drama & movement, Therapets and sensory play throughout the holidays.

APPENDIX B- 'In the City' Holiday Programme Options Appraisal and Recommendations

Council allocated £100,000 for holiday programmes to be delivered over school holiday periods (summer and autumn 2023 and spring 2024).

<u>Objectives and Barriers to achieving objectives</u>

In line with the aims of the 'In the City' holiday programmes, it is proposed that the main focus remains to encourage participation and to maximise the positive opportunities available to young people and their families with a particular focus on those within the Tackling Child Poverty Plan priority groupings.

The funding available is more restricted. It is important that considerable effort continues to be invested in maximising value for money in regard to the number of places offered and the quality of activities in order to offer as comprehensive an approach as possible within the funding available.

<u>Options available</u>

Given the existing popularity of the 'In the City' programmes the below options have been laid out with the assumption of pro rata allocation, making approximately £10,000 of funding available per week of each holiday period. This would allocate as:

- Summer in the City 2023, 10 July to 18 August 2023 (£60,000)
- Autumn in the City 2023, 16 October to 27 October 2023 (£20,000)
- Easter in the City 2024, 1 April to 12 April 2024 (£20,000)

This would enable a reduced programme compared to the previous programmes, however it would provide some flexibility to consider activities throughout the holiday periods, but likely with fewer spaces available. Moreover, it would no longer be possible, due to the proposed budget, to include a substantial food provision included in any of the below options.

Option one – Universal offering only

Providing purely universal programmes, with no targeted priority offering, would provide the opportunity to engage with as many young people and families as possible without the barrier of some activities requiring the families to be matched to target groups. The only qualifying requirement would be for the young people to either be a resident or a pupil in Aberdeen. The programme would continue to target the 5-14 age group with some activities still being made available for those outwith this age range.

In order to maximise the number of places and activities available, the programme would be divided into drop-in and bookable sessions, with an anticipated structure laid out below;

- Drop-in sessions
  - Provided primarily by Aberdeen City Council services such as the libraries and museums teams.

- Bookable sessions (short, family, half-day and full-day session)
  - Provided partly by internal services such as music, creative learning, rangers, peep.
  - Provided partly by external partners focusing on delivering activities such as sports activities (multi sports, football, family swimming), art, music, drama and activities that community assets run.

Option one SWOT Analysis

Strengths	- Removal of any stigma which may be attached to attending 'targeted activities'. - Makes the programme more widely accessible to more families. - Focusing on one universal programme rather than a mixed universal and targeted offering will cause less of a pressure on the human resource element.
Weaknesses	- Families identifying as being part of a 'priority' group will face more competition to access activities. - The limited budget will mean that there is a smaller offering and fewer number of spaces available.
Opportunities	- With the current cost of living crisis there is an increased chance that despite not being identified as in the 'priority' groups, families may still be struggling. This universal option would provide an opportunity to engage more with these families. - Potential that the widening of the access to the activities may be positively received by the public. - Reduced strain on human resource as the booking requirements would be reduced and simplified, meaning staff could potentially be utilised in a more diverse way to ease strain in other areas.
Threats	- Increased competition for the spaces available may further isolate families who are most disadvantaged. - Potential of there being a poor response to the removal of the protected 'target' offerings.

Option two – Targeted offering only

Focusing on providing a solely targeted offering, with activities available only for young people whose families identify as being part of a priority group as defined by the Tackling Child Poverty Plan. This would place the emphasis on working with families who are considered to be more vulnerable to disadvantage, with no universal provision for anyone who does not meet the criteria. Due to the specific criteria for participation, this programme would most likely benefit from targeted promotions through school or other key colleagues working closely with families, as opposed to publicly on the council website and social media channels. The programme would also continue to target the 5-14 age group with some activities still being made available for those not in this age range.

In order to maximise the number of places and activities available to targeted families, the anticipated structure would focus on:

- Drop-in sessions
  - Provided primarily by internal Aberdeen City Council services such as the libraries and museums teams.
- Bookable sessions (short, family, half-day and full-day session)
  - Provided partly by internal services such as music, creative learning, rangers, peep.
  - Provided partly by external partners focusing on delivering activities such as sports activities (multi sports, football, family swimming), art, music, drama and activities that community assets run.

Option two SWOT analysis

Strengths	- Activities and spaces would be available for those most likely to be in need (priority groups). - Priority families would have less competition for the limited spaces.
Weaknesses	- Fewer families in need will be able to access the programme as those not in a priority grouping, but still in need, will not meet the criteria to participate at all. - Additional strain on human resource due to the referral / direct promotion to families. - Not all families who meet the priority criteria may be known to a colleague, so may not be made aware of the programme.
Opportunities	- Targeting priority families to help those most likely to need additional support directly to give them the opportunity to participate.
Threats	- The lack of mechanism for automatic identification of families that meet the criteria, and the reliance on colleagues to have information to identify families as qualifying for the programme, provides a risk that some families most in need may not be alerted to the opportunity to participate. - Reducing the offering to just priority families poses a threat that families that are in need, due to external factors such as the cost of living crisis, but are not identified to align with the priority groupings would not be able to participate. - Public response to removing universal offering could be negative.

Option three – Combined targeted and universal offer

Following the structure which has been used in the previous 'In the City' programmes, a reduced offering for both a universal and targeted offerings could be provided. This would look to engage with the widest demographics, providing

opportunities for both priority families and those who do not identify as part of a priority group to take part. The programme would also continue to target the 5-14 years age group with some activities still being made available for those not in this age range.

In consideration of this option being the most complex, there would be a considerable reliance on signposting families to existing services and activities as well as the activities which are provided directly for them through the 'In the City' programme. This would essentially open the drop-in sessions to the universal offering, but keep core bookable sessions to those in the priority groups.

Universal offering (no more than 5% of the budget)

- Drop-in sessions
  - Provided primarily by internal Aberdeen City Council services such as the libraries and museums teams.
- Signposting to existing services
  - Provide families with information on services and activities, including paid for, which they can access independently of the holiday programme.

Targeted offering (no less than 95% of the budget)

- Bookable sessions (short, family, half-day and full-day session)
  - Provided partly by internal services such as Music, creative learning, rangers, peep.
  - Provided partly by external partners focusing on delivering activities such as sports activities (multi sports, football, family swimming), art, music, drama and activities that community assets run.

Option three SWOT Analysis

Strengths	- Opens the programme up to the widest demographic. - Would not require any additional strain on human resource as this is the current structure used. - Signposts activities which may incur a charge for families who are able to pay. - Could be promoted publicly, removing the need for direct promotion to families through colleagues. - Continues to protect some activities for priority group families who are most likely to be in need.
Weaknesses	- Limited human and financial resource mean that there would be a drastically reduced offering, compared to previous programmes.
Opportunities	- Opportunity to engage with the widest range of families. - Ability to promote other activities and services outside of the programme.
Threats	- Public response to a reduced offering could potentially be negative.

Recommendations

Based on the options detailed above, with the intention to provide a holiday programme which continues to meet the objectives and aims laid out, it is the recommendation of the coordinating officer that option three would be the most appropriate to bring forward.

Continuing to provide activities universally as well as part of a targeted offering, affords the widest demographic of families to engage in free / affordable activities while also protecting some activities exclusively for priority families who are most likely to require additional support over the holiday periods. Given financial constraints, a significantly reduced offering would need to be made, however by retaining universal drop-in sessions this would allow for there to still be a flexible option for families who do not identify as part of the priority groups while still protecting a budget for priority bookable activities.

Option three would not require any additional human resource and would offer a modified version of the structure that the families of Aberdeen City have come to expect.

Conclusion

The positive impact and reception of the 'In the City' programmes has been substantial and it continues to be the aim to look to provide positive activities to the young people and families living and going to school in Aberdeen City, promoting wellbeing and positive opportunities. While financial and human resource limitation does pose a barrier, it is the understanding of the coordinating officer that it is possible to continue to provide positive opportunities during the next three holiday periods, where modification to the current structure is made.

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	23 May 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	ABZ Campus
REPORT NUMBER	CFS/23/141
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Mark Jones
TERMS OF REFERENCE	1.1.2

1. **PURPOSE OF REPORT**

1.1 This report updates Committee on progress made to date in establishing ABZ Campus in order to broaden the senior phase curriculum and align it with growth and volume sector industries.

2. **RECOMMENDATIONS**

That the Committee:-

2.1 note the progress made in preparing for the launch of the first phase of ABZ Campus;

2.2 instruct the Chief Education Officer to launch Phase 1 of ABZ Campus in June 2023;

2.3 instruct the Chief Education Officer to prepare Phase 2 of ABZ Campus for launch in June 2024; and

2.4 instruct the Chief Education Officer to report back on progress within one calendar year.

3. **CURRENT SITUATION**

3.1 **BACKGROUND**

3.1.1 For the past eleven years, secondary schools in Aberdeen City Council have worked together on a model entitled City Campus. This model allows young people in the Senior Phase (S4-S6) to travel to central locations to access certificated courses that would otherwise not attract the numbers to make them viable. City Campus travel afternoons operate on Monday and Wednesday afternoons for some learners and a Tuesday and Thursday afternoon for others. The courses offered through City Campus use only two agreed afternoon timetabling blocks (known as columns) in the secondary senior phase timetable

and all other school timetables run independently of each other. This lack of timetabling alignment limits the range of courses that can be offered and therefore opportunity to maximise curriculum choice to young people across the city. During the current session (the final year of this City Campus model) only 135 young people out of a possible 4,465 senior phase pupils are recorded as participating across 21 courses. This equates to only 0.03% of the Aberdeen City senior phase population accessing the City Campus with 3 courses made available from June 2022 attracting no interest from young people.

3.1.2 The City Campus model has succeeded chiefly in offering a way for young people to access North-East Scotland College for limited periods of time and also Advanced Higher courses, with host schools being Aberdeen Grammar School, Harlaw Academy, Hazlehead Academy and St. Machar Academy.

3.1.3 A review of the impact of City Campus drew a number of conclusions which required to be addressed through ABZ Campus.

- There has been no opportunity to map and direct courses towards the growth and volume sector industries for the North-East of Scotland. For City Campus 2022-23, 21 courses were offered and only 14 of these linked to growth sector areas. This lack of alignment to growth and volume sectors has done little to support the local economy and improve the employability of young people in the longer term.

- The City Campus programme has largely made offers which cater to the most academically minded young people rather than a more inclusive offer to support young people to access a range of courses across different Scottish Credit and Qualifications Framework (SCQF) levels. For example, less than 10% of the courses available through City Campus for 2022-23 are at Level 5 or below with limited vocational pathways available.

- Only being able to operate in two columns means that partners are restricted in the type and number of courses they can offer and correspondingly how many places can be made available to young people. The impact of this lack of breadth in the timetable removes the opportunity for the same course to be offered by a provider at multiple times during the week. The restrictive time available also removes the opportunity for offering courses such as an HNC which requires a larger time commitment and attractive articulation routes into Higher Education courses.

- Although some aspects of attainment in Aberdeen City schools sit ahead of comparator measures, other aspects continue to require improvement. In Data Set 1 below, a review of Average Total Tariff Points shows that S5 and S6 leavers in ACC schools demonstrate attainment that is slightly behind the virtual comparator for the middle 60% and higher 20% groups particularly. In Data Set 2, it can be seen that young people from ACC schools do not reach the virtual comparator for some key benchmarks (five qualifications or more at Level 5, one qualification or more at Level 6, five qualifications or more at Level 6, one qualification or more at Level 7). This demonstrates the need to broaden the range of qualifications available to young people in our schools to an extended range of Level 5, 6 and 7 qualifications that do not rely on a single high stakes exam.

Data Set 1
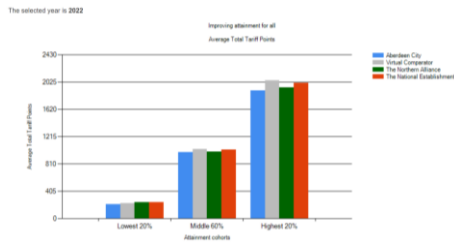
Data Set 2

Breadth & Depth: Leavers				
2022	Awards	Level 5	Level 6	Level 7
ACC Schools	1 or more	88.46%	63.38%	22.69%
Virtual Comparator		88.31%	64.82%	25.79%
ACC Schools	3 or more	77.15%	51.67%	5.24%
Virtual Comparator		77.79%	51.22%	4.91%
ACC Schools	5 or more	65.55%	36.29%	0.06%
Virtual Comparator		66.23%	38.21%	0.04%

- Finally, the City Campus model hasn't always provided the impetus for secondary schools to broaden their own individual course offers consistently to offer certification in National Progression Awards which are a key part of the offer in other parts of Scotland.

3.2 ACTIVITY

3.2.1 Secondary Head Teachers sponsored a meeting of the timetabling specialists from each of the eleven secondary schools in March 2022 to explore the rationale for greater alignment of secondary school timetables with the result that a broad alignment of columns was agreed for 2023-24. This means that courses can now be offered across four columns (increasing the ability to provide a broader range of courses) and all young people in Aberdeen City schools can access these courses (increasing the number of young people who can be supported through ABZ Campus).

3.2.2 A review and mapping exercise was carried out to ensure that new courses were aligned to the growth and volume sector industries of Construction, Digital & Entrepreneurship (incorporating Financial & Business Services), Early Learning & Childcare, Energy, Health & Social Care, Life Sciences, and Tourism & Hospitality. As this work was being undertaken, Further and Higher Education and partners were convened to consider how best to progress as a whole education system.

3.2.3 Focus groups were convened to gather the views of young people on the City Campus experience and a commitment was made to act upon the reflections of this critical stakeholder voice. Young people fed back that:-
- The quality of course information and publicity could be improved to support them making informed decisions about the best options for them.
- Young people would welcome a greater measure of consistency in the application process for these City Campus courses.
- When starting courses, young people highlighted that course and location induction was really important in giving them confidence.
- Finally, young people were keen that there was greater consistency in the quality of feedback, tracking and reporting of progress, and also in the learning and teaching experiences across the City Campus programme.

3.2.4 A set of cross-city working groups were created to develop citywide pathways across a large range of abilities and curricular areas. This work was aligned to early work undertaken to exemplify pathways through the ABZ Works site. A set of Higher National Certificate (HNC) courses were agreed with partners North East Scotland College (NESCOL) at Level 7. These courses offer

articulation into year 2 of local universities for those planning to progress into Higher Education. A broader set of Higher and Advanced Higher courses were mapped to be delivered across an increased number of 'host' schools. A group of Foundation Apprenticeships with partners NESCOL, Bon Accord Care and Aberlour Futures were planned, as well as an Employability Course organised in partnership with City Growth and People and Organisation to provide opportunities for work placements and a guaranteed job interview upon successful completion. The Phase 1 course offer can be seen in Image 1 below.

Image 1

Column A (Monday/Wednesday afternoons)	Column B (Tuesday/Thursday afternoons)
SCQF Level 7:	SCQF Level 7:
Advanced Higher Biology (Harlaw or St Machar)	Advanced Higher Chemistry (St Machar)
Advanced Higher English (Aberdeen Grammar)	Advanced Higher Drama (Aberdeen Grammar)
Advanced Higher Modern Studies (Harlaw)	Advanced Higher Geography (Harlaw)
Advanced Higher Physics (St Machar)	Advanced Higher History (Aberdeen Grammar)
	Advanced Higher Physics (Harlaw)
SCQF Level 6:	
Higher Computing Science (Aberdeen Grammar)	SCQF Level 6:
Higher Dance (City Moves)	Higher Administration (St Machar)
Higher Health and Food Technology (Aberdeen Grammar)	Higher ESOL (Harlaw)
FA Social Services: Children and Young People (Lochside)	NPA Scientific Technologies (Oldmachar)
FA Social Services: Children and Young People (Aberdeen Grammar)	FA Social Services and Healthcare (Bucksburn)
FA Social Services and Healthcare (St Machar)	SCQF Level 5 or below:
	National 4/5 ESOL (Harlaw)
SCQF Level 5 or below:	National 3/4 Gaelic (Hazlehead)
National 5 Dance (City Moves)	

Column C (Monday/Wednesday mornings)	Column D (Tuesday/Thursday mornings)
SCQF Level 7:	SCQF Level 7:
Business Management (Aberdeen Grammar)	Advanced Higher Physical Education (AGS)
Engineering Science (Aberdeen Grammar)	
French (Aberdeen Grammar)	SCQF Level 6:
	Higher Accounting (AGS)
SCQF Level 6:	FA Social Services: Children and Young People (St Machar)
FA Social Services: Children and Young People (Bridge of Don)	FA Social Services and Healthcare (Oldmachar)
FA Social Services and Healthcare (Aberdeen Grammar)	

Column E (Tuesday/Thursday middle of the day)
Advanced Higher Computing Science (Virtual) (Bridge of Don)

Column A AND Column C (all day Monday and Wednesday AND Friday mornings (all SCQF Level 7)
HNC Business (NESCOL)
HNC Mechanical Engineering (NESCOL Altens)
HNC Technologies in Business (NESCOL)

3.2.5 As part of discussions with Secondary Head Teachers, it was identified that an important part of ensuring the success of ABZ Campus was to raise awareness and understanding across the school staff teams, with a particular focus on

those involved in supporting choice processes in schools. In addition to meeting with Depute Head Teacher groups and partners such as *Skills Development Scotland (SDS),* a launch event was held with key school staff to raise awareness of the activity and plans for ABZ Campus in November 2022. This event presented the rationale for change and included a series of sessions on specific courses offered by partners. This wider group has been used as an additional sounding board during the latter stages of development. Throughout the process of design and early implementation, it has been made clear that ABZ Campus will be developed across a series of Phases, with session 2023-24 being Phase 1. Planning is already under way for Phase 2 in 2024-25 (See Section 3.3) with further phases anticipated thereafter as we respond to learning from earlier phases.

3.2.6   Part of the voice of the young person (see 3.2.3) reflected the importance of quality publicity materials and information for schools, young people and families to inform choice into ABZ Campus courses. Between June and December 2022, work commenced to create simplified course guides and a promotional video for each of the courses. As an extension to this provision of quality information, a family information event was pre-recorded and launched in February 2023 (link here) to support understanding of the courses available to young people in Aberdeen City.

3.2.7   This promotional material is being housed in a new section of the ABZ Works website (link here) so that young people and adults have a one-stop shop solution to find out about and apply for ABZ Campus courses. Hosting the information on the ABZ Works site ensures that we are aligning this development with the work already undertaken to map and publicise pathways into growth and volume sector industries with partners. The 48 hour period following launch of the new pages and family information event saw more than 1,400 'hits' to the website.

3.2.8   There is a commitment to equity contained within the plans for ABZ Campus. All courses offered will carry an opportunity based on merit rather than where the young person has their 'home' school. There was also a recognition of a 'gap' in support for young people who are care experienced or on the edge of care. It was agreed that identifying a key member of staff to provide signposting, tracking and support around future course choices to help realise a positive destination would help ensure that those who are care experienced are well positioned to take advantage of ABZ Campus and to achieve at the highest level possible. In order to address this a new role of *Pathways Advocate* was designed. Secondary schools began internal recruitment of *Pathways Advocates* in October 2022 and many schools now have these staff members in place, working on a 0.2FTE basis alongside partners in school and those such as SDS to prioritise those who are care experienced. Pathways Advocates help provide the best possible opportunity for our care experienced young people to reach the right positive destination. A job description for the Pathways Advocate can be found in Appendix B, with the impact of the role due to be comprehensively evaluated as longitudinal data becomes available.

3.2.9   To improve the experience of application and administration for young people and schools, and to allow greater analysis, an application and management portal has been procured through partners *Pinnacle VL* and this will continue to be developed during session 2023-24 based on feedback from the first year of operation. The new application portal responds directly to the pupil feedback around consistency for applying, but also gives an opportunity for analysis of data on applications and withdrawals to/from courses. Finally, this system provides a stronger communication method from providers to course participants. Image 2 shows the login screen for young people accessing the ABZ Campus portal and Image 3 shows a screen allowing young people to see and apply for each of the ABZ Campus courses.
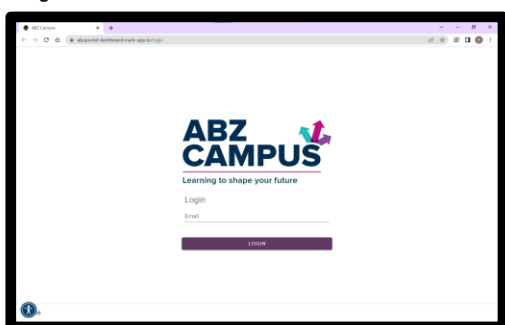
Image 2   Image 3
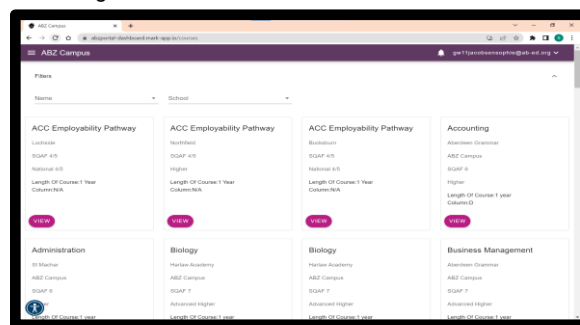
3.2.10 An incredibly positive outcome of the work on column alignment is that there now exists an opportunity for schools to work together to provide even greater access to young people through a 'clearing' system. As young people make their choices during March 2023, schools will share where there is capacity in their schools and, if a course in one school is over-subscribed, it is quite possible that the same course will have spaces in another school and could be accessed by the young person. This is possible due to the aligned columns and even closer working arrangements between schools. Clearing will necessarily take place after the usual choice process window closes in April, and will continue into May prior to courses starting in June.

3.2.11 As part of thinking towards how ABZ Campus could be further developed in phase 2, a pilot connection has been made with a school in Aberdeenshire to open up access to some of the courses on offer.

3.2.12 37 courses will be offered as part of ABZ Campus for 2023-24, with a total of 970 places across this course offer. A set of quantitative and qualitative success measures have been set to determine progress and improvement. A copy of the ABZ Campus Course Choice Guide 2023-24 can be found here or in Appendix A.

3.2.13 Reference has already been made under Section 3.1.3 that there is a requirement for schools to broaden their own individual school offers. ABZ Campus, whilst an exciting and important development, can only be a part of the solution to support a broad curriculum offer in each of our schools. Through the collective efforts to bring forward ABZ Campus, discussions between and within schools have increasingly focused on new courses with the result that an impact has already started to be seen. In Session 2021-22, a total of 391

National Progression Awards were offered across the eleven secondary schools. For this current 2022-23 session, this is scheduled to increase considerably with the most recent number at 882. This represents a sign of positive progress that must be continued to ensure that young people in Aberdeen City schools have access to a broad and relevant curriculum.

3.3   FUTURE PLANS

3.3.1   As explained earlier in this report (see 3.2.5), ABZ Campus will be introduced through a series of incremental phases with Phase 1 described in the body of this report. Successful implementation of Phase 1 will lay the foundations by establishing systems which enable measurement of impact and build confidence in the young people, parents and carers and staff. Further improvements are being developed for Phase 2 and beyond now that the foundations are in place. What follows below is a summary of some of the key elements of further progress already planned in Phase 2.

- Extend the number of courses on offer as part of ABZ Campus, with continued focus on pathways for young people in the lower 20%, middle 60% and higher 20% of our cohort.

- Extend the employability course offer, building on the success of 2023-24.

- Explore working with a greater range of partners, including extending the partnership pilot with Aberdeenshire Council and exploring working in localities to encourage equity of access for young people in Aberdeen City.

- Create a twilight column offer to support a more flexible understanding of course choice and timing with curriculum partners.

- Work with partners to create a bespoke pilot for extending opportunity for young people with additional and complex needs.

- In partnership with the City Growth Team, we will launch a Green Technology and Employability Project which aims to map and create broad pathways into the renewables sector.

3.3.2   It is anticipated that ABZ Campus development will continue well beyond Phase 2 as we continue to hear and act on feedback from our young people, monitor the impact of the changes on attainment data, and gain insights from the portal. The considerable investment in getting the foundations in place to help measure the impact of the changes will help drive a more responsive and appropriate curriculum over the coming years.

4.   FINANCIAL IMPLICATIONS

4.1   There are no financial implications. ABZ Campus is being delivered within existing budgets.

5. LEGAL IMPLICATIONS

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

6. ENVIRONMENTAL IMPLICATIONS

6.1 There are no environmental implications.

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 focussing our offer on growth and volume sectors to support growth in the local economy.	Planning courses which are designed to support young people to access growth and volume sectors.	L	**Yes**
Compliance	As work to incorporate the UNCRC progresses, there is a risk of not being guided by young people to ensure they can claim all of their rights.	Establishing the monthly Pupil Group will enable us to hear directly from young people and give them a direct opportunity to shape our plans	L	**Yes**
Operational	Risk of low uptake resulting in no improvement in attainment	Mechanisms in place to monitor update and progress to ensure that we remain agile and responsive.	L	**Yes**
Financial	None identified.			
Reputational	Risk of young	Mechanisms in place to monitor update and	L	**Yes**

	people not completing courses	progress to ensure that we remain agile and responsive.		
Environment / Climate	Risk that the curriculum does not prepare young people to face the challenges ahead.	Focus on volume and growth sectors with plans for Phase 2 to look at a Green Technology and Employability Project	L	**Yes**

8.   OUTCOMES

COUNCIL DELIVERY PLAN	
Aberdeen City Local Outcome Improvement Plan	
Prosperous People Stretch Outcomes	The delivery of ABZ Campus is aligned with Stetch outcome 7 of the Children's Services Plan and Local Outcome Improvement Plan.
UK and Scottish Legislative and Policy Programmes	**The Education (Scotland) Act 1980** • Duty to provide adequate and efficient education for our area. **The Education (Additional Support for Learning) (Scotland) Act 2004** • Duties regarding meeting the needs of children and young people with additional support needs. **The Standards in Scotland's Schools Etc. Act 2000** • Raising standards • Requirement that education be provided in mainstream schools **The National Improvement Framework** • Education Authorities are under a duty to endeavour to secure improvement in the quality of education of school education which is provided in the schools managed by them and to carry out the duty with a view to achieving the strategic priorities set out in the National Improvement Framework.

9.   IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Not required

Data Protection Impact Assessment	Not required

10. BACKGROUND PAPERS

None

11. APPENDICES

Appendix A – ABZ Campus Course Choice Guide 2023-24
Appendix B – ABZ Campus Pathways Advocate Job Description

12. REPORT AUTHOR CONTACT DETAILS

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ABZ CAMPUS

Learning to shape your future

Course Choice
2023-24
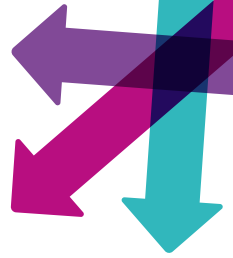
ABOUT **ABZ CAMPUS**

ABZ Campus offers a range of courses for learners in Aberdeen. ABZ Campus courses aim to boost skills and align with our fastest growing industries in the North-East of Scotland.

For **learners in S4,** ABZ Campus can offer you access to a range of courses, including access to our brand-new Aberdeen City Council Employment Programme, where young people can undertake work experience and on completion of the course are offered a guaranteed job interview.

Foundation Apprenticeships are aimed at **learners in S5 and S6** and they combine classroom-based learning with hands-on practical skills and work experience. Foundation Apprenticeships can offer learners a great career pathway and progression routes into employment or Further and Higher education.

ABZ Campus has new **HNCs** for **learners in S6** (Business Skills, Technologies in Business and HN Engineering Units). A HNC could take you straight into the second year of university which will save you time and money.

ABZ Campus is a partnership between Aberdeen City Council, NESCol and a range of other stakeholders, including Skills Development Scotland, Bon Accord Care, Aberlour Futures, Robert Gordon University, University of Aberdeen, and Developing the Young Workforce North East.

ABZ CAMPUS COURSES

COURSE NAME	QUALIFICATION TYPE	SCQF LEVEL	GROWTH SECTOR	LOCATION(S)	COLUMN
ACC Employability Pathway	National 4/5	4/5	Various	Bucksburn, Lochside, Northfield	
Accounting	Higher	6	Financial & Business Services	Aberdeen Grammar	D
Administration & IT	Higher	6	Financial & Business Services	St Machar Academy	B
Biology	Advanced Higher	7	Life Sciences	Harlaw, St Machar	A
Business Management	Advanced Higher	7	Financial & Business Services	Aberdeen Grammar	C
Chemistry	Advanced Higher	7	Life Sciences	St Machar Academy	B
Computing Science	Higher	6	Digital	Aberdeen Grammar	A
	Advanced Higher	7		Bridge Of Don Academy	E
Dance	National 5	5	General	Citymoves Studio	A
	Higher	6			
Drama	Advanced Higher	7	General	Aberdeen Grammar	B
Engineering Science	Advanced Higher	7	Construction	Aberdeen Grammar	C
English	Advanced Higher	7	Various	Aberdeen Grammar	A
ESOL (English For Speakers Of Other Languages)	National 5	5	Tourism & Hospitality	Harlaw Academy (EAL Service)	B
	Higher	6			
French	Advanced Higher	7	Tourism & Hospitality	Aberdeen Grammar	C
Gaelic (Learners)	National 3/4	3/4	Tourism & Hospitality	Hazlehead Academy	B
Geography	Advanced Higher	7	Life Sciences	Harlaw Academy	B
Health & Food Technology	Higher	6	Tourism & Hospitality	Aberdeen Grammar	A
History	Advanced Higher	7	Various	Aberdeen Grammar	B
Modern Studies	Advanced Higher	7	Various	Harlaw Academy	A
Physical Education	Advanced Higher	7	General	Aberdeen Grammar	D
Physics	Advanced Higher	7	Energy	Harlaw Academy	A
	Advanced Higher			St Machar	B
Scientific Technologies	National Progression Award	6	Life Sciences	Oldmachar Academy	B
HNC in Business	HNC	7	Financial & Business Services	NESCol – Aberdeen City	A/C
HNC in Mechanical Engineering	HNC	7	Construction	NESCol – Altens	A/C
HNC in Technologies in Business	HNC	7	Digital	NESCol – Aberdeen City	A/C

COURSE NAME	QUALIFICATION TYPE	SCQF LEVEL	GROWTH SECTOR	LOCATION(S)	COLUMN
Business Skills	Foundation Apprenticeship	6	Financial & Business Services	NESCol – Aberdeen City	
Construction	Foundation Apprenticeship	4/5	Construction	NESCol – Altens	
Creative & Digital Media	Foundation Apprenticeship	6	Digital	NESCol – Aberdeen City	
Engineering Systems	Foundation Apprenticeship	6	Construction	NESCol – Altens	
Hospitality	Foundation Apprenticeship	4/5	Tourism & Hospitality	NESCol – Aberdeen City	
IT (Hardware & System Support)	Foundation Apprenticeship	6	Digital	NESCol – Aberdeen City	
IT (Software Development)	Foundation Apprenticeship	6	Digital	NESCol – Aberdeen City	
Social Services (Children & Young People)	Foundation Apprenticeship	6	Early Learning & Childcare	Aberlour Futures & NESCol – Aberdeen City	
				Lochside	A
				Aberdeen Grammar	A
				Bridge of Don	C
				St Machar	D
Social Services & Healthcare	Foundation Apprenticeship	6	Health & Social Care	Bon Accord Care & NESCol – Aberdeen City	
				St Machar	A
				Bucksburn	B
				Aberdeen Grammar	C
				Oldmachar	D
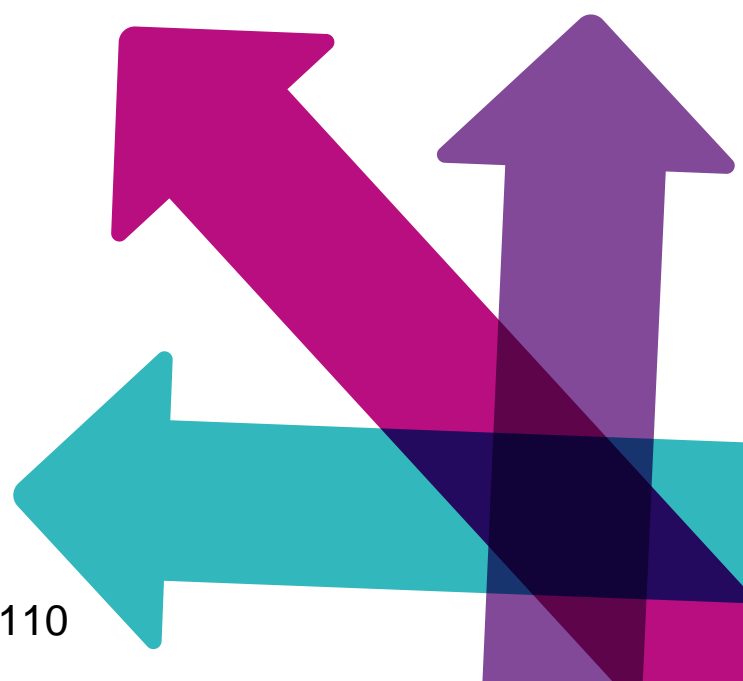
ABZ CAMPUS STRUCTURE EXPLAINED

ABZ CAMPUS COLUMN STRUCTURE

Schools have aligned double periods in 5 columns. Timings for each school will vary and will be confirmed to pupils once they are allocated a space.

DAY	MORNING (BEFORE BREAK)	MIDDLE OF DAY	AFTERNOON (AFTER LUNCH)
Monday	Column C		Column A
Tuesday	Column D	Column E (Virtual)	Column B
Wednesday	Column C		Column A
Thursday	Column D	Column E (Virtual)	Column B
Friday			

ABZ CAMPUS HNC STRUCTURE

Pupils must pick HNC in both Column A and C, and use time from core periods (or column F if school's have).

DAY	MORNING (BEFORE BREAK)	MIDDLE OF DAY	AFTERNOON (AFTER LUNCH)
Monday	HNC – All Day (In person delivery)		
Tuesday	Column D	Column E (Virtual)	Column B
Wednesday	HNC – All Day (In person delivery)		
Thursday	Column D	Column E (Virtual)	Column B
Friday	HNC – Morning (Virtual)		

ABZ CAMPUS FOUNDATION APPRENTICESHIP STRUCTURE

Unless stated they are all 1-year FAs and pupils pick in 1 column only. Foundation Apprenticeships will be offered in Column A, Column B, Column C and Column D (Column A and B only for NESCOL FAs). The suggested placement day is all day Friday. If pupils have additional free time columns this can be negotiated with the provider.

DAY	MORNING (BEFORE BREAK)	MIDDLE OF DAY	AFTERNOON (AFTER LUNCH)
Monday	Column C		Column A
Tuesday	Column D		Column B
Wednesday	Column C		Column A
Thursday	Column D		Column B
Friday	Suggested Placement Day		

ABZ CAMPUS SUBJECTS BY COLUMN

Column A (Monday/Wednesday afternoons)	Column B (Tuesday/Thursday afternoons)
SCQF Level 7: Advanced Higher Biology (Harlaw or St Machar) Advanced Higher English (Aberdeen Grammar) Advanced Higher Modern Studies (Harlaw) Advanced Higher Physics (St Machar) SCQF Level 6: Higher Computing Science (Aberdeen Grammar) Higher Dance (City Moves) Higher Health and Food Technology (Aberdeen Grammar) FA Social Services: Children and Young People (Lochside) FA Social Services: Children and Young People (Aberdeen Grammar) FA Social Services and Healthcare (St Machar) SCQF Level 5 or below: National 5 Dance (City Moves)	SCQF Level 7: Advanced Higher Chemistry (St Machar) Advanced Higher Drama (Aberdeen Grammar) Advanced Higher Geography (Harlaw) Advanced Higher History (Aberdeen Grammar) Advanced Higher Physics (Harlaw) SCQF Level 6: Higher Administration (St Machar) Higher ESOL (Harlaw) NPA Scientific Technologies (Oldmachar) FA Social Services and Healthcare (Bucksburn) SCQF Level 5 or below: National 4/5 ESOL (Harlaw) National 3/4 Gaelic (Hazlehead)
Column C (Monday/Wednesday mornings)	**Column D (Tuesday/Thursday mornings)**
SCQF Level 7: Business Management (Aberdeen Grammar) Engineering Science (Aberdeen Grammar) French (Aberdeen Grammar) SCQF Level 6: FA Social Services: Children and Young People (Bridge of Don) FA Social Services and Healthcare (Aberdeen Grammar)	SCQF Level 7: Advanced Higher Physical Education (AGS) SCQF Level 6: Higher Accounting (AGS) FA Social Services: Children and Young People (St Machar) FA Social Services and Healthcare (Oldmachar)
Column E (Tuesday/Thursday middle of the day)	
Advanced Higher Computing Science (Virtual) (Bridge of Don)	
Column A AND Column C (all day Monday and Wednesday AND Friday mornings (all SCQF Level 7)	
HNC Business (NESCOL) HNC Mechanical Engineering (NESCOL Altens) HNC Technologies in Business (NESCOL)	

ENTRY REQUIREMENTS/SELECTION CRITERIA

Standard entry requirements are broken down below for each level of course offered as part of ABZ Campus.

ADVANCED HIGHER
Advanced Higher courses are open to S6 pupils only. To progress to an Advanced Higher pupils must be on track to achieve an A or B pass at Higher Level in the same subject (in some cases similar subjects will be considered). There may also be specific entry criteria for certain subjects located in the course guide.

HIGHER
Higher courses are open to S5 or S6 pupils. To progress to a Higher course pupils must be on track to achieve an A or B pass at National 5 Level in the same subject (in some cases similar subjects will be considered).

NATIONAL PROGRESSION AWARD (LEVEL 6)
National Progression Awards (NPA) are open to S5 or S6 pupils. To progress to an NPA pupils should have achieved 1 or more courses at SCQF Level 5 (at least 1 of those must be in a similar subject to the NPA).

FOUNDATION APPRENTICESHIPS (SCQF LEVEL 6)
Foundation Apprenticeships are open to S5 or S6 pupils. To progress into a Foundation Apprenticeship, pupils must have an interest in a career related to that FA. Pupils should be able to demonstrate that they of working at SCQF Level 6 (i.e Higher level). For S5s it is expected that most or all of a pupils remaining courses are SCQF Level 6. For S6 pupils it is expected that they have already achieved 1 or more SCQF Level 6 course. Due to the assessment methods, pupils should have achieved at least 1 A or B pass in a written based National 5 subject (e.g English).

FOUNDATION APPRENTICESHIPS (SCQF LEVEL 4/5)
Foundation Apprenticeships at SCQF Level 4/5 are open to S4,S5 or S6 pupils. Pupils should have an interest in a career related to that FA. For Level 5 pupils should have achieved at least 1 qualification at SCQF Level 4, preferably in a related subject. Guidance Teachers should support a pupils application and agree that pupils are capable of working at the level required of the course.

NATIONAL 5
These courses are open to S4, S5 or S6 pupils. S4 pupils should have achieved CFE Level 4 in that subject (or similar subject) to progress to National 5. It is expected that S5 and S6 pupils will have achieved National 4 in same subject, or similar subjects in S4 or S5.

Prior attainment will make up part of the selection criteria, if courses are oversubscribed.

NATIONAL 3/4
Guidance Teachers should support a pupils application and agree that pupils are capable of working at the level required of the course.

ACC EMPLOYABILITY PATHWAYS (N4/N5)

LEVEL	NATIONAL 4/5
DELIVERER	ABERDEEN CITY COUNCIL – BUCKSBURN, LOCHSIDE, NORTHFIELD
GROWTH SECTOR	VARIOUS

PROGRESSION PATHWAY

Interest in securing employment, modern apprenticeship or further training post-school → **EMPLOYMENT PATHWAYS COURSE WITH ABERDEEN CITY COUNCIL** →
- Guaranteed interview for entry level employment with Aberdeen City Council
- Modern Apprenticeship
- Further training or education
- Ongoing support from key worker

COURSE OUTLINE

The Aberdeen City Council Employability Pathway course is a fantastic opportunity for young people to develop the key skills required for employment and develop their confidence and readiness for joining the workplace. Through the course, learners will gain an insight into the different types of exciting jobs and career pathways available at Aberdeen City Council and undertake a work placement in an area which interests them to include:

- Building Services (Plumbing, joinery, electrician, painting and decorating, blacksmith)
- Roads
- Environment
- Fleet
- Janitorial
- School catering
- Events
- Customer / Business Services
- Early Education and Childcare
- Social care

Throughout the course, learners will receive support from a mentor and a keyworker who will provide them with feedback to allow them to get the most out of the course and throughout their work placements.

Learners will receive a completion certificate at the end of the programme, including SQA employability qualifications; guaranteed interview for any Aberdeen City Council apprenticeship or entry-level role, employment reference from their placement manager/mentor and ongoing support from their key worker.

COURSE ASSESSMENT

Learners will be assessed continually throughout the course without a final exam. Learners will be required to populate a digital booklet on a regular basis. They will receive employer feedback throughout the work placement and will be required to demonstrate the ability to reflect and adapt their practice as they progress through the course.

ACCOUNTING (Higher)

LEVEL	HIGHER – SCQF LEVEL 6
DELIVERER	ABERDEEN GRAMMAR SCHOOL
GROWTH SECTOR	FINANCIAL & BUSINESS SERVICES

PROGRESSION PATHWAY

NATIONAL 5 ACCOUNTING

and / or

NATIONAL 5 MATHEMATICS

→ **HIGHER ACCOUNTING** → Further Education or Higher Education e.g., HNC/D or degree courses in Accounting and Finance, Business or Management studies → Career opportunities:
- Insurance
- Banking
- Accounting
- Administration

COURSE OUTLINE

The course consists of two areas of study:

Financial accounting
Candidates develop their understanding of how to prepare routine and complex financial accounting information. They learn about current financial accounting regulations and apply them to a range of business structures. Stakeholders use this information to assess an organisation's current financial position.

Management accounting
Candidates develop their understanding of internal accounting procedures. They learn how to prepare information using a range of routine and complex accounting techniques. Management use this information when making decisions about the planning, control and future direction of an organisation.

COURSE ASSESSMENT

The Course has three mandatory Units:
- **Preparing Financial Information** (Partnership and PLC accounts),
- **Preparing Management Information** (Budgeting and Costing) and
- **Analysing Accounting Information** (Ratios and Decision-making).

Course assessment structure:
- **Question paper** – 120 marks
- **Assignment** – 60 marks

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Digital)
SQA Course Specification
National Parent Forum of Scotland – Higher Accounting in a nutshell

ADMINISTRATION AND IT (Higher)

LEVEL	HIGHER – SCQF LEVEL 6
DELIVERER	ST MACHAR ACADEMY
GROWTH SECTOR	FINANCIAL & BUSINESS SERVICES

PROGRESSION PATHWAY

NATIONAL 5 ADMINISTRATION → **HIGHER ADMINISTRATION and IT** → Other qualifications in administration and IT or related areas → Further study, employment and/or training

COURSE OUTLINE

The course consists of two areas of study:

Administrative theory and practice
You will learn about the factors contributing to an efficient administrative function: time and task management, effective teams, complying with workplace legislation, the impact of digital technologies, and customer care.

Content includes: the role of administrative assistant; strategies and importance of effective time and task management; characteristics and importance of effective teams; knowledge of workplace legislation and strategies for ensuring compliance; impact of digital technology on the organisation; features of good customer care; organising and supporting meetings and events; appropriate methods of communication and research.

IT applications
You will learn how to organise and manage information using digital technology in administrative contexts. You will create and edit complex business documents using software application functions to analyse, process and manage information. You will learn about barriers to communication and ways of overcoming them to ensure effective communication, and how to maintain the security and confidentiality of information. Content includes word processing; spreadsheets; relational databases; presentations; communication.

COURSE ASSESSMENT

The course assessment has **two** components totalling 120 marks:
- **Question Paper** – worth 50 marks (consisting of two sections, section 1 worth 10 marks, and section 2 worth 40 marks)
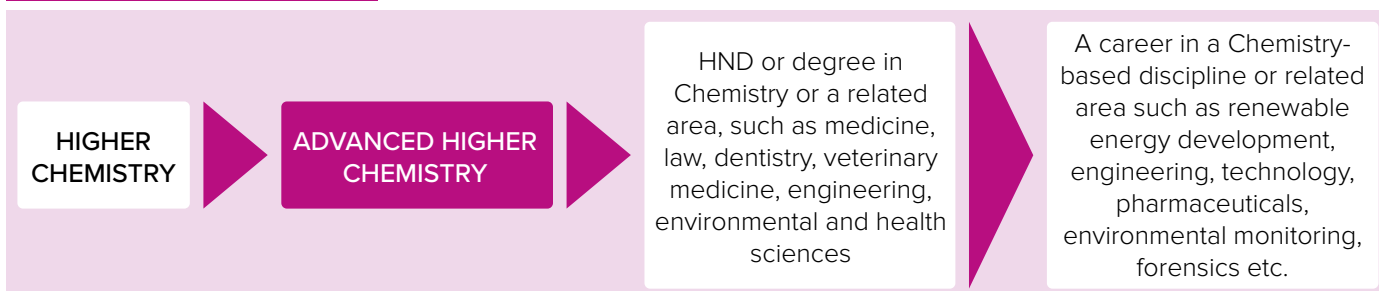- **Assignment** – worth 70 marks.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Digital)
SQA Course Specification
National Parent Forum of Scotland – Higher Administration and IT in a nutshell

BIOLOGY (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	HARLAW ACADEMY / ST MACHAR ACADEMY
GROWTH SECTOR	LIFE SCIENCES

PROGRESSION PATHWAY

HIGHER BIOLOGY

and / or

HIGHER HUMAN BIOLOGY

→ **ADVANCED HIGHER BIOLOGY** →

HND or degree in biology or a related area, such as medicine, dentistry, veterinary medicine, professions allied to medicine, horticulture, pharmacology, environmental science, or health

→

A career in a biology-based discipline or a related area, such as health sector, agricultural science, or education, environmental
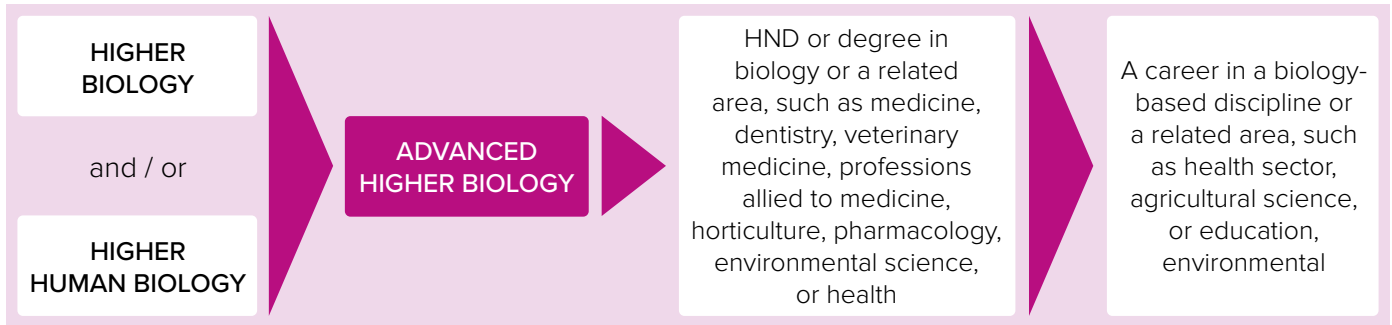
COURSE OUTLINE

This course is composed of the following 3 Units:

Cells and Proteins
Proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The Unit includes important laboratory techniques for biologists.

Organisms and Evolution
Evolution; variation and sexual reproduction; sex and behaviour and parasitism. This Unit covers techniques for ecological field study.

Investigative Biology
This Unit builds on understanding of the scientific method from Higher Biology. Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation, and critical evaluation of biological research.

