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ABERDEEN
CITY COUNCIL

To: 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, 26 June 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, 4 JULY 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

COMMITTEE PLANNER

NOTICES OF MOTION

7.1   There are no Notices of Motion at this time

REFERRALS FROM COUNCIL, COMMITTEES & SUB COMMITTEES

PERFORMANCE AND RISK

EDUCATION

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

CHILDREN'S SERVICES

NOT FOR PUBLICATION

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, 23 May 2023.   Minute of Meeting of the EDUCATION AND CHILDREN'S SERVICES COMMITTEE. <u>Present</u>:- Councillor Greig, <u>Convener</u>; Councillor Mennie, <u>Vice-Convener</u>; and Councillors Al-Samarai, Blake, Bouse, Brooks, Hazel Cameron, Grant, Lawrence, MacGregor, McLeod, Radley and van Sweeden. <u>External Members</u>:- Mrs Frances Cardno (Parent Representative - Primary Schools/ASN), Mr Michael Crawford (Parent Representative - Secondary / ASN), Mr John Murray (Roman Catholic Religious Representative), Mr Madhav Regmi (Third Religious Representative), Miss Pamela Scott (Teacher Representative - Primary Schools) and Mrs Hilda Smith (Church of Scotland representative) (External Members present for articles 1 to 15 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.

URGENT NOTICE OF MOTION

1.   The Committee had before it an urgent notice of motion by the Convener in the following terms:-

That Committee agrees to receive a verbal update on the situation at Dalguise Adventure in which pupils from city schools experienced illness and were returned home early; and furthermore instructs that a service update is produced in advance of the next scheduled Education and Children's Services Committee meeting.

<u>The Committee resolved</u>:-
to approve the urgent notice of motion.

DALGUISE ADVENTURE CENTRE

2.   Further to the decision taken at article 1, the Committee then heard from the Interim Director of Children's and Family Services in relation to six primary schools returning home from Dalguise Adventure Centre following a sickness outbreak. Ms Sheppard explained that the authority had been assured of a deep clean having been undertaken, and had followed advice from Public Health. However, after the children had arrived, staff had raised some concerns but had been assured there was nothing to be worried about. The pond area had been closed off and paper plates and bottled water were in use, however Ms Sheppard advised that there had been no explanation of why these additional mitigations were in place. By the Wednesday, six children had become ill, and staff had escalated their concerns to their Head Teachers. Ms Sheppard explained that the authority did not feel that appropriate assurance had been given by the Centre in response to the concerns raised and the decision had therefore been taken to remove the children from the Centre. 37 children had become ill, and 6 adults. Ms Sheppard advised that she had requested that the Council's Health and Safety team

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
23 May 2023

review the process followed by the Education Service and further information would be provided in the service update which had been requested by the Committee.

Ms Sheppard answered questions from Members.

DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

3.   The following transparency statements were noted:-
- In relation to the Urgent Notice of Motion moved by the Convener, Mr Crawford advised, for reasons of transparency, that his daughter had attended Dalguise Adventure Centre but he did not consider that this amounted to an interest which would prevent him from participating in the item.
- In relation to item 10.1 (Consultation Report: Establishment of Catchment Areas for Gaelic Medium Education), the Vice Convener advised, for reasons of transparency, that her daughter would be attending the Gaelic wing of Gilcomstoun School after summer, but she did not consider that this amounted to an interest which would prevent her from participating in the item.
- Finally, in relation to item 10.8 (Inspection Reporting), Mrs Cardno advised that she had a child at Forehill Primary School, but that as the report was in relation to the Forehill Early Learning and Childcare setting, she did not consider that this amounted to an interest which would prevent her from participating in the item.

MINUTE OF MEETING OF 21 MARCH 2023

4.   The Committee had before it the minute of its meeting of 21 March 2023 for approval.

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

MINUTE OF SPECIAL MEETING OF 30 MARCH 2023

5.   The Committee had before it the minute of the special meeting of 30 March 2023 for approval.

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

COMMITTEE BUSINESS PLANNER

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

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
23 May 2023

The Committee resolved:-
(i)   in relation to item 31 on the planner (Northfield ASG Primary Schools Excess Capacity - Outline Business Case), to note that the Chief Officer – Corporate Landlord would advise Members when the website had been updated in respect of the school roll data; and
(II)   to otherwise note the planner.