COURSE ASSESSMENT

To gain the award of the Course, the learner must pass Course assessment. Course assessment will provide the basis for grading attainment in the Course award at levels A-D. The Course assessment is externally assessed and composed of the following two components:

Course assessment structure:
- **Question paper** – 100 marks
- **Project** – 30 marks

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Life Sciences)
SQA Course Specification

BUSINESS MANAGEMENT (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	ABERDEEN GRAMMAR SCHOOL
GROWTH SECTOR	FINANCIAL & BUSINESS SERVICES

PROGRESSION PATHWAY

NAT 5 BUSINESS MANAGEMENT ▶ HIGHER BUSINESS MANAGEMENT ▶ ADVANCED HIGHER BUSINESS MANAGEMENT ▶
- A range of related HNDs
- Related degreee courses

COURSE OUTLINE

The course has three areas of study:

The external business environment
Candidates develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level. They gain an in-depth understanding of current issues affecting organisations in an economic, social and environmental context, and consider the effectiveness of various courses of action.

The internal business environment
Candidates expand their knowledge of both traditional and contemporary management theories used by organisations to maximise efficiency and evaluate theories relating to internal factors that influence the success of teams.

Evaluating business information
Candidates develop skills in evaluating a range of business information used by organisations to reach conclusions.

COURSE ASSESSMENT

The course assessment has **two** components totalling 120 marks:
- **Question Paper** – worth 80 marks (consisting of two sections, section 1 worth 10 marks, and section 2 worth 40 marks)
- **Project** – worth 40 marks.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Digital)
SQA Course Specification

CHEMISTRY (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	ST MACHAR ACADEMY
GROWTH SECTOR	LIFE SCIENCES

PROGRESSION PATHWAY

HIGHER CHEMISTRY → ADVANCED HIGHER CHEMISTRY → HND or degree in Chemistry or a related area, such as medicine, law, dentistry, veterinary medicine, engineering, environmental and health sciences → A career in a Chemistry-based discipline or related area such as renewable energy development, engineering, technology, pharmaceuticals, environmental monitoring, forensics etc.

COURSE OUTLINE

The course is comprised of three units:
- **Inorganic and Physical Chemistry**
- **Organic Chemistry and Instrumental Analysis**
- **Researching Chemistry**

Study at this level builds on previous knowledge and understanding of the physical and natural environments. Throughout the course, concepts which have been introduced in the Higher course are developed, leading to deeper and broader understanding. The range of practical skills is also developed with many new techniques being introduced. The course also develops the skills of independent study and thought – particularly during the individual research project. The course is particularly suitable for candidates who wish to progress to degree courses either in chemistry or in subjects in which chemistry is a major component such as medicine, chemical engineering, and the environmental and health sciences.

COURSE ASSESSMENT

To gain the award of the Course, the learner must pass Course assessment. Course assessment will provide the basis for grading attainment in the Course award at levels A-D. The Course assessment is externally assessed and composed of the following two components:

Course assessment structure:
- **Question Paper** – 100 marks
- **Project** – 30 marks.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Life Sciences)
SQA Course Specification

COMPUTING SCIENCE (Higher)

LEVEL	HIGHER – SCQF LEVEL 6
DELIVERER	ABERDEEN GRAMMAR SCHOOL
GROWTH SECTOR	DIGITAL

PROGRESSION PATHWAY

N5 COMPUTING SCIENCE

and / or

N5 IN RELATED TECHNOLOGY SUBJECT

→ HIGHER COMPUTING SCIENCE → ADVANCED HIGHER COMPUTING SCIENCE →

- Foundation Apprenticeships
- Related Degree Courses

COURSE OUTLINE

The Course enables learners to develop an extended range of computing and computational thinking skills, including skills in analysis and problem-solving, design and modelling, developing, implementing, testing, and evaluating digital solutions across a range of contemporary contexts.

The Course has two mandatory Units:
- **Software Design and Development** (Computational constructs, Data types and structures, Testing and documenting solutions, Algorithm specification) and
- **Information System Design and Development** (Database and Web based structures, Media types, Coding and testing).

COURSE ASSESSMENT

The learner will be assessed by a combination of a question paper worth 90 marks and an assignment worth 60 marks. Learners will apply knowledge and skills to solve an appropriately challenging computing science problem. The question paper introduces breadth to the assessment.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Digital)
SQA Course Specification
National Parent Forum of Scotland – Higher Computing Science in a nutshell

COMPUTING SCIENCE (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	BRIDGE OF DON ACADEMY
GROWTH SECTOR	DIGITAL

PROGRESSION PATHWAY

N5 COMPUTING SCIENCE

and / or

N5 IN RELATED TECHNOLOGY SUBJECT

→ HIGHER COMPUTING SCIENCE → ADVANCED HIGHER COMPUTING SCIENCE →

- Foundation Apprenticeships
- Related Degree Courses

COURSE OUTLINE

The course provides a broad and challenging exploration of computing technologies, focusing on developing advanced programming and research skills. Candidates learn to apply a rigorous approach to the design and development process. The course enables candidates to:

- understand and apply computational-thinking skills across a range of computing contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, development, implementation, testing, and evaluation to a range of digital solutions with increasingly complex aspects
- apply creative problem-solving skills across a range of contexts
- develop autonomous learning, investigative, and research skills
- communicate advanced computing concepts clearly and concisely, using appropriate terminology
- develop an informed understanding of the role and impact of computing technologies in influencing our environment and society

The course has four areas of study:

- software design and development
- database design and development
- web design and development
- computer systems

COURSE ASSESSMENT

The learner will be assessed by a combination of a question paper worth 80 marks and a project worth 80 marks. Learners will apply computational thinking to solve a complex computing problem.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Digital)
SQA Course Specification

DANCE (N5)

LEVEL	NATIONAL 5 – SCQF LEVEL 5
DELIVERER	CITYMOVES, THE ANATOMY ROOMS, SHOE LANE
GROWTH SECTOR	VARIOUS

PROGRESSION PATHWAY

SOME DANCE EXPERIENCE USEFUL ▶ N5 DANCE ▶ HIGHER DANCE ▶
- H Dance
- Dance-related NPAs
- HNC & HND Professional Dance, Performance HNC and HND Dance Artists

COURSE OUTLINE

Technical Skills Unit:
- Develop and apply skills in contrasting techniques. For this session this is likely to be Contemporary, Jazz and Ballet.
- Research key practitioners and historical context influencing these distinct styles.

Choreography:
- Create a duet piece of choreography that communicates their chosen theme.

There will be extra rehearsals outside normal school hours: 1 day in Easter holidays for choreography intensive exam prep.

COURSE ASSESSMENT

Component 1: Question Paper (30 marks) 1 hour

Component 2: Practical Activity (65 marks)

This component has two sections:

Section 1: Choreography will have 35 marks. In this section, candidates create and present a choreography for two dancers (excluding self), lasting 2 minutes.

Section 2: Choreographic Review will have 30 marks. In this section, candidates review their work as a choreographer by explaining the reasons for the choreographic choices made and reflecting on their skills as a choreographer.

Component 3: Performance (35 marks)
Candidates will perform one tutor-choreographed technical solo, lasting 2 minutes.

LINKS TO FURTHER INFORMATION

[SQA Course Specification](#)

Gillian Farquhar, Dance Development Manager, Citymoves Dance Agency
Tel: 01224 984159 Email: gillian.farquhar@citymoves.org.uk

DANCE (Higher)

LEVEL	HIGHER – SCQF LEVEL 6
DELIVERER	CITYMOVES, THE ANATOMY ROOMS, SHOE LANE
GROWTH SECTOR	VARIOUS

PROGRESSION PATHWAY

SOME DANCE EXPERIENCE USEFUL ➤ N5 DANCE ➤ HIGHER DANCE ➤
- Dance-related NPAs
- HNC & HND Professional Dance
- Performance HNC and HND Dance Artists

COURSE OUTLINE

Technical Skills Unit:
- Develop and apply skills in contrasting techniques. For this session this is likely to be Contemporary, Jazz and Ballet.
- Research key practitioners and historical context influencing these distinct styles.

Choreography:
- Create a group piece of choreography that communicates their chosen theme.

There will be extra rehearsals outside normal school hours: 2 days in Easter holidays for choreography intensive exam prep.

COURSE ASSESSMENT

Component 1: Question Paper (40 marks) 2 hrs

Component 2: Practical Activity (70 marks)

This component has two sections:

Section 1: Choreography will have 45 marks. In this section, candidates create and present a choreography for a group of dancers (excluding self), lasting 2-3 minutes.

Section 2: Choreographic Review will have 25 marks. In this section, candidates review their work as a choreographer by explaining the relationship between their research, theme and initial motif, explaining the reasons for the choreographic choices made, and reflecting on their skills as a choreographer.

Component 3: Performance (70 marks)
Candidates will perform two tutor-choreographed technical solos, lasting 2 minutes, and each worth 35 marks.

LINKS TO FURTHER INFORMATION

SQA Course Specification

Gillian Farquhar, Dance Development Manager, Citymoves Dance Agency
Tel: 01224 984159 Email: gillian.farquhar@citymoves.org.uk

DRAMA (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	ABERDEEN GRAMMAR SCHOOL
GROWTH SECTOR	GENERAL

PROGRESSION PATHWAY

HIGHER DRAMA

and / or

HIGHER ENGLISH

→ ADVANCED HIGHER DRAMA → Careers in theatre, television, radio, media and related creative industries

COURSE OUTLINE

This course consists of two core units as well as a practical examination and a written project. Although the unit titles are the same as Higher there is a focus on Theatre Practitioners and their impact on modern theatre. Students will be required to analyse the influences, theories and practice of these practitioners.

Drama Skills
In this Unit, learners will be required to provide evidence to demonstrate their knowledge and skills in devising, directing, and performing through the exploration of a key practitioner. They will independently create a devised drama production, using their dramatic interpretation of complex texts. They will present it to an audience and evaluate their effectiveness as an actor or director.

Production Skills
In this Unit, learners will focus on a study of a key theatre practitioner and explore in depth the influences on and the theory and practice of their chosen practitioner. They will explore and analyse key productions that reflect their acting or directing or design methodologies through both research and practical experimentation. They will also view and analyse a live theatrical event, considering performance concepts and effectiveness.

COURSE ASSESSMENT

Component 1 — Practical Exam
The practical exam will have 60 marks (60% of the total mark) and has two sections:
- Section 1 will have 50 marks. (For performance in the chosen role of acting, directing or design)
- Section 2 will have 10 marks. (These marks are awarded for a report based on their chosen role and production)

Component 2 — Project
The project will have 40 marks (40% of the total mark). The candidate will select a topic from relevant and current performance theories and practice. The project will consist of a written response consisting of a 3000-word dissertation which is marked externally.

LINKS TO FURTHER INFORMATION

SQA Course Specification

ENGINEERING SCIENCE (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	ABERDEEN GRAMMAR SCHOOL
GROWTH SECTOR	CONSTRUCTION

PROGRESSION PATHWAY

N5 ENGINEERING SCIENCE and/or RELATED N5 COURSE → **HIGHER ENGINEERING SCIENCE** → **ADVANCED HIGHER ENGINEERING SCIENCE** → Further study, employment and/or training
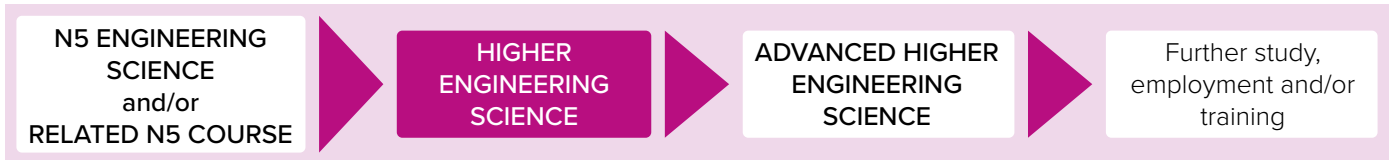
COURSE OUTLINE

The course builds on the knowledge and understanding, and practical skills developed in the Higher Engineering Science course and provides a bridge towards further study in any branch of engineering. The course provides a broad and challenging exploration of engineering, enabling candidates to:

- extend and apply knowledge and understanding of key engineering concepts, principles and practice through independent learning
- understand and apply the relationships between engineering, mathematics and science
- develop skills in investigation and research in an engineering context
- analyse, design, construct and evaluate creative solutions to complex engineering problems
- communicate advanced engineering concepts clearly and concisely, using appropriate terminology
- develop an informed understanding of the role and impact of engineering in changing and influencing our environment and society, including ethical implications

COURSE ASSESSMENT

The learner will be assessed by a combination of a question paper worth 75 marks and a project worth 75 marks. The project is a problem-solving activity, with a number of stages that candidates must complete. It assesses candidates' ability to work independently, applying engineering science skills and knowledge acquired and developed during the course.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Construction)
SQA Course Specification

ENGLISH (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	ABERDEEN GRAMMAR SCHOOL
GROWTH SECTOR	VARIOUS

PROGRESSION PATHWAY

NATIONAL 5 ENGLISH ▶ HIGHER ENGLISH ▶ ADVANCED HIGHER ENGLISH ▶ Other qualifications in English or related areas
Further study, employment and/or training
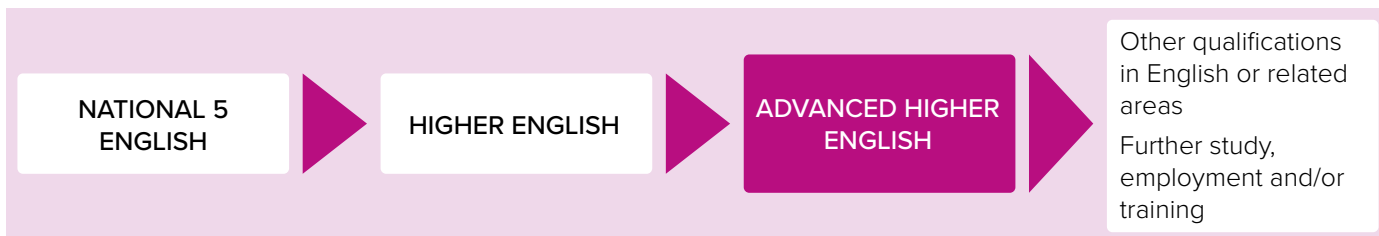
COURSE OUTLINE

The Advanced Higher English course is comprised of two units:

English: Analysis and Evaluation
Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.

English: Creation and Production
Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.

COURSE ASSESSMENT

Internal assessments will be carried out under controlled conditions and assessed on a pass/ fail basis. If any internal unit is failed, pupils will be given an opportunity to revise their work, following feedback from their teacher.

The course will be graded A-D by the external assessment of:
- A two-part portfolio – total 60%
  Part A: Dissertation – 30%
  Part B: Writing – 30% *(comprising two pieces of original writing)*
- A two-part question paper – total 40%
  Part A: Literary study – 20%
  Part B: Textual Analysis – 20%

LINKS TO FURTHER INFORMATION

[SQA Course Specification](#)

ESOL (N5 / Higher)

LEVEL	NATIONAL 5 / HIGHER – SCQF LEVEL 5/6
DELIVERER	EAL SERVICE – HARLAW ACADEMY
GROWTH SECTOR	TOURISM & HOSPITALITY

PROGRESSION PATHWAY

ASSESSMENT BY EAL SERVICE ▶ N5 ESOL ▶ HIGHER ESOL ▶ SQA qualifications in other subjects. Further study, employment and/or training
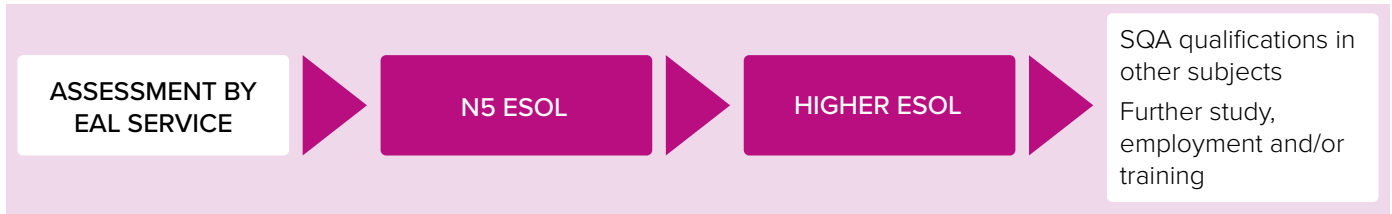
COURSE OUTLINE

The courses develop and assess the four skills of reading, writing, speaking and listening and help you further develop independent language learning skills and strategies. You will participate in a range of activities to practise all these skills.

Both National 5 and Higher ESOL cover interesting texts and themes relevant to everyday life. You will read articles on a wide range of current affairs and topical issues from authentic sources, such as newspapers and websites. There is a focus on developing more formal and academic English which will help you with other subjects at school and prepare you for further study at college or university and for work.

National 5 pupils are expected to understand and use **detailed** English language.
Higher pupils are expected to understand and use **complex** English language.
There is no requirement for the direct study of English literature.

The UCAS points for Higher ESOL are the same as for any other SQA Higher, including Higher English. Higher ESOL is accepted by Scottish universities as an entry qualification for most courses, instead of Higher English. If you are not sure about entry requirements for courses you are interested in, your guidance teacher can help you check with any university.

COURSE ASSESSMENT

- **Exam**
  Paper 1 - Listening - 20%
  Paper 2 - Reading - 25%
  Paper 3 - Writing - 25%
- **In class**
  Talking - 25%
  Listening - 5%

LINKS TO FURTHER INFORMATION

[ABZ Works – Growth Sector (Tourism & Hospitality)](#)
[N5 SQA Course Specification](#)
[HIGHER SQA Course Specification](#)

FRENCH (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	ABERDEEN GRAMMAR SCHOOL
GROWTH SECTOR	TOURISM & HOSPITALITY

PROGRESSION PATHWAY

NATIONAL 5 FRENCH ➤ HIGHER FRENCH ➤ ADVANCED HIGHER FRENCH ➤ Other modern language qualifications or related areas, further study, employment and/or training
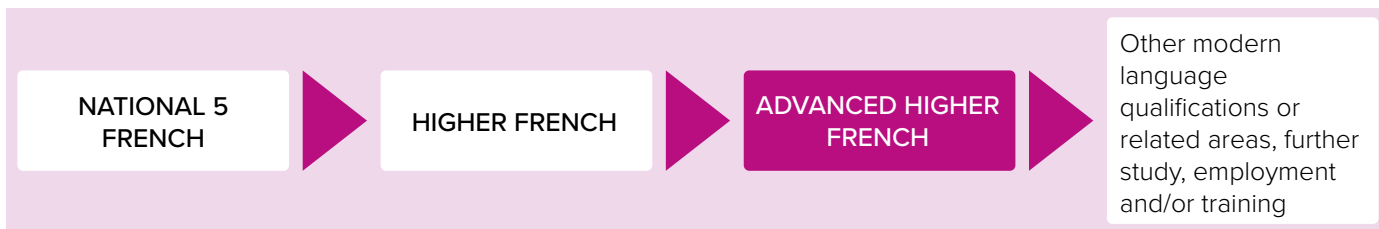
COURSE OUTLINE

The Advanced Higher French course consists of 3 units:

Understanding Language
Within the contexts of Society, Learning, Employability and Culture students have the opportunity to develop and extend their reading and listening skills

Using Language
In the same four contexts students develop and extend their talking and writing skills

Specialist study
Students develop and extend their planning, research, and analytical skills to undertake an independent study based on literature or media.

COURSE ASSESSMENT

There will be one Unit assessment in each of the four skills (pass/fail). The course assessment will comprise:
- A **Reading and Translation** paper worth 50 marks
- A **Listening and Discursive** writing paper worth 70 marks
- A **Talking performance** marked by a Visiting Examiner worth 50 marks (completed in February or March)
- A **portfolio** (the final product of the work done on a literary or media topic). This is worth 30 marks and is sent off to the SQA for assessment by them before the Easter break.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Tourism & Hospitality)
SQA Course Specification

GAELIC (LEARNERS) (N3/4)

LEVEL	NATIONAL 3/4 – SCQF LEVEL 3/4
DELIVERER	HAZLEHEAD ACADEMY
GROWTH SECTOR	TOURISM & HOSPITALITY

PROGRESSION PATHWAY

NATIONAL 5 IN A MODERN LANGUAGE	▶	N3/4 GAELIC LEARNERS	▶	Other SQA qualifications in Gaelic (Learners)	▶	Further study, employment or training

COURSE OUTLINE

This course builds on the language learning skills developed in the Broad General Education phase in the contexts of 'Society', 'Learning', 'Employability' and 'Culture'. The course provides learners with the opportunities to develop more detailed skills in Reading, Listening, Talking and Writing; develop understanding of how language works; use different media effectively for learning and communication; use language to communicate ideas and information; enhance their understanding and enjoyment of their own and other cultures.

The course is made up of 2 mandatory Units:

Understanding Language
Developing the skills of Reading and Listening.

Using Language
Developing the skills of Talking and Writing.

COURSE ASSESSMENT

To achieve the National 4 Modern Languages Course, learners must pass all the required Units, including the Added Value Unit. National 4 Courses are not graded, and all Units are internally assessed on a pass/fail basis in line with SQA marking instructions and quality assured.

LINKS TO FURTHER INFORMATION

[ABZ Works – Growth Sector (Tourism & Hospitality)](#)
[N3 SQA Course Specification](#)
[N4 SQA Course Specification](#)

GEOGRAPHY (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	HARLAW ACADEMY
GROWTH SECTOR	LIFE SCIENCES

PROGRESSION PATHWAY

NATIONAL 5 GEOGRAPHY ▶ HIGHER GEOGRAPHY ▶ ADVANCED HIGHER GEOGRAPHY ▶ Related HND and degree courses as well as a diverse range of careers

COURSE OUTLINE

The Advanced Higher qualification in Geography aims to give learners an in-depth understanding of complex ideas about how the world works. The course provides learners with the chance to carry out their own research on geographical issues of interest to themselves, with an emphasis on fieldwork.

COURSE ASSESSMENT

There will be 2 elements that are externally assessed:

Question Paper 50 / 150
- The exam comprises 3 topics looking at: Question 1 - Map Interpretation
Question 2 - Gathering and Processing Techniques
Question 3 - Geographical Data Handling

Folio 100 / 150
- Geographical Study
- Geographical Essay

There will be 2 internal unit assessments:

Geographical Skills
Developing a range of geographical methods and techniques. These include mapping skills, graphical techniques, and a wide range of statistical techniques for gathering, analysing, and interpreting geographical data.

Geographical Issues
Developing critical thinking and the ability to evaluate viewpoints using evidence from a wide range of sources on complex, current geographical issues.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Life Sciences)
SQA Course Specification

HEALTH & FOOD TECHNOLOGY (Higher)

LEVEL	HIGHER – SCQF LEVEL 6
DELIVERER	ABERDEEN GRAMMAR SCHOOL
GROWTH SECTOR	TOURISM & HOSPITALITY

PROGRESSION PATHWAY

N5 HEALTH & FOOD TECH

and / or

RELATED N5 COURSE

→ **HIGHER HEALTH & FOOD TECHNOLOGY** →

National Progression Awards

Other qualifications in related areas

→

HNCs or other further education provision

Further study, employment and/or training

COURSE OUTLINE

The course allows candidates to develop and apply the knowledge and skills of research, analysis and evaluation in order to make informed food and dietary choices. Candidates develop their understanding of the properties of food in relation to food production, processing and the development of food products. The course uses an experiential, practical and problem-solving learning approach and promotes independence in learning. It uses real-life situations, and where appropriate, takes account of local, cultural, and media influences and technological innovations. The course has five broad and inter-related aims that enable candidates to:

- analyse the relationships between health, nutrition and food
- develop and apply skills, knowledge and understanding related to the functional properties of food
- investigate contemporary issues affecting food and consumer choice
- use research, management and technological skills to plan, make and evaluate food products for a range of dietary and lifestyle needs
- prepare food using safe and hygienic practices to meet specific needs

COURSE ASSESSMENT

The learner will be assessed by a combination of a question paper worth 60 marks and an assignment worth 60 marks. The assignment assesses the application of skills, knowledge and understanding from across the course through a problem-solving approach. Candidates use skills to research and analyse information regarding a food or consumer issue, and make a food product(s).

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Tourism & Hospitality)
National Parent Forum of Scotland – Higher Health and Food Technology in a nutshell
SQA Course Specification

HISTORY (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	ABERDEEN GRAMMAR SCHOOL
GROWTH SECTOR	VARIOUS

PROGRESSION PATHWAY

NATIONAL 5 HISTORY ➤ HIGHER HISTORY ➤ ADVANCED HIGHER HISTORY ➤ Related HND and degree courses as well as a diverse range of careers

COURSE OUTLINE

'The House Divided': USA 1850 – 65

A study of American society and the tensions within it, the causes and nature of conflict, the political, social and economic outcomes of that conflict, focusing on the themes of conflict, rights, identity and authority.

American society on the eve of war, including political, economic and social questions arising out of the newly acquired territories; centralised Federation in conflict with States' rights; conflict between the Southern slave economy and Northern industrialism.

The coming of war, including: the civil rights questions; the failure of compromise; the outbreak of war.

The Civil War, including military events and developments from Union and Confederate viewpoints; the role of foreign powers in the conflict; the experience of blacks during the war.

The effects of war, including: the political consequences; social and economic conditions in North and South.

COURSE ASSESSMENT

To gain an overall award for the course, students must achieve a pass in each of the two internal assessments, as well as the external exam.

The dissertation: The dissertation will allow learners to apply research analysis and evaluation skills as they investigate a complex historical issue. 50 marks.

The Question Paper (3 hours): The question paper is marked out of 90. It will be divided into two sections:
- Historical Issues will have 50 marks. This Section will be made up of extended response questions requiring the learner to draw on the knowledge and understanding and skills acquired during the Course.
- Historical Sources will have 40 marks. This Section will be made up of extended response questions requiring the learner to draw on the knowledge and understanding and skills acquired during the course and apply these to unseen historical sources.

Throughout the year, students will be prepared for the question paper through regular practice with source-handling and essay questions, both in class and for homework. For the dissertation, students will also have access to library facilities at the University of Aberdeen.

LINKS TO FURTHER INFORMATION

[SQA Course Specification](#)

MODERN STUDIES (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	HARLAW ACADEMY
GROWTH SECTOR	VARIOUS

PROGRESSION PATHWAY

NATIONAL 5 MODERN STUDIES ▶ HIGHER MODERN STUDIES ▶ ADVANCED HIGHER MODERN STUDIES ▶ Related HND and degree courses as well as a diverse range of careers

COURSE OUTLINE

The overall theme of the course is 'Law and Order and Research Methods' and comprises two units, one of 80 hours and one of 40 hours as outlined below:

Unit 1: Social Issues: Law and Order and Social Research Methods
- **Context A: Understanding criminal behaviour:** A) Definitions, measurements and perceptions of crime. B) Contemporary relevance of theories of criminal. C) Social and economic impact of criminal behaviour.
- **Context B: Responses by society to crime:** A) Contemporary relevance of theories of punishment. B) Preventative responses to crime. C) Criminal justice responses to crime.
- **Research Methods:** A) Qualitative and quantitative social scientific research methodology. B) Source evaluation.

Unit 2: Researching Contemporary Issues
Pupils conduct independent primary and secondary research on a law and order topic, developing the investigative skills of planning, researching, analysing, and presentation through the production of a 5000-word dissertation.

COURSE ASSESSMENT

To gain a full award for this course, pupils must achieve all the component units of the course (internally assessed) as well as an external assessment. The external assessment comprises an externally set and assessed question paper and the dissertation. In addition, pupils must pass internal assessments throughout the course relating to the content of Units 1 and 2.

LINKS TO FURTHER INFORMATION

[SQA Course Specification](#)

PHYSICAL EDUCATION (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	ABERDEEN GRAMMAR SCHOOL
GROWTH SECTOR	GENERAL

PROGRESSION PATHWAY

NATIONAL 5 PHYSICAL EDUCATION → HIGHER PHYSICAL EDUCATION → ADVANCED HIGHER PHYSICAL EDUCATION → Related HND and degree courses

COURSE OUTLINE

The main purpose of the Course is to research and analyse factors which underpin and impact on performance. Learners will use this knowledge to develop their own performance or that of others. This will involve:

- Independent academic-research into factors impacting performance
- Investigating your own performance or that of others
- Planning and implementing a Performance Development Plan (PDP)
- Reviewing and evaluating the success of your PDP

During the course, learners will also understand how to develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about their personal performance.

Pupils should have attained and A or B pass in Higher PE and Higher English (or alternative, written-based subject).

COURSE ASSESSMENT

The following provides details of skills, knowledge and understanding sampled in the course assessment:
Project: Learners will complete a 5,000 word dissertation that will be submitted to the SQA for making. This is worth 70% of the final grade. This section of the course will require learners to write at a level similar to Year 1 of University, and display a high level of independent learning and research skills. To be successful in this area of the course learners must have a strong background in written subjects (recommended A or B in Higher English or similar subject). The project has four stages:

Stage 1: Project proposal
Stage 2: Research
Stage 3: Implementing a Personal Development Plan (PDP)
Stage 4: Post-PDP analysis and evaluation

Learners will be assessed in an activity of their choosing. This will make up 30% of the final grade. The assessment will take place in a single, one-off assessment that takes place in a challenging or competitive environment. Learners should already be participating in a sport(s) at a high level, outside of school. Technique, movement control, decision making, tactics or composition, following rules/displaying etiquette and ability to control emotions are all grades as part of the assessment.

LINKS TO FURTHER INFORMATION

[SQA Course Specification](#)

PHYSICS (Advanced Higher)

LEVEL	ADVANCED HIGHER – SCQF LEVEL 7
DELIVERER	HARLAW ACADEMY, ST MACHAR ACADEMY
GROWTH SECTOR	ENERGY

PROGRESSION PATHWAY

NATIONAL 5 PHYSICS → HIGHER PHYSICS → ADVANCED HIGHER PHYSICS → Related HND and degree courses

COURSE OUTLINE

This course is composed of the following four Units:

Rotational Motion and Astrophysics
Develop and apply concepts and principles in a wide variety of situations involving angular motion, rotational dynamics, and angular momentum. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

Quanta and Waves
Develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced. Work on wave theory is developed including Interference, Division of amplitude, Division of wavelength, and Polarisation.

Electromagnetism (half-unit)
Develop and apply concepts and principles in a wide variety of situations involving electromagnetism. Electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.

Investigating Physics (half-unit)
This unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

COURSE ASSESSMENT

Throughout the course, learners must:
- apply skills of scientific inquiry and draw on knowledge and understanding of the key areas to carry out an experiment .
- draw on knowledge and understanding of the key areas and apply scientific skills, typically in an end of unit assessment.
- research, plan and carry out investigative practical work on a chosen physics topic .

To gain the award of the Course, the learner must pass all Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award at levels A-D. The Course assessment is externally assessed and composed of the following two components:
- **Component 1** — question paper 100 marks.
- **Component 2** — project 30 marks.

LINKS TO FURTHER INFORMATION

[ABZ Works – Growth Sector (Energy)](#)   [SQA Course Specification](#)

SCIENTIFIC TECHNOLOGIES (NPA)

LEVEL	NATIONAL PROGRESSION AWARD – SCQF LEVEL 6
DELIVERER	OLDMACHAR ACADEMY
GROWTH SECTOR	LIFE SCIENCES

PROGRESSION PATHWAY

N5 BIOLOGY; N5 CHEMISTRY; N5 PHYSICS; N5 LAB SCIENCE OR NPA APPLIED SCIENCES ▶ NPA SCIENTIFIC TECHNOLOGIES ▶ Related Advanced Higher Courses or further education courses

COURSE OUTLINE

There are four units:
- **Laboratory Safety** (SCQF Level 5)
- **Mathematics for Science 2** (SCQF Level 5)
- **Fundamental Chemistry: An Introduction** (SCQF Level 6)
- **Experimental Procedures: Science** (SCQF Level 6)

The group award develops the skills required to work in science-based industries. Learners will have the opportunity to enhance their skills in performing experimental procedures, processing, analysing and evaluating the results obtained.

The Fundamental Chemistry unit covers atomic structure, periodic table, acids/alkalis, organic chemistry and chemical equations and calculations.

The Laboratory Safety unit covers common hazards and safety procedures.

Mathematics for Science develops basic skills in calculation, algebra, graph reading and drawing.

COURSE ASSESSMENT

Continuous assessment – a series of open and closed book assessments in addition to practical activities.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Life Sciences)
SQA Group Award Specification

HNC IN BUSINESS

LEVEL	HIGHER NATIONAL CERTIFICATE – SCQF LEVEL 7
DELIVERER	NESCol – ABERDEEN CITY CAMPUS
GROWTH SECTOR	FINANCIAL & BUSINESS SERVICES

PROGRESSION PATHWAY

**2 HIGHER @ C OR ABOVE IN:
BUSINESS & ENGLISH**
and
N5 MATHS / APP MATHS OR ACCOUNTING
or
FA ACCOUNTANCY OR BUSINESS SKILLS

→ **HNC BUSINESS** →

Join Year 2 of NESCol HND Business (with add. credits)

or

Related Degree Courses, Employment, or further training
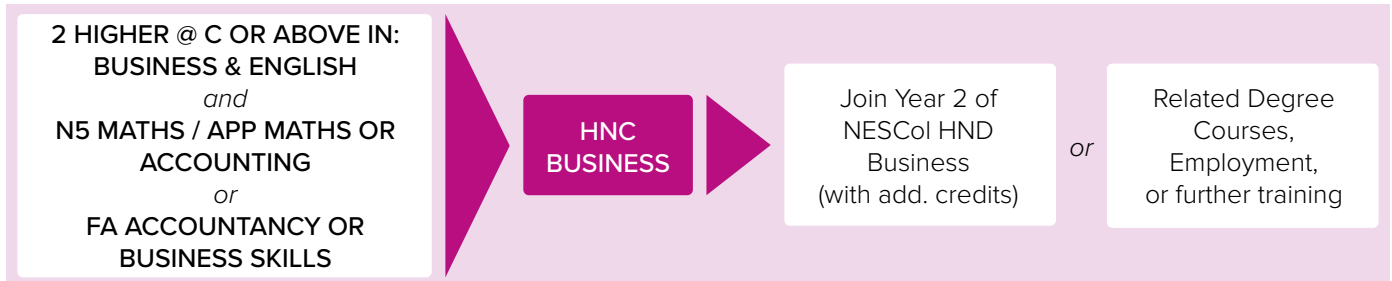
COURSE OUTLINE

Aims of qualification
This advanced level course will further enhance your understanding of key business functions and provide you with an invaluable, detailed overview of the business world. You will acquire a wide range of transferable skills, highly sought after by employers, ensuring you are well-equipped for progression towards further study or direct entry into employment.

Course programme
The course is divided into a number of different units including:
- Managing People and Organisations (2 credits)
- Marketing (1 credit)
- Economics (1 credit)
- Business Accounting (2 credits)
- Business Communication (1 credit)
- IT in Business: Spreadsheets (1 credit)
- IT Applications Software (1 credit)
- Business Law (1 credit)
- Using Financial Accounting Software (1 credit)
- Business Graded Unit 1 (1 credit)

This qualification, at SCQF level 7, is broadly equivalent to 3 Advanced Highers. It is the same level as year one of an HND or year one of university studies. You will gain valuable experience of higher education while still in school, allowing you to prepare for your next step.

COURSE ASSESSMENT

A number of assessment approaches will be used e.g. project, open-book, closed-book examinations, presentations. We recommend that applicants only study **1** additional school-based courses alongside the HNC.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Digital)
SQA HN Business

HNC IN MECHANICAL ENGINEERING

LEVEL	HIGHER NATIONAL CERTIFICATE – SCQF LEVEL 7
DELIVERER	NESCol – ABERDEEN ALTENS CAMPUS
GROWTH SECTOR	CONSTRUCTION

PROGRESSION PATHWAY

HIGHER MATHEMATICS *(Grade B minimum; Application of Mathematics not accepted)* **& 3+ N5 PASSES IN MATHEMATICS, PHYSICS, TECHNOLOGICAL STUDIES & ENGLISH.**

ONE HIGHER FROM PHYSICS, TECHNOLOGICAL STUDIES, ENGINEERING SCIENCE, OR MECHATRONICS

→ **HNC MECHANICAL ENGINEERING** → Join Year 2 of NESCol HND Engineering (with add. credits) *or* Related Degree Courses, Employment or further training
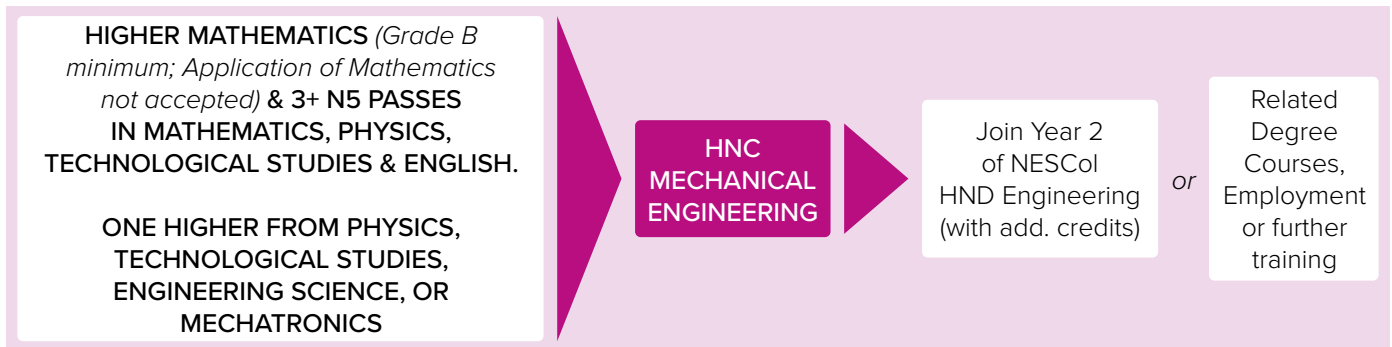
COURSE OUTLINE

Aims of qualification

This advanced level course, will allow you to develop your knowledge, understanding and skills in a range of core engineering principles and technologies by undertaking Units in Mathematics, Quality Systems, Engineering Principles, Materials Selection, Statics and Strength of Materials, Dynamics, Thermofluids and Pneumatics and Hydraulics.

You will acquire a wide range of transferable skills, highly sought after by employers, ensuring you are well-equipped for progression towards further study or direct entry into employment.

This qualification, at SCQF level 7, is broadly equivalent to 3 Advanced Highers. It is the same level as year one of an HND or year one of university studies. You will gain valuable experience of higher education while still in school, allowing you to prepare for your next step.

Course programme

The course is divided into a number of different units including:

- Communication: Practical Skills (1 credit)
- Engineering Mathematics 1 (1 credit)
- Quality Management: An Introduction (1 credit)
- Engineering Principles (1 credit)
- Materials selection (1 credit)
- Statics and Strength of Materials (1 credit)
- Dynamics (1 credit)
- Thermofluids (1 credit)
- Pneumatics and Hydraulics (1 credit)
- Engineering Drawing (1 credit)
- Computer Aided Draughting for Engineers (1 credit)
- Mechanical Engineering: Graded Unit 1 Examination (1 credit)

COURSE ASSESSMENT

A number of assessment approaches will be used e.g. project, open-book, closed-book examinations, presentations.

NESCol recommend that applicants only study **1** additional school-based courses alongside the HNC.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Construction)
SQA Engineering home page

HNC IN TECHNOLOGIES IN BUSINESS

LEVEL	HIGHER NATIONAL CERTIFICATE – SCQF LEVEL 7
DELIVERER	NESCol – ABERDEEN CITY CAMPUS
GROWTH SECTOR	DIGITAL

PROGRESSION PATHWAY

2 HIGHERS @ C OR ABOVE INCLUDING:
COMPUTING SCIENCE / BUSINESS MANAGEMENT / ENGLISH / MATHS
and
3 N5 QUALIFICATIONS OR EQUIVALENT

→ **HNC TECHNOLOGIES IN BUSINESS** →

Join Year 2 of NESCol HND Technology in Business (with add. credits)

or

Related Degree Courses, Employment or further training

COURSE OUTLINE

Aims of qualification

This advanced level IT/computing course will enhance your understanding of digital technologies in the business world. You will acquire a wide range of transferable skills, highly sought after by employers, ensuring you are well-equipped for progression towards further study or direct entry into employment.

Course programme

The course is divided into a number of different units including:

- Business Process Management: Introduction (1 credit)
- Project Management Methodologies: Introduction (1 credit)
- Professionalism and Ethics in Computing (1 credit)
- Cyber Resilience (1 credit)
- Business Communication (1 credit)
- Big data (1 credit)
- Functional Areas of Business (1 credit)
- Technologies in Business: Graded Unit 1 (1 credit)
- Emerging Technologies and Experiences (1 credit)
- Social Media (1 credit)
- Cloud Computing (1 credit)
- Developing Software: Introduction (1 credit)

This qualification, at SCQF level 7, is broadly equivalent to 3 Advanced Highers. It is the same level as year one of an HND or year one of university studies. You will gain valuable experience of higher education while still in school, allowing you to prepare for your next step.

COURSE ASSESSMENT

A number of assessment approaches will be used e.g. project, open-book, closed-book examinations, presentations.

NESCol recommend that applicants only study **1** additional school-based courses alongside the HNC.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Digital)   **SQA HN Technologies in Business**

FOUNDATION APPRENTICESHIPS AT **NESCol**

OPPORTUNITIES AT NESCol

Whether you wish to progress in your studies or enter the world of work, NESCol provides excellent progression opportunities, with links to eight universities across Scotland and great relationships with industry.

WHY TAKE A FOUNDATION APPRENTICESHIP?

Foundation Apprenticeship courses will prepare you to access a range of university degrees programmes. Foundation Apprenticeships are accepted by all Scottish Universities as equivalent to at least one Higher. For further information you should consult the entry criteria for individual courses at the institution of your choice.

Those who wish to progress directly to employment will find a range of entry level positions available across the broad spectrum of Foundation Apprenticeships offered. In addition to employment opportunities, upon completion of a Foundation Apprenticeship, you may gain advanced entry into an associated Modern Apprenticeship.

LEARNING RESOURCES AT NESCol

My NESCol
- is the student web portal that will provide you with on-demand access to all the links, news and services that you will use once you have enrolled. It's accessible via any computer, and as an Android or Apple app. It's easy to use, and you can even receive important alerts on your device!

Blackboard
- is the Virtual Learning Environment system used in the College, where you can find a host of useful information and access your courses online. It will be the main platform that your lecturers will use to make re-sources available to you including interactive materials, videos, assessments and feedback.

IT HelpZone
- is run by students, for students, there is a helpdesk located in the main social area at the Aberdeen Campus and a dedicated helpline at our Altens Campus. You can drop in, email or telephone for assistance.

Library+
- each Library offers thousands of resources for study, including books, journals, e-books, e-journals and magazines – all relevant to the courses on offer at the campus in which they are situated. They also offer quiet, silent, individual, and group study facilities.

Bring Your Own Device (BYOD)
- NESCol believes that your learning and teaching experience at NESCol can be enhanced significantly by use of a mobile device, such as a tablet or a laptop. For this reason, many students are required to bring a device with them to NESCol. This initiative is known as Bring Your Own Device (BYOD) and its aim is to provide learners with a more bespoke and student-centred learning experience.

Digital Skills Space
- Located within each Library Plus facility you will find a dedicated Digital Skills Space, featuring Bring Your Own Device (BYOD) workspaces and dedicated desktop PC work areas. These spaces are also used to deliver core IT teaching, drop-in IT support and scheduled digital skills workshops. You can also use these spaces for flexible access to PCs during Library+ opening hours.

For further information on all NESCol Foundation Apprenticeships visit:
www.nescol.ac.uk/students/apprenticeships/foundation-apprenticeships

NESCol ABERDEEN CITY CAMPUS:
Gallowgate, Aberdeen AB25 1BN

🚌 Bus routes:
- Take any bus to Union Street and NESCol is a short 10min walk to Gallowgate.
- No.17, 18 or 23 to George Street a short walk from NESCol.

NESCol ABERDEEN ALTENS CAMPUS:
10 Hareness Road, Altens Industrial Estate, Aberdeen, AB12 3LE

🚌 Bus routes:
- No.3B or 18 bus directly to Hareness Road.
- No.3A to Wellington Road then a 10min walk down Hareness Road.

FOUNDATION APPRENTICESHIP:
BUSINESS SKILLS

NORTH EAST SCOTLAND COLLEGE

LEVEL	SCQF LEVEL 6
DELIVERER	NORTH EAST SCOTLAND COLLEGE (NESCol)
GROWTH SECTOR	FINANCIAL & BUSINESS SERVICES

PROGRESSION PATHWAY

NAT 5 ENGLISH **+** STRONG INTEREST IN BUSINESS ▶ FA BUSINESS SKILLS ▶ Modern Apprenticeship, HND or related Uni courses

COURSE OUTLINE

This programme incorporates classroom-based study with work-based learning to prepare you for entry to the workplace or full-time Further or Higher Education. You will gain a valuable appreciation of the vast range of factors involved in modern-day business practice to prepare you for future work in a business setting.

What you will experience
The variety of topics covered will sit well alongside Higher Business Management to provide a broad insight into the world of business. You will study towards a National Progression Award which will include units in:

- Understanding Business
- Management of People and Finance
- Web Apps: Word Processing
- Web Apps: Spreadsheets
- Contemporary Business Issues

You will also undertake work-based learning during which you will gain accredited experience in the following areas:

- Plan how to manage your own performance in a business environment
- Communication in a business environment
- Supporting other people to work in a business environment
- Designing and producing documents in a business environment.

COURSE ASSESSMENT

Pupils will be expected to undertake both coursework and work-based learning elements, generally spending the equivalent of a day a week in NESCol and a day a week on placement.

We recommend that applicants only study 3 additional school-based courses alongside the Foundation Apprenticeship.
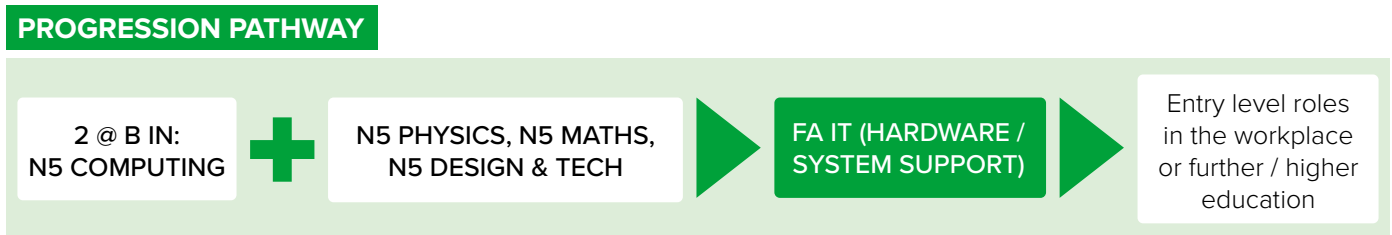
LINKS TO FURTHER INFORMATION

[ABZ Works – Growth Sector (Digital)](#)
[Apprenticeships.Scot Foundation Apprenticeship – Business Skills](#)

FOUNDATION APPRENTICESHIP:
CONSTRUCTION

NORTH EAST SCOTLAND COLLEGE

LEVEL	SCQF LEVEL 4/5
DELIVERER	NORTH EAST SCOTLAND COLLEGE (NESCol)
GROWTH SECTOR	CONSTRUCTION

PROGRESSION PATHWAY

STRONG INTEREST IN WORKING IN THE CONSTRUCTION SECTOR ▶ FA CONSTRUCTION ▶ Entry level employment, Modern Apprenticeship, or related courses
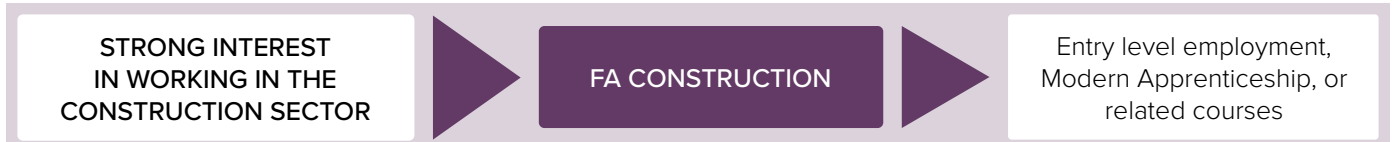
COURSE OUTLINE

This course is aimed at pupils who are interested in working in the construction industry and recognises that many will not have the experience or the knowledge of the different trades to be able to make an informed choice for future studies or when considering Modern Apprenticeships. The course therefore involves a number of short units that allow pupils to try out and develop their skills across a range of trades. By completing this course, you will be developing important skills to prepare you for undertaking additional training and qualifications when you leave school, or for entering suitable employment via a Modern Apprenticeship programme.

What you will experience
Teaching will take the form of practical, hands-on activities in a workshop environment, combined with classroom-based theory lessons. Classes will take place in a workshop at the Aberdeen Altens Campus. This course is made up of five units, two of which are mandatory. These include:
- The Construction Industry – An Introduction
- Brick Work – An Introduction
- Carpentry and Joinery – An Introduction
- Painting and Decorating – An Introduction
- Design Project

Throughout the course you will be offered an opportunity to review and identify how your skills are developing. You will be expected to demonstrate:
- An interest in the Construction industry
- Good time keeping skills
- A willingness and commitment to learning
- A knowledge of appropriate dress, in particular Personal Protective Equipment (PPE)
- Planning and preparation skills
- An ability to establish/maintain good working relationships with others
- Problem solving skills

COURSE ASSESSMENT

To achieve the full qualification, you must attend regularly and successfully complete all units. Assessment will be based on a range of practical activities in real or simulated workplace settings. Assessors will observe as you carry out tasks, and you will also complete a self-review and a folio.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Construction)
Apprenticeships.Scot Foundation Apprenticeship – Construction Skills

FOUNDATION APPRENTICESHIP:
CREATIVE & DIGITAL MEDIA

NORTH EAST SCOTLAND COLLEGE

LEVEL	SCQF LEVEL 6
DELIVERER	NORTH EAST SCOTLAND COLLEGE (NESCol)
GROWTH SECTOR	DIGITAL

PROGRESSION PATHWAY

N5 ART ➕ N5 COMPUTING / N5 GRAPH COMM ➤ FA CREATIVE & DIGITAL MEDIA ➤ Modern Apprenticeship leading to industry roles

COURSE OUTLINE

Creative and Digital media encompasses a wide range of creative roles where interactive media storytelling and commerce collide.

The utilisation of creative digital content to enable either a product of another service such as marketing, advertising, or information gathering, offers a vast array of job roles ranging from purely creative to more technical and data-driven responsibilities within film, TV, VFX, animation, games, radio, advertising and marketing communications, publishing, print and fashion and textiles.

In addition to all of this and more importantly this growing sector needs people! One-third of tech companies cite talent shortages as an inhibiter to expansion and there are significant opportunities for young creative people those interest in digital media extends beyond consuming content and into creating it and getting it out to audiences.

What you will experience
You will complete a National Progression Award at SCQF Level 6 in Creative and Digital Media: Technologies, Processes and Practices and a large part of the Diploma in Creative Digital Media. The National Progression Award will include units in:

- Creative Industries: An Introduction to Scotland
- Storytelling for the Creative Industries
- Understanding the Creative process
- Understanding a Creative Brief
- Present Ideas and Information to Others in the Creative Industries
- Work Effectively with Others in the Creative Industries
- Develop Own Professional Practice in the Creative Industries
- Work with Digital Media
- Manage and Market Yourself as a Freelancer in the Creative Industries
- Ensure Your Own Actions Reduce Risks to Health and Safety

You will design work utilising video and audio skills to present films, podcasts, and presentations. There will also be opportunities to learn basic skills in graphic design, animation, photography, and website development. Gaining an understanding of how the Creative Industries work while working with practicing industry professionals and artists. The creative industries encompass architecture, fashion, videogames, art, literature, music, museums and galleries, publishing, and advertising. Pupils will gain experience working with clients to create digital visual and audio products, furthering their understanding of how to build professional relationships and develop creative solutions.

COURSE ASSESSMENT

Pupils will be expected to undertake both coursework and work-based learning elements, generally spending the equivalent of a day a week in NESCol and a day a week on placement.

We recommend that applicants only study 3 additional school-based courses alongside the Foundation Apprenticeship such as Higher Computing, Higher Art & Design and Higher Graphic Communication.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Digital)
Apprenticeships.Scot Foundation Apprenticeship – Creative & Digital Media

FOUNDATION APPRENTICESHIP:
ENGINEERING SYSTEMS

NORTH EAST SCOTLAND COLLEGE

LEVEL	SCQF LEVEL 6
DELIVERER	NORTH EAST SCOTLAND COLLEGE (NESCol)
GROWTH SECTOR	CONSTRUCTION; ENERGY

PROGRESSION PATHWAY

N5 MATHS AND: PHYSICS ➕ **ENGINEERING SKILLS / ENGINEERING SCIENCE** ➤ **FA ENGINEERING SYSTEMS** ➤ Modern Apprenticeship, HND or related Uni courses

COURSE OUTLINE

Engineering is a challenging, exciting and rewarding career that presents a wealth of opportunities for Scotland's young people to enter a diverse and often unique field of work including research, design and development and manufacturing. The sector continues to expand and grow, and the Scottish Government recognises the sector as one of the key economic priority areas for investment.

What you will experience
The Foundation Apprenticeship (FA) in Engineering Systems provides opportunities to develop skills and knowledge for entry into a career in the Engineering sector. The Engineering framework includes two core elements, namely:

- National Certificate (NC) in Engineering
- Units in Performing Engineering Operations

The NC in Engineering at SCQF level 6 will prepare pupils with the practical skills and knowledge needed for access to higher-level study or to move into employment. It can also provide credit and progression to the Engineering Modern Apprenticeship.

This FA has been designed to provide a balance of relevant technological principles and practical applications suitable for participants that aspire to work at a technician level.

COURSE ASSESSMENT

Pupils will be expected to undertake both coursework and work-based learning elements, generally spending the equivalent of a day a week in NESCol and a day a week on placement.

We recommend that applicants only study 3 additional school-based courses alongside the Foundation Apprenticeship such as Higher Maths and Higher Physics.

LINKS TO FURTHER INFORMATION

[ABZ Works – Growth Sector (Construction)](#)
[ABZ Works – Growth Sector (Energy)](#)
[Apprenticeships.Scot Foundation Apprenticeship – Engineering](#)

FOUNDATION APPRENTICESHIP:
HOSPITALITY

NORTH EAST SCOTLAND COLLEGE

LEVEL	SCQF LEVEL 5
DELIVERER	NORTH EAST SCOTLAND COLLEGE (NESCol)
GROWTH SECTOR	TOURISM & HOSPITALITY

PROGRESSION PATHWAY

STRONG INTEREST IN WORKING IN THE HOSPITALITY SECTOR **+** COMMITMENT TO DEVELOPING COMMUNICATION SKILLS ▶ FA HOSPITALITY ▶ Entry level employment, Modern Apprenticeship, or related courses

COURSE OUTLINE

This Foundation Apprenticeship will allow you to build essential skills within the hospitality sector and provide you with opportunities to work alongside our industry partners.

You will develop both practical and theoretical knowledge and skills whilst working in a kitchen and front-of-house, which will enable you to assist in the planning, preparation and delivery of events.

You will research and learn about the various types of establishments and employment opportunities available within the 4th largest employment sector in the UK. This course will provide you with skills and knowledge required to work in the kitchen and in front of house operations within catering/hospitality establishments. You will get an introduction to customer service, food hygiene and health and safety so you can apply these in your practical activities.

What you will experience
The course is made up of the following units:
- Working in the Hospitality Industry,
- Working in the Professional Kitchen,
- Working Front of House and Introduction to Events

The course is very hands on, with a lot of time spent in the training kitchen and some time spent serving food and dealing with customers.

COURSE ASSESSMENT

Pupils will be expected to undertake both coursework and work-based learning elements, generally spending the equivalent of a day a week in NESCol and a day a week on placement.

We recommend that applicants only study 3 additional school-based courses alongside the Foundation Apprenticeship.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Tourism & Hospitality)
Apprenticeships.Scot Foundation Apprenticeship – Hospitality

FOUNDATION APPRENTICESHIP:
IT
(HARDWARE/SYSTEM SUPPORT)

NORTH EAST SCOTLAND COLLEGE

LEVEL	SCQF LEVEL 6
DELIVERER	NORTH EAST SCOTLAND COLLEGE (NESCol)
GROWTH SECTOR	DIGITAL

PROGRESSION PATHWAY

| 2 @ B IN: N5 COMPUTING | ➕ | N5 PHYSICS, N5 MATHS, N5 DESIGN & TECH | ▶ | FA IT (HARDWARE / SYSTEM SUPPORT) | ▶ | Entry level roles in the workplace or further / higher education |

COURSE OUTLINE

Scotland is highly dependent on its IT & Telecoms workforce. This course will equip you with the fundamental skills you need to begin your career in this growing sector, which is vital to the economy. A strong ITTS workforce is integral to information, business and consumer services, health and leisure, modern-day social networking, and so much more. Across all industries, highly skilled IT & Telecoms professionals, technology-savvy business leaders and competent IT users allow organisations in Scotland to participate in a global digital economy.

What you will experience
You will complete a National Progression Award (NPA) at SCQF level 6 in Professional Computer Fundamentals and you will also complete an extended work placement to achieve the Diploma for IT & Telecommunications Professionals. The NPA includes units in:

- Security Fundamentals
- Network Fundamentals
- Server Administration Fundamentals

You will also undertake work-based learning during which you will attend an extended work experience with an industry partner equivalent to a day a week. During that time you will develop essential skills for the workplace and be assessed on your performance in each of the following areas:

- Personal Effectiveness
- Health and Safety in IT and Telecom
- IT and Telecom System Operation
- Testing IT and Telecom Systems
- Working with IT and Telecoms Hardware and Equipment

COURSE ASSESSMENT

Pupils will be expected to undertake both coursework and work-based learning elements, generally spending the equivalent of a day a week in NESCol and a day a week on placement.

We recommend that applicants only study 3 additional school-based courses alongside the Foundation Apprenticeship such as Higher Computing, Higher Maths and NPA Digital Media.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Digital)
Apprenticeships.Scot Foundation Apprenticeship – IT Hardware and System Support

FOUNDATION APPRENTICESHIP:
IT
(SOFTWARE DEVELOPMENT)

NORTH EAST SCOTLAND COLLEGE

LEVEL	SCQF LEVEL 6
DELIVERER	NORTH EAST SCOTLAND COLLEGE (NESCol)
GROWTH SECTOR	DIGITAL

PROGRESSION PATHWAY

N5 COMPUTING SCIENCE + **RELATED COURSES** ▶ **FA IT (SOFTWARE DEVELOPMENT)** ▶ Modern Apprenticeship, further training or employment

COURSE OUTLINE

The Foundation Apprenticeship in Software Development is designed to provide pupils opportunities to develop sought-after skills and knowledge for entry into a career in the IT sector. You will gain the fundamental skills required to pursue further training or employment in software development, including software design and website development.

The qualification also contributes directly to achievement of the Modern Apprenticeship in IT and Telecoms by attainment of the core units of the MA qualification.

What you will experience
You will complete a National Progression Award (NPA) at SCQF level 6 in Software Development. You will also complete an extended work placement during which you will work towards the Diploma for IT & Telecommunications Professionals. The NPA will include units in:

- Software Design and Development
- Computing: Applications Development
- Computing: Authoring a Website

You will also undertake work-based learning during which you will attend an extended work experience with an industry partner equivalent to a day a week. During that time, you will develop essential skills for the workplace and be assessed on your performance in each of the following areas:

- Personal Effectiveness
- Health and Safety in IT & Telecom
- Investigating and Defining Customer Requirements for IT & Telecoms Systems
- Data Modelling 1
- Object Oriented Computer Programming 2

COURSE ASSESSMENT

Pupils will be expected to undertake both coursework and work-based learning elements, generally spending the equivalent of a day a week in NESCol and a day a week on placement.

We recommend that applicants only study 3 additional school-based courses alongside the Foundation Apprenticeship such as Higher Computing, Higher Maths and NPA Digital Media.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Digital)
Apprenticeships.Scot Foundation Apprenticeship – IT Software Development

FOUNDATION APPRENTICESHIP:
SOCIAL SERVICES
(CHILDREN & YOUNG PEOPLE)

LEVEL	SCQF LEVEL 6
DELIVERER	ABERLOUR FUTURES DELIVERING IN SCHOOL *or* NORTH EAST SCOTLAND COLLEGE AT ABERDEEN CITY CAMPUS
GROWTH SECTOR	DIGITAL

PROGRESSION PATHWAY

MIN OF 2 NAT 5'S, INCLUDING ENGLISH AND ABILITY TO WORK AT SCQF LEVEL 6	▶	FA SOCIAL SERVICES (CHILDREN & YOUNG PEOPLE)	▶	Can lead to employment, Modern Apprenticeships, and can support further education at college or university

COURSE OUTLINE

Every child deserves the best start in life, and by enrolling on this course you can help to make sure this happens. It can help support your pathway to a career working with children for example Early Years Practitioner, Teacher and other allied Health Professions.

What you will experience
You will complete a National Progression Award at SCQF Level 6 in Social Services Children & Young People and four Mandatory Units of the SVQ 2 Social Services (Children & Young People at SCQF level 6). The National Progression Award will include units in:

- Safeguarding of Children and Young People
- Play for Children and Young People
- Communication with Children and Young People
- Development of Children and Young People
- Promote the wellbeing and safety of Children and Young People

You will also undertake work-based learning during which you will gain the mandatory units of the SVQ Level 2 qualification. Should you enter the social services workforce you have the option to complete an additional two SVQ level 2 units to achieve a the full SVQ level 2 award.

- Support effective communication
- Support the health and safety of yourself and individuals
- Develop your own knowledge and practice
- Support the safeguarding of children and young people

COURSE ASSESSMENT

Aberlour Futures delivery will be in school either two mornings or two afternoons plus one day a week placement. Pupils need to be aware of this when choosing the course.

For those undertaking the course at NESCol, pupils will generally spend two afternoons a week in NESCol and a day a week on placement.

We recommend that applicants only study 3 additional school-based courses alongside the Foundation Apprenticeship.

LINKS TO FURTHER INFORMATION

Aberlour Futures Information
ABZ Works – Growth Sector (Early Education & Childcare)
Apprenticeships.Scot Foundation Apprenticeship – Social Services Children and Young People

FOUNDATION APPRENTICESHIP:
SOCIAL SERVICES & HEALTHCARE

Bon Accord Care

NORTH EAST SCOTLAND COLLEGE

LEVEL	SCQF LEVEL 6
DELIVERER	BON ACCORD CARE & NORTH EAST SCOTLAND COLLEGE (NESCol)
GROWTH SECTOR	HEALTH AND SOCIAL CARE

PROGRESSION PATHWAY

N5 ENGLISH & RELATED AREAS SUCH AS:
BIOLOGY / MODERN STUDIES / PE / CHILDCARE / HEALTH SECTOR

→

FA SOCIAL SERVICES & HEALTHCARE

→

Entry level roles in the workplace, HND or related Uni courses

COURSE OUTLINE

Over 400,000 people work in social services and healthcare in Scotland caring for people when they need it most. Whether it's helping an older person to get ready in the morning or to providing nursing and medical care in a hospital setting, a career in the social services and healthcare sector is a as vital as it is rewarding.

A Foundation Apprenticeship in Social Services could set you on the right track. All Social Work degrees in Scotland accept a Foundation Apprenticeship in Social Services & Healthcare for entry.

What you will experience

You will complete a National Progression Award at SCQF Level 6 in Social Services & Healthcare and 4 Mandatory Units of the SVQ 2 Social Services & Healthcare. The National Progression Award will include units in:

- Social Services in Scotland
- Safeguarding People
- Communication in Care Relationships
- Safe Practice and Wellbeing in Social Services
- Human Development and Social Influences

You will also undertake work-based learning during which you will gain the mandatory units of the SVQ Level 2 qualification. Two additional optional SVQ Level 2 units must be completed upon entry to the social services workforce.

- Support effective communication
- Support the health and safety of yourself and individuals
- Develop your own knowledge and practice
- Support the safeguarding of individual

Pupils will be expected to undertake both coursework and work-based learning elements, generally spending the equivalent of a day a week in NESCol and a day a week on placement.

We recommend that applicants only study 3 additional school-based courses alongside the Foundation Apprenticeship.

LINKS TO FURTHER INFORMATION

ABZ Works – Growth Sector (Health & Social Care)
Apprenticeships.Scot Foundation Apprenticeship – Social Services and Healthcare

ABZ CAMPUS COURSES

ABERDEEN GRAMMAR SCHOOL:
Skene Street, Aberdeen AB10 1HT

🚌 **Bus routes:**
- Take any bus to Union Street. Get off at the west end then walk down Rose Street.
- Take the No.3 to South Mount Street then walk through Leadside Road.

BRIDGE OF DON ACADEMY:
Braehead Way, Bridge of Don, Aberdeen AB22 8RR

🚌 **Bus routes:**
- No.1 to Braehead Way and a then a short walk to the school.
- No.2 to the junction of Scotstown Road and Braehead Way, 10min walk down Braehead Way.

BUCKSBURN ACADEMY:
Kepplehills Rd, Bucksburn, Aberdeen AB21 9DG

🚌 **Bus routes:**
- No.17, 17A, 172 – Get off on Kepplehills Road and walk a short distance to the school.
- No.X27 – Get off on Inverurie Road and it is a short walk to the school.

CITYMOVES DANCE:
The Anatomy Rooms, Marischal College
Accessed via Queen Street – walk towards Shoe Lane and the car park then turn left up the stairs into the back entrance of Marsichal College. It is well signposted.

🚌 **Bus routes:**
- Any bus to Broad Street, or to Union Street, get off beside the Castlegate then walk down Broad Street.

HARLAW ACADEMY:
18–20 Albyn Place, Aberdeen AB10 1RG

🚌 **Bus routes:**
- Take any bus to Holburn Junction and walk up to Albyn Place.
- No.11 and 13 go past the school.

HAZLEHEAD ACADEMY:
Groats Road, Aberdeen AB15 8BE

🚌 **Bus routes:**
- No.11 to the terminus opposite Woodend Hospital. Either walk up Queen's Road a little further, then turn left onto Groats' Road, or take the short cut over the (public) grassy area.

NORTH EAST SCOTLAND COLLEGE (NESCol)

NESCol ABERDEEN CITY CAMPUS:
Gallowgate, Aberdeen AB25 1BN

🚌 **Bus routes:**
- Take any bus to Union Street and NESCol is a short 10min walk to Gallowgate.
- No.17, 18 or 23 to George Street a short walk from NESCol.

NESCol ABERDEEN ALTENS CAMPUS:
10 Hareness Road, Altens Industrial Estate, Aberdeen AB12 3LE

🚌 **Bus routes:**
- No.3B or 18 bus directly to Hareness Road.
- No.3A to Wellington Road then a 10min walk down Hareness Road.

NORTHFIELD ACADEMY:
Granitehill Place, Aberdeen AB16 7AU

🚌 Bus routes:
- No.11 and 11A buses stop very close to the school on Provost Fraser Drive.

OLDMACHAR ACADEMY:
Jesmond Drive, Bridge of Don, Aberdeen AB22 8UR

🚌 Bus routes:
- No.2 bus to Jesmond Drive. Oldmachar Academy is just past Asda.

ST MACHAR ACADEMY:
St. Machar Drive, Aberdeen AB24 3YZ

🚌 Bus routes:
- No.1 or 2 to King Street – get off near the roundabout at Seaton, then walk up St. Machar Drive.
- No.17 or 18 along Great Northern Road, get off at roundabout and walk down to school.
- No.20 to Aberdeen University at St. Machar Drive, then walk up to the school.

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ABERDEEN CITY COUNCIL

JOB PROFILE

1	Job Details
Job Title:	Pathways Advocate
Job Profile No:	
Directorate:	Integrated Children's Services
Service:	Education Service
Grade:	*F/T Class Teacher Secondment (0.2FTE per school)*
Version Date:	

2	Job Purpose

The Pathways Advocate is a role to provide young people who are care experienced* with an opportunity to have an informed advocate in school to advise and support in the area of choices, vocational pathways and future options. The Advocate will be distinct from the Pastoral / Guidance role, and from the expertise offered by SDS, but will be expected to work alongside these roles.

The person will report to the Designated Manager in school. They will act as an additional layer of support, listening to the young person and taking a nurturing approach to promoting high expectations.

*this will include those who are currently and Previously Looked After.

(Depending on numbers in school, those who are on the edge of care and young carers may also be supported through this role)

3	Reporting Relationships

Head Teacher

↑

Designated Manager

↑

Pathways Advocate

*Support from the Virtual School Head Teacher / QIO (Secondary)

4	Outcomes

The post holder will be expected to:
- Ensure mainstream teachers are aware of the pressures and issues that could impact Care Experienced young people in the classroom
- Increase visibility and communication of Care Experience Needs
- Develop working relationships with care experienced young people / families* in a defined role which at times may include supporting young people and families to be aspirational
- Become informed about vocational/academic pathways in school
- Signpost young people to grants/funding
- Become informed about ABZ Campus options within ACC
- Work alongside Corporate Parent leads in NESCol / RGU / Aberdeen University to support pathways in school
- Play an oversight role in monitoring and tracking of attendance / progress in school and any wider achievements pathways chosen, and liaise with PTG/PTPS/SDS
- Analyse data to inform interventions and support
- Accompany / support / signpost to support where help is needed with applications, interviews or meetings
- Be the point of contact for the young person on pathways in the school
- Support with developing life skills including financial management
- Support to prepare for transitions
- Work alongside SDS Careers Advisers to jointly support care experienced young people to develop their career management skills

*this is inclusive of carers and residential teams

5	Knowledge

The post holder needs to be able to demonstrate an understanding or experience of:

- The General Teaching Council for Scotland Standard for Registration and Standard for Career Long Professional Learning, Code of Conduct and Scheme of Professional Update
- Trauma informed practice
- Child Development
- Attachment
- Adverse Childhood Experience
- Inclusive practice in education
- Current issues/developments in the Curriculum
- Planning and assessment
- Collegiate and partnership working
- Health and safety
- Child Protection
- GIRFEC

6	Job specific skills and competencies

The post holder is expected to demonstrate:

- Ability to communicate effectively. This will include non verbal, verbal and written forms of communication.
- A good observer and listener
- Proven track record of being able to develop positive relationships with children and young people with additional support needs
- Experience of direct work with children, young people and their families
- Evidence of a willingness to maintain appropriate CPD and training relevant to the post for self and others
- Ability to promote an inclusive ethos within settings
- Ability to support colleagues to enable them to meet the needs of children and young people
- A flexible and responsive approach to working with professionals, families and children and young people
- Using Microsoft Office suite including Outlook, Excel, Word, PowerPoint;

7	Organisational Behaviours

The post holder is expected to display the following behaviours:

- **Communication: Communicates in a way which is clear, open, honest and constructive; shares, listens and responds to information, options, ideas and instructions**
- Relates well to others and works with them to help meet their needs
- Builds rapport effectively
- Ensures communication is appropriate/inclusive
- Provides constructive feedback/advice/instruction
- Responds to and acts on feedback

- **Customer Focus: Recognises customer service is part of everyone's job; takes into account customer needs and expectations; strives to meet expectations where possible, manages expectations where this is not possible; is proactive in improving the service.**
- Understands and responds appropriately to customer needs
- Establishes good relationships with customers
- Invests effort in making a difference to how services are planned and delivered
- Works collaboratively across service/ team/ organisational boundaries to deliver excellent customer service

- **Professionalism: Maintains the standards expected by the service and the organisation at all times; remembers that they are representing the Council.**

- Meets and maintains standards consistently
- Is a role model for professionalism
- Maintains confidentiality
- Demonstrates honesty and integrity in their decisions and actions
- Is accountable and holds others to account
- Keeps skills and knowledge up to date

- **Respect: Behaves in a way that demonstrates respect for people, property and policy.**
- Makes colleagues feel valued and supported
- Shows consideration for others' views, privacy, beliefs and ability
- Is courteous, polite and considerate to all

8	Requirements of the Job

The post holder needs to hold as a minimum:

- Appropriate teaching qualification
- Full GTC (Scotland) registration in the appropriate subject/sector, or be eligible for such registration
- PVG scheme membership – Working with Children

9	Development

The post holder must have undertaken or be committed to undertaking the following within a specified period:
- Online learning modules in child protection, data protection and ICT security.
- Corporate parent training

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	23rd May 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Aberdeen Computing Collaborative
REPORT NUMBER	CFS/23/140
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Charlie Love
TERMS OF REFERENCE	1.1.1

1   PURPOSE OF REPORT

1.1   This report aims to provide an overview of the Aberdeen Computing Collaborative, and highlights the collaborative's progress and next steps on taking forward the education recommendations of the Scottish Technology Ecosystem: Review, with a specific emphasis on improving the delivery of Computing Science from 3 to 18 and beyond.

2   RECOMMENDATIONS

That the Committee:-

2.1   notes the progress made by the Aberdeen Computing Collaborative and its contributions to computing science education in Aberdeen City; and

2.2   instructs the Chief Education Officer to continue support for this initiative.

3   CURRENT SITUATION

3.1   The Aberdeen Computing Collaborative has been formed by Aberdeen City Council, in partnership with North East Scotland College, Robert Gordon University, the University of Aberdeen, and Opportunity North East. The collaborative's focus is on improving computing science education in the city, in line with the recommendations made by the Scottish Technology Ecosystem: Review, written by Professor Mark Logan. The collaborative aims to make Aberdeen City a centre of excellence for computing science education and the digital sector, supporting economic transition.

3.2   The collaborative aims to support a coherent, innovative, and skills-based computing science curriculum from early learning to senior phase and beyond. This includes creating multiple pathways for all learners to maximize access to computing science learning and qualifications in and out of school. Focussing on the development of computer science skills will ensure that pupils across Aberdeen City are well positioned to benefit from post school opportunities.

3.3   The collaborative plans to increase opportunities for young people, develop the skills of staff and promote the sector though engagement, curriculum support and professional learning. The terms of reference for the group include these aims:

- Increase the profile of Computing Science across all stages of learning.
- Review the curriculum.
- Attract more graduates to Computing Science teaching.
- Develop effective professional learning for Computing Science and other subjects.
- Develop extra-curricular Computing Science and digital activities.

Aberdeen Computing Collaborative Change Ideas
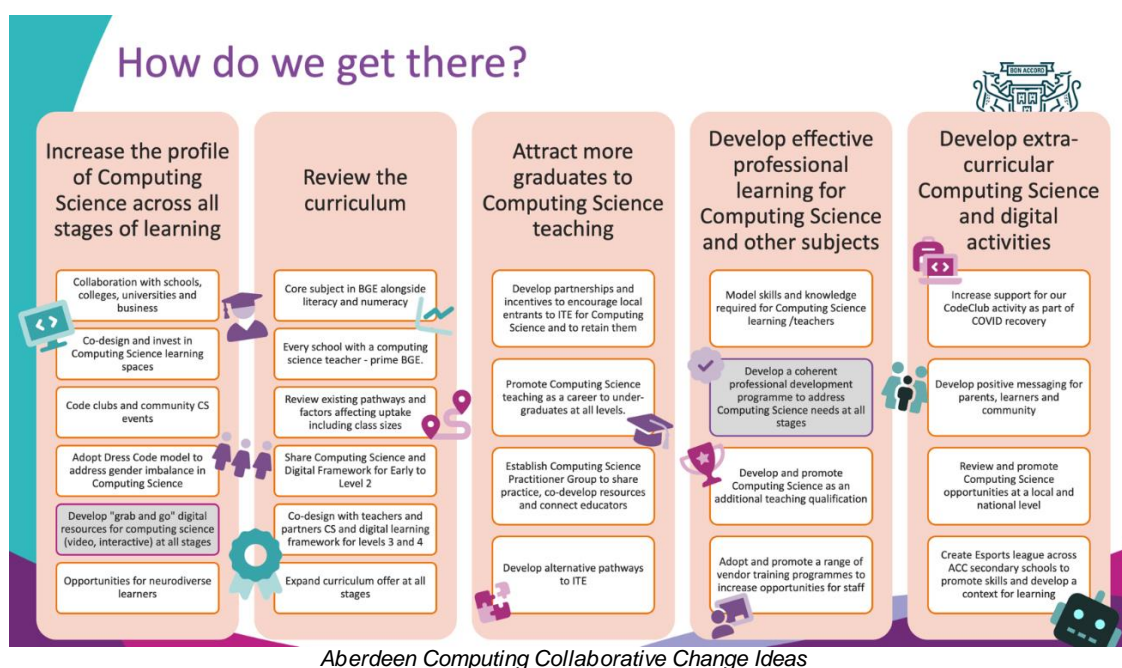
Opportunities for children and young people

3.4   The collaborative held a successful launch event in September 2022, at ONE Tech Hub, which was attended by over 250 pupils and teaching staff. The event included practical computing science workshops and professional development discussions for teaching staff. Feedback indicates that almost all children and young people attending were more likely to consider a computing science career following the event.

3.5   North East Scotland College, Robert Gordon University and University of Aberdeen each have outreach programmes to promote computing science both in and outside of school. These partners are currently reviewing their outreach activities to reduce overlap and increase areas for collaboration, with a view to improving the experience for children and young people attending these programmes. It is hoped that a greater aligned offer will be available to schools from August 2023 onwards.

3.6   Esports is gaining popularity as a tool for education. Esports (or electronic sports) is competitive video gaming. It is different from standard video gaming in that esports is competitive (human-vs-human) and usually has an engaging

spectator element to it, like traditional sports. We recognise the benefits of esports in education, including promoting teamwork, problem-solving, and strategic thinking. Esports can engage learners with technology and act as a gateway to interest in computing science and the tech sector. An Esports hub is being developed at St Machar Academy, which will deliver a new National Qualification in Esports at SCQF Level 4 and 5 from August 2023. Collaborative partner, North East Scotland College, will support this development by working with the central team and the staff of St Machar Academy.

Initial indications are that young people are keen to explore this area and to engage with the qualifications. Feedback from the collaborative launch event demonstrated that children and young people responded positively to gaming activities with a computing science focus.

3.7   Opportunity North East has made a space available to the collaborative to develop as a hub for computing science activity for senior phase pupils. This space, at One Tech Hub on Schoolhill, will provide a study location for learners undertaking advanced qualifications, a potential additional esports hub, and opportunities to embed senior phase learners, with an interest in computing science and entrepreneurship, with local tech-sector start-up companies.
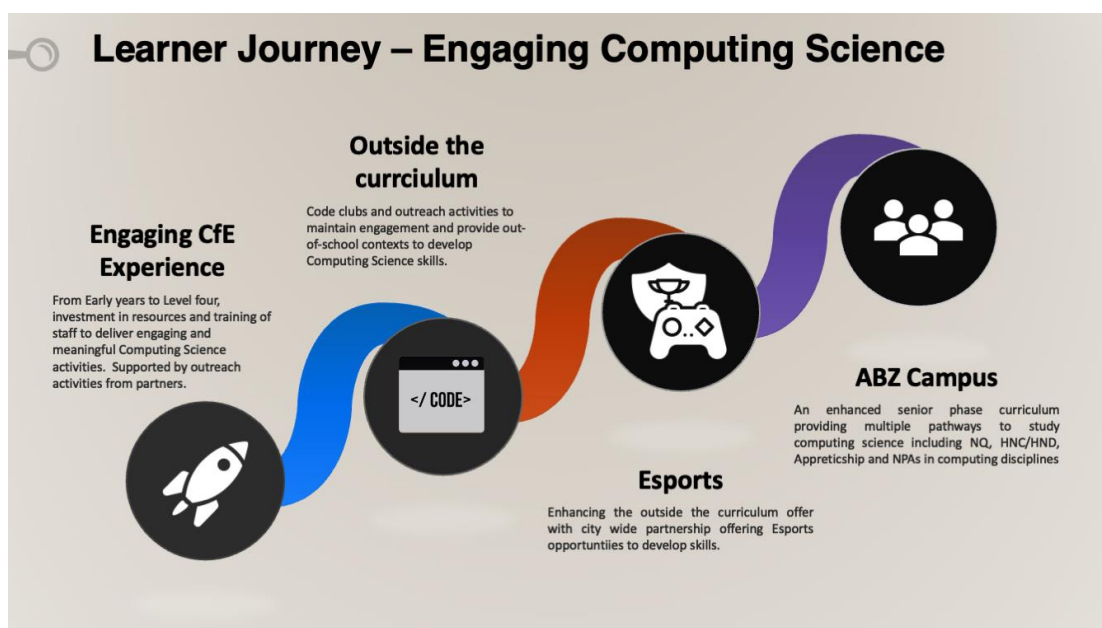
Professional Learning for staff

3.8   The collaborative aspires to make Aberdeen City the best place to work as a computing science teacher, with high-quality learning spaces, resources, collaboration, and professional learning. Computing science is a challenging area to recruit into. The work of the collaborative is a positive driver to support recruitment in the subject.

3.9   To support professional development, ACC officers have created "grab and go" resources for staff supporting the youngest learners in our primary schools. A classroom teacher has been commissioned to continue production of these resources and will coordinate this development with partners.

To host these materials, ACC is developing an online platform to provide on-demand access to professional learning for teaching staff. This platform will include digital badges and awards, linked to our learning and teaching standard, to recognise the learning and achievement of staff.
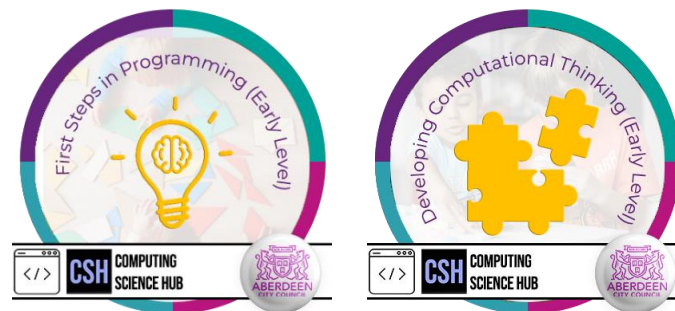
Digital badges for professional learning

3.10 The collaborative has met with Professor Mark Logan, author of the Scottish Technology Ecosystem: Review, to welcome his reflections and on-going challenge of our work. Discussions have also considered any potential routes to funding to help address some of the national shortage in computer science teachers.

3.11 Funding would provide support for professional learning, including the development of resources and accredited professional learning opportunities at both University of Aberdeen and Robert Gordon University. This would include a BSc Education with Computing Science to accredit prior learning and provide a shortened route to Professional Graduate Diploma in Education to help address the national shortfall in computer science teachers.

Such funding would also allow the reinstatement of Computing Science as a subject offered as part of the Professional Graduate Diploma in Education (Secondary) at University of Aberdeen, providing opportunities to develop Aberdeen-based computing science teachers.

Enhancing Teacher Practice – Professional Learning Journey

Grab and go
Accredited professional learning, from both University of Aberdeen and Robert Gordon University. Technology refresh for computing science teachers, to develop skills with new technology.

Upskilling
BGE focused professional learning resources, via an online platform, to upskill all teachers to deliver Computing Science from Early to 4th level.

Grow our own teachers
To reinstate computing science as a subject offered as part of the Professional Graduate Diploma in Education (secondary) to develop Aberdeen based computing science teachers.

Pathway to teaching
A BSc Education with Computing Science award to accredit prior learning and providing a shortened route to Professional Graduate Diploma in Education.

3.12 To address the local shortfall in computer science teachers, Aberdeen City has entered a separate partnership with University of Highlands and Islands (UHI), to provide a distance learning Professional Graduate Diploma in Education (Secondary) to support those in the city with an interest in becoming a Computing Science teacher. Entrants to this course will be given placements in ACC schools to encourage them to seek employment locally when fully qualified.

Next Steps

3.13 The Collaborative will take forward the following areas of work over the next 12 months:

- working with ABZ Campus, review the curriculum to broaden opportunities in the sector (including development of Esports and Computing Science hubs to further engagement with Computing Science).
- develop and deliver extra-curricular Computing Science and Digital activities.
- develop communication for parents/carers/young people to promote the opportunities in the sector and the range of pathways available for those seeking to develop careers in the industry.
- continue the development of materials and an online delivery platform for professional learning to provide upskilling for Computing Science and other teachers, to deliver computing science from early to fourth level and beyond with the aim of increasing the number of young people completing courses aligned to support the digital and tech sector by 20% by 2026.
- Continue to prioritise this work as part of the Aberdeen City National Improvement Framework Plan for 2023/24.

4   FINANCIAL IMPLICATIONS

4.1 The Collaborative continues to look for external funding opportunities to support the identified change ideas. Current developments have been funded from existing resources.

5   LEGAL IMPLICATIONS

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

6   ENVIRONMENTAL IMPLICATIONS

6.1   The Collaborative's work should consider environmental implications, such as energy usage and sustainability, in the development of learning spaces and resources.

7   RISK

7.1   The collaborative's work may face risks related to funding, staffing, and implementation. However, risk assessments and mitigation plans will be developed to address these potential issues.

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 computing science education for learners and thereby not supporting the digital/tech sector as part of energy transition.	Changes to our provision, both curricular and extracurricular, supported by the collaborative will promote computing science and the sector thereby reducing potential risk.	L	Yes
Compliance	None		L	Yes
Operational	Staff are overwhelmed when implementing Computing Science learning leading to low morale as staff feel unable to meet the educational needs of young people.	Professional learning and resources developed for BGE and signposting of national resources to support staff, impacting positively on skills and workload.	L	Yes

Financial	Risk of not being able to deliver aspirations with available finance.	Scope of work reviewed to match available resources.	L	Yes
Reputational	Risk that poor quality of provision will present a reputational risk to the Council	Mitigated through the establishment of a set of measures to routinely track impact over a school year.	L	Yes
Environment / Climate	None			Yes

*Note – if there are inconsistencies between the target risk level and the risk appetite level set, please provide rationale for your proposals.

8   OUTCOMES

8.1   The collaborative's work aims to create a coherent, innovative, and skills-based computing science curriculum from early learning to senior phase and beyond, providing multiple pathways for all learners to maximize access to computing science learning and qualifications in and out of school.

8.2   Additionally, the collaborative aims to make Aberdeen City a centre of excellence for computing science education and the digital sector, supporting economic transition.

COUNCIL DELIVERY PLAN 2022-2023	
	Impact of Report
Aberdeen City Council Policy Statement **Working in Partnership for Aberdeen**	The proposals within this report support the delivery of the following aspects of the policy statement:- • With partners, we will work to improve attainment, expand curriculum choice and develop services that will secure the wellbeing that young people and their families need. • We will promote creativity and excellence and make opportunities for learning and culture more accessible. • As we strive to achieve Net-Zero, we need to work with partners to ensure a Just Transition which is fair, both economically and socially, for the citizens of Aberdeen.
Aberdeen City Local Outcome Improvement Plan 2016-26	

Prosperous Economy Stretch Outcomes	The proposals within this report support delivery of the LOIP Stretch Outcome "500 Aberdeen City residents upskilled/ reskilled to enable them to move into, within and between economic opportunities as they arise by 2026" specifically the Improvement Project Aim - *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.*
Regional and City Strategies	The work of Aberdeen Computing Collaborative is reflected in the Children's Services Plan for 2023-26.

9   IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	Not required
Data Protection Impact Assessment	An information sharing agreement will be established with partners under the current Grampian Children & Young People Information Sharing Protocol.
Other	Not applicable

10   BACKGROUND PAPERS

10.1   Children's Services Strategic Plan 2023-2026
10.2   Local Outcome Improvement Plan 2016-26
10.3   Scottish technology ecosystem: review
10.4   Regional Skills Strategy – Aberdeen City & Shire

11   REPORT AUTHOR CONTACT DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education & Children's Services Committee
DATE	23 May 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Health & Wellbeing Report
REPORT NUMBER	CFS/23/117
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Gael Simpson & Emma Powell
TERMS OF REFERENCE	1.1.1

1. **PURPOSE OF REPORT**

1.1 This report sets out the findings of the Health & Wellbeing surveys undertaken within Aberdeen City Schools in November and December 2022 and the current support in place for wellbeing, both physical and mental.

2. **RECOMMENDATIONS**

That the Committee:-

2.1 notes the content of this report and the data shared within Appendix A;

2.2 instructs the Interim Director Children and Family Services to consider the findings of the report and plan next steps as part of work being taken forward through the Children's Services Plan and associated National Improvement Framework Plan; and

2.3 instructs the Chief Education Officer to report the findings of the next Health and Wellbeing surveys to Committee within one calendar year.

3. **CURRENT SITUATION**

3.1 We want all children and young people to be able to learn about health and wellbeing to ensure they acquire skills to live healthy, happy lives.

Health and wellbeing is not a single subject or class, but is organised into six areas which are the responsibility of all staff working in schools:

- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education
- physical activity and sport
- food and health
- substance misuse
- relationships, sexual health and parenthood

All schools deliver a health and wellbeing curriculum aligned to the six areas of responsibility and keep this regularly under review. A focus on positive health and wellbeing helps ensure that pupils are able to make the most of their educational opportunities regardless of their circumstances. Schools have placed significant emphasis on health and wellbeing given the impact of the pandemic and cost of living crisis on children and families and the positive impact of this focus is evident in the improved survey responses from November 2022.

3.2 The attached outcome report in **Appendix A,** is a summary of the findings from two Health & Wellbeing Surveys issued to children and young people within Aberdeen City during November and December 2022. One survey is delivered in partnership with Schools Health Improvement and Research Network (SHINE) and focused on mental wellbeing for pupils in P6-S6. The second has a key focus on physical wellbeing, designed by Aberdeen City Council Education staff and undertaken by pupils in P5-S6.

3.3 The attached report provides an overview of the city-wide data. Initial review of the data by the education service would suggest a need to:
- Monitor trends carefully on a yearly basis to confidently determine progress
- Focus on poverty and how this impacts health and educational outcomes through the Local Outcome Improvement Plan and associated Children's Services Plan
- Look in greater detail at community data around low mood and risk of depression to determine next steps
- Continue to focus on the promotion of sleep
- A need to better understand attitudes towards school
- Consider the implications of the continued concerns regarding appearance and amend health programmes to address this and the influence of social media
- Undertaken some focused work around girls and those who did not disclose gender

3.4 School leaders will now be guided to explore the high level report in Appendix A, alongside the school and Associated School Group (ASG) reports in order to identify appropriate next steps at school and wider community level. Taking this approach will ensure we have a collective understanding of the data, and consider next steps and solutions to address areas of concern.

3.5 This high level report will also be shared with the Mental Health Collaborative, established following the Mental Health Summit in October 2022 and the PEPAS (Physical Education, Physical Activity & Sport) Group established in April 2021, to support multi-agency decision making and areas of focus though the Children's Services Plan.

Approaches in place to support Mental Wellbeing

3.6 A range of additional interventions above and beyond the school curriculum continue to be in place. We continue to commission Mental Health Aberdeen to support all children from age 10+ with counselling support where required. This can be through referral by school staff or self-referral. Through our last reporting period October 2022 – December 2022, **330** young people were being supported and **100% of the 103** children who had completed an end of session

questionnaire at that time, reported an improved wellbeing outcome following this support. Counselling has a higher percentage of females being supported with this approach and the divide between male and female is 225/96 with 9 young people who identify as transgender or non-binary receiving this support. Reasons for seeking support vary, however a high number of learners are receiving support for anxiety, bereavement, low confidence/self-esteem, low mood and relationship issues.

3.7   All schools continue to engage with the Compassionate and Connected Communities (CCC) programme. We have built the capacity of 11 further members of staff to act as trainers for the programme. Taking this approach of on-going training for trainers ensures that we maintain a full 64 trainers across the city with a trainer available in each city school when there is staff movement or retiral.

3.8   'Fitlike Aberdeen' continues to offer wellbeing supports to families, with one to one, group work and activities available to help address early indicators of distress in children and families. **401** young people/families are currently engaging with the service and **146** of the 401 are families who are being supported for the first time. We see a higher number of males (229) being supported by Fitlike with current numbers of females lower (163) and 9 young people who identify as non-binary, transgender or gender fluid. Reasons for presenting also vary here, however greater support is required for those presenting with low mood, anxiety, emotional literacy/regulation and wider family support needs.

3.9   We are currently working in partnership with Fitlike Aberdeen and CAMHS colleagues to further develop our supports in LIAM (Let's Introduce Anxiety Management). This multi-agency collaboration will continue to build on the current supports we have in place across many schools in order to strengthen the universal offer to children and families. All school nurses are currently trained to deliver LIAM, as are a team of Fitlike staff and currently we have staff in 25 schools trained to deliver this support. A further round of training will take place in June increasing the number of trained staff by a further 23 individuals.

3.10   The pilot of DBI (Distress Brief Intervention) has extended to 6 Secondary Schools in partnership with CAMHS and Penumbra focusing on learners aged 14-16. This programme offers more targeted support for young people who have been identified or self-identify the need for support and helps some of our most vulnerable learners to access trained staff and a pathway to support through Penumbra and CAMHS if required. We are beginning to see early signs of improvement through our data report in relation to the Who-5 wellbeing index, which may suggest that earlier responsive intervention is supporting young people previously indicating low mood.

3.11 Our Educational Psychology Service (EPS) support schools through Early Intervention Consultations (EICs), which take place between staff at all levels of the school and the EPS. 424 EICs took place last year, and this academic year to-date, 338 have taken place. EIC data from last year showed that most of the problem-solving discussions that generate strategies and supports for interventions focused on the following areas:

Our Early Intervention Consultations (EICs) Data
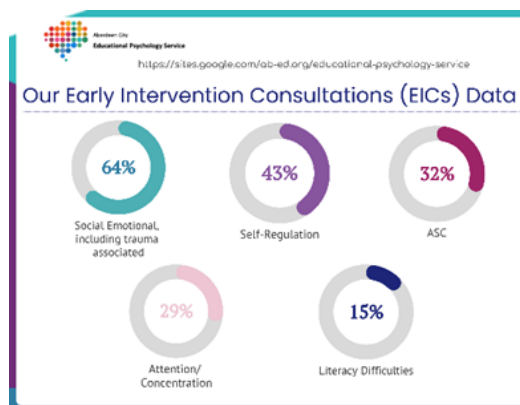
The EPS review and update their digital hub to offer supports to pupils, parents and staff based on information gathered throughout the year about topics and areas of need arising through their work in Education. The EPS continue to review their supports and delivery of several programmes:

- Seasons for Growth – Ongoing training and re-connector groups, offered throughout each session by the EPS. This allows highly skilled groups to be run across education supporting pupils with significant loss and change. This year to date, 89 children have been part of loss and change groups in the Seasons programme. Both the training by the EPS, and the groups continue to be positively evaluated.
- Emotion Coaching – Fully digital training programme, with follow-up EPS coaching and facilitation around implementation and effectiveness. Training programmes run for parents, with content available on the EPS digital hub.
- Emotional Literacy Support Assistant (ELSA) training. Aberdeen remains the only local authority to offer this programme that has a strong evidence base and is used across England and Wales.

Local Aberdeen City data shows the positive impact this training programme has had to support staff working with children with a range of emotional regulation needs.

39 staff are currently trained, with a further 13 in training, which will give 52 fully trained ELSAs across Aberdeen City schools to work 1:1 and in groups to support children and young-peoples development of their

Thematic Areas of ELSA Impact & Examples from Longitudinal Data, One Year Post Training
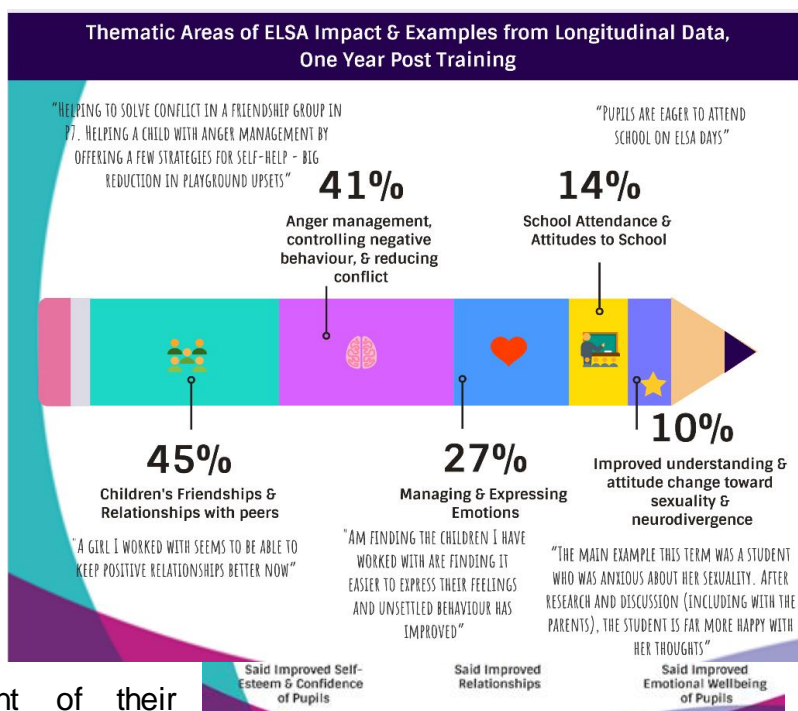
emotional literacy and regulation. Each ELSA has ongoing support of 12 hours of psychological group supervision each year.