PERFORMANCE MANAGEMENT FRAMEWORK REPORT - CHILDREN'S AND FAMILY SERVICES / NATIONAL IMPROVEMENT FRAMEWORK PROGRESS UPDATE - COM/23/156

7.   The Committee had before it a report by the Director of Commissioning which detailed the status of key performance measures relating to the Children's and Family Services function and provided an update in relation to implementation of the Aberdeen City Council National Improvement Framework Plan 2022/23.

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:-
(i)   to note that the Interim Director of Children's and Family Services would circulate information on the deadlines for university admissions once this was available; and
(ii)   to otherwise note the report.

CONSULTATION REPORT: ESTABLISHMENT OF CATCHMENT AREAS FOR GAELIC MEDIUM EDUCATION - RES/23/157

8.   With reference to article 14 of the minute of the meeting of the Education Operational Delivery Committee of 8 September 2022, the Committee had before it a report by the Director of Resources which detailed the outcome 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.

The report recommended:-
that the Committee –
(a)   agree 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;
(b)   agree 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

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
23 May 2023

(c)   agree 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.

The Committee resolved:-
(i)   to agree in principle 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 August 2023;
(ii)   to agree in principle 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 August 2023; and
(iii)   to instruct the Chief Officer – Operations and Protective Services, in conjunction with the Chief Officer - Finance to identify a source of appropriate funding for 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, and to report back to the July meeting of this Committee for further consideration of implementation of the catchment areas referred to in recommendations (i) and (ii) above.

EASTER IN THE CITY PROGRAMME 2023 - CFS/23/139

9.   The Committee had before it a report by the Interim Director of Children's and Family Services which detailed a high-level evaluation of the Easter in the City programme and sought delegated authority to design and deliver a programme for the upcoming school holiday periods (summer and autumn 2023 and spring 2024).

The report recommended:-
that the Committee –
(a)   note the high-level evaluation of the Easter in the City programme;
(b)   instruct the Chief Officer – Education 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
(c)   instruct the Chief Officer – Education to report to Committee on the impact of the summer, autumn (2023) and spring (2024) programmes following delivery.

The Committee resolved:-
to approve the recommendations.

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
23 May 2023

ABZ CAMPUS - CFS/23/141

10. The Committee received a presentation from Mr Mark Jones, Quality Improvement Manager, in relation to ABZ Campus before considering a report by the Interim Director of Children's and Family Services which provided additional detail on the 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.

Members thanked Mr Jones for his informative presentation and the vast amount of work which had been undertaken and asked a number of questions.

The report recommended:-
that the Committee –
(a)   note the progress made in preparing for the launch of the first phase of ABZ Campus;
(b)   instruct the Chief Officer – Education to launch Phase 1 of ABZ Campus in June 2023;
(c)   instruct the Chief Officer – Education to prepare Phase 2 of ABZ Campus for launch in June 2024; and
(d)   instruct the Chief Officer – Education to report back on progress within one calendar year.

The Committee resolved:-
to approve the recommendations.

ABERDEEN COMPUTING COLLABORATIVE - CFS/23/140

11. The Committee received a presentation from Mr Charlie Love, Quality Improvement Officer, on the Aberdeen Computing Collaborative, prior to consideration of a report by the Interim Director of Children's and Family Services which provided an overview of the Collaborative and its progress, and detailed next steps to take forward the education recommendations of the Scottish Technology Ecosystem: Review, with a specific emphasis on improving the delivery of Computing Science from ages 3 to 18 and beyond.

Members thanked Mr Love for his informative presentation and asked a number of questions.

The report recommended:-
that the Committee –
(a)   note the progress made by the Aberdeen Computing Collaborative and its contributions to computing science education in Aberdeen City; and
(b)   instruct the Chief Officer – Education to continue support for this initiative.

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
23 May 2023

The Committee resolved:-
to approve the recommendations.

HEALTH AND WELLBEING REPORT - CFS/23/117

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

The report recommended:-
that the Committee –
(a)   note the content of the report and the data shared within Appendix A;
(b)   instruct the Interim Director of Children's 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
(c)   instruct the Chief Officer – Education to report the findings of the next Health and Wellbeing surveys to Committee within one calendar year.

The Committee resolved:-
to approve the recommendations.

NAMING OF NEW SCHOOL BUILDING IN TORRY - CFS/23/155

13.   With reference to article 8 of the minute of its previous meeting, the Committee had before it a report by the Interim Director of Children's and Family Services which detailed the outcome of the consultation process for the new school building in Torry and sought formal endorsement of the new name.

The report recommended:-
that the Committee 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.

The Committee resolved:-
to approve the recommendation.

NORTHFIELD ADVISORY GROUP - CFS/23/154

14.   With reference to article 2 of the minute of its special meeting of 30 March 2023, the Committee had before it a report by the Interim Director of Children's and Family Services which provided an update on the progress made in establishing the Northfield

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
23 May 2023

Advisory Group, as instructed with the approval of the governance framework for Northfield Academy at the special meeting of the Committee.

The report recommended:-
that the Committee –
(a)   note that the Interim Director of Children's and Family Services would liaise with the Council's communications team to ensure that the positive work being done at Northfield Academy was communicated to external media sources;
(b)   endorse the proposed membership of the Advisory Group as outlined in the report; and
(c)   instruct the Interim Director of Children's 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.

The Committee resolved:-
to approve the recommendations.

INSPECTION REPORTING - CFS/23/146

15.   The Committee had before it a report by the Interim Director of Children's and Family Services which detailed how Aberdeen City schools and Early Learning and Childcare settings had engaged with His Majesty's Inspectors of Education (HMIe) and The Care Inspectorate since March 2023.

The report provided updates on the following:-
Harlaw Academy
Dyce Academy
Broomhill ELC
Rocking Horse Nursery
Kirkhill ELC
Abbotswell ELC
Forehill ELC
Flexible Childcare Services (Tillydrone)
Orchard Brae ELC
Heathryburn ELC
Bruce Nursery
Marchburn Children's Home

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

EDUCATION AND CHILDREN'S SERVICES COMMITTEE
23 May 2023

The Committee resolved:-
(i)   to congratulate staff at Marchburn Children's Home on the positive inspection following the unannounced visit; and
(ii)   to approve the recommendation.

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

CORPORATE PARENTING ANNUAL REPORT - CFS/23/135

16.   The Committee had before it a report by the Interim Director of Children's and Family Services which presented an annual report on the progress of the Council's Corporate Parenting responsibilities outlined in Part 9 of the Children and Young People (Scotland) Act 2014; and also presented the refreshed Corporate Parenting Plan 2023-2026 (Appendix 2) to the Committee for endorsement.

The report recommended:-
that the Committee –
(a)   note the Corporate Parenting Annual Report 2022 (Appendix 1) detailing progress and activities against key Corporate Parenting duties; and
(b)   note and endorse the Corporate Parenting Plan 2023 -2026 (Appendix 2) and delegate authority to the Interim Director of Children's and Family Services to submit the Plan to the Children's Services Board for approval.

The Committee resolved:-
(i)   to note that the Interim Director of Children's and Family Services could share the MCR Pathways evaluation with Members when it was available; and
(ii)   to approve the recommendations.
-    **COUNCILLOR MARTIN GREIG, Convener**