3.12   The Education Service benefit from regular collaboration with health colleagues to ensure that the universal services are aligned and maximising their impact on children, young people and families. This is being evidenced through the recent development of a strong, collaborative Children's Services Plan.

3.13   We currently have a small number of Primary schools building a partnership with Place2Be through a pilot project. Place2BE offer in person supports within the primary school setting for children aged 3 and up, families and staff. The impact of this new initiative will be evaluated in due course.

Working in partnership to support Physical Wellbeing through PEPAS (Physical Activity, Physical Education & Sport)

3.14   The PEPAS Group continue to work in partnership, taking a lead role as advocates and advisors on Physical Education, Physical Activity and Sport on a city-wide basis.

3.15   There have been some really positive pieces of work that have developed through the PEPAS group this session and these include:
- The development of a Primary PE progression toolkit, which provides a clear progression of learning in PE for Primary practitioners and signposts staff to relevant resources and lesson plans. This has been linked in to our Grassroots Professional Learning programme led by PE specialists and is improving the confidence of staff in delivering high quality PE.
- A large scale roll out of Boccia Training in schools. Boccia is a sport designed for all. It is a target sport played indoors with soft leather balls. **Boccia** (pronounced bot-cha) is a Paralympic sport with no Olympic equivalent and is similar to bowls. It is a target ball sport which tests both muscle control and accuracy. This has been delivered directly to pupil leaders who have further disseminated this training across their school communities. It has also been delivered to a large number of teaching, support staff and parents. Schools are working towards a city wide Boccia Festival held in ASGs.
- As a group we have now agreed a standard format for gathering data and will continue to work collaboratively to gather this, drawing it through MySport, a Sport Scotland tool, which will allow us to have a clearer picture of the activities available to children and young people across the city, identifying strengths and areas for development.

Active Travel

3.16   An active travel survey was undertaken in October 2022 and we received a return from 40 of our 61 schools. Responses allowed us to consider the approaches already in place and consider next steps to improve active travel within each school community.

3.17   Officers plan to relaunch the travel plan guidance with clear agreed expectations around this as we focus on improving active travel and addressing

the increasing concerns around the environmental impact that transport has on us reaching net zero.

3.18 Schools are currently offering opportunities to increase active travel through park and stride, providing parking for bike and scooters and providing bikeability training in partnership with Active Schools.

We encourage park and stride	21
We have a walking/biking incen...	8
We provide bikeability training -...	29
We provide bikeability training -...	27
We provide bikeability training -...	4
We have a school travel noticeb...	2
We have Junior Road Safety Offi...	6
We have a walking bus	1
We have a bicycle train	0
We have cycle / scooter parking	30
We offer regular cycle maintena...	9
We offer cycling events such as '...	9
We are registered with Cycle Fri...	4
We encourage car sharing	10
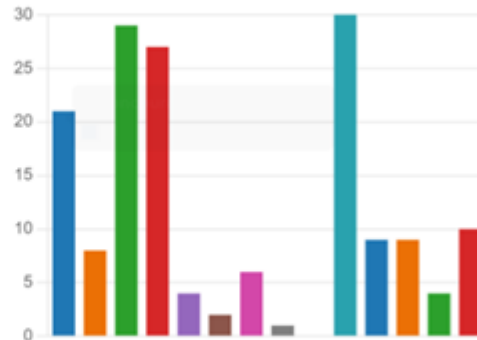
3.19 We work in close partnership with ACC I Bike officer and Adventure Aberdeen to support Bikeability and Cycle training and offer Level 2 training in all of our Primary school settings in response to feedback from the Aberdeen Parent Council Forum.

3.20 Other supports include the offer of cycle maintenance and cycling events including opportunities led by Adventure Aberdeen and the Aberdeen City I Bike Officer projects, some of which are highlighted below.

Aberdeen City Schools Activities

- Prize Giving 3.4%
- Bikeability Training 23.9%
- Cycling Skills 3.4%
- Dr. Bike 2.3%
- Learn to Ride 10.2%
- Led Ride 2.3%
- Led Walk 9.1%
- Other Session 43.2%

Active Schools Assistants

3.21 The service used COVID recovery funding to increase capacity for physical activity through the recruitment of Active Schools Assistants. The additional resource increased support for physical activity in our playgrounds to encourage healthy choices and offer a range of targeted physical wellbeing interventions at school level. We have seen a 3% increase in young people reporting that their general health is good or excellent since our last report in March 2022. Schools have also seen the positive impact of this work, with some now making use of pupil equity funding to sustain this support.

Free Period Products

3.24 On 15th August 2022 Scotland became the first country in the world to make the provision of Free Period Products (FPP) a legal requirement of schools and public venues. Aberdeen City Council have produced a statement of provision to explain how they would meet the legislation which can be found here: ACC FPP Statement This provides expectations of schools so that equity of provision is available across the city.

3.25 Since launch in August there have been a number of activities undertaken by the Education service to increase support for children and young people by increasing the understanding of menstruation, its impact and providing increased awareness of how to access resources. These include:
- Free period products distributed to all probationer teachers
- Free period products distributed to School Health leads
- Launch of FPP posters in schools
- Health & Wellbeing network input from Hannah Miley focusing on Demystifying Menstruation
- Draft letter to all schools to support increased signposting to resources
- Parent Newsletter update provided for parents about how and where to access resources

Physical Health Support Visits

3.26 Between November 2022 and February 2023 all schools were visited in order to undertake an audit of Physical Health provision. This covered several areas including Free Period Products, Relationships, Sexual Health & Parenthood, Physical Education curriculum, extracurricular activities as well as physical space and resources. Findings from these visits included low staff confidence in the teaching of PE and in particular the area of gymnastics. This is being addressed through our current professional learning offer. Free period product awareness and provision was good in almost all schools with a small number receiving support to improve marketing with learners and parents. 25% of schools were taking significant steps to improve food and nutrition provision, ranging from free breakfast offers to bespoke cooking facilities. All schools were provided with individualised feedback and further analysis of visit findings will be supported directly by the Education Support Officer Team within term 4 of this academic session.

Next steps

3.27 This report will be passed to the Mental Health Collaboration so that it can be used to inform work in delivering against the Children's Services Plan 2023-26 and will be considered as the National Improvement Framework Plan for 2023-24 is being developed.

4.   FINANCIAL IMPLICATIONS

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

5. LEGAL IMPLICATIONS

5.1 The Children and Young People (Scotland) Act 2014 provides that children's services should be provided in a way which best safeguards, supports or promotes the wellbeing of children; ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising; is most integrated from the point of view of the recipients; and constitutes the best use of available resources.

5.2 The Standards in Scotland's Schools etc. Act 2000 places a duty on Education Authorities to secure that education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential and in carrying out this duty to have due regard to the views of children and young people.

5.3 The Education (Additional Support for Learning) (Scotland) Act 2004 places a duty on the Authority to make adequate and efficient provision for supporting children and young people with additional support needs.

5.4 The Equality Act 2010 places a duty on the Authority to Advance equality of opportunity between people who share a relevant protected characteristic and those who do not and to take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.

5.5 The ingathering of data from the surveys undertaken and the proposed steps to address the findings of these surveys will assist the Authority to implement these duties more effectively.

6. ENVIRONMENTAL IMPLICATIONS

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

7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic Risk	Risk of not improving outcomes for children and young people	Data gathered from the wellbeing surveys and the work in schools in response to this is tailored to meet the needs of children	L	Yes

		and young people at a local level, thereby reducing some risk.		
Compliance	No significant risks identified			
Operational	Staff are overwhelmed, which leads to low morale as staff feel unable to meet the educational and well-being needs of young people.	Staff wellbeing surveys are undertaken which help us to understand their needs and respond with an ongoing commitment to delivering support and high-quality professional learning for all.	L	Yes
Financial	Risk of not having sufficient resource.	Ongoing consideration of a multi-agency approach to service delivery and resource, ensures the right support from the right place is timely and we have a more joined up process for children and families.	L	Yes
Reputational	Where single agency support is in place for children and young people to meet their physical and mental wellbeing needs we are unlikely to meet these needs, causing a reputational risk to the organisation.	Data scrutiny, reporting and strong partnerships enable us to enhance the Council's reputation for strong collaborative and solution focused working.	L	Yes
Environment / Climate	No significant risks identified			

8. OUTCOMES

COUNCIL DELIVERY PLAN	
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy	
Prosperous People Stretch Outcome (Children & Young People)	The detail within this report supports the delivery of Children & Young People Stretch Outcomes 4 to 9 in the refreshed LOIP. This includes the following projects: • 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. • 100% of schools offer sustainable and equitable access to counselling for those children aged 10 and above who require it by 2022. • The number of children and young people with an eating disorder who are identified within 3 months of onset is increased by 50% by 2023. • Increase by 80% the use of digital wellbeing resources for children and young people's mental health and wellbeing by 2022. • 100% of children and young people have free access to physical activity which improves mental health and wellbeing by 2022 • Increase the number of care experienced young people by 10% receiving multiagency throughcare/aftercare support by 2023 • Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023.
Prosperous Place Stretch Outcomes	• Increase % of people who walk as one mode of travel by 10% by 2023. • Increase % of people who cycle as one mode of travel by 2% by 2023. • Increase the number of community run green spaces by a minimum of 8 that are organised and self-managed for both people and nature by 2023.
Regional and City Strategies Regional Cultural Strategy Prevention Strategy Children's Services Plan	The universal provision of education is fully aligned to the Prevention Strategy and a key partner to the 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 – ACC Health & Wellbeing Survey Analysis (April 2023)

12. REPORT AUTHOR CONTACT DETAILS

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Health & Wellbeing Survey Analysis

April 2023

Approach

This report provides an overview of the insight gleaned from our analysis of health and wellbeing data gathered at the end of 2022 compared to that gathered in March 2022. Although the timeline for data comparison between March and November 2022 is relatively short, there are inferences that can be drawn from looking longitudinally across the two surveys. With consistency of sample size and surveying in November each year going forwards, the Education Service and wider Community Planning Partnership will be able to validate the key messages derived from this initial review through robust trend data. Officers have compared year group survey responses to those from March 2022 in order to start to determine if the actions taken to date have positively impacted pupil wellbeing. Comparisons with national data sets have been made were possible. Please note, current data is included in **bold**.

Given that an individual's mental health and wellbeing is influenced by a wide variety of factors, including environmental, social and the interaction between these, Officers have looked at how family affluence and gender impacts wellbeing for the first time. Given that the surveys undertaken are anonymous (which prohibits matching to SIMD profile), The Family Affluence Scale (FAS) has been used. The FAS asks young people questions about material assets with the answers given by young people summed to create an overall score to enable analysis.   Young people who didn't want to respond to particular questions were able to disregard them and **691 (19.6%)** of primary school pupils and **1219 (19.4%)** of secondary school pupils are not included in the analysis by family affluence due to incomplete responses. Despite this, there is a sufficiently high response rate to have confidence in the insights gleaned.

Gender can be a heavy influence on mental health and wellbeing. Girls (from the onset of puberty) are more prone to report emotional difficulties than boys whilst boys are more likely to exhibit behavioural traits. Where a disparity is evident across boys and girls and thought directly attributable to anticipated norms, this has been noted. **137 (1.4%)** primary and **292 (2.8%)** secondary pupils chose not to record or disclose their gender when asked: "How would you describe yourself?" Boy/Girl/In another way/Prefer not to say. It is important that we don't make assumptions about the reasons for selecting In another way/Prefer not to say. Making such selections may indicate that some young people did not see the relevance of the question and chose to disregard it, it may indicate a young person identifies as being transgender (identify as a gender different to their sex at birth), may indicate young people identify as being non-binary (those that do not or do not fully identify as either male or female) or a range of other potential scenarios. Of the evidence that exists nationally, we know that those who are transgender or non-binary are more likely to report adverse health outcomes as a result of 'minority stress' and exposure to stigma and discrimination so it is thought important to explore these areas to ensure we can support appropriately.

Background

During November / December 2022, **9803** children and young people from P6-S6 completed the Mental Health & Wellbeing Survey developed by the Scottish Schools Health and Wellbeing Improvement Research Network (SHINE), this was a higher return rate than the previous year (9428). In real terms this means that we have returns from **67%** of all pupils from P6 to S6 with a higher proportion of returns from younger year groups.

Year group	% of returns March	% of returns November
P6	81%	81%
P7	80%	85%
S1	67%	77%
S2	64%	68%
S3	72%	64%
S4	46%	49%
S5	44%	43%
S6	41%	42%

Note: this Table does not include those pupils who did not provide their year group
(n=46 in primary and n=93 in secondary)

As a result of the high number of returns, there is 95% confidence level across each gender and phase. The influence of larger cohort sample sizes and response rates means that the confidence level exceeds 95% for younger respondents. As a result, we can have confidence in the data.

Children and young people from P5-S6 also had the opportunity to undertake a Physical Health & Wellbeing survey developed by the Local Authority. Questions within this were drawn from previous local surveys, national lines of enquiry and the clarification sought to support effective local planning based on the working knowledge of school leaders. **6993** pupils completed this survey in November/December 2022.

As with the first survey, no specific weightings have been applied to the effect of increased/reduced gender or phase roll sizes on outcome comparisons between survey points but, in general, any rise in sample size or response rates enhances data confidence levels.

The analysis of both surveys provides an opportunity to take stock of current approaches and identify appropriate next steps to address emerging health needs. This report will be passed to the Mental Health Collaboration so that it can be used to inform work in delivering against the Children's Services Plan 2023-26 and will be considered as the National Improvement Framework Plan for 2023-24 is being developed.

SHINE Mental Health Survey results - Primary 6 &7

3533 pupils from P6 and P7 completed this survey with **119 pupils** (178) not providing details of their gender and **46** (65) pupils not identifying their year group. This is a slightly higher return rate from last year and is thought to be due to the rising school roll (3514).

Young people were asked about their happiness with eleven aspects of life including family, friendships, school, appearance, future, and life overall.

General Health - Excellent or Good
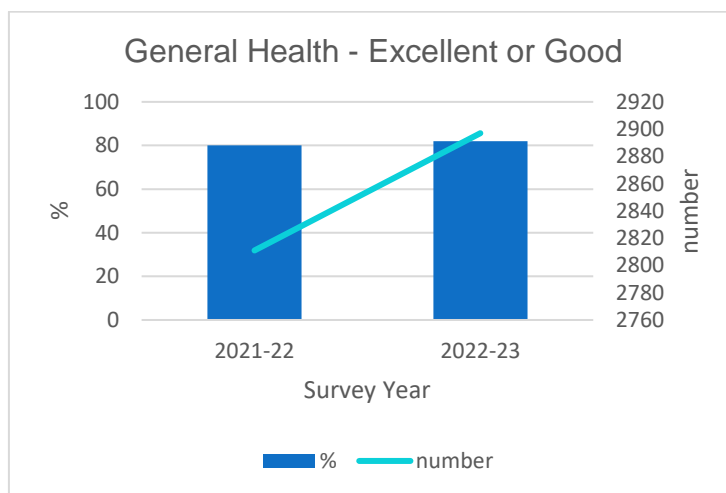
82%, 2897 (80%, 2811) of learners in primary 6 and 7 who responded reported that their health was excellent or good. This means that **17%, 601** (18%, 633) of learners reported that their general health was fair and **1%, 35** (2%, 70) stated their general health was poor. The proportion of pupils self-reporting Excellent or Good Health in November 2022, with the exception of P6 boys, has improved across combined gender and stage in comparison with March 2022.

There is a reduced differential in the outcomes between boys and girls. There is a marginally greater proportion of girls reporting excellent or good health, reversing the pattern from March 2022 where a larger proportion of boys than girls were reporting positive health outcomes. Scottish Government data reports a Scottish average for P6/7 of *78.4%*. The Local P6 & 7 average of 83.5% exceeds the Scottish average which suggests that appropriate steps were taken to mitigate risk to pupil health and wellbeing.
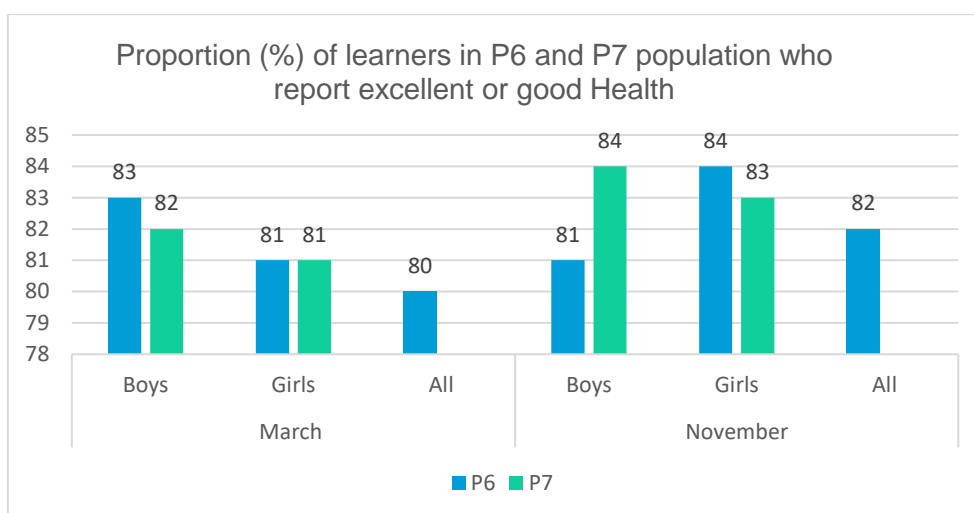
Proportion (%) of learners in P6 and P7 population who report excellent or good Health

Those in the low family affluence group were more likely to report a range of negative outcomes across nearly all the measures within the survey. This is also seen nationally in the Scottish Government Data and seen in the health outcomes of adults living in areas of deprivation. This should be considered more fully as we work to address the poverty related attainment and health gap.

Family affluence – General Health			
Primary pupils	Low	Medium	High
% Excellent or good health	73	83	89
% Feeling always or often confident	49	58	66

Amongst both primary and secondary school pupils, those young people who did not disclose their gender were more likely to report a range of negative outcomes and feelings across nearly all measures. This will require careful consideration given the pattern emerging from this and further data sets regarding gender.

Gender – General Health			
Primary pupils	Boy	Girl	Did not disclose
% Excellent or good health	82	84	61
% Feel always and often confident	65	50	27

Happiness

Learners were asked to rate how happy they are with various aspects of their life. Response options ranged from 0 to 10, where 0 means 'very unhappy', 5 means 'neither happy nor unhappy' and 10 means 'very happy'. Similar to last year, on the whole boys were slightly more positive than girls, however, this was the opposite when asked specifically about school. This is broadly to be expected given what we know about how young people grow and develop and are impacted by puberty.

In comparison with March 2022, the overall % of pupils noting low levels of happiness across each life aspect is marginally improved with the majority of aspects (7 from 11) reflecting this pattern of relatively significant movement, taking cohort profile change into account

Across P6 and P7, learners were positive about many aspects of their lives. However, across both age groups and gender categories, 'Appearance' was still lower than other aspects of their lives with **24%, 405** (27 %, 444) of P6 learners and **30%, 504** (35%, 569) of P7 learners noting appearance as a concern.

Comparison 2021-22 to 2022-23

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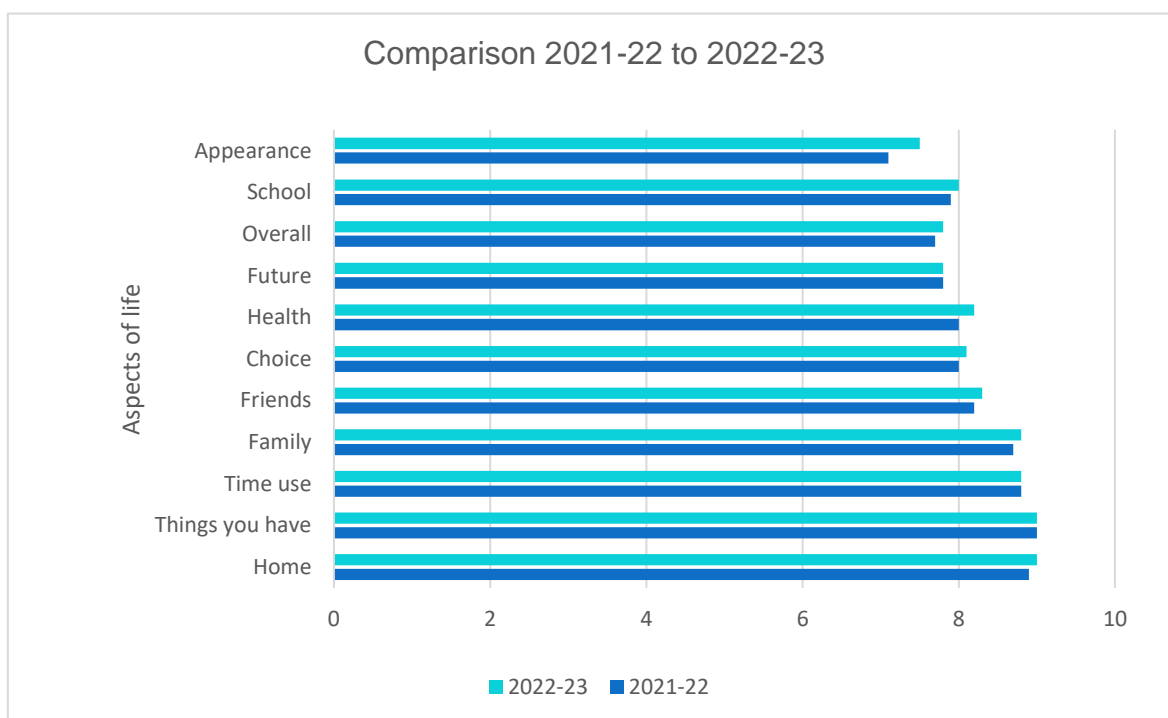
November 2022 survey data indicates an overall reduction of 3 percentage points in those concerned about Appearance compared to March 2022. Although this is a welcomed improvement this remains an area of focus.

Young people in the lowest family affluence group were more likely to report low levels of happiness across a range of life domains than their more affluent peers at both primary and secondary school level. Those in the lowest group were more than twice as likely to report low levels of happiness with life as a whole, the home they live in, choices available

to them, friendships, appearance, their future and school than their peers in the least deprived cohort. This has implications for how we work to address the poverty related attainment gap. Data from Scottish Government shows this is a strong theme across Scotland, this remains a focus nationally as well as a local priority.

Family affluence – Report of low happiness			
Primary pupils	Low	Medium	High
% Life as a whole	12	7	5
% Family relationships	5	3	3
% Home you live in	5	2	2
% Choice in life	9	6	4
% Friendships	9	5	4
% Things you have	3	2	1
% Health	9	6	2
% Appearance	19	14	9
% Future	12	7	5
% School	12	8	5
% Free time	3	2	2

Reviewing the data by gender shows that those who did not disclose their gender were nearly 6 times more likely to be negative about life as a whole than their peers and 5 times more likely to report poor health. Only thoughts about free time were in line with peers. There is a need to really think about how best to address the disparity in outcomes for this group.

Gender - Report of low happiness			
Primary pupils	Boy	Girl	Did not disclose
% Life as a whole	6	7	29
% Family relationships	3	4	10
% Home you live in	2	2	8
% Choice in life	6	6	20
% Friendships	5	7	16
% Things you have	2	2	5
% Health	5	5	25
% Appearance	10	17	49
% Future	7	7	21
% School	10	7	20
% Free time	2	3	3

There is a need to look in more detail at the impact of social media on perceptions of appearance and to consider how best to support those who chose not to disclose gender.

The WHO–5 Wellbeing Index is a five item scale which provides a measure of emotional functioning. Items are summed to create a score ranging from 0 to 100. A score of 50 or less on the WHO-5 indicates low mood

75% of those in Primary 6 and 7 didn't show evidence of low mood. As a result, **25%, 883** (29%, 1019) learners across Aberdeen P6 and P7 population self-rated below the 50-score threshold.
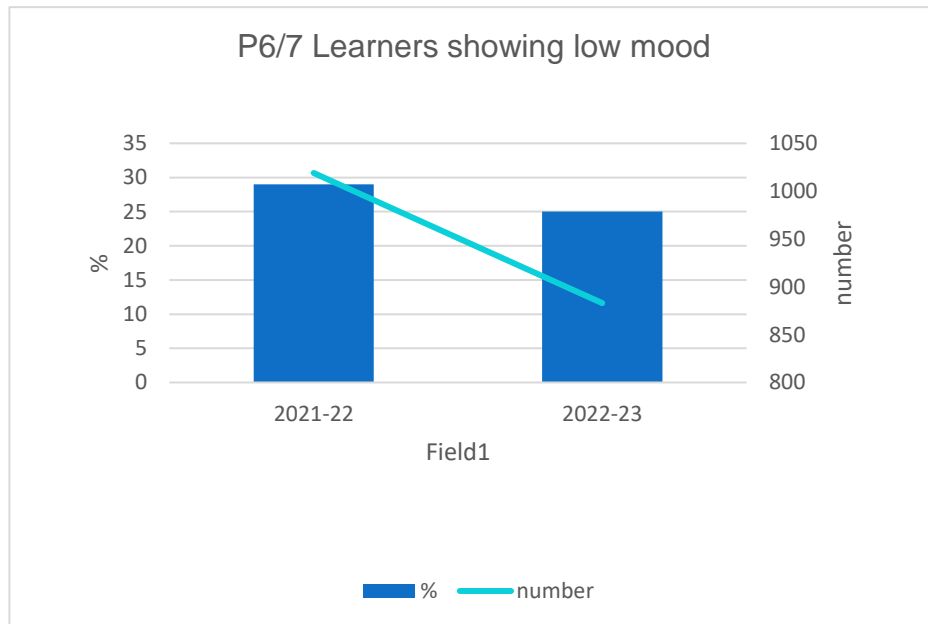
The proportion of learners in P6 and P7 self-rating with low mood is noting relative improvements when compared with March 2022 outcomes, in each gender cohort and across both primary and secondary phases. In combination, these have produced a significant reduction of 4 percentage points in the proportion of all pupils scoring below the 50-score threshold. We are confident that increased focus on supporting the mental wellbeing of learners through counselling, LIAM (Let's Introduce Anxiety Management), DBI (Distress Brief Intervention), ELSA (Emotional Literacy Support Assistants) and targeted work with Active Schools Assistants has impacted positively in this.

Looking at direction of travel by gender, outcomes for boys are improved, as are those for girls (where the percentage P6 and P7 combined learners self-rating below the threshold has fallen slightly faster).

At the same time, the longitudinal outcome for girls (from P6 in March to P7 in November) shows an increase in the proportion of learners self-reporting low mood which is an outlier in terms of the outcomes for each of the other cohorts and worthy of further exploration at school and community level. This could indicate that girls are generally more concerned about upcoming transitions than boys.

Proportion (%) of learners across P6 and P7 population self-rating below the 50-score threshold on the WHO-5 Index

	March			November		
	Boys	Girls	Overall	Boys	Girls	Overall
P6	24	27	29	21	23	25
P7	24	32		22	30	
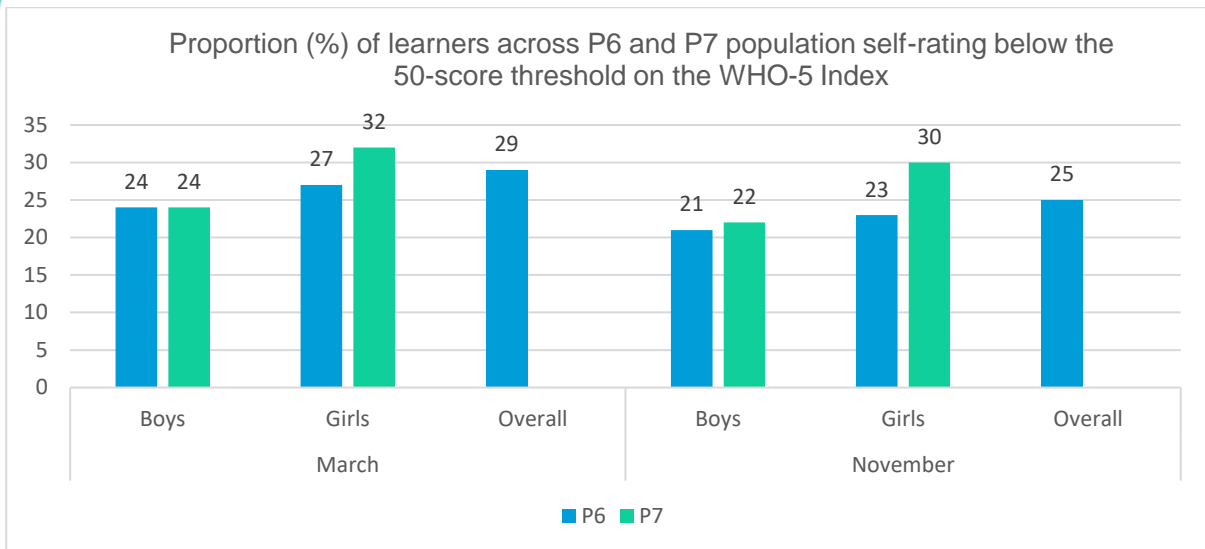
Low mood was more prevalent amongst young people from the least affluent group, for example, amongst primary school children, **34%** of pupils from the low affluence group reported low mood compared with **23%** in the medium affluence group and **15%** of those in the most affluent group. The difference between outcomes for those deemed to be at risk of depression was more prevalent with those identified as being least affluent nearly 4 times more likely to be at risk compared to those deemed the most affluent.

Family affluence – Low Mood			
Primary pupils	Low	Medium	High
% Low mood	34	23	15
% Risk of depression	11	7	3

Low mood also varied by gender amongst both primary and secondary school pupils with girls more likely to report low mood than boys, but with those who did not disclose their gender more than twice as likely to have low mood than their peers. Those who did not disclose were twice as likely to report being at risk of depression. There is a need to work with Community Planning Partners to consider this more fully.

Gender – Low Mood			
Primary pupils	Boys	Girls	Did not disclose
% Low mood	22	26	51
% Risk of depression	7	7	15

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Emotional and Behavioural scale

There continues to be a higher percentage of girls than boys in P6, **41%, 345** (44%, 349) and in P7 **42%, 333** (44%, 325) showing elevated responses within the Emotional Scale, while the responses for Behavioural aspects, on average score, were similar for both boys and girls with **16% 565** (17%, 573) of responses being elevated, similar to last year. Data from Scottish Government also shows a gender bias, national data shows mental wellbeing for girls to be poorer than for boys overall in Scotland showing broad alignment between local and national data.

Family affluence - Emotional and Behavioural scale			
Primary pupils scoring as expected	Low	Medium	High
% Emotional	57	67	71
% Behavioural	80	84	90

Amongst primary school pupils, those who did not disclose gender were less likely to score "as expected" on the emotional and behavioural scales.

Gender - Emotional and Behavioural scale			
Primary pupils scoring as expected	Boys	Girls	Did not disclose
% Emotional	73	59	33
% Behavioural	83	87	66

Liking School

The number of learners reporting that they like school shows a slight overall increase, **82%, 2897** (80%, 2811) who like school a bit or a lot, which compares to **18%, 606** (20%, 703) who rated not liking school very much or at all. There is a notable difference regarding gender preference this year with 8% more of girls in P6 liking school to boys and 6% more girls in P7 than boys. This is an increased differential than was apparent in March 2022 and worthy of further exploration.

No. of learners liking school
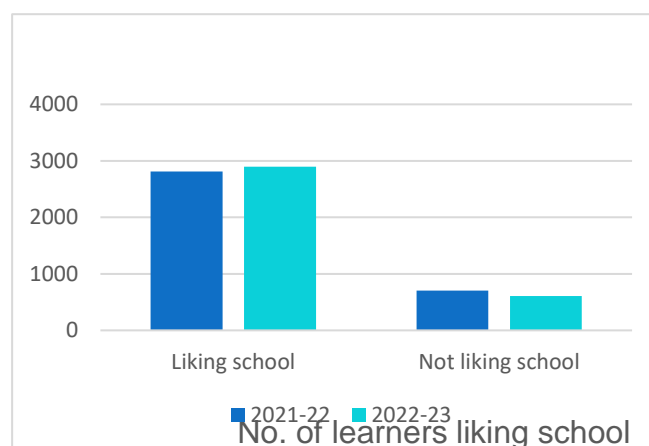
Pressured by Schoolwork

12%, 404 (12%, 422) of learners stated that they felt pressured by schoolwork a lot, with **26%, 876** (24%, 843) highlighting that they did not feel pressured by schoolwork at all.

Proportion (%) of learners in P6 and P7 who feel a lot of or some pressure from schoolwork
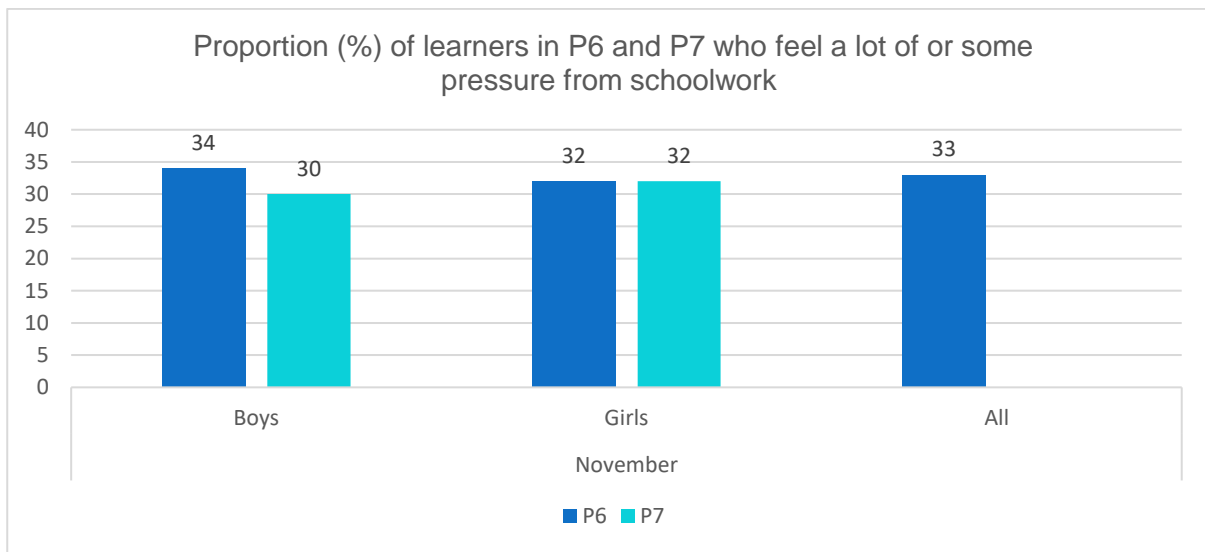
Individual schools can review this information at a more localised level to understand if there are any particular groups most impacted.

There is limited statistical evidence across P6 and P7 that gender is a determinant of the extent to which learners reflect pressures from schoolwork, although at P6 boys noted experiencing a lot of pressure (14%) which has some significance in comparison with girls at this phase.

Some of the school experience data did not vary by family affluence. For example, feeling a lot or a bit of schoolwork pressure did not vary by family affluence amongst secondary pupils and liking school (a lot or a bit) did not vary by affluence amongst primary pupils.

Some of the positive mental health measures (particularly amongst primary school children) did not vary by affluence.

Self Confidence

Learners were asked about how confident they felt in themselves.

57%, 2013 (52%, 1827) of P6 and P7 pupils stated that they always or often felt confident. This has increased towards the pre-pandemic national averages based on the data in March 2022.

Proportion (%) of learners in P6 and P7 population that express that they always or often feel confident
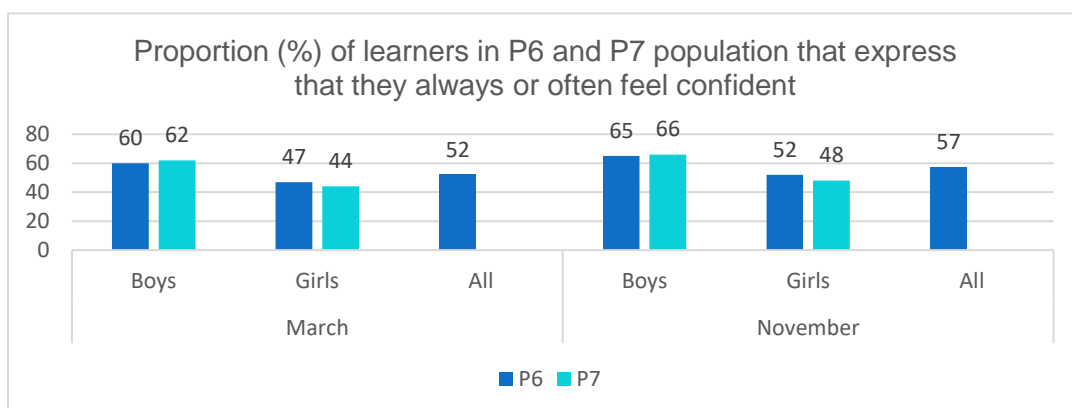
Overall, expressed confidence levels between the two 2022 sample points reflect statistically meaningful improvement by gender and phase, resulting in a material increase in self-reported confidence levels among all pupils.

For each gender, the average rate of increase between March and November 2022 for combined P6 and P7 outcomes are identical at 4.5 percentage points with this being duplicated across both phases.

Averaged expressed confidence levels amongst girls relative to boys continues to be lower at -15.5 percentage points, although the percentage improvement rate for girls is slightly higher than for boys. Scottish data for all school stages show a strong gender difference with girls reporting lower confidence levels than boys.

The Social Emotional Health Survey (SEHS) measures different aspects of a child's social and emotional wellbeing: Gratitude, Zest, Persistence and Optimism. All these aspects are positive character traits and are linked to having more positive mental health and greater school engagement.

Gratitude is associated with increased life satisfaction and social interaction including perception of support and providing support to others as well as academic achievement.

Optimism is associated with greater interest in school, persistence and coping as well as more positive social relationships.

Zest has a positive association with relationships with others, improved emotional wellbeing and autonomy.

Persistence has been shown to increase learning, mediating the relationship between motivation and performance.

The co-occurrence of multiple positive psychological traits from these 4 areas is called (covitality) they are associated with increased resilience, pro-social behaviour, school engagement and satisfaction.

The responses to this section of the survey provide scores out of 16 within these four domains and then are collated to create an overall covitality score, out of 64.
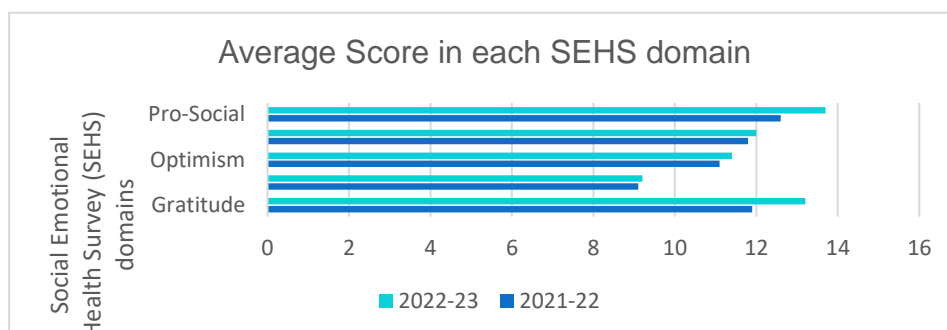
Across gender groups and year groups responses from last year have increased across all aspects of this, showing a positive picture for all with a particular increase in the area of gratitude, increasing the overall pro-social scores of both boys and girls.For the overall positive mental health score for primary pupils ("covitality") those who did not disclose gender had the lowest score and there was no difference between boys and girls.

SHINE Mental Health Survey (Secondary 1-6)

59% 6270 (60%, 5914) learners from S1-S6 completed the secondary survey with **292** (237) learners choosing not to provide details of their gender and **98** (93) learners not identifying their year group.

Proportion (%) of learners in S1-S6 population who report excellent or good general health
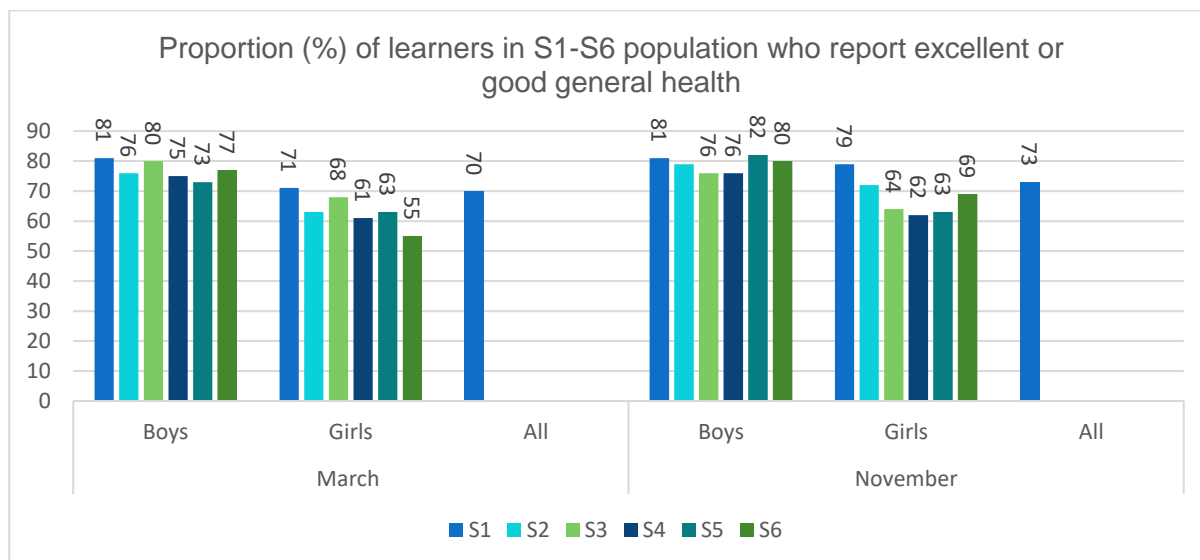
The data suggests that boys continue to be more confident about their general health.

A higher percentage of both male and female learners in S1 now state that their general health is Excellent or Good. However, this is lower than the levels reported by children at the primary 7 stage.

For both boys and girls, there is an appreciable increase in self-reported general health between survey points with the whole cohort outcome rising from **70%** to **73%.** The extent of improvement is more evident for girls with the S1-S6 average being raised by **5%** from **63%** to **68%,** more than double the increase reported by boys when the relative size of the survey sample is taken into account.

Across the phases, the greatest gains have been made in S6 and S2 with each of the other phases, with the exception of S3, showing increases in reported health. From the data, the outcomes for both boys and girls in S3 show falling levels of self-reported general health of around 4 percentage points, and the differential between boys and girls, although closing from March to November 2022, continues to show a gap of more than ten percentage points. The impact of the periods of lockdown on the S3 year group could be a factor here.

There is evidence that the self-reported health of girls steadily reduces over the secondary phases. In S3/S4, there is a clear increase in the number of girls highlighting that they have poor general health and overall, **4%** of all secondary female students state this across all responses. This is a reduction however of **45** young people compared to March 2022. There is a similar underlying pattern of increasing self-reported poor health from S1 -S4 amongst boys but this is significantly less accentuated between phases and is tracking at lower levels than girls.

Outcomes for both boys and girls at S5 and S6, from November data appear to break this upwards phase trend, although with girls self-reporting poor health at levels above that of boys, but for both genders, these levels are improved on the March 2022 data.

Reporting good or excellent health was associated with family affluence at both primary and secondary school level, for example, **81%** of secondary pupils in the high family affluence group rated their health as good or excellent compared with **61%** of those in the low family affluence group. Although not a directly comparable measure, review of national data shows a **10%** difference between the lowest and highest affluence groups. The local difference is greater suggesting a need for considerable focus on this area.

Family affluence			
Secondary pupils	Low	Medium	High
% Excellent or good health	61	74	81
% Feel always or often confident	34	41	48
% Feel lonely all or most of the time	29	19	17
% Has self-harmed at least once in lifetime	25	19	17

Young people in the low family affluence group were more likely to report lower levels of confidence at both primary and secondary school.

Young people in the low family affluence group were more likely to report feeling lonely (all or most of the time) compared with those in the high family affluence (**29%** versus **17%**).

Girls were consistently more likely to report more negative outcomes than boys, with greater differences between boys and girls emerging amongst secondary pupils.

Prevalence of self-harming varied by gender, with nearly four in ten **(38%)** of those who did not disclose their gender reporting that they had self-harmed at least once in their lifetime, compared with **21%** of girls and **15%** of boys. This area will require careful consideration by the Mental Health Improvement Collaborative.

Gender			
Secondary pupils	Boy	Girl	Did not disclose
% Excellent or good health	79	69	39
% Feel always and often confident	55	28	24
% Feel lonely all or most of the time	17	23	46
% Has self-harmed at least once in lifetime	15	21	38

Learners were asked to rate how happy they are with various aspects of their life. Response options ranged from 0 to 10, where 0 means 'very unhappy', 5 means 'neither happy nor unhappy' and 10 means 'very happy'.

Within Secondary Schools, it was again clear that the aspects of their lives learners were most happy with are, home, things they had, time use, friends and family, with school and appearance consistently receiving lower scores.

Comparsion between 21-22 and 22-23'
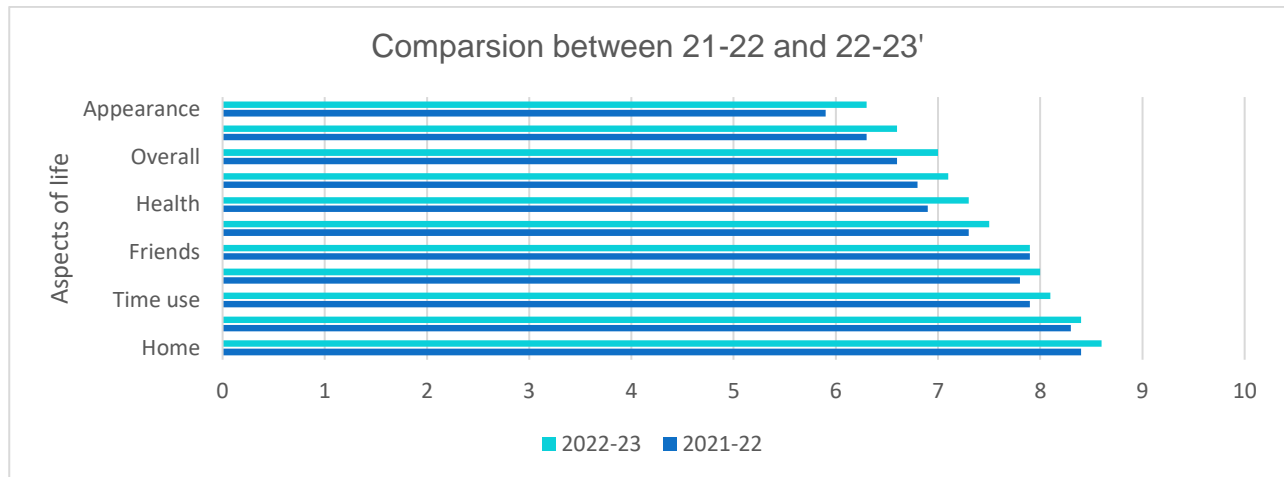
Overall, **25%** (a reduction of **6%)** of learners since March 2022 report low happiness linked to 'Appearance' and **20%** (a reduction of **3%**), linked to 'School'. Although there is a notable reduction in both areas, showing a positive step forward, there continues to be, however from Primary to Secondary, an increase from **10%** of primary learners to **20%** of secondary learners who report low happiness regarding school.