	A	B	C	D	E	F	G	H	I
1	**EDUCATION AND CHILDREN'S SERVICES COMMITTEE BUSINESS PLANNER** The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year.								
2	**Report Title**	**Minute Reference/Committee Decision or Purpose of Report**	**Update**	**Report Author**	**Chief Officer**	**Directorate**	**Terms of Reference**	**Delayed or Recommended for removal or transfer, enter either D, R, or T**	**Explanation if delayed, removed or transferred**
3	**4 July 2023**								
4	School Transport - Establishment of Catchment Areas for Gaelic Medium Education	E&CS Committee 23/05/23 - to instruct the Chief Officer – Operations and Protective Services, in conjunction with the Chief Officer - Finance to identify a source of appropriate funding for 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, and to report back to the July meeting of this Committee for further consideration of implementation of the catchment areas		Chris Cormack	Operations and Protective Services	Resources	1.1.1, 1.2		
5	Kinship Care Service Planning	To inform committee members of the plans to enhance the collective multi agency support to Kinship families from the Whole Family Wellbeing Fund. E&CS 08/11/22 - to instruct the Chief Officer – Integrated Children's and Family Services to provide a report in July 2023 in relation to the partnership's plans for the use of Aberdeen City's share of the Whole Family Wellbeing Fund		Isabel McDonnell	Integrated Children's and Family Services	Children's and Family Services	2.1		
6	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	D	Work on the OBC is progressing well within the overall New Schools Programme however the timeline to present the project to OBC stage will take longer than originally anticipated. A service update will be provided to members prior to the meeting on 13/09/23
7	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. Finance & Resources 17/05/23 - The Committee considered a report on Newhills Additional Primary School Provision (RES/23/144) and agreed to refer this report for noting to the Education & Children's Services Committee in July 2023.		Andrew Jones	Corporate Landlord	Resources	1.1.1, 1.1.5, 1.3		
8	Bucksburn / Newhills Additional Primary Provision: Statutory Consultation	To seek approval from the Committee to undertake a statutory public consultation on a proposal to establish a new primary school at Bucksburn/Newhills, and to make the necessary adjustments to school catchment areas.		Andrew Jones	Corporate Landlord	Resources	1.1.1		

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9	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.	**Items 9 and 10 have been merged in to one report**	Shona Milne/ Graeme Simpson	Education / ICFS	Children's and Family Services	1.1.1		
10	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.	**Items 9 and 10 have been merged in to one report**	Graeme Simpson / Shona Milne	Education / ICFS	Children's and Family Services	1.1.1. / 2.1		
11	Performance Management Framework Report – Education and Children's Services	To present the latest performance for the cycle and update on the progress made delivering the National Improvement Framework Plan		Alex Paterson	Data and Insights	Customer	1.1.3		
12	Approaches to Quality Improvement	To report on the refresh of the Framework		Shona Milne	Education	Children's and Family Services	1.1.1		
13	Anti-Bullying Policy	To present the updated Anti-bullying policy for approval		Mark Hearns	Education	Children's and Family Services	1.1.5		
14	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 | | |
15	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		
16	**12 September 2023**								
17	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		
18	Education Improvement Journey and National Improvement Framework	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point.	**This item will now be incorporated into the regular Performance Management Framework report (item 29)**	Reyna Stewart	Data and Insights	Customer	1.1.3		
19	Education and Children's Services reforms	To provide Committee with an update		Eleanor Sheppard	Children's and Family Services	Children's and Family Services	1.1.1/2.1		
20	Bairns Hoose	To provide Committee with an update		Graeme Simpson	Integrated Children's and Family Services	Children's and Family Services	TBC		

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21	Annual Committee Effectiveness Report	To present the annual effectiveness report		Eleanor Sheppard	Children's and Family Services	Children's and Family Services	GD 8.5	D	This is an annual report which is presented after a full year of committee - therefore the report will be presented to the November meeting of the Committee
22	Summer in the City	E&CS 23/05/23 - to instruct the Chief Officer – Education to report to Committee on the impact of the summer, autumn (2023) and spring (2024) programmes following delivery.		Sharon Skene	Education	Children's and Family Services	1.1.1		
23	Children's Hearing System Review	To provide an update on the review	**This item will now be incorporated into item 19 (Education & Children's Services Reforms)**	Graeme Simpson	Integrated Children's and Family Services	Children's and Family Services	TBC		
24	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		
25	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		
26	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		

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27	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		
28	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	D	This report will be presented to the November meeting as updated guidance is awaited from Scottish Government
29	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		
30	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		
31	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	D	This report will be presented to Committee as soon as we are in receipt of further information on the national programme
32	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		
33	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		
34	**21 November 2023**								
35	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		
36	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		
37	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		
38	Education and Children's Services reforms	A standing item if required - To provide Committee with an update		Eleanor Sheppard	Children's and Family Services	Children's and Family Services	1.1.1/2.1		
39	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		