In March 2022 the trend in reporting of low happiness rose with each phase transition from S1 – S6, however, from November data, the overall percentage now reduces again in S5 and S6 to **28%,** an improvement of 13 percentage points.

From S2-S4 there is an extending difference in girls views of School from that of boys, which closes in S5 and S6, whilst girls consistently express lower happiness than boys regarding the Future, that continues on a largely deteriorating trend up to S6.

Proportion of learners in S1-S6 expessing Low Happiness with life aspects - November 2022
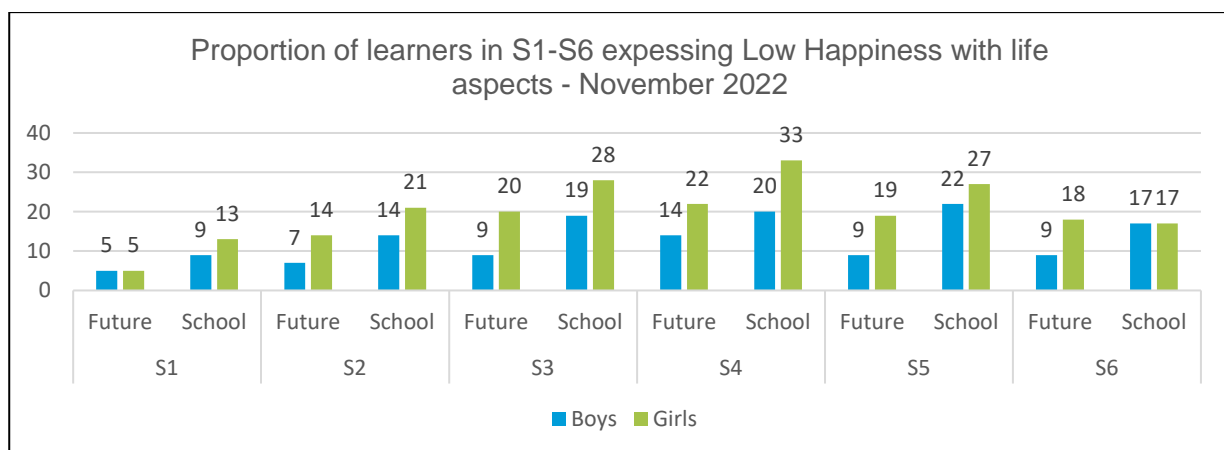
Proportion of learners in S1-S6 expressing Low Happiness with life aspects				
Phase	Aspect	Boys	Girls	Gender Difference (% points)
S1	Future	5	5	0
S1	School	9	13	4
S2	Future	7	14	7
S2	School	14	21	7
S3	Future	9	20	11
S3	School	19	28	9
S4	Future	14	22	8
S4	School	20	33	13
S5	Future	9	19	10
S5	School	22	27	5
S6	Future	9	18	9
S6	School	17	17	0

Family affluence heavily influences happiness at the secondary phase. Those in the low affluence group were twice as likely to be unhappy with life in general than those in the highest affluence group. Those in the lower affluence group were 5 times more likely to express unhappiness with the home they live in.

Family affluence			
Secondary pupils	Low	Medium	High
% Life as a whole	20	15	10
% Family relationships	12	8	5
% Home you live in	10	4	2
% Choice in life	14	9	6
% Friendships	10	6	5
% Things you have	8	4	2
% Health	19	13	9
% Appearance	33	25	18
% Future	17	13	9
% School	27	18	15
% Free time	9	6	4

In terms of low happiness with life, across nearly all of the measures, pupils who didn't disclose their gender expressed the most unhappiness at both secondary and primary level.

Gender			
Secondary pupils	Boy	Girl	Did not disclose
% Life as a whole	10	18	44
% Family relationships	4	11	27
% Home you live in	3	6	13
% Choice in life	7	10	26
% Friendships	5	8	18
% Things you have	3	5	12
% Health	9	15	36
% Appearance	15	33	56
% Future	8	15	36
% School	16	23	37
% Free time	2	8	12

The WHO–5 Wellbeing Index is a five-item scale which provides a measure of emotional functioning. Answers are collated to create a score ranging from 0 to 100. A score of 50 or less on the WHO-5 indicates low mood.
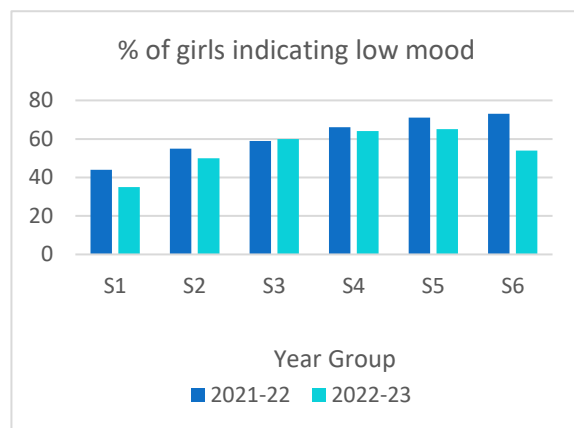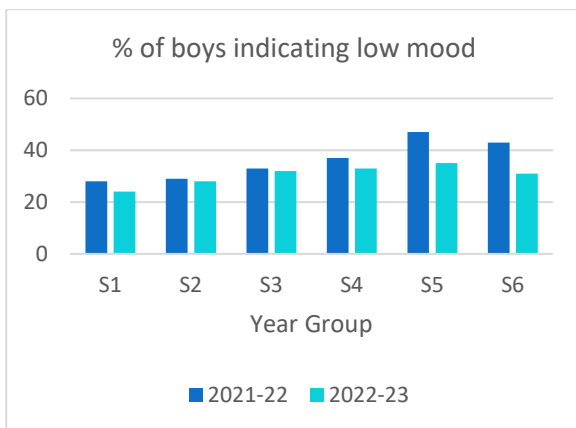
The proportion of learners across S1-S6 self-rating below the 50-score threshold on the WHO Wellbeing Index is showing early signs of improvement across each phase, and for all learners in this cohort but with some caveats around the outcomes for S3 boys and girls, where the extent of change between March and November 2022 is minimal.

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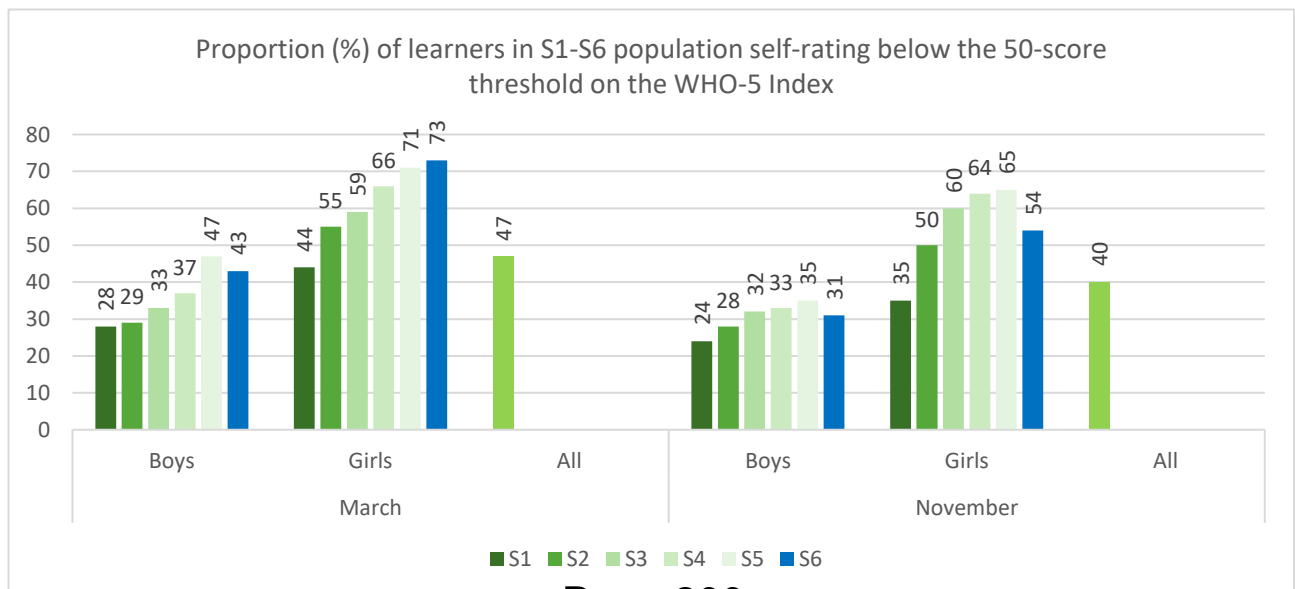
Overall, the average improvement rate for girls is slightly higher than that for boys although this has yet to fully manifest in a material closing of the whole cohort (S1-S6) gender-based gap. Despite outcomes at S1 and S2 being the most improved for girls, the year-on-year change for S3 and S4 is limited which has the effect of suppressing the overall gender gain for girls.

In absolute terms, the outcomes at S5 and S6 (and in combination) for both boys and girls are showing the greatest improvement across the phases which is viewed as a substantive change as these were amongst the poorest performing of all the phases in March 2022. The extent to which the March data was influenced by circumstantial pressures around the pending 2022 examination diet should be kept in mind so the November information may not be presenting a fully rounded comparative picture.

The graphs above indicate an overall positive picture towards the reduction of low mood in both boys and girls from March 2022.   Overall, there has been a **5%** reduction of learners indicating low mood. This equates to 147 learners.

The graphs below highlight the proportion of those scoring 28 or less and are classified as at risk of depression. We see a reduction in the number of learners at risk of depression in both gender groups and most year groups. Concerns for the wellbeing of girls compared to that of boys remains, although there are two small increases across year groups of **1%** at S2 boys and S3 girls.
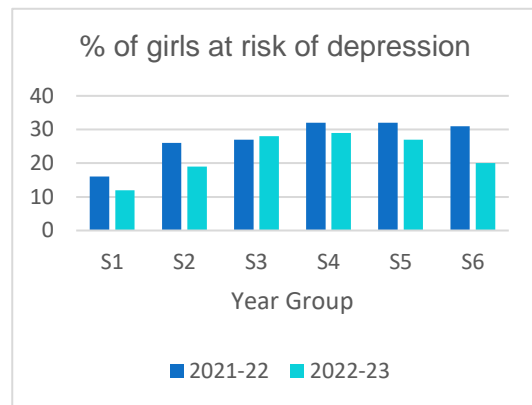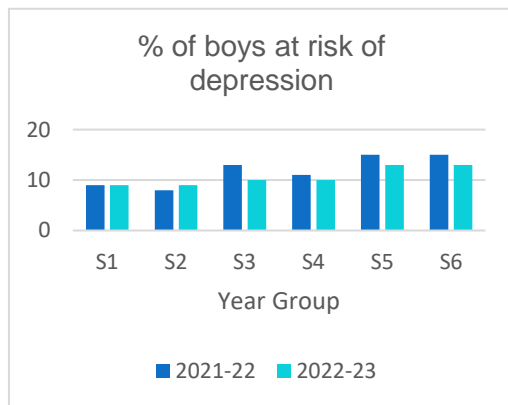
Family affluence strongly influences low mood and a risk of depression. As for primary schools, this will have to be considered carefully as interventions are being planned to address equity.

Family affluence			
Secondary pupils	Low	Medium	High
Low mood	50	42	33
Risk of depression	24	15	10

Those who did not disclose their gender are far more likely to self-report low mood and be considered at risk of depression.

Gender			
Secondary pupils	Boys	Girls	Non-binary
Low mood	30	53	73
Risk of depression	10	21	37

The Strength and Difficulties Questionnaire (SDQ) measures mental health difficulties in different areas: emotional symptoms, conduct, hyperactivity and peer relationships.
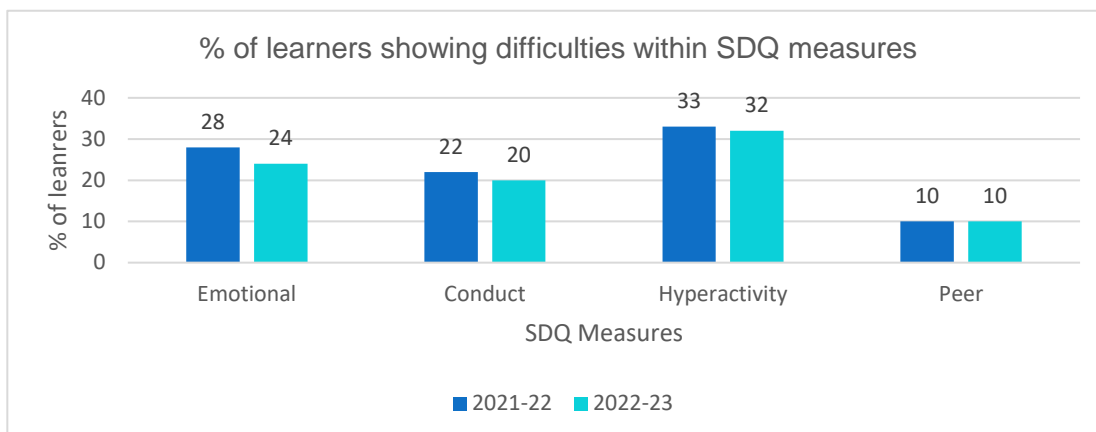
Reviewing all year groups there is still a very clear, high percentage of girls showing difficulties with hyperactivity and emotions. There is an overall decrease across all measures.

Although at first glance this data is of concern, data for Aberdeen City mirrors Scottish Government data on differences between genders:

"Girls were more likely to agree they wish they had a different kind of life; there are lots of things they worry about in their life; they often or always feel lonely; they sometimes, often or always feel left out of things; and their body and the way they look affects how they feel about themselves. Girls were also more likely to have problematic social media use than boys." Scottish Government, Health & Wellbeing Census, February 2023

Encouragingly, Aberdeen City wellbeing data for both genders is ahead of the national data reported by the Scottish Government. There is still a need to continue to put a local focus on effectively meeting the emotional wellbeing needs of girls across all year groups and further consider what opportunities there are to provide support as our local data highlights this area.

Secondary school pupils in the high family affluence group were less likely to report mental health difficulties, as scored by the SDQ. Overall, **62%** of those in the most affluent group scored within the expected normal range on this scale, compared with **45%** of those in the low family affluence group.

Family affluence			
Secondary pupils scoring as expected	Low	Medium	High
% Emotional	58	66	70
% Conduct disorder	66	71	73
% Hyperactivity	51	55	59
% Peer relations difficulties	59	71	78
% Pro-social	70	74	80
Overall SDQ score	45	56	62

A quarter **(24%)** of those who did not disclose gender scored within the "as expected" normal range in the overall Strength and Difficulties Questionnaire (SDQ) score compared with **46%** of girls and **65%** of boys.

Gender			
Secondary pupils scoring as expected	Boys	Girls	Did not disclose
% Emotional	83	53	36
% Conduct disorder	71	70	52
% Hyperactivity	61	53	29
% Peer relations difficulties	71	70	41
% Pro-social	68	79	62
% Overall SDQ score	65	46	24

At secondary school, those who did not disclose gender were more likely to have lower scores in the domains of belief in self and belief in others but there were no differences between nonbinary and girls in emotional competence.

Sleep

Secondary learners were asked to complete the adolescent sleep wake scale that measures sleep quality. Higher scores indicate better sleep quality.

Boys in all year groups continue to indicate that they have a better sleep quality than girls. The average sleep score from March 2022 and this survey, has not changed.

All pupils, however, would benefit from increased sleep quality to positively impact on their mental and physical health. We should consider the links between social media and the use of digital technology and the potential impact this has had on the measures noted. There is a range of data around the increased need for sleep in the teenage years, with teenagers having a different biological circadian rhythm to adults, or younger children.

Family affluence			
	Low	Medium	High
Mean sleep quality score	35	37	39

Young people in the high family affluence group reported higher sleep quality than those in the other affluence groups. Those who did not disclose their gender reported poorer sleep than all other groups.

Gender			
	Boy	Girl	Did not disclose
Mean sleep quality score	39	36	30

Pressured by Schoolwork

There has been a reduction in the number of pupils who feel pressured by school work from **31%** in March 2022 to **28%** currenlty. We must factor in that the first survey was undertaken nearer exam timetables and therefore this may have had an impact on responses to the first survey.

28% (31%) of all S1-S6 learners expressed that they felt pressured by schoolwork a lot with **15%** (12%) highlighting that they did not feel pressured by schoolwork at all.

Outwith the two measures at either end of the four-stage range noted above, there is, arguably, marginally less significant change in the proportion who noted that they felt 'Some' and 'A Little' pressure.

Overall, this represents a generally improved position on the March 2022 surveying, although with a continuing gender gap between boys and girls that, as in March, statistically develops as learners progress through the phases. Looking forward, the outcome of the on-going education reforms, most notably the Hayward Review, may impact positively here as less reliance is put on single high stake exams which are known to disproportionately affect those living in areas of deprivation.

In the context of gender, there are some limited indications that the gap between boys and girls has closed between survey points but, as with the Wellbeing Index data above, some caution should be exercised around (a) interpreting this as a material direction of travel due to the circumstances of the respective pupil educational journeys in March and November and (b) that this pattern is replicated across each phase.

Proportion (%) of learners in S1-S6 population who expressed that they felt a lot of or some pressure from schoolwork

Pressured by school work Nov '22
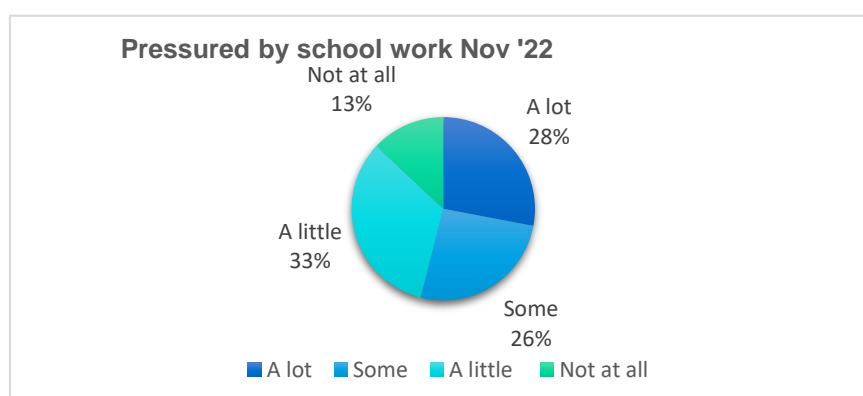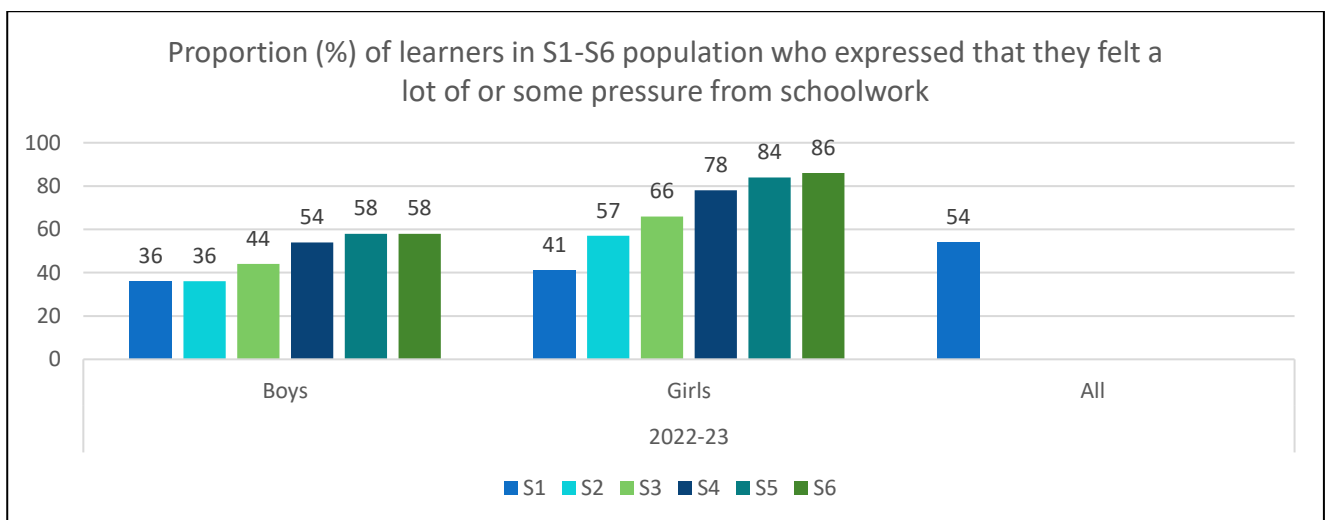
Loneliness

There are links between high loneliness, other areas of wellbeing and decreasing positive life outcomes. Learners were asked how often they felt lonely in the past week. **38%** feeling more positive about this aspect of their life, showed an increase between March and November 2022 of **5%** more learners feeling lonely none of the time. **21% (1316)** of learners stated that they felt lonely most or all the time. Less restrictions on social interactions in November 2022 will likely have impacted on this positive change.

Research on loneliness in teenagers tells us that teenagers report higher levels of loneliness than any other age group in society. Additionally, their self-reports of feelings of loneliness are related to their need to feel socially connected, particularly to groups. Even a short time away from a strong positive group can make them feel lonely. Many secondary school's activities and clubs, outdoors sporting clubs to a lesser extent, were suspended in line with the range of restrictions from the Covid-19 pandemic. As these are re-established, we hope to see these figures around loneliness continue to decrease. There are ways we can incorporate more social learning across the secondary curriculum which can also support this area, supporting wellbeing more generally.

% of learners who feel lonely most of all of the time
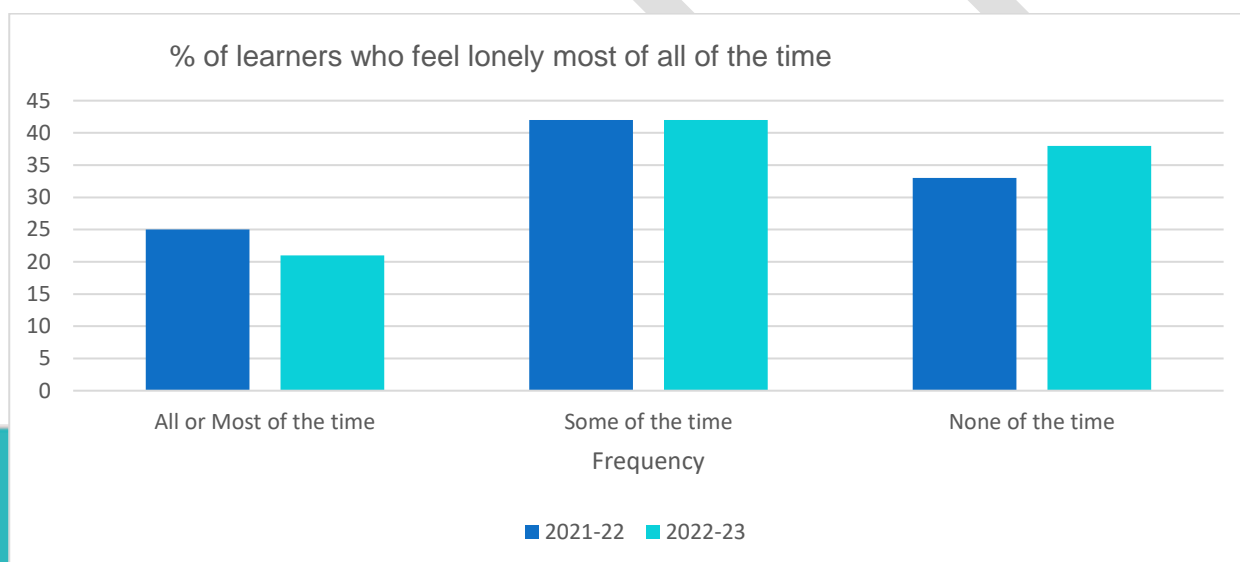
Social Emotional Health

This measures different competencies of positive socio-emotional health, which are fundamental for young people to develop to live engaging and meaningful lives**.**

In all year groups, boys show higher levels of self-efficacy, self-awareness, and persistence, with self-efficacy rating higher in most year groups. Since March 2022, there has been a positive increase in all 3 areas.

Learners overall are showing a positive response to belief in others with an increase in the areas of school support and family support. Data for boys suggests that school support and family support are better than peer support and for girls, peer support is significantly higher at all year groups. This gender difference is again in-line with national data from Scottish Government, that boys and younger children self-report higher positive perceptions of those they live with. Teenagers, especially females seek more peer support and acceptance from peers than their family members, as a function of the teenage brain.

Belief in self (subdomains) average scores

Belief in others (subdomains) average scores
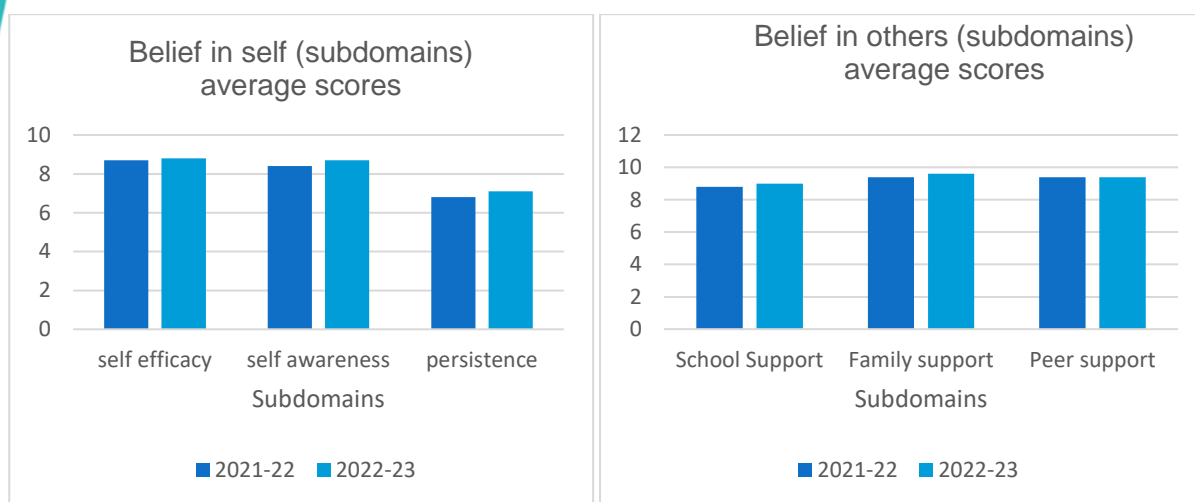
Emotional regulation, empathy and self-control are reviewed to understand Emotional competence. All learners show a higher level of empathy, an increased level of emotional regulation and self-control of 0.2 points from March 2022. Self-control continues to be lower than the other 2 subdomains within this section. This data is as expected due to the processes ongoing in the teenage brain. At this time, we see a reduction in a teenager's ability to correctly recognise emotions in others (if not related to themselves) and increased self-consciousness.

Overall, learners' levels of optimism are also rising with a notable dip at S3 and S4. This may be linked to a change in curriculum delivery and expectations with consideration of the exam schedule at this stage. Local data is at odds with the national data which shows a declining picture up to S5 and S6.

Gender			
Secondary pupils level of optimism	Boys	Girls	Did not disclose
Optimism	8.3	7.3	6.1

Once again, we can see poorer outcomes for those who did not disclose gender.

Liking School

Learners were asked to select whether they liked school from a scale of, a lot to not at all. **42% (2484)** of learners indicating that they don't like school very much or at all, there is a need for us to consider carefully how this might be improved. Scottish Government data reports the low trend in attitudes across S1 – S4, improving in S5 and 6. This trend isn't reflected locally and remains low across secondary stages.

31% of learners stated that they felt pressured by schoolwork a lot with **12%** highlighting that they did not feel pressured by schoolwork at all. Nationally, **23.2%** of learners reported feeling pressured by school work and there is a clear national gender bias (30.3% of girls compared to 16% of boys).

Given that these two measures show poorer local outcomes against the national average outcome, they are worthy of further consideration.

Self Confidence

The proportion of all S1-S6 pupils who express that they always or often feel confident has risen by a substantive six percentage points from March 2022, with an average of **53.7%** for boys and **27.3%** for girls*, these gender based averaged measures represent an increase of just over six percentage points for boys and five percentage points for girls.

Amongst boys, the greatest improvements were noted in S6 with the majority of phases showing improvement. Whilst, with the exception of S3 which was statistically unchanged, the outcomes for girls also rose across each phase, both the gender-based differential overall, and that at S3 and S6, has widened marginally. Longitudinally, the cohort transition of boys from S3 to S4 and girls from S2 to S3 both fell by two percentage points with the outcomes for those moving from S5 to S6 being the most improved year-on-year.

Although there isn't a directly comparable national measure, national data suggests that our gender difference is more marked than the national average. Locally, the gap between boys and girls sits at **29%** with the national sitting at **17%.**

Proportion (%) of learners in S1-S6 population who express that they always or often feel confident
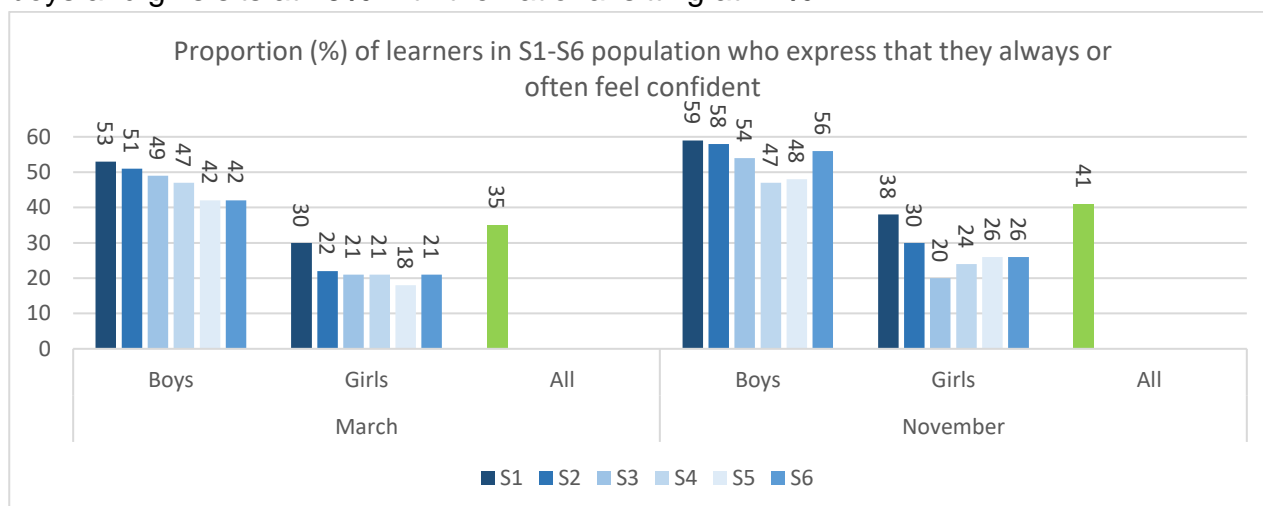
Self-Harm

Based on previous responses **4910** pupils were asked if they had ever hurt themselves on purpose, **19%** said yes, showing a reduction of **4%** from March 2022. There is a noticeable difference between the responses from girls and boys with **15%** of boys stating they had hurt themselves on purpose and **21%** of girls. This gender difference is seen nationally, and for all ages of the Scottish Population.

19% (932) of all learners from S1-S6 choose 'prefer not to say' with 12% of boys selecting this option and 24% of girls.

% of learners in S1-S6 self harming
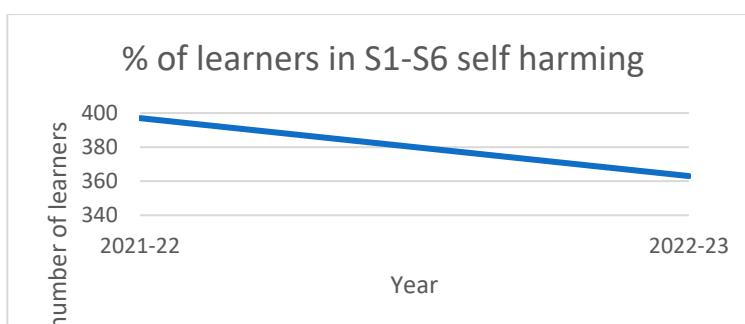
This was even across year groups, and out of those reporting yes, **39% (363)** suggesting they had done this between 1-10 times, and **22% (205)** suggesting that they had done this more than 10 times over the past year. This data, although showing a reduction of learners self-harming 10 times, shows an increase of 3% of learners self-harming 10 or more times in the past year. This area continues to need significant focus through partnership approaches to support young people. National and UK wide data pre-pandemic showed that self-harm was on the increase, with teenage girls and those identifying in the LGBTQA+ most at risk at using this coping strategy as a way of managing mental health.

Physical Wellbeing (P5-S6)

6993 learners from P5-S6 completed the Physical wellbeing survey in November and December 2022. This is an increase of **800 (11.4%)** pupils from March 2022. Similar to the Mental Wellbeing survey, learners were asked to identify how well they thought their general physical wellbeing was.
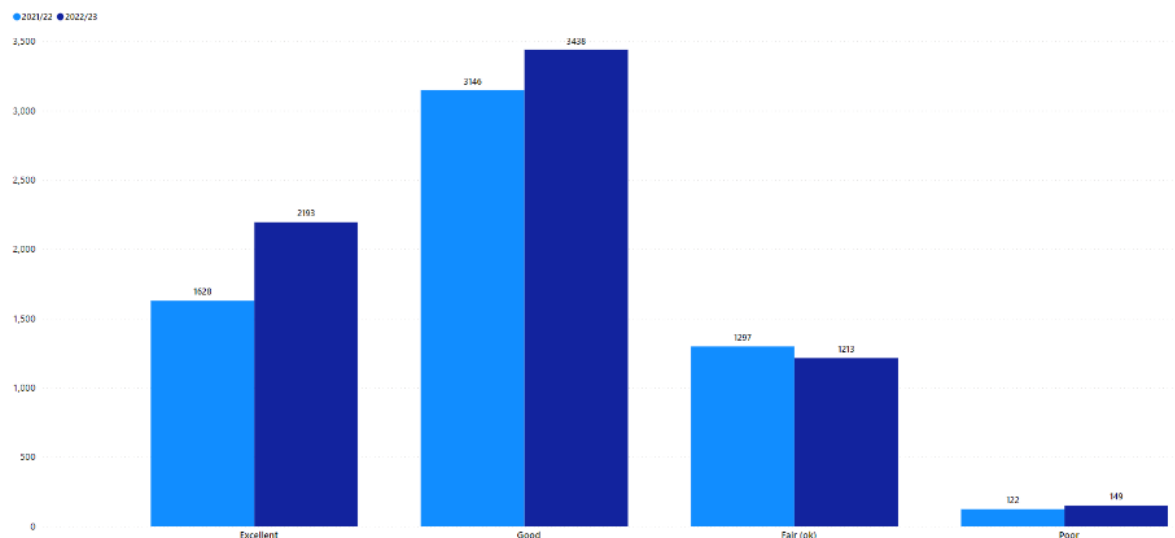
The majority of learners, **78%** continued to identify their general health as good or excellent, with a **3%** increase in this area since March 2022. **17%** felt their general health was fair with a further **2% (149)** of learners stating that their general health was poor. This shows an improvement across general physical wellbeing, however this is more positive for primary pupils than secondary.

Physical Health and Body Image

NHS physical activity guidelines suggest that on average children and young people between 5 – 18 should aim for at least 60 minutes of moderate or vigorous intensity, physical activity a day across the week. **69%** of learners who completed this survey meet the national health standards set above. This was **11%** higher for primary pupils than secondary, evidencing the need for us to continue focusing on increased physical activity at the early stages of pupil development. Compared to the most recent 2021 national data for 11-15 year olds, this is **4.5%** higher, however we also recognise that this does not include young people aged 16-18.

How much time do you spend doing physical activity...
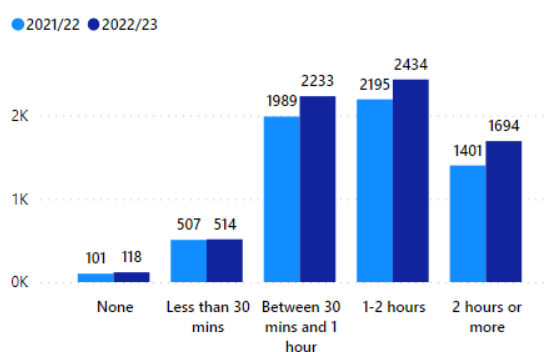
75% of learners feel positive or very positive about their body image, showing a **4%** increase from March 2022. As with the mental wellbeing survey, however **25%** of learners reported that most of the time they felt negative or very negative about their body image. Out of the **504** pupils who stated they felt very negative about their body image, **155** of those pupils were in Primary School.

How do you feel about your body image most of the time?

● 2021/22 ● 2022/23

Very Positive	1072	1518
Positive	3323	3705
Negative	1265	1266
Very Negative	516	504
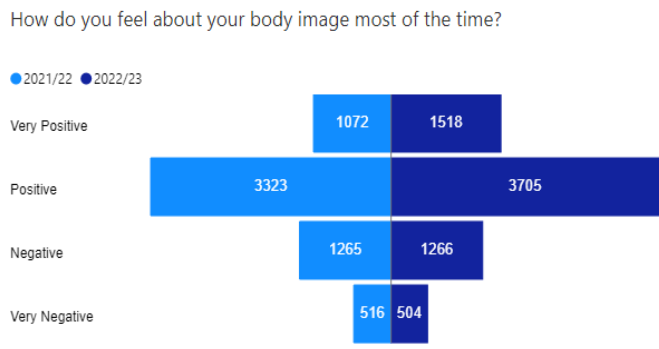
The Mental Health Foundation recently reported that 35% of 13–19-year olds said their body image causes them to 'often' or 'always' worry. They also stated that 37% of young people said they felt upset, and 31% said they felt ashamed about their body image. This shows that nationally poor body image and worries about appearance are commonplace amongst young people and must remain a focus for improvement and support.

Relationships with others

Throughout our lives, the number and strength of relationships can affect our mental and physical wellbeing. The benefits of social interactions and good mental health are significant. Proven links include lower rates of anxiety and depression, higher self-esteem, greater empathy, and more trusting and cooperative relationships**.**

Being available to listen to children and young people, is essential for supporting individual needs and understanding fully what is required. Learners were asked if they had an adult in their lives that listens to them about how they are feeling. **68%** positively shared that they always did, showing an increase of 4%.   **5% (345)** also stated no, they did not have an adult in their life that listens to them about how they are feeling. This is a similar percentage of learners from March 2022.

93% of learners identified that overall, their relationships with other people were positive some, most, or all of the time. Although a 2% reduction from March 2022, learners were showing a slight improvement in how often they felt included by others. Continued focus on wellbeing, equality and inclusion will support us to continue to build a positive culture for our learners to thrive at home, school and in the local community.

Always or often felt included			
	March 22	November 22	Difference
At home	81%	83%	+2%
In the classroom	75%	76%	+1%
At break / lunch times in school	82%	82%	=
Online	72%	73%	+1%

Feeling Safe

Learners were asked to consider how safe they felt within various environments and across all schools and year groups, the majority of learners reported that they felt safe always or most of the time in their communities, at home and in school, however there is a percentage of learners who feel that they rarely or never feel safe in these environments. Working with the Health & Wellbeing Youth Group, we will delve further to understand this better and address this both at local level and city wide. Where appropriate we will involve the Community Planning Partnership with this.

Feeling safe always or most of the time			
	March 22	November 22	Difference
In the community	86%	87%	+1%
At home	96%	96%	=
At School	79%	81%	+2%
Online	76%	76%	=

Sleep

NHS advises that teenagers between the age of 13-18 should have a recommended 8 hours sleep. Learners were asked about their usual sleep patterns and the number of hours they slept the night before completion of the survey. **11%** of learners reported that they had 5 hours sleep or less with **2.5%** learners saying that they had less than 3 hours sleep. **187** (257) Primary aged pupils reported that they usually went to bed after midnight showing a reduction of 70 pupils from March 2022. The most popular time of going to sleep for P5-P7 pupils is between 9pm and 10pm with secondary pupils selecting between 10pm-11pm. We will continue to work with parents through our Stronger Families Series to support positive choices around sleep.

27% of learners feel that technology has affected the choices that they make, relating to and impacting their sleep, showing a reduction of 3.5% since March 2022. **43%** learners reported that on school days they can spend more than 3 hours on technology during free time and this increases to **63%** at the weekend with **27%** stating that they spend more than 6 hours on technology at the weekend.

Has technology affected any of the choices you make on a daily basis?
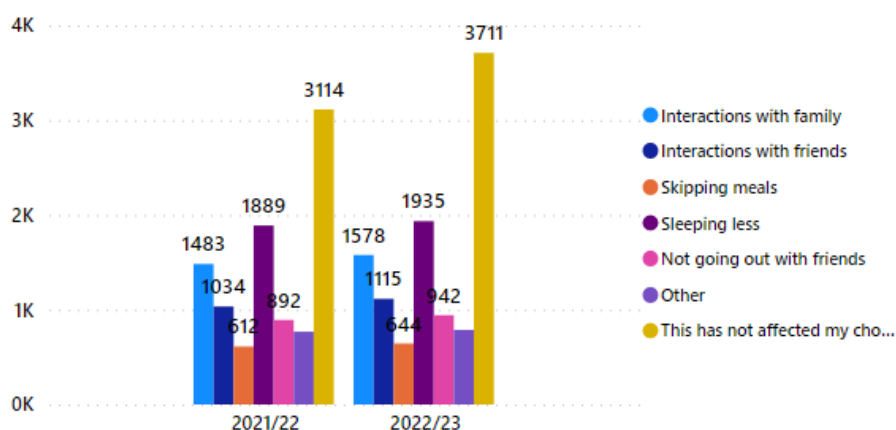
Food and Drink

Establishing good eating habits is vitally important to support positive weight management. We have seen an increase of learners eating breakfast daily during the school week increasing from **59%** in March 2022 to **61%** in November 2022**.** Only **50%** of secondary pupils eat breakfast daily on a school day with **71%** of primary pupils having breakfast before going to school. The number of learners who reported starting the day with breakfast was varied when you compared school days and weekends with **75%** eating breakfast daily at the weekend. **15%** of children are regularly attending school, however with no breakfast.

Some children and young people go to school or to bed hungry because there is not enough food in the house. Does this happen to you?
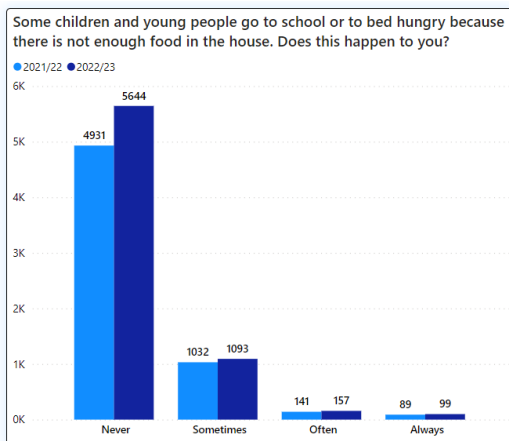
There are times where children and young people do not have the right access to food to meet their nutritional needs. With the impact on the cost of living currently this may also affect this. **3.7%, 256** learners who completed the survey, reported that they often or always went to bed hungry because there was not enough food at home. This mirrors the previous survey results. Continued review of this data at local level will help us identify where food parcels, foodbanks, breakfast clubs and other such resources would help us address this and target our support.

Substance Use / Misuse

Smoking

6.7%, 473 of learners reported that they have tried smoking cigarettes or e-cigarettes showing a reduction of **1.3%**, with 19 young people smoking between 1-20 cigarettes a week and 29 learners smoking more than 20. The number of young people reporting that they use e-cigarettes or vapes, is **2% (149)** reporting that they use e-cigarettes or vapes once a week or more. We have had reported, an increase of vaping however across school communities and continue to work with partners to ensure this is being addressed and schools are supported to manage this.

Have you ever tried smoking cigarettes or e-cigarettes?
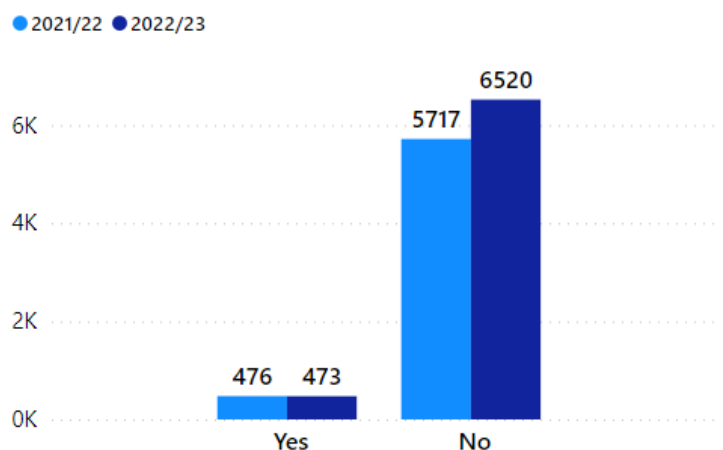
Alcohol

Learners were asked about alcohol consumption, regularity and type of alcoholic drinks consumed. **88%, 6137** (84.64%, 5242) learners stated that they had never had a drink of alcohol. From March 2022 there has been a slight reduction from **80 to 62** learners who state that they get drunk weekly, with Cider, Spirits and Alcopops highlighted as those most often selected for regular consumption.

Drugs

6848 stated that they had never done this. **2%,145** of our learners reported that they have taken illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed for them. **21** of our learners also stated that they use drugs daily with the largest number of responses linked to cannabis, followed by Ketamine and Cocaine.

Which (if any) of these drugs have you used in the last year?
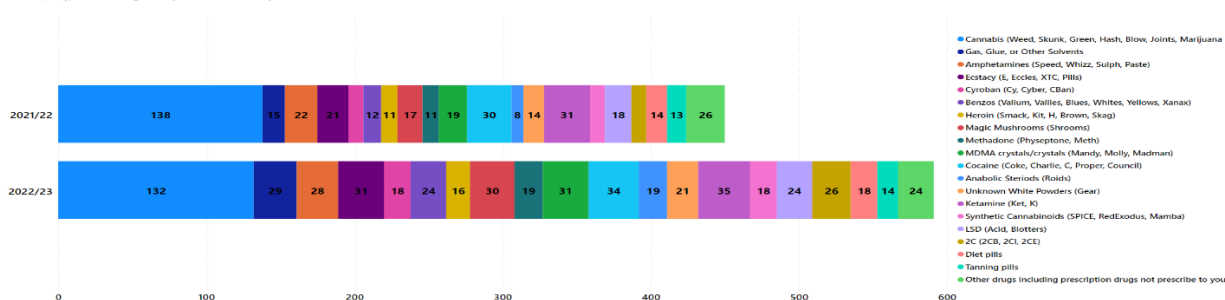
Partnership work with Police Scotland is currently being piloted in 3 of our secondary schools with a focus on substance misuse. This will continue to be a focus through the Children's Services Plan.

Summary of next steps

Through the LOIP and associated Children's Services Plan we will link with the Mental Health Collaborative to review any identified trends and consider how to address these.

There will be an increased focus on poverty and how this impacts health and educational outcomes. Continued work is also required around the area of physical appearance. We will need to consider carefully our support for girls in particular, and those who did not disclose their gender identity, who have shown greater challenges with regards to mental health.

We will continue to promote healthy choices and build confidence in our young people and parents and carers, to support good decisions in areas such as sleep, use of technology and substance misuse.

Targeted work at ASG level, through the Mental Health Youth Group and our partnership with school counsellors will allow us to better understand those identified with low mood and at risk of depression. We will need to ensure this work links closely to adult services to help build a continuum of support around mental health and the potential for suicide prevention.

We will continue to monitor trends carefully on a yearly basis to ensure that we are targeting the right supports in the right areas.

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	23 May 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Naming of the New School Building in Torry
REPORT NUMBER	CFS/23/155
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Caroline Johnstone Shona Milne Ross Watson
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

1.1 The purpose of this report is to inform committee of the outcome of the consultation process for the new school building in Torry and to seek formal endorsement of the new name.

2. RECOMMENDATION

That the Committee -

2.1 Note the outcome of the consultation process and formally endorse the name of the new school as Greyhope School, to take effect immediately in preparation for the opening of the new school building, anticipated to be in Autumn 2023.

3. CURRENT SITUATION

Background

3.1 On 21 March 2023 the Education and Children's Services Committee approved the relocation of Walker Road School to a new school building at Tullos Circle in Torry, Aberdeen with effect from 21 August 2023, or as soon as possible thereafter.

3.2 The consultation proposal document indicated that if the proposed move went ahead, the name of the school was likely to need to be reviewed, given that the school would no longer be located at Walker Road. Retaining the Walker Road name may cause some confusion in the future for anyone who is trying to find the school for the first time, including emergency services.

Consultation

3.3 Consultation with parents, staff and pupils resulted in a short-list of possible names based on research on the names of local geographical features and place names. The 4 short listed names were:

- Torry School
- Greyhope School
- Walker School
- Grampian School

3.4 Consultation was carried out through the Consultation HUB on the Aberdeen City Council website to ensure the widest possible audience. The consultation ran from 3 April to 20 April 2023.

3.5 A link to the form on the Consultation HUB was sent out to all parents/carers of Walker Road School on 3rd April and shared through Community links, the local library and other partners the school engages with on a regular basis. Hard copies of the survey were available at Torry library.

3.6 The consultation was shared widely using the Education Service and Council's social media platforms.

3.7 The head teacher sent out a reminder to all parents and community partners on 17 April 2023 encouraging them to cast their vote by 20 April. Hard copies of the consultation were made available in the school for those who wished to cast their vote in this way.

3.8 The head teacher ensured that all pupils in school and the Early Learning and Childcare provision were supported and encouraged to participate in the consultation process and to cast their vote. This included assemblies, classroom discussions, providing access to the online voting form and hard copies in school.

3.9 There were a total of 579 responses with a 45.77% yes vote for the name to be Greyhope School.

Number of yes votes

- Torry School
- Greyhope School
- Walker School
- Grampian School
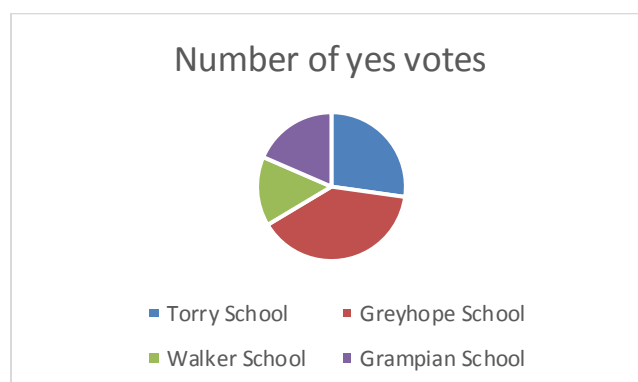
3.10 Based on the outcome of the consultation it is recommended that the name of the new school in Torry is Greyhope School.

4.   **FINANCIAL IMPLICATIONS**

4.1   There are no direct financial implications arising from the recommendations of this report other than the requirement for officer time to implement the required arrangements.

4.2   The change of school building and name of school will be notified to the Scottish Government and may require the creation of a new Scottish Exchange of Educational Data Code (SEED) identification code which will be supported through existing Service budgets.

5.   **LEGAL IMPLICATIONS**

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

5.2   The change of school building and name of school will be notified to the Scottish Government.

6.   **ENVIRONMENTAL IMPLICATIONS**

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

7.   **RISK**

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic Risk	No significant risks identified			
Compliance	No significant risks identified			
Operational	Staff, pupils and the wider school community not fully engaged with the	Consultation on the name of the new school building shared as widely as possible and engagement actively promoted by the head teacher.	Low	Yes

	naming process.			
Financial	No significant risks identified			
Reputational	Staff, pupils and the wider school community not fully engaged with the naming process.	Consultation on the name of the new school building shared as widely as possible and engagement actively promoted by the head teacher.	Low	Yes
Environment / Climate	No significant risks identified			

8. OUTCOMES

COUNCIL DELIVERY PLAN 2022-2023	
	Impact of Report
Aberdeen City Council Policy Statement **Working in Partnership for Aberdeen**	The proposals within this report support the delivery of the following aspects of the policy statement:- Child friendly city where all decisions which impact on children and young people are informed by them.
Aberdeen City Local Outcome Improvement Plan 2016-26	
Prosperous People Stretch Outcomes	The proposal within this report supports the delivery of Children & Young People Stretch Outcome 8 in the LOIP. The paper seeks approval for the name for the new school building in Torry which was identified following a full consultation with all stakeholders. The consultation process ensured that children and young people received accessible information and opportunities to engage and participate in the decision making about the name of the new school building. The new school shares the site with a new multi-agency Family Hub Service available to all families where a wide range of supports/activities will be

	available, or signposted which will support a large number of the improvement projects within the LOIP. These include the following:
	• Increase uptake of parenting and family support by 10% by 2022. • Increase by 80% the use of digital wellbeing resources for children and young people's mental health and wellbeing by 2022 • Increase the number of care experienced young people by 10% receiving multiagency throughcare/aftercare support by 2023. • Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023
Regional and City Strategies <u>City Strategies and Strategic Plans</u> Children's Services Plan	

9. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	Integrated Impact Assessment Stage 1 attached
Data Protection Impact Assessment	Not required
Other	None

10. BACKGROUND PAPERS

10.1 CONSULTATION REPORT Proposed Relocation of Walker Road School Education and Children's Services Committee, 21 March 2023

11. APPENDICES

11.1 none

12. REPORT AUTHOR CONTACT DETAILS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education & Children's Services Committee
DATE	23 May 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Northfield Advisory Group
REPORT NUMBER	CFS/23/154
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Eleanor Sheppard
TERMS OF REFERENCE	1.1.1, 1.1.6

1. **PURPOSE OF REPORT**

1.1 The Education and Children's Services Committee of 30th March instructed the Interim Director Children and Family Services to implement the governance framework, including the establishment of an Advisory Group, to help drive improvements at Northfield Academy in the longer term. This report updates Committee on the progress made in establishing the Advisory Group.

2. **RECOMMENDATIONS**

That the Committee:-

2.1 endorse the proposed membership of the Advisory Group as outlined in this report; and

2.2 instruct the Interim Director Children and Family Services to routinely report the outputs of each meeting of the Advisory Group to the next scheduled meeting of the Education and Children's Services Committee.

3. **CURRENT SITUATION**

3.1 The Special Education and Children's Services Committee of 30th March instructed the Interim Director Children and Family Services to implement the governance framework, including the establishment of an Advisory Group, to help drive improvements at Northfield Academy in the longer term.

3.2 It was proposed that the group include a range of individuals with a nationally recognised expertise in their sectoral, professional and topic fields across education (primary, secondary and tertiary), children's social work, and the contextual factors affecting the population health of this community. It was also proposed that the Advisory Group include the Chair of the Parent Council and pupil representation.

3.3 Taking a broad approach will ensure that the opportunities presented from wider education and policy reform are taken fully into account. A wide range of perspectives from individuals with different professional disciplines will provide an ideal opportunity to receive challenge on established norms around the

delivery of services in order to help consider more extensive reform in how services are delivered to better serve the Northfield Community.

3.4 Officers have successfully secured the support of a range of individuals with nationally recognised expertise and propose to now secure support from the Parent and Pupil Forums prior to the first meeting of the group. It is hoped that finalising external membership will enable the group to be convened before the end of this academic year.

Proposed Members of the Advisory Group

3.5 **Angela Morgan OBE**
Angela completed her professional qualification and Master's degree in Social Work at the University of London and subsequently progressed her career in the third sector.

She initially specialised in mental health, working in senior positions for SAMH after moving to Scotland in the late 80s. Her final full time positions were as Director of Families Outside, the Scottish organisation working with and on behalf of prisoners families, and then as the Chief Executive Officer of Includem; focused on fragile children and families at risk of removal to care or involvement in the youth justice system.

In both these roles Angela was involved in national policy and practice review activity e.g., secure care, youth justice, Children's Hearing System. Latterly she was a member of the Workforce thematic group for the Review of Children and Young People in Care – now The Promise.

Since 2018 Angela has continued her interest in equality and the enablement of potential, especially for young people, through involvement in a range of initiatives and organisations.

In 2019 Angela was asked by Scottish Government, COSLA and ADES to Chair the Review of the Implementation of Additional Support for Learning legislation in Scotland. This was presented to the Cabinet Secretary for Education in March 2020. Although Angela has had no subsequent formal involvement, she has continued to support positive activity through commentary and speaking. She was recently asked to contribute to the current Education Reviews influencing education reform including the future approach to Qualifications and Assessment in Scotland.

Currently she is a Non Exec Member at Consumer Scotland, a volunteer at Grace Chocolates and a qualified independent leadership coach working with emerging and established leaders. She is currently establishing a sub committee at Consumer Scotland focused on consumers in vulnerable circumstances.

3.6 **Professor Brian Boyd**
Brian worked in the Faculty of Education at the University of Strathclyde for thirteen years after a career in secondary education which began in 1970 and saw him hold two posts of headteacher as well as education officer and chief adviser. His Masters in Education (lst class) was in school policy-making and his PhD focused on the primary-secondary transition as a case study in educational policy making.

Brian was a member of the Ministerial Review Group on the curriculum 3-18 which produced the report A Curriculum for Excellence in 2004.

Brian is a co-founder with Katrina Bowes of Tapestry, a ground-breaking and impactful organisation set up to bring leading edge thinking about learning to Scotland.

Through this work with Erasmus, Brian brought schools from Finland, Norway, Sweden, Spain, Freisland and Scotland together to study and learn from each other to ensure that international best practice was spread.

Brian co-led two literature reviews to support A Curriculum for Excellence and has been involved in research on Assessment is for Learning, Recognising Wider Achievement and Dialogic Teaching.

Professor Boyd has researched and published books and articles on a range of issues, from school effectiveness to school self-evaluation, from Study Support to the role of advisers, from Guidance to Dialogic Teaching, from Recognising Wider Achievement to Assessment is for Learning, from Curriculum Architecture to Curriculum Change, from Inclusion to primary-secondary transition. Brian undertook research around Northfield Academy around 15 years ago.

Brian is now an Emeritus Professor of the University of Strathclyde but continues to publish articles.

3.7 **Clare Hicks**

As a result of the Convenor of Education and Children's Services writing to the Cabinet Secretary, Claire Hicks has been nominated to participate in the group as a Scottish Government representative.

Clare has a degree (MA Hons) in English Literature and History from Edinburgh University. Prior to her civil service career, she worked in Shetland in alcohol and drugs policy.

Clare began her career in the UK Civil Service in 2002 in the Department for Work and Pensions. She joined the Scottish Government in 2005. Her most recent posts include Deputy Director (Covid Recovery), Deputy Director (Police Division) and as Deputy Director (Workforce, Infrastructure and Reform) in the Learning Directorate.

From October 2021, she took on the role of Director for Education Reform, working closely with Learning Directorate and wider education stakeholders to help drive the range of on-going education reforms in Scottish education.

Clare Hicks has been Director of Education Reform since October 2021 and oversees the Education Reform Directorate whilst working closely with the Learning Directorate and wider education stakeholders.

3.8 **Karyn McCluskey**

Karyn trained as a nurse, and then in psychology. She spent 21 years working with the police and helped establish the Violence Reduction Unit in 2003, taking a Public Health approach to prevention by focussing on early intervention. She is a member of the WHO Violence Prevention Alliance and also helped set up the Medics Against Violence charity in Scotland, which speaks to school children about violence reduction, injury and keeping safe.

She previously developed a plan to tackle violence for the Metropolitan Police and has published work on Armed Robbery teams, Alcohol and Violence Interventions in a clinical setting and Violence Reduction. In addition, Karyn is a Non-Executive Director at Scottish Professional Football League and a board member of Simon Community Scotland and the Centre for Justice Innovation.

Karyn leads the Community Justice Scotland team and has overall responsibility for raising awareness of the value that community justice brings to individuals and communities. She provides leadership in a highly complex sector that covers multiple professional and organisational operating environments, working with partners to ensure a relentless focus on improving outcomes for those in the community justice system. This includes consideration of how to support children and young people who experience violence or are impacted by parents in prison.

Karyn has considerable experience in supporting and challenging partners by promoting new ways of working that can improve service delivery and create better outcomes for individuals and society.

3.10 Work is currently underway to secure some Public Health expertise. The biography of additional members will be shared with Committee when identified.

3.11 It is proposed to convene the first meeting of The Advisory group before the end of this academic year. It is thought that the first meeting of the Group should be held at Northfield Academy and provide an opportunity to explore a wide range of data to help the Advisors to gain a clear understanding of the context. Taking this approach will allow the Advisors to get a sense of the school and community and agree the data they would like to access routinely to support their work.

3.12 It is also proposed that the Tactical Team be invited to present progress against the Logic Model approved at the Education and Children's Services Committee on 30th March 2023 so that the Advisors have an understanding of the work currently being driven forwards. It would also be advantageous to offer key stakeholders, including members of the Education and Children's Services Committee the opportunity to meet the Advisors.

3.13 With Committee approval, the Interim Director Children and Family Services will present a summary report following each meeting of the Advisory Group to ensure that all Committee members are sighted on progress.

4. FINANCIAL IMPLICATIONS

4.1 There are no financial implications arising from this report. Costs will be met from established budgets.

5. LEGAL IMPLICATIONS

5.1 Implementation of the recommendations will assist the Council discharge its statutory duties under the Education legislation more effectively.

6.   ENVIRONMENTAL IMPLICATIONS

6.1   No risks 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 at Northfield.	Detailed plan in place to address the findings of the inspection.	L	Yes
Compliance	Risk of not complying with national guidance	Detailed plan in place to address the findings of the inspection with on-going support from across our secondary schools and beyond.	L	Yes
Operational	Risk that improvement work does not lead to improved outcomes for learners	Weekly Tactical meetings to look at the impact of changes on young people.	L	Yes
Financial	No risks identified			
Reputational	Risk that poor quality of provision will present a reputational risk to the Council	Weekly meetings of the Tactical Team will help address any issues timeously.	M	Yes
Environment / Climate	No risks identified			

8.   OUTCOMES

COUNCIL DELIVERY PLAN	
	Impact of Report

Aberdeen City Council Policy Statement	External scrutiny can support wider reform when issues are entrenched. It is thought that the external report will serve as a catalyst for change at Northfield Academy.
Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices.	
Commit to closing the attainment gap in education while working with partners across the city.	

Aberdeen City Local Outcome Improvement Plan	
Prosperous People - 95% of all our children, including those living in our priority neighbourhoods, will sustain a positive destination upon leaving school by 2026	Engagement with Advisors provides an opportunity to learn from both national and international best practice. The establishment of the Expert Advisory group will help ensure that the provision of services from Northfield better serves the community.

Regional and City Strategies	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

None

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	23 May 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Inspection Reporting
REPORT NUMBER	CFS/23/146
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne/ Graeme Simpson
REPORT AUTHOR	Shona Milne / Graeme Simpson
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 March 2023.

2. RECOMMENDATIONS

That the Committee:-

2.1 notes the content of this report; and

2.2 instructs the Chief Education Officer to continue to support Early Learning and Childcare (ELC) settings and schools to implement continuous improvement in keeping with the Quality Frameworks.

3. CURRENT SITUATION

3.1 **Education Scotland inspection of Harlaw Academy**
Harlaw Academy was subject to a return inspection in December 2022. During the visit, Inspectors talked to parents/carers and children, worked closely with the headteacher and staff and visited classrooms to see how young people were being supported. Taking this approach enabled them to triangulate evidence to support their evaluations. Inspectors looked at particular areas which had been identified in the original inspection and other aspects of the school's work, as proposed by the Head Teacher.

The inspection team found that the school had made some progress since the original inspection against the areas for improvement :
- Streamline approaches to improvement so that self-evaluation activities clearly identify priorities which will make the biggest difference to outcomes for young people.

- Continue to improve the quality of learning, teaching and assessment so that young people's experiences engage them and meet their needs.

Develop more fully an ethos for learning with high expectations and mutual respect.

- Strengthen approaches to monitoring young people's progress across all subject areas so that staff at all levels have a clear overview of learners' progress. Continue to raise the attainment of young people at all stages.

The local authority has been asked to complete a report on progress in the next 12 months. This report will inform any decision around further engagement from HMIe at Harlaw Academy. There is a need for the school and Central Officers to carefully monitor progress at Harlaw Academy against plans already in place and Officers have established monthly progress meetings with the Head Teacher to support this. Officers will provide Committee with an update on progress before the end of 2023. The school will be asked to make use of the Logic Model to support more effective monitoring of impact as they review their Improvement Plan for 2023/24. The link to the letter to parents can be found here .

3.2 **Education Scotland inspection of Dyce Academy**
Dyce Academy was inspected week beginning 31 January as part of a short model of inspection which looks at two of the key quality indicators over three days. 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:

- Friendly young people who enjoy positive relationships with staff across the school. They demonstrate the school values of responsibility and respect around the school and in lessons.

- Enthusiastic teachers who support learners within a welcoming environment. They provide helpful access to digital technology resources to enhance learning and teaching.

The following areas for improvement were identified and discussed with the Head Teacher and a representative from Aberdeen City Council.

- Improve attainment and increase expectations for all young people.

- Develop more robust systems to monitor the attainment and progress of all young people.

- Improve the quality of learners' experiences throughout the school. This should include teachers planning more challenging and relevant learning experiences that allow learners to make better progress as they move through the school.

The school secured the following gradings against the Quality Indicators.

School Quality Indicators	Evaluation
Learning, teaching and assessment	Satisfactory (3)
Raising attainment and achievement	Weak (2)

The link to the full report is available here. HMIe expressed confidence in the Head Teacher, who joined the school only 5 weeks before the inspection, to lead the improvements required, and will return to review progress within 18 months. The Logic Model developed to guide improvement at the school is available in Appendix A and good progress is already being made. An update on progress will be provided before the end of 2023.

3.3 **Care Inspectorate Inspections**
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.

3.4 **Broomhill ELC,** an Aberdeen City run provision, was inspected in January 2023. Inspectors noted that most staff knew children's needs and preferences well. Most children experienced nurturing care from staff. Staff were improving how they planned for children's learning and their observations of children's learning. Children enjoyed the benefits of a bright, spacious, and newly built nursery building. Most children had fun and experienced a range of interesting play activities. Inspectors concluded that improvements already identified by the setting, such as improved communication with parents, should be driven forward in a timely manner.

Aspect being inspected	Evaluation
How good is our care, play and learning?	Good (4)
How good is our setting?	Good (4)
How good is our leadership?	Adequate (3)
How good is our staff team?	Good (4)

A link to the full report is available here. The staff team were delighted that their nurturing approaches were highlighted and will work to drive forward the areas already identified. The Action Plan is available in Appendix B. Staff continue to make good progress in driving the improvements forward.

3.4 **Rocking Horse Nursery** is a Funded Provider which operates from a purpose-built building within the campus of University of Aberdeen. Care Inspectorate carried out an unannounced inspection over 2 days at the beginning of February. Inspectors noted that children experienced kind, nurturing, supportive interactions with staff. Flexible and inclusive approaches helped to ensure that children received the support they needed. Children were supported to follow their interests in their play and learning. Quality assurance

processes were having an impact but needed to be further developed to promote continuous improvement.

Aspect being inspected	Evaluation
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 can be found here

3.5 **Kirkhill ELC,** an Aberdeen City run provision, was inspected in March 2023. Inspectors noted that children benefitted from light, bright playrooms and direct access to a large outdoor area. Inspectors noted that quality assurance processes and self-evaluation were in the very early stages of promoting continuous improvement to help secure positive outcomes for learners. The Inspection team noted that some staff would benefit from developing their knowledge and skills further to enable them to better meet the needs of individual children. A detailed action plan (Appendix C) is helping to drive forward the areas for improvement. Considerable initial focus has been placed on restructuring the internal environment to support learners, establishing more robust personal plans, delivering staff training and progressing work to permanently fill senior leadership positions to ensure the capacity and capability is in place to secure the required changes.

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?	Week (2)

A link to the full report can be found here

3.6 **Abbotswell ELC,** an Aberdeen City run provision, was inspected in March 2023. Inspectors reported that children were well supported by staff who were consistently responsive to their needs. Staff knew the children well and this showed in how each child was supported. Children benefitted from a variety of very positive play and learning opportunities supported by skilled staff and a rich learning environment. There was strong leadership at all levels and this supported staff to have high aspirations and confidence in their capacity to support children and families to reach their potential. Children benefitted from

a motivated and committed staff team who demonstrated high quality engagement with children at all times.

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 can be found here.

Given the positive inspection outcomes, staff at Abbotswell Early Learning and Childcare provision will be asked to share their approaches with other Early Learning and Childcare settings.

3.7   **Forehill ELC,** an Aberdeen City run provision, was inspected in March 2023. Inspectors noted that a shared vision was in place that reflected the settings values, aims and objectives. All staff cared for children and were keen to provide a high-quality level of support, although the inspection team identified some variability in terms of approaches to supporting and extending the learning of individual children. The team must now give consideration to how staff are deployed to ensure that all children's learning needs are met, consider how best to utilise the internal environment to support learning and encourage children to make choices and implement consistent quality assurance and self-evaluation processes to secure further improvement.

Aspect being inspected	Evaluation
How good is our care, play and learning?	Adequate (3)
How good is our setting?	Adequate (3)
How good is our leadership?	Adequate (3)
How good is our staff team?	Adequate (3)

A detailed action plan (Appendix D) is attached to address the areas for improvement. Good progress is being made. A link to the full inspection report can be found here

3.8   **Flexible Childcare Services (Tillydrone)** is one of Aberdeen City Council's concession partnerships. The Care Inspectorate visited in February 2023. Inspectors noted that children received warm and nurturing care from staff. The environment was welcoming, bright and well maintained for children and their families. Staff were enthusiastic about their roles and provided a relaxed and happy atmosphere for children. Staff must now give consideration to further

developing quality assurance systems to ensure they become embedded in practice, to fully support improvement which is focused on positive outcomes for children.

Aspect being inspected	Evaluation
How good is our care, play and learning?	Good (4)
How good is our setting?	Very Good (5)
How good is our leadership?	Adequate (3)
How good is our staff team?	Good (4)

A link to the full inspection report can be found here

3.9 **Orchard Brae ELC,** an Aberdeen City run additional needs service, operates across 2 separate sites at the Ashgrove Centre and Orchard Brae School. The service was inspected in March 2023. Inspectors noted that there was varied practice across the two settings with one of the two sites providing high quality learning opportunities; this was less evident in the other. Inspectors found that there were gaps in some staff skills and knowledge resulting in a lack of appropriate understanding of how best to support the next steps in learning. The service has begun work to address the inconsistencies through reviewing the deployment of staff, ensuring consistent routines and procedures across both sites and standardising planning and protocols. Support and challenge visits have been undertaken by Central Officers and Locality Leads as part of the Quality Improvement process and there is early evidence of progress. A detailed action plan (Appendix E) is attached to support the service to address the areas for improvement.

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?	Week (2)

A link to the full inspection report can be found here

3.10 **Heathryburn ELC,** an Aberdeen City run provision, was inspected in February 2023. Inspectors noted that some staff required additional training and support to ensure a consistently nurturing approach. They acknowledged the improvements to lunch arrangements made since their last visit, and suggested additional changes to ensure all children enjoy relaxed and purposeful mealtimes. The Inspection team found that the outdoor environment created

good opportunities for learners to explore their ideas and suggested that this approach could be better replicated in the indoor environment. Inspectors noted that since their last visit improvements had been made to the use of personal plans and that these now support children's overall wellbeing. Since the inspection, staff have been focussing on improving the indoor environment and implementing the recommendations to improve the lunchtime experience. A detailed action plan (Appendix F) is attached to address the areas for improvement and very good progress is being made against it.

Aspect being inspected	Evaluation
How good is our care, play and learning?	Adequate (3)
How good is our setting?	Adequate (3)
How good is our leadership?	Adequate (3)
How good is our staff team?	Adequate (3)

A link to the full inspection report can be found here

3.11 **Bruce Nursery** is a Funded Provider setting. Care Inspectorate carried out an unannounced inspection in March 2023. Inspectors noted that children generally experienced kindness and warmth in their relationships with staff. Children were supported to learn in an interesting, stimulating environment. Parents reported being happy with the positive relationships staff had fostered with them and their children. Staff worked well together to meet the children's needs throughout the day. Inspectors suggest that staff need to focus on developing and embedding more robust quality assurance processes to support on-going improvement.

Aspect being inspected	Evaluation
How good is our care, play and learning?	Adequate (3)
How good is our setting?	Good (4)
How good is our leadership?	Adequate (3)
How good is our staff team?	Good (4)

A link to the full inspection report can be found here

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

3.13 The variation in inspection outcomes is being addressed through a revision of approaches to quality improvement and an alignment of professional learning

opportunities to the core Quality Indicators. A proposed approach will be presented to Committee in July.

4.0 Children's Social Work

4.1 Aberdeen City Council Children's Social Work delivers a number of services that require to be registered with the Care Inspectorate. These services are routinely inspected by the Care Inspectorate to ensure that they are delivering high quality care to the children and young people. In addition, the inspections examine the quality of the professional support and development opportunities provided to staff.

4.2 The Care Inspectorate use a six-point scale when evaluating the quality of performance across quality indicators:

6 – Excellent	Outstanding or sector leading
5 - Very Good	Strengths
4 – Good	Important strengths, with some areas for improvement
3 – Adequate	Strengths just outweigh weaknesses
2 – Weak	Important weaknesses – priority action required
1 – Unsatisfactory	Major weaknesses – urgent remedial action required

4.3 The framework is designed to support care services in self-evaluation. Self-evaluation is a core part of assuring quality and supporting improvement. The process of self-evaluation, as part of a wider quality assurance approach, requires a cycle of activity based around three questions:

4.4 The framework ensures the voice of children and young people who use the services are central to our self-evaluation. In addition, it focuses on the support and needs of the staff/ carers who deliver care. The nature of inspections

undertaken by the Care Inspectorate on our regulated care services are either "Unannounced" or "Short Notice". In effect this means that all of these services require to be inspection ready at all times.

4.5 Marchburn Children's Home

Marchburn Children's Home was inspected on an unannounced basis over 3 days at the end of February and beginning of March 2023. The inspection focused on two quality indicators:

- How well do we support children and young people's rights and wellbeing?
- Children and young people are safe, feel loved and get the most out of life.

For both quality indicators the service was evaluated as **Very Good**. This very positive outcome was reinforced with no noted 'Requirements' or 'Recommendations", where it was felt improvement could be made.

The key messages from the inspection noted

- Young people were cared for by a highly skilled, experienced and competent team who were thoughtful, nurturing and trauma informed in their approach.
- Continued support for young people who had moved on from the service was a real strength.
- Young people benefited from staff who had a proactive response to risk and who had strong collaborative relationships with external agencies

As well as promoting the principles reflected in "Staying Put Scotland", placement duration reflects the core values and ethos of care for our residential homes. This includes a robust and systemic matching process. Our ethos is based on a therapeutic approach based on Dyadic Developmental Psychotherapy (DDP). Using this approach with young people helps and supports them to recover from trauma and prevent further harm. The report also reflected the positive relationship staff sustained with young people who have moved on from our care.

There has been a very low level of placement breakdown - under 3% between 2020/2022. The benefits of this approach and matching process is evidenced by the number of long term placements and as young people move on, the increasingly successful sustaining of accommodation/tenancies as well as the increased number in further and higher education.

The recruitment of staff to residential child care is a local and national challenge. Staff report that caring for young people in a residential setting is often hugely rewarding, they also recognise the complexity and challenges associated with the role. In collaboration with Robert Gordon's University and colleagues in People and Organisational Development attempts to grow the residential workforce are actively being pursued. However, responses to recent activity highlights this will not be quickly or easily resolved.

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 system where appropriate.	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 validate self-evaluation gradings	L	Yes
Financial	No risks identified			
Reputational	Risk that poor quality of provision will present a	High levels of assurance are taken Quality Improvement and Inspection visits	L	Yes

	reputational risk to the Council			
Environment / Climate	No risks identified			

8. **OUTCOMES**

COUNCIL DELIVERY PLAN	
	Impact of Report
Aberdeen City Council Policy Statement Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices. Commit to closing the attainment gap in education while working with partners across the city.	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.
Aberdeen City Local Outcome Improvement Plan	
Prosperous People - 95% of all our children, including those living in our priority neighbourhoods, will sustain a positive destination upon leaving school by 2026	Engagement with inspectors provides an opportunity to learn from national best practice and validate self-evaluation evidence available in schools. The support and challenge received by Inspectors helps to shape improvement plans for the coming sessions in keeping with the LOIP stretch aims.
Regional and City Strategies Regional Cultural Strategy Prevention Strategy Children's Services Plan National Improvement Framework Plan	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.

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 Dyce
Appendix B – Action Plan for Broomhill ELC
Appendix C - Action Plan for Kirkhill
Appendix D - Action Plan for Forehill
Appendix E - Action Plan for Orchard Brae
Appendix F – Action Plan for Heathryburn

12. REPORT AUTHOR CONTACT DETAILS

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Resources and Context	Outputs		Outcomes - Impact		
	Activities	**Outputs**	**Time-check 1**	**Time-check 2**	**Time-check 3**
Learning Teaching & Assessment (2.3) Human Resources School Lead: School Team: Priority (from Inspection Letter) **Improve the quality of learners' experiences throughout the school. This should include teachers planning more challenging and relevant learning experiences that allow learners to make better progress as they move through the school.** Excerpts from SIF Teachers should begin to engage in regular moderation activity to develop a clearer understanding of national expectations of BGE levels. This will help improve the reliability of teachers' professional judgements of young people's levels of attainment and achievement. Teachers' approaches to planning learning, teaching and assessment to meet the needs of all learners are not yet consistent across curriculum areas. In a few lessons, teachers promote active learning through creative use of digital technologies. In a few lessons…they review learning and assess young people's understanding as the lesson progresses and use effective plenaries. In most lessons, learners would benefit from more opportunities to take responsibility for leading their own learning.	• Continue to develop the Dyce Academy **Learning, Teaching and Assessment Policy.** • Whole staff professional learning will review the **Moderation** Cycle and put a renewed focus on 'Planning learning, teaching and assessment using the E's and O's to meet learners' needs and 'Regularly use the standards within the E's and O's and Benchmarks to evaluate and monitor learners progress'. • Moderation work will be built into all Faculty QA calendar's and will be reviewed with SLT links regularly. • External moderation work to be undertaken with colleagues across ACC. • Staff confidence levels will be measured and recorded throughout this process. • **Pedagogy Groups** will be established within the school to develop skills and cascade learning on the following key areas of learning and teaching for session 2023-24: Digital Technology in the classroom Assessment is for Learning Differentiation Questioning and Oracy • Pedagogy Group members will cascade learning within faculty teams and at a whole school level through collegiate and CPD sessions. Staff leadership roles will be built into this. • FH will engage in collegiate discussion around **Quality Assurance** processes to support the development of Faculty QA calendars for session 2023-24. • The whole school QA calendar will include formal and informal learning visits that will focus on the following areas in session 2023-24: Informal: Classroom Routines, Praise and Aspiration, Formal: Pace and challenge; Effective lessons – Opening and closing a lesson.	An updated Learning, Teaching Assessment Policy will be in place for Dyce Academy. Professional learning on Moderation will be delivered to all staff. Moderation evidence will be gathered through internal and external activities throughout the year leading to increased confidence and more robust professional judgement. Wider staff team will benefit from the Professional learning developed by colleagues through collegiate/in-service meetings and the internal CPD calendar, leading to improved learner experiences. Whole school and Faculty QA calendars, will provide triangulated evidence which informs self-evaluation and drives improvement in learner experiences.		>35% of staff report that they <u>strongly agree</u> that moderation activites are helping to make sound professional judgements (Baseline 25%) >87% of pupils report that their work is hard enough (Baseline 83% All of the time and Some of the time combined) A majority of staff (>50%) report that they <u>strongly agree</u> that their professional learning enables them to reflect on and improve their practice (Baseline 34%) >70% of pupils report that they enjoy learning at school. (Baseline 63% All of the time and Some of the time combined) A third of SLT lesson observations would be rated as 'Good' or better.	A Majority of staff (>50%) report that they <u>strongly agree</u> that moderation activites are helping to make sound professional judgements Almost all pupils (>91%) report that their work is hard enough >60% of staff report that they <u>strongly agree</u> that their professional learning enables them to reflect on and improve their practice Most pupils (>75%) of pupils report that they enjoy learning at school. Half of SLT lesson observations would be rated as 'Good' or better.

Resources and Context	Outputs		Outcomes - Impact		
	Activities	**Outputs**	**Time-check 1**	**Time-check 2**	**Time-check 3**
Raising Attainment & Achievement (3.2) Human Resources School Lead: School Team: Priority (from Inspection Letter) **Improve attainment and increase expectations for all young people.** Excerpts from SIF Across the senior phase, expectations of young people's attainment and achievement are not consistently high across all curriculum areas. There is room for greater rigour in the school's approaches to ensuring that assessment information is reliable. Staff should continue to develop approaches to assessing literacy and numeracy in the BGE that fully align to national expectations and standards. There is not yet a whole school overview of young people's attainment in literacy and numeracy over time. Recent improvements have not been underpinned by focused strategies or policies for improvement.	• The school values, including that of '**Ambition**' will regularly feature in whole school assembly presentations. • Staff professional learning will focus on revisiting the importance of quality **learning conversations** which look to raise aspirations for all. • Targets in learning will be set and recorded for all young people, who will be involved in the setting of these targets. • Reviews will take place regularly by SLT Links across the year. • An annual programme of **curriculum review and development** will be in place, with faculties and subjects encouraged to consider alternative certification to allow further progression routes within their subject areas, in order to meet pupil need and the context of the school. • The school will make full use both of the consortium arrangement with Bucksburn Academy and the wider ABZ Campus initiative to support broad pathway options for young people. • A new **course choice** form and process will be implemented which will be data driven and will focus on aspiration and progression. • A progression tracker will be used throughout the subject choice process to ensure progression for all young people. • A robust and consistent **presentation policy** will be created which will govern how young people are supported to achieve their full potential across the school. • Staff professional learning activities will focus on developing a greater understanding of the use of data and using it to inform planning for learning and teaching and interventions. • **Attainment review processes** will be revised and staff will be supported to develop robust raising attainment strategies which will inform their annual Improvement plans. • The school will introduce strategies for both **Literacy and Numeracy** that targets improvement in the BGE and Senior Phase. • Dyce Academy will work with Bucksburn Academy to introduce joint moderation on BGE Literacy and Numeracy. • A **Celebrating Success Working Group** will be convened to expand on our positive recognition strategy including the inclusion of an Awards Ceremony which will recognise attainment and achievement.	Professional learning on learning conversations and target setting will be delivered to all staff. A calendar of learning conversations will be part of each faculty / the whole school calendar. The course option sheet will outline a broad set of choices to meet the needs of our young people. Progression maps are in place to support the new approach to subject choice. which will lead to better coursing of pupils. Increasing numbers of young people are demonstrating the confidence to make wider course choice. A robust presentation policy is in place and followed consistently to support young people. Faculty raising attainment strategies will be outlined within their FIP. A Literacy and Numeracy Strategy will be in place for Dyce Academy. A robust tracker will be in place for both Literacy and Numeracy across all stages. Shared understanding of moderation for literacy and numeracy will be in place in partnership with Bucksburn Academy.	>40% of young people will report that they are encouraged by staff to do the best they can all of the time. (Baseline 32.61%) >35% of staff strongly agree that children and young people are involved in setting their learning targets. (Baseline 18%) >25% of pupils strongly agree that they were given good advice to make choices about taking the subjects that are right for me. (Baseline 11%) See outcome measures in T&M. 65% of young people achieve third level writing by the end of S3.	A majority (>50%) of young people will report that they are encouraged by staff to do the best they can all of the time. A Majority of staff (>50%) strongly agree that children and young people are involved in setting their learning targets. A third of senior phase pupils are recognised within our Awards Ceremony.	Most (75-90%) young people will report that they are encouraged by staff to do the best they can all of the time. >70% of staff strongly agree that children and young people are involved in setting their targets. >40% of pupils strongly agree that they were given good advice to make choices about taking the subjects that are right for me. 70% of young people achieve third level writing by the end of S3.

Resources and Context	Outputs		Outcomes - Impact		
	Activities	**Outputs**	**Time-check 1**	**Time-check 2**	**Time-check 3**
Tracking & Monitoring (from 2.3, 3.1 & 3.2) Human Resources School Lead: School Team: Priority (from Inspection Letter) **Develop more robust systems to monitor the attainment and progress of all young people.** Excerpts from SIF There is not yet a whole school overview of young people's attainment across the curriculum. In almost all curriculum areas, teachers use established processes to track and monitor young people's progress. These are inconsistent across and within departments. Continue with plans to ensure there is much more rigorous monitoring and tracking of young people's attainment and progress through the BGE and across the Senior Phase. This will help provide a clearer whole-school picture of the progress of different cohorts of young people. The school should continue to monitor and evaluate the impact of supportive interventions, ensuring that they are clearly aligned to accelerating progress in closing poverty-related attainment gaps. As staff do not currently monitor and track the progress of identified groups of young people as they move through the school, they cannot accurately identify attainment gaps across Dyce Academy.	• A whole school tracking system will be developed and implemented for the **BGE**. This will include tracking of interventions from PTG and YH. • Whole school attainment progress will be shared with staff after each reporting period within the BGE. • Intervention trackers will be incorporated into faculty BGE trackers • Faculties will review BGE attainment termly in faculty meetings and with link SLT. • BGE Attainment Reviews will take place twice a year with HT, SLT Link and FH will be supported to develop robust raising attainment strategies which will inform their annual improvement plans. • **Literacy and Numeracy trackers** will be developed to track progress from S1-6 • A whole school tracking system will be developed and implemented for the **Senior Phase**. This will include tracking of interventions from PTG and YH. • Whole school attainment progress will be shared with staff after each reporting period within the senior phase. • The Management Team will work collaboratively to establish consistency across senior phase faculty trackers allowing progress and interventions to be tracked across the faculty and in line with the presentation policy. • Faculties will review senior phase attainment termly in faculty meetings and with link SLT. • Senior Phase attainment review meetings will be revised and FH will be supported to develop robust raising attainment strategies which will inform their annual Improvement plans. • Whole school trackers will be used to track progress of **targeted groups** of young people to identify attainment gaps and implement interventions. • A **progression tracker** will be used through the subject choice process to ensure progression for all young people. • Continue to develop the **wider achievement tracker** for all stages, which can be used to identify pupils who are not engaging with the opportunities presented, allowing for PTG intervention.	Whole school BGE and SP Trackers which are used by staff at all levels to determine interventions and raise attainment across cohorts and with targeted groups. Faculty Link minutes will demonstrate the attainment review process throughout the year in both the BGE and SP. Attainment Review Meeting minutes for the BGE and SP will include an evaluation of the interventions implemented throughout the year and the raising attainment strategy for the following year. A robust tracker will be in place for both Literacy and Numeracy across all stages and will inform planning for learning and teaching and coursing. A Wider Achievement Tracker that identifies pupil engagement in wider achievement options across the school at all stages.	>65% of pupils achieve Third Level in Numeracy by the end of S3 In S4 our middle 60% of pupils achieve 90% of the VC In S5 (based on S4 roll) our pupils attaining 3@Level 6 is in line with the VC The majority (>50%) of S1-3 pupils have been recognised in the merit system.		>70% of pupils achieve Third Level in Numeracy by the end of S3 In S4 our middle 60% of pupils achieve in line with the VC In S5 (based on S4 roll) our pupils are attaining 3@Level 6 is above the VC Most (>75%) young people in S1-3 have been recognised by the merit system

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Areas for improvement	Action required	Stakeholders & timescale	Desired outcomes for children	Evidence and confirmed completion
How good is our care play and learning? 1.1 Nurturing care and support & 1.3 Play and learning				
Personal plans should be robust in order to ensure that clear strategies are in place for all children. Parent's awareness of personal plans to be supported.	• Personal plans are to continue to be developed to ensure that they are robust in their use of strategies, based on wellbeing indicators. • Parents are to be fully informed of and involved in the development of personal plans to ensure consistency between home and the service.		Children will have personal plan which detail the strategies needed to be able to meet their needs. These will be fully implemented by the staff team, ensuring children feel loved and respected and receive consistent, high-quality personalised care.	
Routines, including lunch and pick up/drop off times are to be monitored to ensure minimal disruption to children and continue to promote meaningful discussion during lunch.	• The lunchtime routine will be monitored as part of quality assurance audits to identify how the new routine is working and any further improvements needed. • Processes will be reviewed to ensure that staff are to be available to sit with children more at lunch times to support a relaxed, unhurried atmosphere. • Children are to be involved in all aspects of the daily routine alongside staff. • Group time activities are to be monitored be senior's members of staff to ensure that they are suitable for the learning needs of children and are short enough to keep engagement levels high.		Children will benefit from relaxed, uninterrupted play experiences which are well managed by the staff team. The routine will provide children with as much free play as possible. Group activities will be well planned and structured to support children's current learning.	
A literacy and numeracy rich environment should be promoted in all areas.	• Circle audits will be undertaken to look at the opportunities currently available and where improvements are required to be made. • Observations of staff practice will be undertaken to monitor how interactions are promoting literacy and numeracy, and extension of learning. Feedback given to staff will support them in next steps for personal development.		Children will experience increased opportunity for language and mathematical development, supported by knowledgeable staff who can further extend their learning in these areas.	
How good is our setting? 2.2 - Children experience high quality facilities				

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Ensure staff implement and sustain effective infection prevention and control practices.	• Cleaning rota to be implanted for staff members which details checks to be done each day, regularly audited by a member of the management team as part of QA calendar.		Children will access a clean and inviting environment.	
Promote use of problem solving and investigation experiences.	• The environment will be audited as part of the QA calendar, with a first focus on problem solving and investigation. • Staff will look at their individual areas to assess how they can build in further opportunities for problem solving and investigation.		Children will have increased opportunities for investigation throughout, supported by staff who are able to extend their learning in this area.	
Development of quieter spaces for children.	• Room layout will be adapted to ensure that there are smaller, quieter spaces for children in the main room.		Children will have opportunity to self-regulate, rest and relax in quiet spaces.	
How good is our leadership? - 3.1 Quality assurance and improvement are led well				
In order to ensure children receive the right support to meet their care and learning needs and support them to reach their potential the head teacher and staff should ensure that quality assurance systems are robust enough to secure progress in all areas in a timely manner.	• Robust, detailed quality assurance calendar is to be implemented with clear lines of responsibility and dates for audits and observations. • QA calendar will include effective and timely monitoring of staff practice, routines and interactions as well as audits including personal plans, observation and planning, medication, accident and incident etc. • Communication methods with families to be increased to include regular communication through online systems, newsletters, questionnaires and "you said, we did" to inform of any improvements. • Self-evaluation to be carried out regularly, in conjunction with families, using key document to evaluate with clear improvement plans devised and outcomes shared with all families and stakeholders. • Improvement plans will be regularly revisited by the whole team and management to ensure that progress is being made in all areas in a timely manner, with interventions put in place where required to support progress.		Children will be respectfully and sensitively cared for in an environment which promotes continual reflection and improvements, based on the needs of current children and families. Children and families will have their opinion sough and listened to and be fully involved in self evaluation and improvements. Children will benefit from a staff team which provide consistent approaches to their care.	
How good is our staff team? – 4.3 Staff deployment				

| Families need to be fully welcomed and settled into the setting. | • Display of staff to clearly show which staff are on duty each day, as well as people visiting, supply staff etc and this is to be communicated to all families. Information on staff changes will be shared through regular communication channels.
• Families are to be welcomed into the setting daily by a member of staff who will greet them and support their entry into nursery and sharing of information.
• Strategies to support individual children to settle into nursery should be shared amongst the team, recorded in personal plans and implemented through supportive interactions. | | Children and families will be supported by staff who are knowledgeable and fully aware of their care needs in order to ensure that they are able to settle quickly into their play. Families will be aware of all staff who are supporting their children. | |

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Areas for improvement	Action required	Stakeholders & timescale	Desired outcomes for children	Evidence and confirmed completion
How good is our care play and learning? 1.1 Nurturing care and support & 1.3 Play and learning				
a) Ensure children's up-to-date care and support needs are included within their personal plan and staff use this information to effectively support them. b) Ensure staff are well informed about the children attending and use this information to provide. individualised and responsive care relevant to their needs. c) Ensure children are treated with respect and loving, caring interactions.	• Staff to be given feedback on the draft CI report, with discussion around improvements required and their role in this. • Personal plan formats are to be reviewed and redeveloped. • Personal plan formats to be discussed with the team so that everyone is well informed of what is required and why. • Update of personal plans, using new formats, to be undertaken with all families with a focus on strategies for support. • IEP's and PCRA's to be developed for children who require, based on both personal plan information and observations. • Overview sheets of children's needs are to be developed and shared with all staff, focusing on individualised and responsive care needs. • Enhanced practice observations will be carried out, with staff practice discussed at regular 1-2-1 support meetings.	PT & SEYP – By 21st April PT & LLO – By 19th April DHT, PT & SEYP – By 24th April PT, SEYP & KW's – By 12th May Whole Team – By 12th May PT & SEYP – By 12th May DHT & SEYP – By 15th May and ongoing	Children will have detailed personal plan which detail the strategies needed to be able to meet their care and learning. These will be fully implemented by the staff team, ensuring children feel loved and respected and receive consistent, high-quality personalised care.	
a) The manager and staff are competent in and knowledgeable about national, local, and the service's own child protection procedures and GIRFEC. b) Staff follow the service's own procedures when reporting to ensure appropriate action is taken. This includes the reporting of accidents and incidents.	• New reporting formats to be implemented so that all information is recorded in one place by all staff and management team to then follow up and report appropriately. • Child protection refresher training to be revisited by all staff and procedures read. • Child Protection procedures to be addressed as a team, ensuring all staff are aware of who to contact (these are already displayed) and what information should be recorded. • In-service day and future staff meetings to be utilised to discuss scenario situations with staff as part of their quality assurance.	PT & SEYP – By 18th April All staff – By 5th May All staff – By 2nd May DHT & SEYP – By 2nd May and ongoing	Children will be well protected from harm and any information required to support them to do so will be shared appropriately to ensure that their welfare is paramount at all times.	
a) Undertaking a full review of all medication to ensure details and records are up-to-date. b) Carrying out a review of long-term medication every three months along with parents.	• Medication forms reviewed with parents present, medication plans added to medication boxes and forms organised clearly. • All medication currently in setting to be reviewed again to double check details with any improvements addressed.	PT & SEYP - 29th March LLO – By 28th April	Children's medical needs will be well documented and shared across the team to ensure that where they require medical support, this	

c) Ensuring staff are knowledgeable and competent in the safe storage, recording, and administration of medication.	• Medication audits will be regularly undertaken to ensure that all medication is up to date, reviewed, stored and administered correctly. • Medication policies and procedures will be reviewed by all staff together to ensure they are aware of best practice.	DHT & SEYP – Termly Whole team – By 2nd May	is done so safely and sensitively, allowing children to feel secure in their health needs being met.	
a) Ensuring staff are knowledgeable in supporting children's learning. b) Pick up and drop off times are not disruptive of children's play. c) Meaningful play experiences are planned to meet the needs of the children	• Clear risk assessment and procedure to be implemented around transition times and pick up / drop off to ensure safety, whilst disrupting play as little as possible. Information to be shared with parents explaining changes and the reasons for this. • Planning board to be utilised by the whole team to show both responsive and intentional planning. • Discussions to be revisited in regard to observations and planning training. • Staff to have written clear expectations in terms of what is required for observations and planning and be held accountable to these, receiving support where required. • Communications to be shared with parents around the intentions of observation and planning and what they should expect, with the intention of involving them more in children's learning and linking to home. • Planning and observations to be reviewed and audited regularly.	DHT & SEYP – By 24th April Whole team – Ongoing Whole team - May Whole team – May DHT, PT & SEYP – June DHT, PT & SEYP – Termly	Children will benefit from relaxed, uninterrupted play experiences which are well planned around their individual needs and extend their learning in a way which is personal to them. These being shared with families will allow the further extension of learning opportunities at home and promote a consistent approach to care and learning.	
How good is our setting? 2.2 - Children experience high quality facilities				
a) The manager and staff are aware of the factors which raise the potential risk of children leaving the environment unsupervised and of unfamiliar adults entering the building and take action to prevent any occurrences. Effective risk assessments are carried out by competent staff. b) The playroom is furnished to support children's independence and choice. This includes areas	• Dedicated member of the staff team will be on rota to continue to man the doors during pick up and drop off times, reminding parents not to allow anyone else to enter in with them. • Broken resources were removed and reordered new. Maintenance log to be used to record any damaged equipment and ensure that it is dealt with immediately. • Playroom area reviewed to ensure clearer access to children's resources, all areas cleaned and reorganised and staff team asked to ensure this is upkept. Items of clothing and shoes to be clearly labelled.	SEYP – Immediately and ongoing. PT & SEYP – Immediately LLO & SEYP – 10th April	Children will be safe and secure in their play area, able to access all spaces freely to encourage choice and autonomy.	

where children's belongings are stored. c) Furnishings and fittings are safe and not broken.	• Clear risk assessment and procedure to be implemented around transition times and pick up / drop off to ensure safety. Information to be shared with parents explaining changes and the reasons for this.	DHT & SEYP – By 24th April	
a) Ensure staff implement and sustain safe and effective infection prevention and control practices. b) Ensure nappy changing facilities and children's toilets are clean and tidy. c) Ensure handwashing facilities can be easily accessed.	• Setting deep cleaned, area's reorganised and moved around both in children's spaces and adult spaces to ensure that resources are clean, easily accessible and fit for purpose. • Cleaning rota implanted for kitchen area's and toilets with designated staff member each day, regularly checked by a member of the management team as part of QA calendar. • All staff to redo IPC training and then further review procedures as a team at in-service day.	Whole team – 10th April PT, SEYP & LLO – 19th April Whole team – By 2nd May	Children will access a clean, safe and inviting environment which is clear of any hazards.

How good is our leadership? - 3.1 Quality assurance and improvement are led well

a) Ensure staff are aware of and follow the vision, values, and aims for the setting. b) Ensure effective quality assurance and self-evaluation are in place which have involved staff, children, and parents and lead to continuous improvement. c) Ensure that staff have the capacity and skills to support a programme of continuous improvement	• Discussions to be held around ensuring that children are sensitively and respectful cared for at all times and issues immediately addressed. • Quality Assurance calendar to be implemented including regular termly audits of key areas such as personal plans, observations and medication. • Consultation to be held with all staff to agree values and boundaries to ensure consistent approaches are used throughout. • Inservice day in May to be utilised for full team discussion, reflection on current VV&A, staff training and reviewing of procedures. • Increased staff observation to be undertaken by to identify any areas for development and training / support required. • Communication methods with families to be increased to include regular communication through ILD, newsletters, questionnaires and "you said, we did" to inform of any improvements. • Refreshed remits to be created for all levels of the team to ensure that roles are clear. • Welcome booklet to be updated with key information for families. • VV&A to be refreshed to be more nursery specific and involve children and families. • Self-evaluation to be carried out regularly, in conjunction with families, using key document to evaluate with clear improvement plans devised.	DHT & SEYP - By 26th April DHT & PT – By 2nd May Whole team – By 2nd May Whole team – 2nd May DHT, PT & LLO – Ongoing from May DHT, PT & LLO – Ongoing from May Whole team – By 5th June Whole team – June Whole team – June Whole team – Ongoing from June	Children will be respectfully and sensitively cared for in an environment which promotes continual reflection and improvements, based on the needs of current children and families. Children and families will have their opinion sough and listened to and be fully involved in self evaluation and improvements. Children will benefit from a staff team which provide consistent approaches to their care.

How good is our staff team? – 4.3 Staff deployment			
a) Management arrangements for the service are effective to support consistent high-quality outcomes. b) Staff are given the required guidance, mentoring, and support to allow them to effectively meet children's needs. c) Staff communicate effectively with each other to ensure the best possible outcomes for children.	• Temporary full time PT post implemented to support improvements, LLO to visit at least once per week to support and ensure progress and SEYP secondment advertised to fill vacancy. • Communication books and information sharing formats to be introduced. • Planning board to be utilised by all staff to share outcomes for children and next steps. • Regular staff meeting's and daily huddles to be undertaken to ensure needs are discussed. • Regular 1-2-1 meeting's to be held with all staff members focusing on support and development.	PT & LLO – By 17th April PT & LLO – By 17th April Whole team – Ongoing DHT, PT & SEYP – 2nd May DHT, PT & SEYP – Ongoing from May	Children will be supported by staff who are knowledgeable and fully aware of their care and learning needs and are able to communicate effectively in order to promote these, improving outcomes for children and families.

Key

DHT – Depute Head Teacher & Registered Manager

PT – Principal Teacher

SEYP – Senior Early Years Practitioner

LLO – Locality Lead Officer

KW – Key Workers

How Good is our Care Play and Learning

Quality Indicator 1.1 – Nurture, Care and Support

Improvement Action Point: The provider, manager and staff should ensure that children are nurtured and supported throughout their daily experience in a way that is suitable to them as an individual.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19) and 'As a child or young person I feel valued, loved and secure' (HSCS 3.10).

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)**
Staff have better knowledge of all children not just their own key children.	• Staff will be supported to develop relationships with children beyond their key children. • Staff to record children's interests as they are demonstrated in all learning areas to support staff to value children as individuals and extend their learning using areas of interest.	Immediate	All Staff Time away from tasks
Staff respond to children's own individual needs creating a more nurturing and settled environment.	• Identify children daily who would benefit from using a quiet space e.g using the nurture room, cosy nook or outdoor den. • Help all adults in the setting to have quality time to develop caring and loving relationships with learners that demonstrate understanding of the child as an individual and their needs.	ongoing	All staff
Increased lunchtime interactions, more care shown to children and	• Create a quiet area for lunch to improve lunchtime interactions with children	immediate	All staff involved

their individual needs. More 1-1 time given to children in a non task orientated way.	• Create a home away from home feeling to offer children warm and welcoming interactions • Develop table talking points to remove the feeling of lunch being a task that needs to be completed and improve table conversation with children - this will also improve relationships		
All staff can be seen following the protocol and establishing the same secure routines for children	• Work as a team to create a lunch protocol that will give all children consistency in their routines	Immediate	All staff to follow
Clean hands, less bugs/germs	• Children to be closely supported when hand washing • Look to extend learning opportunities by working with the health protection team to borrow the glitter bug hand washing lesson to support children in their learning	ongoing	A member of staff will be asked to support specifically with handwashing before and after meal times

Improvement Action Point: The provider, manager and staff should ensure children's overall wellbeing is supported through effective use of personal planning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My needs as agreed in my personal plan, are fully met, and my wishes and choices are respected' (HSCS 1.23).

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)**
All Ante-pre children and new starts will have an extra page in their personal plans with their own voices.	• Children are to be more involved in their own personal care plans • Plans will have a child friendly page to collect children's views and this will be frequently reviewed with children	1 month to create thereafter ongoing when a child starts the setting. Current ante-pre children to complete prior to new term in August.	Implement a child friendly page with relevant questions. MG and FPa to create and implement a template for all children to utilise. Including spaces for children to review.
Template has been adapted and ready for staff to complete	• More relevant information to be included within the individual child overview • Adapt current overview template to include dietary requirements which will free up 'other relevant information'. • A box for reviewing has been added so staff are updating regularly.	Completed on 2/5/23	
Staff and parent/carer signatures will be	• Staff will have termly time out to ensure the children's personal plans are up to date with all	ongoing	• Required by all staff

evident on personal plans to indicate review. SOFIE Observations carried out will show consistent approaches being used by staff in line with the personal plans.	relevant information and reviewed by parents/carers. • Staff will ensure they are familiar with all children not key child specific personal plans through the overview • After time has been given to update plans further time will be timetabled to allow staff to read and understand updates to child plans. • Staff will sign un updates record sheet to confirm that they have read and understood updates. • SEYPs and management will carry out regular observations of individual children to ensure that interactions with staff reflect the child's personal plan.		• Time to complete and action

Improvement Action Point: 3. To ensure children's safety all staff should be aware of how to access medication in case of an emergency.

This is to ensure that the care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

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)**
All staff will read, understand and follow protocol. Staff will sign protocol to ensure they	• Update medical Protocol and share with all staff	2 weeks	All Staff Sara McGrevey/Rachel

have read it and understood. All staff involved in creating and implement protocol.			Clayton to create. Purchase Storage boxes for medication only - SEYP to arrange purchase.
Medication will be audited monthly by Sara McGrevey to ensure protocol is being understood and followed. If anything needs amended, keyworker will be informed. Liaise with all staff to ensure they are aware of medication monthly check sheet.	• Monthly checks - one designated member of staff to check medication cabinet to ensure there is consistency and protocol is being adhered to. •	Ongoing	Sara McGrevey as medication coordinator Rachel Clayton to devise Medivation Monthly Check sheet.
This will be included within medical protocol so all staff will be aware of how these	• Create safe Storage for NON prescribed skincare - (lip balms, hand soap, moisturiser)	2 weeks	Sara McGrevey/Rachel Clayton

products are stored correctly.			Purchase Storage box, safe space and name labels - SEYP to arrange purchase.
All staff have been shown how to use the padlock correctly and staff are aware where to find the code if it is ever forgotten. .	• Padlock and code. Code is situated in quiet room on a pink post-it above Fiona Potts desk. • Staff to know how to use the padlock correctly (push padlock up so ensure the numbers turn) • Training for all staff and instructions are recorded as part of medical protocol so that it is understood by any members of staff who are new to the setting or covering in the setting	Immediate	All Staff

Quality Indicator 1.3 – Play and Learning

Improvement Action Point: 4. The provider, manager and staff should ensure that children have fun and experience high quality play, learning and development opportunities.

This is in to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am supported to achieve my potential in my education and employment if this is right for me' (HSCS 1.27).

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)**

Observations to contain evidence of schemas. Observe staff extending a childs individual schematic play	• Staff to upskill themselves and their knowledge of schemas	Immediate and ongoing	All staff to complete training and implement
Evidence by written developmental milestones.	• Using the developmental milestones from Highland literacy	Ante Pre school to complete and then ongoing from August starts. Review termly for each child	Staff members to key children
Planning boards will be up and used to follow on children's learning and development. Recorded on the planning sheet	• Extend play opportunities by recording spontaneous learning in individual areas • Create a space in each area for responsive planning ideas and examples • Feed these ideas back into the whole setting planning sheets so that overarching themes take into account children's current interests	ongoing	All staff
Staff will be confident in using these boards as a tool to enhance child led learning.	• Communicate observations/interactions of children to all staff through use of area specific observation notice boards. This will allow current child led topic to be implemented and actioned by all staff in a timely manner. Whole staff input will enhance next steps	Ongoing	Look at a budget for purchasing cork boards for each area of nursery which will be used for planning in the moment.

A clear short term plan will be evident in the setting and shared with parents on a 2/3 weekly basis	• Develop overarching planning sheets that set the direction for the whole nursery on a 2/3 weekly basis • Link these to the curriculum to have a literacy, numeracy and health and wellbeing focus for nursery with an overarching theme to tie all learning with. • Develop an area of this planning sheet that can be shared directly with parents to help them support children's learning at home • Continue to evolve this planning document over the course of the short term theme to be responsive to children's current interests.	June	Time to visit other settings to see planning in action that could be adapted to work at Forehill

How Good is Our Setting?

Improvement Action Point: 1. To ensure children experience quality facilities the provider, manager and staff should ensure that the indoor environment:
• is sensitively structured and considers all children's stages of development,
• reflects children's current interests,
• is well resourced with materials to support children's learning,
• has well maintained furniture and resources.

This is in to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'The premises has been adapted, equipped and furnished to meet my needs and wishes' (HSCS 5.18)

Measures of Success **How will we know this has been achieved?**	Actions Required **What do we need to do?**	Timescales	Resources **Who and what is required?**

What evidence will we have?			(including cost/fund)
Children will choose to use the quiet area/cosy area to play, explore, read and rest	• Develop a quiet area of nursery which will allow children to have down time/rest time in nursery. • Further create a book nook/cosy corner and have this reflect a more homely environment to support downtime/rest opportunities	April 2023	Sofa, mantle piece, rug and other home items to be sourced
Children will have learning opportunities Areas will be moved and constantly reflected on to ensure they are located in a place that supports children's play and learning	• Remove the computers and instead use the table to develop a "den" and utilise the table top at other times • Re-evaluate the whole ELC environment to ensure as much of the learning space as possible is being used to support learning opportunities • Dinner table to be used in the quiet space to create more learning space in the wet area to further develop table top play opportunities.	April 2023	All staff involved Dark den, materials, tinker table items
Evidence of children's work displayed on the walls Examples of children being involved in creating wall displays	• Displays refreshed 2/3 weekly in line with the planning overview for nursery. It will reflect current themes and the focus E's and O's – linked to planning • These displays will have evidence of pupil voice and will be a way to record responsive planning	Ongoing	All staff

	• More examples of children's work to be displayed to show pupil development and creativity over the term		
Completed audits Children more engaged in a range of play and learning opportunities. .	• Environmental audits used to complete 2/3 weekly environmental audits to ensure that there is plentiful resources to support the children to learn and develop though their play. • Audits used to ensure that children have opportunities to develop across the curriculum through their play and have a range of resources that will extend learning	Ongoing	All staff

How Good is Our Leadership?

Improvement Action Point: 1. To ensure quality care and experiences for children quality assurance and self-evaluation should be embedded into practice.

This should mean that:
• Children and families are meaningfully involved and influence changes within the setting.
• Quality assurance, including self-evaluation and improvement plans lead to high quality care and support.

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)**
Children's views are recorded and used to inform planning. Planning and	• Create a template for children to share their nursery experience. (thumbs up or down.) Seek daily evaluations from children	Weekly	MM to create a template and share with all staff.

experiences for children are more responsive to their needs.	• Look to include children's thoughts and opinions on planning sheets and in environmental audits of the setting and learning areas		
Parents views are recorded and used to inform planning. Staff are knowledgeable and informed about the questions. Feedback results in meaningful change that is communicated with parents	• Compile monthly google form questionnaire for parents and carers with questions relevant to improvements within the setting. • Ensure feedback is valued and results in improvements within the setting, make sure that we communicate this more effectively with parents so that they can see what has changed as a result of feedback	Termly	AG to show staff how to create a google form. All staff to take turns to create a questionnaire on agreed themes.
Feedback is acted upon to improve outcomes for learners	• Peer monitoring among staff is timetabled for consistency • Key themes coming from observations are reflected upon as a team in staff meetings to drive improvements	Termly	SEYP to create peer monitoring time table.

Parents are confident of what is being taught in the setting and why, they understand what they can do at home to extend their child's learning and how they can support/become involved at the setting. .	• All self evaluation opportunities are shared with parents so that they better understand the decision making within the setting • Planning documents are shared with parents so that they know what their child is learning in the setting, how they can support at home and how they can get involved and support within the setting		

How Good is Our Staff Team?

Improvement Action Point: 2. To meet the care and learning needs of all children leaders and staff should work together to ensure effective supervision and quality engagement with children across the day.

This is in to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'People have time to support and care of me and to speak with me' (HCSC 3.16).

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)**
	• SEYP to deploy staff to different areas during busy times of the day.	On going	SEYP

Children will become more engaged, noise levels will be lower.	• SEYP to be responsive to the needs of the children by being available on the floor throughout the day and directing staff to areas that need further support		
Children will continue to play and concentration levels will remain high as there will be limited disruption.	• Manage time more effectively – rota times do not have to be followed rigidly, use common sense eg when nappy changing so that these times do not feel task driven and take children's needs into consideration. • Consistently carry out environmental audits to ensure that learning areas are correctly set up to develop children's learning opportunities	On going	Rotas More focus on where resources are best placed. Nothing new required.
Staff will know what is happening in all areas of nursery when asked.	• Improved communication between everyone in the team • Continue the effective use of the communication diary to support all staff to know what is going on in nursery and where extra support may be required • More detailed record keeping of what children have eaten at lunch so that this is consistently fed back to parents	From now and on going	All staff to be made aware of what is happening in nursery.
Children will all have access to the same opportunities and experiences regardless on when they attend nursery.	• Staff need to be consistent throughout the day with a good knowledge of child development and the children's varying needs throughout the session. • Whole staff focus on schemas and how the nursery environment reflects the varying interests of learners. • All staff to engage in further CPD on questioning o Staff who are skilled in this area to model good quality questioning and ensure that less	Ongoing	Support from Locality Lead to extend staff understanding of schemas

Staff will be more engaged with the children and will ask more leading questions to extend children's learning.	experienced staff have the opportunity to shadow more experienced staff in this area.		

HOW GOOD IS OUR CARE, PLAY AND LEARNING?				QI 1.1 NURTURING CARE AND SUPPORT QI 1.3 PLAY AND LEARNING	
AREA OF IMPROVEMENT	**ACTION TO BE TAKEN**	**BY WHEN**	**BY WHOM**	**DESIRED OUTCOMES FOR CHILDREN**	**EVIDENCE**

REQUIREMENTS 01 May 2023
 	
a. Ensure children's up-to-date care and support needs are included with their personal plan and staff use this information to effectively support them.
 	
a. Ensure staff have the relevant knowledge, skills, and understanding of child development and in supporting children with additional support needs and apply this in their practice.
 	
b. Ensure staff are well informed about the children attending and use this information to provide individualised and responsive care relevant to their needs.
 	
c. Ensure children are provided with warmth and comfort when needed.
 	
IMPROVEMENTS
 	
1. To support children's safety and to promote their understanding and enjoyment of healthy eating and drinking, the manager and staff should improve mealtime experiences.
 	
This should include but not be limited to, improving the organisation and preparation of meals, effective interactions from staff, and more opportunities for children to be independent.
 	
2. To support children's learning and development, the manager and staff should ensure children experience high quality play and learning relevant to their age and stage of development.
	• Staff to be given feedback on the draft report from the Care Inspectorate visit of 16 March 2023.
	
	• Discussions to be held with staff about the requirements and improvements and their personal role in moving them forward and implementing them.
	
	• Key workers to review and update Learning and Care Plans (LCPs).
	
	• Initial audit of LCPs to ensure have been updated.
	
	• Regular audit of LCPs.
	
	• Discussions with staff teams to take place to ensure that all staff are well informed and understand the purpose of the LCPs.
	
	• Observation skills developed for the whole staff team.
	
	• Training to be provided on areas of child development and additional support needs with priority given to;
	   o responding appropriately to children's cues
	   o knowledge and understanding and consistent use of transition supports (horizontal as well as vertical)
	   o Leuven
		• 01 May
		
		• 01 May and ongoing
		
		• 01 May
		
		• 01 May
		
		• Weekly
		
		• 01 May
		
		• 07 July and ongoing
		
		• 07 July and ongoing
			• HT & Manager
			
			• HT, Manager, Locality Lead Officer (LLO), ELC Service Manager
			
			• Key Workers
			
			• Manager, Teachers,
			
			• HT, Manager, Teachers
			
			• Managers, Teachers, SEYPs
			
			• LLO, Manager, Teachers
			
			• Manager, LLO, Teachers, Partner Professionals
				• Each child will have an individualised LCP that is relevant, and up to date, outlining the individualised support they need to ensure that they are nurtured, respected, and cared for appropriately and that the personalised care they receive is of a high quality, and is consistent across the setting.
				• Staff have a good understanding of child development, relevant theory, and practice, and use this to support high quality play and learning experiences.
				• Each child will be supported with nurturing and loving care that supports their overall wellbeing. Practice by staff reflects the families' personal preferences and promotes children's independence, privacy and dignity.
				• Where the children require support with their personal care. interactions throughout are warm, caring and nurture children's security, confidence and positive relationships.	

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This should include, but not be limited to, ensuring staff are knowledgeable in supporting children's learning, routines, and group times are appropriate to meet the children's developmental needs and meaningful play experiences are planned to meet the needs of the children.	• Evaluation to take place to monitor the impact of the training on everyday practice.	• 07 July and ongoing	• QIM, LLO, HT, Manager, Teachers	• Staff work proactively with children, families, and other professionals to identify appropriate next steps and strategies based on the child's individual need and prior learning. This information is used consistently and effectively by all to ensure positive outcomes.
	• Practical support given to staff teams to enhance their knowledge and skills in supporting children with additional support needs.	• 17 April and ongoing	• Manager, LLO, Teachers, Partner Professionals	• The children will enjoy eating together in an unhurried and relaxed atmosphere ensuring a caring and positive social experience that is appropriate to their individual needs with choices made available to them.
	• Relevant training to be given in sensory integration and dysregulation.	• Ongoing	• SLT	
	• Nursery visits to take place for staff. Priority to SEYPs in first instance, then EYPs and ELCSWs	• Ongoing	• All Staff, Other Nursery settings	
	• Video Interactive Guidance (VIG) sessions to be implemented with individual staff and staff teams.	• 22 February and Ongoing	• Partner Professional	• The children's meal and snack choices are nutritious and reflect their cultural and dietary needs.
	• SLT to liaise with Catering Team to discuss nursery meals.	• 12 May and Ongoing	• HT, Manager, ACC Catering Manager	• The children experience warm, caring relationships with staff when at snack and lunch and their independent skills are encouraged and supported.
	• Staff teams to be supported to improve mealtime experiences in each room to include: 　○ set up 　○ organisation 　○ engagement/interactions 　○ levels of support	• 17 April and ongoing	• HT, Manager, LLO, Teachers	• Children are meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promote children's choice and independence.
	• Workshops/practical support given on how to improve play experiences across the setting for all children.	• Ongoing	• Manager, LLO, Teachers, Partner Professionals	

				Creative approaches successfully engage children's imagination and enrich their play and learning experiences developing their skills in language, literacy and numeracy.	

HOW GOOD IS OUR SETTING?				QI 2.2	CHILDREN EXPERIENCE HIGH QUALITY FACILITIES
AREA OF IMPROVEMENT	**ACTION TO BE TAKEN**	**BY WHEN**	**BY WHOM**	**DESIRED OUTCOMES FOR CHILDREN**	**EVIDENCE**
IMPROVEMENTS 1. To support children's learning and development, the manager and staff should ensure the environment is equipped and resourced to facilitate children's imagination, enquiry, and curiosity. This should include, but not be limited to, literacy and numeracy, sensory play, and creative play. 2. To help keep children safe, the manager and staff should ensure activities which may compromise children's health, wellbeing, and safety are fully-risk assessed prior to commencement.	• Staff to liaise with Teacher/Senior Early years Practitioner (SEYP) to identify resources required. • Workshops/support given on appropriate resources and set up of environment. • Risk Assessments (RAs) to be reviewed and updated. • RAs to be submitted to Manager for approval and discussion prior to activity taking place. • Bank of RAs to be created that can be personalised as appropriate.	• 17 April and ongoing • 02 May and Ongoing • 01 May and Ongoing • Ongoing • 01 May and Ongoing	• HT, Manager, All staff • Manager, Teacher, Partner Professionals • HT, manager, Teacher, Partner Professionals • Manager, SEYPs, All staff • All staff	• Children can influence when they play outdoors every day and regularly explore a natural play and learning environment. Children are confident in exploring and developing their outdoor environment, supported by staff who actively support and encourage them in their play. • Well-resourced play areas and experiences support and extend children's learning in all areas. The range of interesting materials, access to nature, tools and open-ended resources enable big scale and small world play. This engages children's curiosity and challenges their thinking. • The indoor and outdoor environments take account of all children's stages of development and learning. Spaces reflect children's current interests and curiosities, with appropriate resources and materials to support learning. • There are clear policies, procedures and risk assessments in place to ensure	

				consistent approaches across the setting.	

HOW GOOD IS OUR LEADERSHIP?				QI 3.1	QUALITY ASSURANCE AND IMPROVEMENT ARE WELL LED
AREA OF IMPROVEMENT	**ACTION TO BE TAKEN**	**BY WHEN**	**BY WHOM**	**DESIRED OUTCOMES FOR CHILDREN**	**EVIDENCE**
REQUIREMENTS 01 May 2023 a. Ensure staff are aware of and follow the vision, values, and aims for the setting. b. Ensure effective quality assurance and self-evaluation are in place which have involved staff, children, and parents and lead to continuous improvement. c. Ensure that staff have the capacity and skills to support a programme of continuous improvement.	• Workshop to be given for staff and families on the settings Vision, Values & Aims (VVA) and staff discussion to take place on the impact of the VVA on their daily practice. • QI Visits and Learning Walks to take place to observe and evaluate the VVA in practice • Parents to be invited to an open meeting to discuss the report from the Care Inspectorate and gather their feedback. • Regular staff self-evaluation sheets to be embedded into practice to be used to inform our continuous improvement. • Training/workshop to be given on self-evaluation, critical reflection and critical friend. • Quality Assurance calendar to be updated, to include regular audits of LCPs. • Individual half hour session to be introduced on a termly basis for each parent/carer to meet with their child's key worker. • Evaluation questionnaire to be sent to parents/carers on a termly basis. • Evaluation questionnaire to be sent to staff team on a termly basis.	• 01 May and ongoing • 01 May and Ongoing • 09 May • 28 April and ongoing • 07 July and ongoing • 26 May and ongoing • 07 July and ongoing • 07 July and ongoing • 07 July and ongoing	• Manager, Partner Professional • QIM, LLO, HT, Manager • HT, Manager, Teachers, All staff • HT, Manager, Teachers, All staff • SLT • Manager • SEYPs, Key Workers • Manager • Manager	• All staff promote and sustain a shared vision for the setting that reflects the aspirations of children, families, partners and the wider community. • Children and families views are actively sought to inform the development of the setting. Successes and achievements are shared with children, families and partners and are used as a starting point for future improvements. • Self-evaluation enables the service to deliver high quality care and support tailored towards children's and families particular needs and choices. • Staff reflect well together and use these reflections to bring about positive change to outcomes for children and families. • There is a strong professional development and learning culture which supports shared reflections that ensure children are at the centre of all planning for play and learning.	

	• Daily communication sheets with parents/carers to be reinstated	• 10 May and ongoing	• SEYPs, EYPs		

HOW GOOD IS OUR STAFF TEAM?				QI 4.3 STAFF DEPLOYMENT	
AREA OF REQUIREMENT	**ACTION TO BE TAKEN**	**BY WHEN**	**BY WHOM**	**DESIRED OUTCOMES FOR CHILDREN**	**EVIDENCE**
REQUIREMENTS 05 June 2023 a. Staff undertake effective and robust induction specifically for the role they are employed for. b. Staff given the required guidance, mentoring, and support to allow them to effectively meet children's needs. c. Staff communicate effectively with each other to ensure the best possible outcomes for children.	• Dates to be set for inductions – expert staff to be approached to explain roles fully. • 1:1 meeting to be held with all staff with a focus on their development and support needs. • SLT to receive training in 1:1 supervision for ELC • Communication books used in each nursery class to ensure relevant information is passed to all staff. • Weekly class team meetings to take place to discuss and agree the children's individual needs and support planning and identify next steps for each child. • Support to be put in place to model best practice and expectations for team meetings.	• 05 June and ongoing • 05 June and ongoing • 19 May • 17 April and ongoing • 17 April and ongoing • 17 April and ongoing	• HT, Manager, Teachers, LLO • HT, manager, Teachers • LLO, HT, Manager, Teachers • All staff • Teachers, SEYPs, Class Teams • Manager, Teachers,	• Staff in the setting have a clear understanding of their roles and responsibilities and are proactive in keeping their knowledge up to date. • Each individual child will be supported by a staff team who are knowledgeable and understand the child's individual care, support and learning needs and are able to communicate effectively with each other to improve the outcomes for the children and families in our setting.	

- This Action Plan is a working document, a weekly internal review by SLT will be undertaken to ensure any further needs or development areas not already identified are addressed as and when required.

- When, and if, appropriate and required, the Howes Road Nursery setting are included in the Actions to be Taken to ensure consistency across the provision.

- Regular weekly updates are being sent to Ashgrove parents to inform them of the progress and the actions that have been taken.

- Evidence links will be added to the Action Plan as and when available to allow access to training/evaluation/audit materials.

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Heathryburn School

ELC Short-term Action Plan

May 2023

ABERDEEN CHILDREN AND FAMILY SERVICES

Offering a protective, nurturing environment and relevant learning opportunities for all

Strengthening resilience of all

Valuing and celebrating aspiration, ambition and innovation with all

PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP

CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

ABERDEEN CITY COUNCIL

ELC Action Plan					RAG		
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)**	June	Sept	Dec
All children should experience everyday mealtimes that are relaxed, create meaningful and positive experiences and meet their individual needs.	**Mealtimes are effectively planned and carried out to meet the health and wellbeing needs of children.** *Care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19*	• Mealtimes should continue to be served within the space outside of the main ELC playroom to allow for a rolling-style lunch that allows for uninterrupted play. • Mealtime guidance note to be created and distributed to all staff including but limited to Staff deployment during the lunchtime routine ie staff based at all tables supporting children eating. • Establish set mealtimes and share the importance of this routine with families to ensure mealtimes are uninterrupted (exceptions considered). • Mealtime quality assurance practices to be undertaken by the SEYPs	End of June	SEYP			

Children's personal plans should meet their individual needs, choices and wishes.	**Information gathered about individuals will support transition, settling in experiences and ongoing support to effectively meet the needs of individual children.**
	
	Care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15); and 'I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27)
		• Relief staff processes to be revised.
		  ➢ 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
		• Revising Personal Plan format and creating expectations as a team, fully embedded with all staff.
		• Create key information overview sheet for each keyworker group – to be contained within a folder. This will be maintained and updated by SEYP's.
		• 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.
			End of June
			
			Dec 2023
			
			Aug 2023
			
			End of June 2023
			
			Aug 2023
				SEYP's Registered Manager ELC Locality Lead Officer			

| Children will be cared for in an environment that is welcoming, homely and reflects their interests ensuring consistent levels of play experiences that support their learning and development | The environment and furnishings should be well presented throughout.

Play spaces offer a range of resources and materials to effectively challenge and stimulate children and reflect their current interests and curiosities, both indoors and outdoors.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well-maintained furnishings and equipment' (HSCS 5.24); and 'I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27). | • Evaluations of the space will be completed by the full staff team using the principles of Realising the Ambition.
• Evaluations of space will inform budget spend for improvements.
• Focus on creating homely and quieter areas within the play space.
• Adapt current P1 play framework to reflect approaches in ELC and based on this create guides for staff and their role within the different play contexts.
• Each practitioner will have responsibility for updating the four rotating display boards on behalf of their keygroup within the themes of 4 contexts of curriculum to ensure children's interests are reflected.
• Interactions and extending play training sessions to be delivered with full staff team.
• Reviewing planning approaches to ensure the role of the adult is consistent in providing meaningful and relevant provocations and experiences that meet learners needs. | Aug 2023

Dec 2023

June 2023 | Full team

SEYP's

Full team

HT/ELC LLO

Full team

ELC LLO

SEYP's, HT and ELC LLO | | | |

| Quality assurance along with regular self-evaluation leads to high quality, sustained **improvements to children's experiences.** | Improved staff's knowledge, understanding and use of the document 'A quality framework for daycare of children and childminding and school aged children' as part self-evaluation work.

Staff, children and families are meaningfully involved in evaluation and improvement of the service.
This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can be meaningfully involved in how the organisation that supports and cares for me work and develop' (HSCS 4.6); and 'I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve' (HSCS 4.8) | • HT and ELC LLO to complete general observation of ELC.
• Development of Quality Assurance Calendar that ELC specific:
➢ SEYP's to have a more strategic approach to self-evaluation and improvement.
➢ EYP's given leadership roles within quality assurance practices for full team approach.
➢ To include termly sampling of Personal Plans, Chronologies, Learning Journals.

• Monthly Focus on QI to highlight quality practice with challenge questions linked.

• Policy review linked to monthly focus, involving consultation with all stakeholders.

• Parent and pupil friendly version of Monthly Focus QI to gather all stakeholders voice.

• Termly parental engagement event to showcase learning, improvement and capture parental voice | End of June 2023
Aug 2023

Aug 2023

Aug 2023

Embedded by Dec 2023 | HT/ ELC LLO

SEYP'S

SEYP'S

ELC LLO

SEYP's | | | |

ABERDEEN CITY COUNCIL

COMMITTEE	Education & Children's Services
DATE	23 May 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Corporate Parenting Annual Report and Plan 2023-26
REPORT NUMBER	CFS/23/135
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Amy Evans
TERMS OF REFERENCE	2.1, 2.2

1. PURPOSE OF REPORT

1.1 The purpose of this report is to respond to the Committee's request (formerly Public Protection Committee) for an annual report (Appendix 1) on the progress of our Corporate Parenting responsibilities outlined in Part 9 of the Children and Young People (Scotland) Act 2014.

1.2 To present the refreshed Corporate Parenting Plan 2023-2026 (Appendix 2) to the Committee for endorsement.

2. RECOMMENDATIONS

That the Committee: -

2.1 note the Corporate Parenting Annual Report 2022 (Appendix 1) detailing progress and activities against key Corporate Parenting duties; and

2.2 note and endorse the Corporate Parenting Plan 2023 -2026 (Appendix 2) and delegate authority to the Interim Director Children's and Family Services to submit the Plan to the Children's Services Board for approval.

3. CURRENT SITUATION

3.1 The Children and Young People (Scotland) Act 2014 defines Corporate Parenting and places a number of duties on public sector organisations to uphold the rights and safeguard the wellbeing of children and young people who are looked after and care leavers.

3.2. Corporate Parenting responsibilities are set out in section 58, Part 9 of the Children and Young People (Scotland) Act 2014 as the following six duties:

- To be alert to matters which, or which might, adversely affect the wellbeing of looked after children and young people and care leavers,

- To assess the needs of care experienced children and young people for services and support it provides,

- To promote the interests of care experienced children and young people,

- To seek to provide opportunities for care experienced children and young people to participate in activities designed to promote their wellbeing,

- To take appropriate action to help care experienced children and young people access opportunities and make use of services and support,

- To take such other action as appropriate to improve the way our organisation functions in relation to care experienced children and young people.

3.3   In addition to our Corporate Parenting Plan, our Corporate Parenting responsibilities are reflected in our Children's Services Plan and Local Outcome Improvement Plan where the following objectives are set for Corporate Parenting under stretch outcome 6:

"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".

3.4   The Corporate Parenting Annual Report for 2022 (Appendix 1) provides the Committee with a summary of our corporate parenting activities over the course of 2022 and demonstrates our progress as corporate parents.

3.5   The Corporate Parenting Plan 2023 -2026 (Appendix 2) outlines the aims and actions we intend to take to realise our Corporate Parenting duties and aspirations over the next three years, keeping cognisance of delivery on aspects of The Promise and ensuring a rights-based and trauma-informed approach is central to the design and delivery of all services for children and young people with care experience.

3.6   Consultation on the draft Corporate Parenting Plan 2023 -2026 took place between March and April 2023 with Corporate Parents across the partnership, and relevant stakeholders including young people with care experience.

3.6   The Committee is asked to note the progress and activities against key Corporate Parenting duties and to note and endorse the Corporate Parenting Plan 2023 -2026.

4.   FINANCIAL IMPLICATIONS

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

5. LEGAL IMPLICATIONS

5.1 The Corporate Parenting duties included in Part 9 of the Children and Young People (Scotland) Act 2014 are designed to ensure that the attention and resources of various organisations are explicitly focussed on the task of safeguarding and promoting the wellbeing of looked after children and young people, and care leavers. This part extends the duties of corporate parents and the reporting responsibilities of local authorities.

5.2 Aberdeen City Council has a duty to report to Scottish Government Ministers every three years on how it is meeting its corporate parenting responsibilities as detailed in the Children and Young People (Scotland) Act 2014. The second submission to the Scottish Government was provided in March 2021.

5.3 Section 59 of the 2014 Act provides that corporate parents must prepare a plan for how they propose exercising their corporate parenting responsibilities and must keep this plan under review; corporate parents must consult with one another before preparing or revising the plan and must publish the plan or revised plan. This report and appendices comply with these statutory duties.

6. ENVIRONMENTAL IMPLICATIONS

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

7. RISK

7.1 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 Risk	That the multi-agency workforce training plan is insufficiently supported	There is a robust delivery plan and support at a senior level.	M	**Yes**
Compliance	The Council has responsibility to comply with its statutory corporate	The Corporate Parenting Group and Children's Services Board have responsibility for the delivery of the Corporate Parenting	L	**Yes**

	parenting responsibilities	Plan and will continue to provide an annual report on Corporate Parenting to ensure the Council complies with the law.		
Operational	Children and young people with care experience are a vulnerable cohort whose needs require to be recognised and met. Competing resource demands may have an impact	These are duties which have been incorporated across existing structures and will be consolidated in practice	L	**Yes**
Financial	No significant risks identified against this category			**Yes**
Reputational	A failure of Aberdeen City Council to comply and meet its Corporate Parenting responsibilities would reflect negatively on the Council	There is a strong legacy of positive practice and sharing of success in this area	L	**Yes**
Environment / Climate	No significant risks identified against this category			**Yes**

8.   OUTCOMES

COUNCIL DELIVERY PLAN 2022-2023	
	Impact of Report
Aberdeen City Council Policy Statement	The proposals within this report support the delivery of the following aspects of the policy statement: -

Working in Partnership for Aberdeen	• 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. • 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. • 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.
Aberdeen City Local Outcome Improvement Plan 2016-26	
Prosperous People Stretch Outcomes	The proposals within this report support the delivery of LOIP Stretch Outcome 6 – 95% of care experienced children and young people will have the same levels of attainment in education, health and emotional wellbeing, and positive destinations as their peers by 2026. The report seeks to provide an annual update on Corporate Parenting progress and activities, including the following improvement projects within the LOIP: • Reduce by 5% the number of children entering the care system by 2024. • 100% of children and young people leaving care are offered a health assessment to identify gaps in their health provision and needs by 2024. • Increase the number of young people with care experience by 10% receiving multi-agency throughcare/aftercare support by 2023. • Reduce the number of children being permanently removed from parents with care experience.

	• Increase by 100% the number of partners supporting kinship carers by 2023. • 80% of the identified multi-agency workforce successfully complete Corporate Parenting training aligned to the Promise by 2025.
Regional and City Strategies	The proposals within this report support the Children's Services Plan. This report takes into account the local authority's legal obligations in respect of the legislation and national policy outlined below: • The Children and Young People (Scotland) Act 2014 • UNCRC (Incorporation) (Scotland) Bill 2021 • The Promise • Plan 21-24 • GIRFEC

9. IMPACT ASSESSMENTS

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

10. BACKGROUND PAPERS

10.1 OPE/22/042 Corporate Parenting Annual Report 2021 Public Protection Committee 23.02.2022.

10.2 Statutory guidance on Part 9 (Corporate Parenting) of the Children and Young People (Scotland) Act 2014

10.3 The Promise

10.4 Plan 21-24

11. APPENDICES

11.1 Appendix 1: Corporate Parenting Annual Report 2022

11.2   Appendix 2: Corporate Parenting Plan 2023 -2026

12.   REPORT AUTHOR CONTACT DETAILS

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Community Planning
Aberdeen

Children's
Services Board

Aberdeen City
Corporate Parenting Annual Report
2022

Contents

Introduction from Chief and Lead Officers

We are pleased to bring you the seventh annual Corporate Parenting Report for Aberdeen City providing a progress update and overview of key Corporate Parenting duties. This report gives an overview of the highlights over the course of 2022 and our performance as Corporate Parents to our infants, children, young people, and young adults with care experience.

In Aberdeen we believe that corporate parenting is not just a responsibility, it is also a real opportunity to improve the futures of our children and young people and ensure they have the love, security and chances every child should have.

The last year has seen increasing diversity in our children and young people with care experience, brought about by the implementation of the National Transfer Scheme. We have adapted locally, setting up a best practice group, to ensure the specific cultural, language and trauma needs of our unaccompanied children are recognised and met.

Upholding the respective needs and rights of both young parents and their children whilst realising corporate parenting and safeguarding responsibilities has been a focus of the Corporate Parenting group in 2022. Responding to the voices of several of our young parents with care experience, better supporting and preparing our young people with care experience for life beyond care, including parenthood, has become a strategic priority in our children's services and corporate parenting planning as we strive to become better Corporate Parents and Grandparents.

Our collective efforts to #KeepthePromise have informed our Corporate Parenting priorities for the next three years with a strategic focus on keeping Brothers and Sisters together and connected, reducing physical restraint and restrictive practices in the care of our children, and ending the over representation of young people with care experience in the justice system.

We would like to take this opportunity to thank not only the members of the Corporate Parenting Group but all of those across the partnership who hold children and young people with care experience at the heart of what they do.

Graeme Simpson

Chief Social Work Officer / Chair of the Corporate Parenting Group

Amy Evans

Corporate Parenting Lead Officer

A Note about Language

'System language' can have negative effects on our children and young people and the Independent Care Review told us that it made young people feel different, stigmatised, or excluded from participating in their own care planning.

In this annual report we have strived to use language which is easily understood, positive and which does not create or compound stigma. There are times where the statutory framework in Scotland requires certain terms to be used and we have outlined key terms and what they mean to help make the language in this report more accessible. Our use of language continues to evolve, and we will endeavour to incorporate the preferences and voice of children, young people, and their families into our vocabulary as we go forward.

A child-friendly version of our Corporate Parenting Plan is also available **[LINK TO BE ADDED].**

'Child/ Young person/ Person with **Care Experience**' is the preferred terminology identified by those with experience of the care system as it is inclusive of those who may no longer be 'looked after' but still require our scaffold of support to thrive. This term includes those currently looked after and those who have been looked after at any time in their life, no matter how short, including adopted children who were previously looked after.

Children and young people can be both 'looked after' and have experience of care at the same time.

A child or young person is **'Looked after'** when:

1. Accommodated by the local authority under s25 of the Children (Scotland) Act 1995

2. Subject to a compulsory supervision order (CSO) or interim CSO made under the Children's Hearings (Scotland) Act 2011

3. Has a similar order from England, Wales or Northern Ireland

4. A Permanence Order has been made under the Adoption and Children (Scotland) Act 2007

5. Children and young people can be looked after at home with social work support, or in kinship, foster or residential care.

'Care Leaver' describes a young person who was 'looked after' on or after their 16th birthday and who is aged under 26. This is a necessary distinction from 'care experienced' as it reflects legal entitlement to Throughcare and Aftercare support.

Aberdeen City's Write Right About Me (WRAM) improvement project has continued its work to ensure children and young people's records written by the range of children's services in Aberdeen reflect their voice and are written in ways which reduce stigma and are trauma informed.

In 2022, the compulsory Recording Principles e-module was launched for all social work staff in Aberdeen City. The module sets out Aberdeen City Council's principles for recording, including the language of care we expect from our workers in our Children and Adult Social Work Services.

Glossary of key terms/acronyms

ACE	Aberdeen Care Experienced (ACE) is the support network for Care Experienced young people up to the age of 26 years in Aberdeen.
Carers	Refers to anyone over the age of 16 who is providing care for a child either formally (through a legal order) or informally (no legal order).
Champions Board	A Champions Board is made up of professionals from different organisations who have the power to make positive changes for children and young people with care experience. They meet with the young people with care experience to offer their support, listen to what needs to be done and to take responsibility for their organisation in making care better for young people.
Children's Services Board (CSB)	The Aberdeen Children's Services Board represents all the key agencies that deliver services for children and young people in Aberdeen City. Its purpose is to ensure the effective delivery of services for children and young people at all stages of their development and growth.
Contact AKA Family Time	Is the term used in legislation to refer to formal arrangements made for when children in need of care and protection spend time with important people in their lives who they are not living with at that time.
Kinship	Kinship care is when a child is looked after by their extended family or close friends if they are not able to live with their parents.
Local Outcome Improvement Plan (LOIP)	The LOIP is a document which sets out how Community Planning Aberdeen will improve outcomes for and with local people and communities.
MCR Pathways	MCR Pathways is a school-based mentoring programme which supports young people with care experience or experience of disadvantage, to build confidence, broaden aspirations and have the chance to get the same education outcomes, career opportunities and life chances as every other young person.
Mind of my own (MOMO)	Mind of my own offers digital tools that empower children and young people to participate and have their voices heard.
Placement	Is the word used in legislation to refer to the place where a child or young person is being cared for away from the care of their parents.
The Promise	The Promise is that Scotland's children and young people will grow up loved, safe and respected. To keep it,

	Scotland must bring about the change demanded by the Independent Care Review.
The Scottish Physical Restraint Action Group (SPRAG)	The Scottish Physical Restraint Action Group was formed to continue the discussion on physical restraint in residential child care and plan a way forward to ensure the eradication of the harm caused by physical restraint.
UNCRC	The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights.

What is Corporate Parenting?

Corporate Parenting is the term used in Scotland to refer to organisations (and individuals who work for them) who have a legal duty to respond to and support the care and protection needs of all children and young people. The use of 'corporate parent' as a term was specifically highlighted as potentially demeaning and an example of cold, process-driven relationships by the Independent Care Review. In Scotland, corporate parents and their duties are set out in legislation. We have therefore continued to use the term corporate parent in this report, given its statutory nature.

Every child and young person needs a strong scaffold of love, care and support to see them through to adulthood and beyond. For many people, that scaffold is provided by those closest to them - parents, siblings, pets, wider family and beyond that in surrounding communities, like neighbours and school. When a child or young person goes into care, it can feel like essential pieces of this scaffold are removed, and corporate parents should step in to form a new scaffold of support.

A corporate parent is the name given to an organisation or person who has special responsibilities to children and young people with care experience. This may include:

- those in residential care, including residential schools or secure care,
- those in foster care,
- those in kinship care, who live with a family member other than a parent, and
- those who are looked after at home
- those with previous experience of any of these types of care

In simple terms, a corporate parent is intended to carry out many of the roles a loving parent should. While they may not be able to provide everything a parent can, they should still be able to provide the children and young people they're responsible for with the best possible support and care.

Corporate parenting responsibilities are intended to encourage people and organisations to do as much as they can towards improving the lives and outcomes of children and young people with care experience, so that they:

- feel in control of their lives, and
- are able to overcome the barriers they face

Who are Corporate Parents in Aberdeen City?

There are lots of organisations who are a Corporate Parent (see honeycomb image below) and it is everyone in these organisations, not just those who work directly with children and young people, who are required to fulfil that corporate parenting role.

INDEPENDENT LIVING FUND SCOTLAND
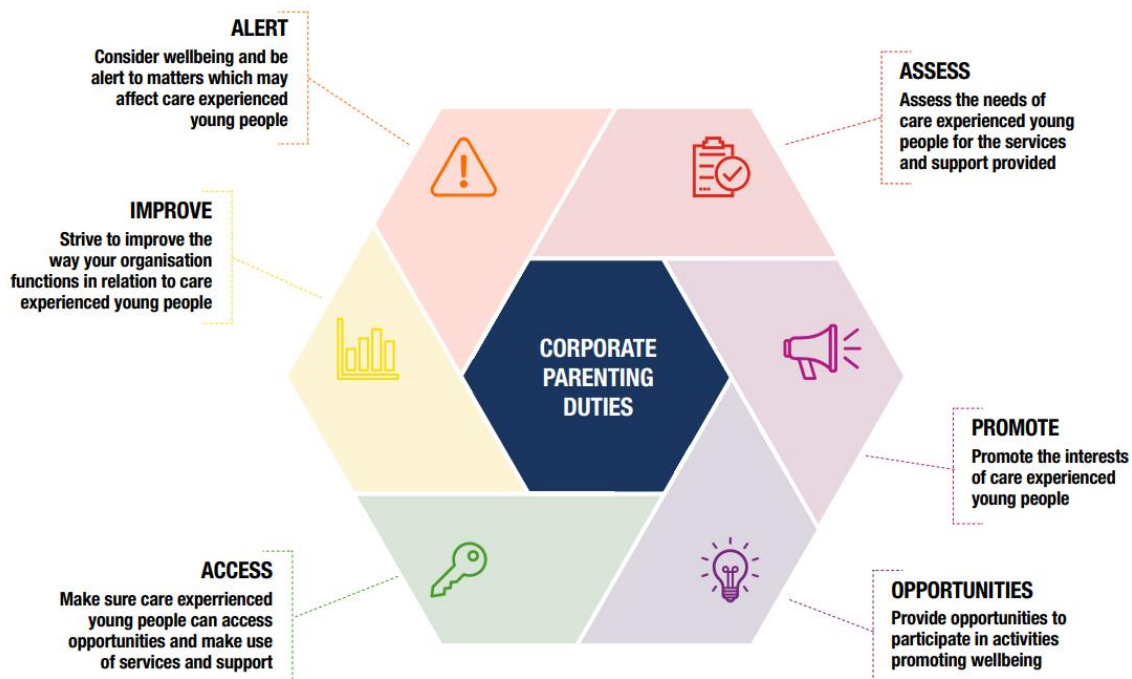
HEALTHCARE IMPROVEMENT SCOTLAND

THE SCOTTISH FIRE AND RESCUE SERVICE

HEALTH AND SOCIAL CARE PARTNERSHIPS

THE SCOTTISH MINISTERS AND EXECUTIVE AGENCIES OF THE GOVERNMENT*

SPORTSCOTLAND

THE SCOTTISH HOUSING REGULATOR

32 LOCAL AUTHORITIES

SQA THE SCOTTISH QUALIFICATION AUTHORITY

THE SCOTTISH LEGAL AID BOARD

7 SPECIAL NHS HEALTH BOARDS

SCRA THE SCOTTISH CHILDREN'S REPORTERS ADMINISTRATION

POLICE SCOTLAND

BÒRD NA GÀIDHLIG

THE NATIONAL CONVENER OF CHILDREN'S HEARINGS SCOTLAND

CARE INSPECTORATE

CYPCS THE CHILDREN AND YOUNG PEOPLE'S COMMISSIONER SCOTLAND

FURTHER AND HIGHER EDUCATION BODIES

14 NHS HEALTH BOARDS

SDS SKILLS DEVELOPMENT SCOTLAND

CREATIVE SCOTLAND

CHILDREN'S HEARINGS SCOTLAND

THE SCOTTISH SOCIAL SERVICES COUNCIL

THE MENTAL WELFARE COMMISSION FOR SCOTLAND

SCOTTISH POLICE AUTHORITY

THE PRINCIPAL REPORTER

WHO CARES? SCOTLAND
EQUALITY | RESPECT | LOVE

*(THIS IS THE CATEGORY THAT INCLUDES ACCOUNTANT IN BANKRUPTCY; DISCLOSURE SCOTLAND; EDUCATION SCOTLAND; THE SCOTTISH PRISON SERVICE; THE SCOTTISH PUBLIC PENSIONS AGENCY; STUDENT AWARDS AGENCY FOR SCOTLAND; AND TRANSPORT SCOTLAND).

Corporate Parenting Duties

In 2014, the Scottish Government passed a law called the Children and Young People (Scotland) Act 2014. This law named specific organisations and set out that they had the parental responsibility to work together to uphold the rights and support the needs and wellbeing of care experienced children, young people and care leavers across Scotland.

Under Part 9 of the Children and Young People (Scotland) Act 2014, the responsibilities of corporate parents are to:

1. Be **alert** to matters which, or which might, adversely affect the wellbeing of looked after children and young people

2. **Assess** the needs of looked after children and young people for services and support we provide

3. **Promote** the interests of looked after children and young people

4. Seek to provide **opportunities** for looked after children and young people to participate in activities designed to promote their wellbeing

5. Take appropriate action to enable looked after children and young people **access** to these opportunities and make use of our services and support

6. Take any other action we consider appropriate to **improve** our functions to meet the needs of looked after children and young people

ALERT
Consider wellbeing and be alert to matters which may affect care experienced young people

ASSESS
Assess the needs of care experienced young people for the services and support provided

IMPROVE
Strive to improve the way your organisation functions in relation to care experienced young people

CORPORATE PARENTING DUTIES

PROMOTE
Promote the interests of care experienced young people

ACCESS
Make sure care experrienced young people can access opportunities and make use of services and support

OPPORTUNITIES
Provide opportunities to participate in activities promoting wellbeing

Outcomes for children and young people with care experience

The Statutory Guidance for the Children and Young People (Scotland) Act 2014 identifies 8 Outcomes for Corporate Parents to work towards:

1. Providing safe, secure, stable and nurturing homes for looked after children and care leavers

2. Enabling looked after children and care leavers to develop or maintain positive relationships with their family, friends, professionals and other trusted adults

3. Upholding and promoting children's rights

4. Securing positive educational outcomes for looked after children and care leavers

5. Ensuring 'care' is an experience in which children are valued as individuals, and where support addresses their strengths as well as their needs

6. Ensuring physical or mental health concerns are identified early and addressed quickly

7. Increasing the number of care leavers in education, training and employment

8. Reducing the number of looked after children and care leavers who enter the justice system

We have aligned our corporate parenting plan to these 8 outcomes and made clear where there is crossover with other work we are doing in children's services to keep The Promise and uphold children's rights.

Corporate Parenting Group

Aberdeen City's Corporate Parenting Group has responsibility for the delivery of the Corporate Parenting Improvement Plan, collation and monitoring of data and quality assurance in relation to children and young people with care experience, delivering on identified aims set out in the Local Outcome Improvement Plan (LOIP) and driving the implementation of The Promise across the Partnership. The Corporate Parenting Group engages with care experienced children and young people and seeks to ensure all improvement activity takes full account of their views and lived experiences.

Specifically, the group has oversight of the refreshed LOIP Improvement Project Stretch Aim 6; *"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"* and the following improvement projects:

- Reduce by 5% the number of children entering the care system by 2024.
- 100% of children and young people leaving care are offered a health assessment to identify gaps in their health provision and needs by 2024.
- Increase the number of young people with care experience by 10% receiving multi-agency throughcare/aftercare support by 2023.
- Reduce the number of children being permanently removed from parents with care experience.
- Increase by 100% the number of partners supporting kinship carers by 2023.
- 80% of the identified multi-agency workforce successfully complete Corporate Parenting training aligned to the Promise by 2025.

Key data, research and reports related to children and young people with care experience (such as publications from The Promise Scotland team, research from Who Cares? Scotland and discussion points from national groups such as SPRAG) are considered by the group to identify implications for us as corporate parents to enable us to take action where required.

Corporate Parenting and The Promise in Aberdeen

#KeepThePromise

Responsibility to deliver on the Promise does not sit solely with the Corporate Parenting Group and whilst there is significant crossover between the calls to action from The Promise and our Corporate Parenting improvement planning, achieving the aims of The Promise requires investment of the broadest kind across resources and agencies. This report, however, focuses on the aspects which do cross-over with corporate parenting improvement aims.

On 5th February 2020, the Independent Care Review published seven reports, with 'the promise' narrating a vision for Scotland. The Independent Care Review recognised that the whole landscape of systems and services that interact with children and families needed to change.

The Promise is responsible for driving the work of change drawn from the findings of the Independent Care Review and makes clear the extent of change required, however, the outcomes that Scotland needs to achieve are simple and reflect Scotland's existing commitment that all children "grow up loved, safe and respected so they can fulfil their potential".

In Aberdeen we know that commitment and alignment to The Promise requires more than sentiment and change from within single agencies, that the care system is far reaching, and that care experience can have a lifelong impact. All services in and around care have responsibilities for delivering on The Promise, not just for those children currently in care, but for all who have, or will go on to have, care experience including infants, children, young people and adults.

The Scottish Government's Promise team translated the findings of the Care Review into The Plan for change which will be phased across ten years from 2020-2030. Plan 21- 24 is the first of 3 plans and was published in April 2021.

Plan 21-24 focuses on the period from 1 April 2021 until 31 March 2024 and outlines a series of outcomes that must be fulfilled by 2024.

The five priority areas for Plan 21-24 are:

• The right to a good childhood

• Whole family support

• Supporting the workforce

• Planning

• Building capacity

Led by Aberdeen City Council colleagues, under the auspices of the Children's Services Board, the partnership has undertaken a self-evaluation of progress in Year One of Plan 21-24 (Appendix 1) to examine how children's services in Aberdeen are and need to support the change agenda to keep the Promise. This exercise has helped identify gaps and areas for further development across the multi-agency children's services partnership.

Aberdeen Year 1 of Plan 21-24: Status of Work
31st March 2022
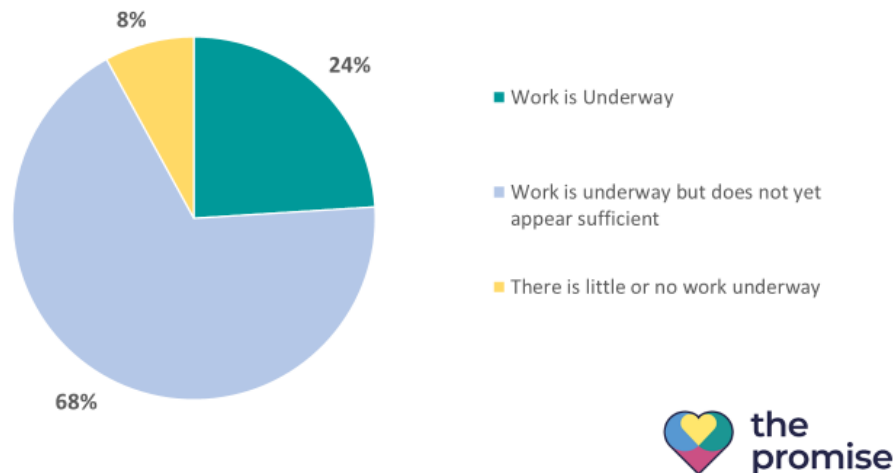
Figure 1: Aberdeen Promise Status of Work Year 1

As Figure 1 illustrates, progress has been made in Year One of Plan 21-24, however, there is still a significant amount of work to do if we are to affect the transformational change required of us all in and around the care system to deliver on The Promise. Notably, where there is 'little or no work underway', action to progress change is required to be made at a national, systems level e.g., by the Scottish Government or Children's Hearing system, before a local response to the call for change can be made.

Over the remaining years of Plan 21-24, our local priorities for change are:

- Whole Family Support: supporting families (of all shapes and sizes) with a focus on what support works to keep families together and support wider families to care, ensuring that support feels coherent, holistic and relational
- Trauma: delivery of early and preventative trauma informed support across all services
- Children's Rights: embedding a rights-respecting approach into all services and ensuring that rights of the child, their own needs and their voice is at the centre of decisions about what is best for them
- Poverty: ensuring that our local services know and understand the impact of poverty and work to reduce the number of children growing up in poverty and the negative outcomes associated with that
- Participation: involve the care community and lived experience in our plans to #KeepthePromise by working with families to redesign the services available to them to make them work better for those that use them

We will continue to work in collaboration with the Promise Scotland Team and our Promise Delivery Partner and welcome the opportunities this brings for mutual and ongoing knowledge exchange and support around implementing The Promise in Aberdeen.

Children's Rights and Corporate Parenting

The United Nations Convention of the Rights of the Child (UNCRC) sets out specific rights that all children have to help fulfil their potential.

In March 2021, the Scottish Parliament passed the UNCRC (Incorporation) (Scotland) Bill, to incorporate the UNCRC into Scots law. The Supreme Court determined that certain parts of the Bill fall outwith the competence of the Scottish Parliament. It is anticipated that the Scottish Parliament will reconsider the Bill. Respecting, protecting and fulfilling children's rights is central to #KeepThePromise and the Getting It Right For Every Child (GIRFEC) which continue to underpin how we love, care for and support all children and young people in Scotland.

Children's rights have been prioritised and intrinsically woven throughout our corporate parenting and children's services planning in Aberdeen. Some examples from 2022 of our efforts to embed a rights-based approach are:

- Inter-agency Referral Discussions template and guidance were refreshed to take cognisance of care experience, children's rights, and a child's need for advocacy at the initial stages of child protection processes.
- Feedback from children and young people via the Young Person's Rights Service continues to have a strong influence on the work and priorities of the Corporate Parenting Group.

In 2022, Aberdeen City had an average of 506 infants, children and young people who were 'looked-after' in various care settings across the year.

We are reducing the number of children and young people coming into the 'care system' and are working to support more children and their families to remain together.

Looked After Status

Measure ● Ceasing to be Looked After ● Starting to be Looked After
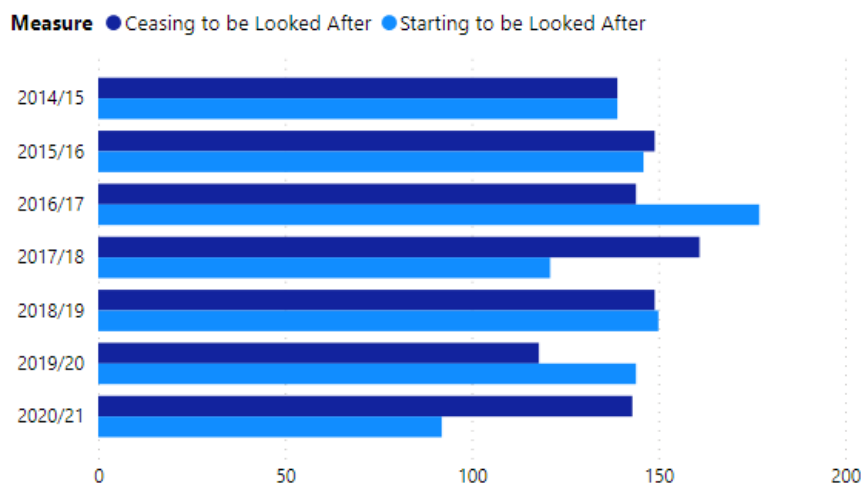
Accommodation of Looked After Children

Year ● 2016/17 ● 2017/18 ● 2018/19 ● 2019/20 ● 2020/21
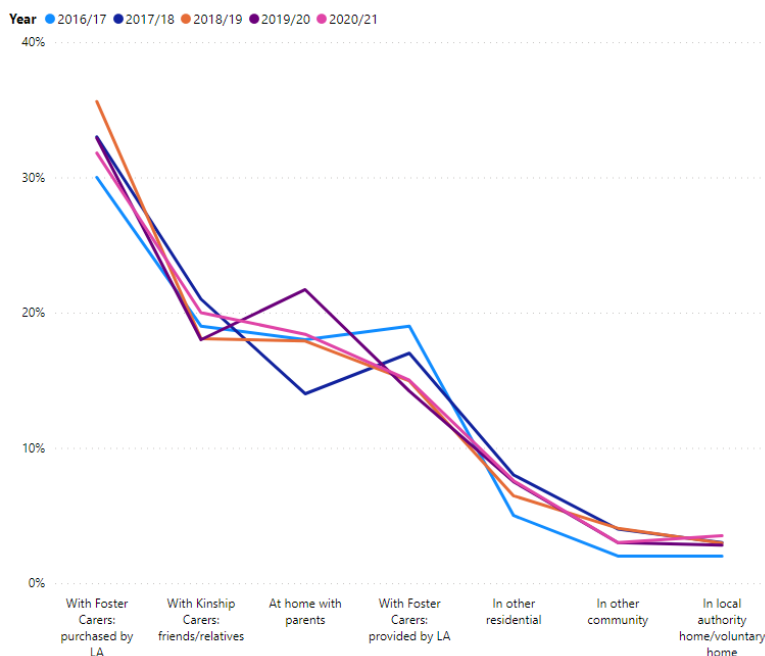
The latest national figures show that 13, 255 children in Scotland are currently in care. In Aberdeen, we are in-line with or better than the national average (from the Scottish Government's CSW Statistics Report 2020-21) in relation to:

- Reducing numbers of children and young people being looked after

- Proportion of children being looked after in secure care
- Majority of our children being looked after are placed in the community

Where Aberdeen City differs from the national average:

- Proportion of children looked after at home or with kin
- Percentage of purchased foster care placements from independent fostering providers

Looked After at Home
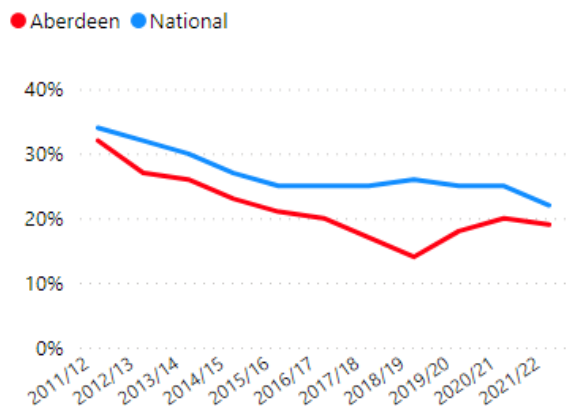
Kinship Care
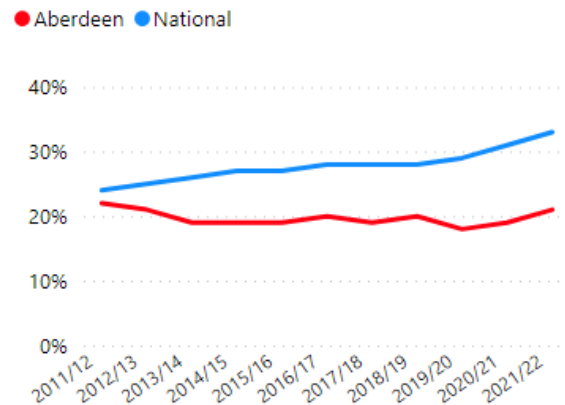
There is a nominal positive trend in the numbers of children and young people being looked after at home versus away from home in comparison to 2020/21 data, however, multi-agency efforts on shifting the balance of care toward recognising how we can safely care for children and young people at home or in kinship arrangements is still crucial if we are to keep The Promise and meet our own local targets of increasing the percentage of children and young people looked after at home or in kinship arrangements.

As part of our consultation on the refreshed Children's Services Plan, Corporate Parenting Plan 2023-2026, and annual review of the work of the Champions Board we asked children and young people with care experience to tell us what they thought of Corporate Parenting in Aberdeen.

What's good about Corporate Parenting in Aberdeen?

- *"It exists!"*
- *"We're talking and making plans to change the system"*
- *"Some workers/teams continue to provide support past age cut-offs"*
- *"We like informal opportunities (like Supper Club) to chat and meet corporate parents."*
- *"Celebrations of care but we want more representation from Corporate Parents"*
- *"I like coming to Westburn for food and Rights walk"*
- *"I've had really bad experiences with the Police but this [Participation activity with Corporate parents] has given me and my kids the opportunity to see Police positively."*

What could Corporate Parents do better?

- *"do what you say you're going to do like you would for your own children"*
- *"don't cut off support at 26 years old"*
- *"use views, comments, and queries in our own words, not their own interpretation, avoiding us having to tell our story, views or issue more than once to different people, in case of workers being off, or changing jobs"*
- *"Help everyone understand what it means to be care experienced."*
- *"Corporate Parents should talk more to those still experiencing the care system as opposed to those who have left"*
- *"We need more specific supports for looked after and care experienced children and young people like the LAC Nurse"*
- *"Understand care experienced young people as individuals, their traumatic experiences, not making us tell our story or issues again and again"*
- *"Be non-judgemental"*

Carers

Carers play a vital role in helping us understand the experiences and voice of children and young people in their care. We asked some carers to tell us what they thought about Corporate Parenting in Aberdeen and what changes they would like to see in the refreshed corporate parenting plan:

- *"To listen more to kinship carer to be able to work out how support can be put in place, for the child & the carer."*
- *"Honesty, trying to keep promises, & for carers to be more informed about changes, for example (team manager's taking over chairpersons role in LAC meetings)."*

Challenges in 2022

- It is well known that **poverty** adversely impacts upon health and wellbeing and in 2022, the cost-of-living crisis further threatened children, young people, carers and their families.

  Some of our Care Leavers shared examples with the Champions Board in June 2022 about the kind of things they and other care experienced young people are finding difficult:

  "Food prices and shopping are getting more expensive"
  "Finding it difficult to know what support is available and how to access it"
  "One-off support payments are welcomed but not so helpful in the long run"
  "Fuel costs rising and more rises to come"
  "Support for parents during school holidays not covering costs"
  "Covid then cost of living crisis affecting mental health"
  "It's unfair that we always have to make the changes, what are our corporate parents doing for us?"
  "Asking for help makes me feel bad"

  Children growing up in poverty are more likely to be removed from their families. Beyond the material aspect, poverty also takes a toll on children and adult's physical and mental health and wellbeing that can, in some cases, increase the risk of interaction with the 'care system'. Development of a Whole Family Support model is a priority of children's services planning in Aberdeen which seeks to support families earlier and to stay together and learning and reflection from the voice of children and young people with care experience has been incorporated into Aberdeen City's Poverty Action Plan 2022-2026.

  Changes to support such as; the timing of when the higher education bursary for students with care experience is paid have been considered helpful. As are the development of resources such as the Scottish Throughcare and Aftercare Forum Real Toolkit, which can help young people and their workers understand what they are entitled to/where to get help, however, more support is needed to ensure that no child or young person leaving care in Aberdeen experiences poverty.

- **Mental health** has been further negatively compounded by the cost of living crisis with many of our children and young people talking about the challenges accessing mental health supports and the prevalence of these issue for them. A thematic Champions Board held on the issues of mental health was held in April 2022. Young people with care experience asked for designated supports and highlighted the omission of any local mental health services for 18-26 year olds.

- Our contractual partnership with Who Cares? Scotland came to an end in 2022 leaving us with a vacant Development Officer post to support improvement around **Participation and Voice.** A small cohort of colleagues within children's social work have worked hard to continue facilitating activities such as monthly Supper Clubs, to support the participation and voice of young people with care experience as an interim measure, however, we hope to recruit again for this vital post in 2023.

Highlights from 2022

- In April 2022, a new Principal Planning and Development Officer post in Aberdeen City's Corporate Parenting Team was successfully recruited to. Initially working with the Development Officer from Who Cares? Scotland, this post has further enabled us to expand our support of the engagement and participation of our children and young people with care experience.

- In September 2022, training on Corporate Parenting was delivered to all probationer teachers in Aberdeen City and to a cohort of newly qualified social workers. The sessions were well attended and received. Feedback from these sessions is informing ongoing work to develop and refresh our Corporate Parenting training, including a reworking of the mandatory e-learning module for all Aberdeen City Council staff and creation of local multi-agency training, to ensure relevant policy and legislative changes are included.

- Aberdeen City's Corporate Parenting pages on Aberdeen Protects went live in 2022. The content on the site seeks to increase understanding and awareness of Corporate Parenting with our workforce and the wider public, as well as provide a platform for routine and accessible reporting on improvement activity: https://www.aberdeencity.gov.uk/Aberdeen-Protects/improving-childrens-futures/corporate-parenting

- 2022 saw the resumption of face-to-face Champions Boards, celebrations of care and regular events seeking to offer connection and support to our children and young people with care experience.

- New Pathways Advocate posts have been introduced across eleven Secondary schools in Aberdeen to support, monitor and track young people with care experience in pathways planning and achieving a positive and sustained destination. Pathways Advocates provide advice and support around choices, vocational pathways and future options and work closely with Principal Teachers of Guidance and Skills Development Scotland, Careers Advisors. Two Edge of Care pilots in Northfield and Lochside Academy were also introduced to mitigate barriers to school attendance by providing intensive support to those who are care experienced or on the edge of care. The impact of these changes will be closely monitored to inform next steps and have been incorporated into our Corporate Parenting Plan for 2023-2026.

- A suite of multi-agency data, to support our monitoring of Corporate Parenting activity and tracking of trends for our children and young people with care experience across the partnership, has continued to develop and mature.

- Sport Aberdeen distributed 250 free Fitness memberships to young people with care experience, and those in their support network, and provided 350 hours of one-to-one support to 22 young people to support their participation in various fun activities.

Corporate Parenting Plan 2021- 2023

The timing of this annual report offers an opportunity to review the work carried out in the 2021-2023 iteration of our Corporate Parenting Plan and to present our new plan for 2023 - 2026.

Review of Corporate Parenting Plan 2021- 2023	
We said we would do	**We did**
Improve education outcomes for children and young people with care experience by supporting engagement with MCR Pathways.	MCR Pathways was implemented across 6 of the 11 academies in the city in 2020. Due to the impact of the pandemic on embedding the programme there is limited data available on the improvements made and a continuation of the programme has been recommended.
Improve the knowledge and skills of the workforce in relation to their Corporate Parenting duties and responsibilities and by doing so highlight the pervasive impact of care experience on opportunities and life chances.	Aberdeen City Council's mandatory workforce training was developed and launched on ACC Learn in 2020. A refresh of the training is scheduled for 2023 with plans to widen this out to multi-agency partners.
Feature and promote the recommendations of The Independent Care Review across key systems, processes, and partnership practice.	See Promise section of this report on page 19.
To work in ways which recognise the life-long impact of trauma, placing recovery principles at the forefront of corporate parenting planning.	All of our local residential staff continue to be trained in trauma-recovery principles and ensuring our multi-agency workforce is trauma-informed and where necessary, trauma-skilled, is a priority of our Corporate Parenting Plan.
Continue to develop participation and engagement opportunities with and for our children and young people. Seek creative ways to listen to and capture children and young people's voices and views.	See Participation and Voice section of this report on page 29. An access scheme for the promotion of digital inclusion for care leavers was also developed.
Increase by 3% the number of children looked after at home or with their family (kinship) by 2023.	Children's social work data shows that there has been a 5.4 % increase in the number of children living in kinship placements and looked after at home (33.8% Q1 2019) to 39.2% Q3 2022). However, Aberdeen City continues to have a higher percentage of children and young people placed within a fostering setting compared to the national position. To address this and support children to stay

	with their families where safe to do so , development of a Family Support Model is a priority of children's services planning in Aberdeen.

Participation and Voice

In Aberdeen, we have used a broad range of participative opportunities to engage with and listen to children and young people with care experience. We use the voice of children and young people to inform the work of the Corporate Parenting Group and Champions Board to bring about changes to supports and services. In 2023 we plan to develop a robust means of feeding back to children and young people more routinely on what we have done with what we have heard.

Aberdeen Care Experienced (ACE) is the support network for Care Experienced young people up to the age of 26 years in Aberdeen.

ACE Core Activities and Outcomes		
	Activity	**Outcome**
1	Youth engagement and participation	Children and young people will have opportunities to share their views across a range of media.
2	Young people development	There will be examples of young people making contributions to Aberdeen City's Champions Board.
3	Partnership working	Core partners will engage in Champions Board and each will demonstrate impact.
4	Information, awareness-raising, and promotion	Co-produce events which highlight corporate parenting role.
5	Monitoring and evaluation	Gather, hold, evaluate information concerning core activities impact on young people and investment in exit planning strategies.

In 2022, quarterly Champions Boards took place and after adapting to virtual meetings during lockdowns face to face meetings resumed in April 2022.

Monthly Supper Clubs were held at Aberdeen City Council's Westburn Road building, where young people with care experience, and at times their families, have come along to relax, chat and have some food cooked for them by various Corporate Parents who have attended and prepared a meal.

Borne out of Covid-19 lockdowns, as a means of addressing isolation in our care experienced community, the Young People's Rights Service (YPRS) facilitated and continue to hold monthly group walks, allowing young people to come together in the outdoors, at a safe distance to socialise and have something to eat. The group has no formal agenda and provides a relaxed opportunity for young people to be active, feel connected and get support.

In August 2022, Aberdeen hosted the National Leadership Network and co-hosted a Leadership Roadshow Event where one of our own young people with care experience works with the national organisation to bring a variety of leadership opportunities to the care experienced community in Scotland. The event was fun-filled and informative, attended by young people with care experience and local representatives from Aberdeen's Young MSPs and Youth Council, Sport Aberdeen and Scottish Youth Enterprise business support.

In December 2022, children's social work put on an advent calendar of activities including a range of both online and in-person activities such as a quiz, supper and movie nights, arts and crafts sessions, and a Christmas tree light up. A 3-course Christmas lunch and gifts were delivered to around 80 people on the day itself.

A care-experienced specific Warm Space was also trialled in December by staff at Westburn Road, and has since become a weekly fixture, offering young people the opportunity to drop-in, have some food, get warm and use facilities e.g., to charge their phone, wash clothes, and use the food pantry, etc. These warm spaces are well attended and offer young people a relaxed environment in which to connect, receive information and get support.

The Mind of My Own (MOMO) app has continued to be utilised by children's social work to support children and young people to express their views and needs and to keep in contact with professionals.

Whilst our participation and engagement opportunities are well attended by care leavers, we have not yet been able to increase the participation of those children and young people currently in care. This is a focus for us in 2023-2026.

Our multi-agency Corporate Parenting data set focusing on children and young people with care experience is routinely shared with members of the Corporate Parenting Group and Children's Services Board. Data is analysed for emerging trends and support needs which allows the group to act where necessary. The data set spans across the partnership from social work, health, education, housing, police, and other services.

The data gathered is aligned to 8 scrutiny questions grounded in the 8 outcomes for Corporate Parents to work towards within the Statutory Guidance for the Children and Young People (Scotland) Act 2014. The data gathered continues to be refined to include measures relating to our performance in achieving various aims of The Promise and Plan 21-24.

Areas of Progress

- Routine data is now available for all 8 scrutiny questions.
- Aberdeen City's Data and Insights Team have developed a heat map of the location of our children and young people who are looked after to help us understand and demonstrate the distances our children and young people are often living from Aberdeen.
- The Lead Officers for Corporate Parenting and Child Protection work closely to ensure alignment between the Corporate Parenting and Child Protection data sets and strategic planning.

Areas of Concern

- The Corporate Parenting Group has identified gaps in our multi-agency data gathering in relation to the mental health of children and young people who are looked after, brothers and sisters and the use of restraint. We are aware that we are not the only local authority area to be experiencing these challenges and continue to work with and learn from colleagues from the Promise Scotland and other national groups to share learning and developments in these areas.
- The introduction of a new recording system to Children's Social Work, Dynamics 365, in late 2022 has impacted upon the reliability of children's social work data and the creation of new data collection fields as the service adapts to the change and IT support is reduced to support the embedding of the new system.

Areas of Interest

- Most data collected across the partnership relates specifically to looked-after children and we hope to develop routine collection of care-experienced data to help us better understand a child/young person's experiences and outcomes beyond care better. Work to improve our workforces understanding of the language of care is underway to support achievement of this.
- Interface with the Promise Scotland Team around our Corporate Parenting data set has shown that we are in a comfortable position in relation to data locally in comparison to other local authority areas who do not have as well developed data sets.

Conclusion

This seventh annual Corporate Parenting Report for Aberdeen City celebrates the significant developments and improvements over 2022. It highlights the commitment of agencies and services to care for Aberdeen's children and young people and keep The Promise.

This report demonstrates the progress made as well as the areas for continued or new development over the coming years.

The aims and priorities of Corporate Parents in Aberdeen are outlined in Appendix 1 Aberdeen City's Corporate Parenting Plan 2023-2026 which aligns to The Promise, local Children's Services Plan, LOIP and the UNCRC, describing how and when these improvements will be achieved.

Feedback on the annual report, corporate parenting plan or any other aspect of corporate parenting in Aberdeen is welcomed and can be provided here:
https://forms.office.com/e/rNNQZdyMeh

Corporate Parenting Feedback
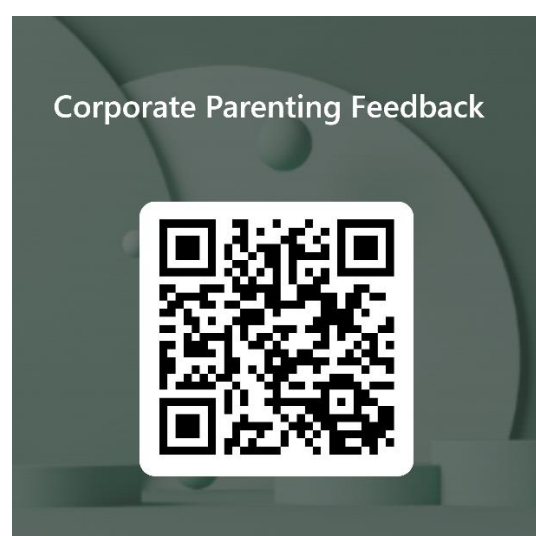
Find out more

To find out more about Corporate Parenting in Aberdeen please visit: Corporate Parenting – Aberdeen Protects.

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Aberdeen City

Corporate Parenting Action Plan 2023 – 2026

Why do we have a Corporate Parenting Plan?

This plan sets out how we intend to exercise our corporate parenting responsibilities in Aberdeen and is aligned with other plans such as Aberdeen City's Children's Services Plan.

Aberdeen City's Children's Services Plan 2023-26 highlights the Corporate Parenting responsibilities of the partnership with the following stretch outcome:

"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."

To achieve this outcome, Corporate Parents across the partnership have focused on evidencing improvement in the following areas:

1. Improving education and health outcomes for children and young people with care experience
2. Supporting attainment of balance of care, where children are able to remain more often at home and or with kin
3. Supporting children and young people to understand and access multi-agency throughcare and aftercare services

Who is this plan for?

This plan is for partners in the Aberdeen City area with corporate parenting responsibilities, it outlines the work of Aberdeen City Council working in partnership with the following organisations.

There are 24 organisations in Scotland that the Scottish Government identifies as Corporate Parents. Locally, this includes Aberdeen City Council, NHS Grampian, Police Scotland, Scottish Fire and Rescue Service, North East Scotland College (NESCOL), Robert Gordon University and University of Aberdeen, Sport Aberdeen, Children's Hearings Scotland, the Scottish Children's Reporters Administration (SCRA) and third sector partners, represented by Aberdeen Council of Voluntary Organisations (ACVO).

This Corporate Parenting Plan has been developed by Aberdeen City's Corporate Parenting Group, which is made up of representatives from the above organisations. The focus of this plan is on what we can do together.

What has informed the plan?

Our draft plan has been created from what we have heard from children, young people, their families and carers, and our workforce so far about what is important to them.

The priorities in the plan have been based on:

- An evaluation of how we have met the objectives stated in our previous 3 year plan
- Regular Champions Board
- Participation Events with children and young people such as Care Day and Supper Clubs
- Regular meetings of the Corporate Parenting Performance and Improvement Group
- Local Care Leavers Review

Corporate Parenting Action Plan 2023 – 2026

Strategic Outcome 1: Provide safe, secure, stable and nurturing homes for looked after children and care leavers				
Key Local or National Drivers	**Key Actions**	**By when**	**How will we know**	**By Who**
The Promise (Support) Every child that is 'in care' in Scotland will have access to intensive support that ensures their educational and health needs are fully met.	• We listen to and learn from the feedback of children and young people with care experience and their families to ensure the design and improvement of services takes account of their views.		Establish a sustainable feedback loop.	Children's Social Work
	• We will better understand the circumstances that led to our children and young people with care experience entering the care system to inform a preventative Family Support Model.		Audit of circumstances compiled and shared. Number of children in the care system	Corporate Parenting Group
	• Evaluation of the impact of the Family Nurse Partnership Programme on parents who have experienced care. • Ensure awareness of and access to ante-natal programmes for expectant parents with care experience under the age of 25 years.		Number of young parents with care experience who feel prepared for parenthood. Number of children accommodated from parents with care experience within the first 12 months.	Family Nurse Partnership Corporate Parenting Group
	• All children and young people leaving care will be offered an assessment of their health needs to identify any gaps in their health care/provision.	31st March 2024	% of looked after children who are offered a health assessment prior to leaving care (Aim 100%)	NHS Grampian

			% of looked after children who have a health assessment prior to leaving care. (Baseline 0)	
We will provide safe care to our children and young people.	• Children and young people with care experience will not be overrepresented in the numbers of overall missing children.		Number of children and young people with care experience missing (Baseline 74 – 2021/22)	Police Scotland Youth Justice Group
Scotland will have a cohesive central picture of all data on the processes and systems that directly and indirectly impact on children and their families, including wider socio-structural factors.	• Corporate Parents across the partnership will collaborate to understand our children and young people and be able to identify and respond to trends across our care experienced population.		Continue to develop our Corporate Parenting data set to include data on keeping the Promise.	Corporate Parenting Group

Strategic Outcome 2: Enable looked after children and care leavers to develop or maintain positive relationships with their family, friends, professionals and other trusted adults				
Key Local or National Drivers	**Key Actions**	**By when**	**How will we know**	**By Who**
The Promise (Relationships) All children living in and around Scotland's 'care system' will be maintaining safe, loving relationships that are important to them.	• We will grow the capacity of Aberdeen City's Fostering Service to reduce the number of children placed with Independent Fostering Agencies (IFA's) out with the city.		% of children in foster care placed with an IFA (Baseline 66% or 149 children) Number of children in foster care placed with ACC carers (34% or 74 children) Number of Foster Carers available locally (Baseline to be added)	Children's Social Work
There will be no barriers to 'contact' and children will be supported to have time with people they care about.	• Our workforce will understand the benefits and risks of keeping a child at home/with family versus the lifelong impact of removal. • Increase the % of Child's Plans at Child Protection Planning Meetings (CPPM) and Looked After reviews which reflect the voice of the child and their family and identify how relationships will be maintained.		% of Child's Plans at CPPMs and looked after Reviews which fully reflect the voice of the child and family when quality assured, are 'good' or better. (Baseline being determined).	Children's Social Work
	• Development of a Children's Social Work workforce strategy to address current recruitment issues.		% of vacancies (Baseline - 12%)	Children's Social Work
The Promise (Brothers and Sisters)				Children's Social Work

Scotland will stop the practice of separating brothers and sisters, unless for reasons of safety.	• Reduce the number of instances where brothers and sisters are separated. • Where it is decided brothers and sisters cannot be cared for together, ensure the reasoning for this is explicitly recorded in individual children's plans.		Number of brothers and sisters who are separated (Baseline to be added) Number of explicit references to reasoning in Child's Plans (new measure).	
	• Increase the multi-agency support offer to kinship carers to take account of the complexity of caring for children within these arrangements and the support needs of kinship carers. • Review and develop the multi-agency support offer to our kinship carers.		Number of partners providing support (Baseline 2 – 2022) Number of kinship carers receiving multi-agency support.	Corporate Parenting Group
	• The partnership will assume the presumption that brothers and sisters will be cared for together unless their best interests indicate otherwise. • All social work professionals will feel confident when assessing the needs of brothers and sisters. • Universal services informing assessments through routine collation of child's relationships.	March 2024	Number of Lead Professionals who report confidence in assessing brothers and sisters. (Baseline to be determined)	Brothers and Sisters Thematic Group
In keeping with the Promise, transitions for children and young people will be limited,	• Every young person leaving care will have a multi-agency pathway plan		% of looked after 15/16 year olds with a pathway plan % of young people in continuing care placements	Corporate Parenting Group

| relational, planned and informed. | • When commissioning services, and/or considering out of authority care, Integrated Children & Families Services will confirm the providers capacity for Continuing Care, including transitions and maintaining relationships. | | % of children and young people who move care setting on a planned/unplanned basis | |

Strategic Outcome 3: Upholding and promoting children's rights				
Key Local or National Drivers	**Key Actions**	**By when**	**How will we know**	**By Who**
UNCRC **The Promise** **(Children's Rights)** Advocacy provision will follow the principles set out in the Promise. Children and young people with care experience will be able to easily access child centred legal advice and representation.	• Unaccompanied asylum-seeking children and young people will be supported to access appropriate legal advice and representation to resolve their legal status. • We will review our advocacy and support duties in light of Children's Hearing Scotland reform expected April 2023.		Number of young people accessing advocacy and children's rights services who are: • Care experienced • Looked after • Involved in child protection processes (Baseline to be added). Number of young people with legal representation (Baseline 0)	Children's Social Work
Supporting children and young people to understand and access multiagency throughcare and aftercare services LOIP UNCRC	• Review welfare assessment process to ensure that where a welfare assessment applies it is completed from a multi-agency perspective. • Develop and launch awareness raising materials to increase children and young people with care experience's knowledge of their rights and how to access services. • Reduce young people being closed to services between the ages of 16-19.	31st March 2025	Number of young people with care experience receiving multiagency throughcare/aftercare	Corporate Parenting Group

	• Increase uptake of Young Scot card to ensure care experienced young people experience less poverty.			
Planning and delivery of national policies aligned to improving outcomes for those who experience care	• Planning and delivery of new policies and legislation impacting on children and young people will be co-produced in collaboration with them, including (but not restricted to): ➢ Reform of CHS ➢ Children's Care and Justice Bill ➢ Whole Family Wellbeing Fund ➢ Implications of the Bail and Release from Custody (Scotland) Bill ➢ Plan 25 – 27 ➢ Complaints processes for children and young people when published by the Ombudsman			
All children and young people with care experience, wherever they live, will be protected from violence and experience the safeguard of equal protection legislation	• Multi-agency position statement on restraint • Roll out of trauma training aligned to position statement.		Number of incident reports regarding restraint for care experienced children and young people (Baseline to be established)	Corporate Parenting Group
	• Reduce use of care providers who use physical restraint and restrictive practices.		CSSF process and IPA review. Number of children and young people placed with external providers who use physical restraint (Baseline to be established)	Children's Social Work

Children and young people with care experience will have opportunities to participate and have their voices heard about what matters to them.	• Recruit dedicated Participation Officer for children and young people with care experience • Continue to hold Champions Boards at least quarterly • Offer a range of participation activities and opportunities to children and young people with care experience		Recruitment of Participation Officer Number of participation opportunities held per year Qualitative feedback from young people	Children's Social Work
Implementation of a Bairns Hoose	• Planning and delivery of a Regional Bairns Hoose will take account of the lived experiences of children, young people and families. • We ensure feedback from children, young people and their families with experience of child protection interventions directly influence the design and delivery of our Bairns Hoose.	By 2025	Bairns Hoose established.	Corporate Parenting Group, Child Protection Committee and Chief Officers Group

Strategic Outcome 4: Secure positive educational outcomes for looked after children and care leavers				
Key Local or National Drivers	**Key Actions**	**By when**	**How will we know**	**By Who**
The Promise (Right to Education) Children and young people with care experience will receive all they need to thrive at school. There will be no barriers to their engagement with education and schools will know and cherish their care experienced pupils. The formal and informal exclusion of children and young people with care experience from education will end.	• Evaluate the impact of the intensive Edge of Care Pilot at Lochside and Northfield Academies to inform next steps for school session 23/24 and beyond. • Building connections for care experienced communities in schools.	June 2023	In target schools: % attendance of children and young people who are looked after (Baseline 76%) % of children and young people who are looked after attending full time (Baseline 10%) Number of temporary half day exclusions for children who are looked after (Baseline 383 half days)	Education and Children Social Work

Strategic Outcome 5: Ensure 'care' is an experience in which children are valued as individuals, and where support addresses their strengths as well as their needs				
Key Local or National Drivers	**Key Actions**	**By when**	**How will we know**	**By Who**
The Promise Organisations that have responsibilities towards children and young people with care experience will be able to demonstrate that they are embedding destigmatising language and practices across the way they work	• Refresh and roll out multi-agency Corporate Parenting training.	March 2025	% of children's workforce, Chief Officers, Elected Members, and all corporate parents who complete Corporate Parenting training aligned to the Promise (Baseline to be added).	Corporate Parenting Group
We will promote the voice of all children and young people in decision-making	• Increase the use of alternative communication systems to elicit the voices of children and young people with care experience with disabilities.	2026	The number of children with disabilities who have access to a professional utilising their alternative communication system at looked after reviews.	Corporate Parenting Group Aligns with CP project of ASN&D
Partners across Children's Services will have the skills and competencies they require to deliver high quality services when working with our children, young people and their families.	• Delivery of a new framework of support for staff to ensure people involved in the care of children and young people with care experience feel valued, encouraged and have supportive relationships for reflection with high quality supervision and environmental conditions.		Number of staff who have undertaken the National Trauma Training Programme to a level appropriate to their role.	Corporate Parenting Group Aligns with Children's Services Board

Strategic Outcome 6: Ensure physical or mental health concerns are identified early and addressed quickly				
Key Local or National Drivers	**Key Actions**	**By when**	**How will we know**	**By Who**
All children and young people will have access to holistic health support as soon as they enter care.	• Improve take-up and timescales for Initial Health Assessments (IHA). • Children and young people entering care will be referred to services that can meet assessed mental health needs within 4 weeks of the referral being made.		Monitoring of IHA data. Number of young people in care accessing services to meet assessed mental health needs within timescales (New measure).	NHS G
Children and young people with care experience will have access to the same routine medical checks and health promotion initiatives as their peers.	• Reduce the amount of placement moves children and young people experience in care. • Where a placement move has occurred, we will seek to ensure continuation of medical investigation/treatment and access to routine care and health promotion initiatives in line with child's age and stage of development. • Where routine opportunities have been missed, supplementary support will be provided.		Number of placement moves School Nurses to develop tracking system to ensure routine opportunities to meet health needs are not missed or where missed, supplemented. Data from Leaving Care Assessments will evidence reduction in health inequalities/missed opportunities. (Leaving Care assessments to be established)	Corporate Parenting Group
Ensure that priority is given to meeting the mental health and health care needs of children and young people with	• Children and young people leaving care will be referred to services that can meet assessed mental health needs within 4	March 2024	Number of young people in care accessing services to meet assessed mental health needs (New measure.	Mental Health Collaborative

care experience in a manner compliant with United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill (as enacted).	weeks of the health assessment being completed.		% of children and young people leaving care referred to service that can meet mental health needs within 4 weeks of the health assessment being completed (Baseline to be established)	
Approaches to mental health support for children and young people with care experience should be holistic and relationship-based. Champions Board asks.	• Review of CAMHS provision to children and young people with care experience • Extension of CAMHS service up to 25 years old for young people with care experience. • Co-location of health professional at Westburn.		Review and recommendations. Establishment of service. Successful recruitment to co-located post.	NHS G CAMHS

Strategic Outcome 7: Increase the number of care leavers in education, training and employment				
Key Local or National Drivers	**Key Actions**	**By when**	**How will we know**	**By Who**
The Promise (Right to Education) Schools will support and ensure young people with care experience go on to genuinely positive and sustained destinations, such as further education or employment.	• Evaluate the impact of Pathways Associates on care experienced young people's attainment, achievement and positive destinations by 2024 to inform next steps. • Support young people with care experience's participation in college/university outreach initiatives and open days.		% of young people with care experience entering a positive and sustained destination. (Baseline 76.5% - 20/21) Total tariff points of young people with care experience (L20% 0, M60% 58, H20% 441) – 20/21 % of young people with care experience heading into employment (Baseline 0% 2021) % of young people with care experience entering further education (Baseline 35.29% - 2021) Number of young people with care experience being excluded (Baseline 107 half day exclusions over 20/21).	Education Service
Improve access to school leavers in growth or volume sections	• Guaranteed job interview for care experienced in HCSW posts and access to work placements within NHSG		Number of young people with care experience who access work placements within NHSG (new measure)	NHSG

Strategic Outcome 8: Reduce the number of looked after children and care leavers who enter the justice system				
Key Local or National Drivers	**Key Actions**	**By when**	**How will we know**	**By Who**
The Promise The disproportionate criminalisation of children and young people with care experience will end.	• Multi-agency workforce development will be progressed in keeping with trauma specialist approaches: recognising appropriate, proportionate responses to the impact of developmental trauma. • Multi agency partners will review/amend/update their local practice and processes on physical restraint of young people with experience of care to align these with trauma informed practices. • There will be an improved recognition and responses by the workforce by delivering a comprehensive workforce development programme.	March 2024	Number of offences linked to young people in local children's homes recorded by Police Scotland (Baseline to be added) % of young people with care experience charged with an offence (Baseline 83 – 2022)	Police Scotland Youth Justice Group

Tell us what you think

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Corporate Parenting Feedback

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