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	A	B	C	D	E	F	G	H	I
40	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		
41	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		
42	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		
43	**2024 / DATES TBC**								
44	Northfield Advisory Group	E&CS 23/05/23 - to instruct the Interim Director Children's 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	Dates for reports to be confirmed once meeting dates are arranged	Eleanor Sheppard	Integrated Children's and Family Services	Children's and Family Services	TBC		
45	Refreshed Local Authority Plan for implementation of the United Nations	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	Date to be confirmed - dependent on date when Statutory Guidance	Shona Milne	Education	Children's and Family Services	1.1.1		
46	Education and Children's Services reforms	A standing item if required - To provide Committee with an update	To be listed each cycle on the planner for 2024	Eleanor Sheppard	Children's and Family Services	Children's and Family Services	1.1.1/2.1		
47	Minimising Exclusion Policy	To present the revised exclusion policy for approval		Mhairi Shewan	Education	Children's and Family Services	1.1.5		
48	Autumn in the City	E&CS 23/05/23 - to instruct the Chief Officer – Education to report to Committee on the impact of the summer, autumn (2023) and spring (2024) programmes following delivery.	January 2024	Sharon Skene	Education	Children's and Family Services	1.1.1		
49	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		
50	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		
51	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		
52	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		

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	A	B	C	D	E	F	G	H	I
53	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		
54	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		
55	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		
56	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		
57	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		
58	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		
59	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		

	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
60	Health and Wellbeing	E&CS 23/05/23 - to instruct the Interim Director of Children's 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 to instruct the Chief Officer – Education to report the findings of the next Health and Wellbeing surveys to Committee within one calendar year.	May 2024	Gael Simpson	Education	Children's and Family Services	1.1.1		
61	Spring in the City	E&CS 23/05/23 - to instruct the Chief Officer – Education to report to Committee on the impact of the summer, autumn (2023) and spring (2024) programmes following delivery.	May/June 2024	Sharon Skene	Education	Children's and Family Services	1.1.1		
62	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		
63	ABZCampus	E&CS 23/05/23 - to instruct the Chief Officer – Education to report back on progress within one calendar year.	May 2024	Mark Jones	Education	Children's and Family Services	1.1.1		
64	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 2022-24, and to prepare an updated Delivery Plan for 2024-26, in June 2024, to dovetail with the Strategic Plan for Scotland	June 2024	Louise Beaton	Education	Children's and Family Services	1.1.1		
65	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		
66	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		
67	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		
68	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		

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2	**Report Title**	**Minute Reference/Committee Decision or Purpose of Report**	**Update**	**Report Author**	**Chief Officer**	**Directorate**	**Terms of Reference**	**Delayed or Recommended for removal or transfer, enter either D, R, or T**	**Explanation if delayed, removed or transferred**
69	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		
70	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			
71	**School Estate - decisions from Education Operational Delivery Committee 08/09/22**								
72	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		

FINANCE AND RESOURCES COMMITTEE
17 MAY 2023

NEWHILLS ADDITIONAL PRIMARY SCHOOL PROVISION - RES/23/144

With reference to article 14 of the minute of meeting of the Education Operational Delivery Committee of 8 September 2022, the Committee had before it a report by the Director of Resources which provided details of the preferred design option for the new school at Newhills.

The report recommended:-
that the Committee –
(a)   note and endorse the preferred design option which will be an exemplar school for net zero and green credentials;
(b)   instruct the Chief Officer – Corporate Landlord to report back to a future meeting of the Finance and Resources Committee in 2024 with the Full Business Case; and
(c)   refer this report for noting to the Education and Childrens Services Committee in July 2023.

The Convener, seconded by Councillor Greig, moved:-
        that the Committee approve the recommendations contained within the report.

Councillor Crockett, seconded by Councillor Macdonald moved as an amendment:-
        that the Committee:-
(1)   congratulate the current administration for opening two new schools in Milltimber and Countesswells built by the previous administration, noting that Torry and Tillydrone will soon be added to the list of new schools commissioned and built by the Labour-led administration;
(2)   approve recommendations (b) and (c);
(3)   note the expected capital costs for this project [*exempt information redacted under Schedule 7A, paragraph 8 of the Local Government (Scotland) Act 1973 relating to the Proposed Expenditure on Contracts*];
(4)   note the report highlights that the estimated energy running costs are indicating a possible further 10.5% reduction under option 3, despite the claim that the preferred option (option 2) is for an exemplar school for net zero and green credentials; and
(5)   agree that the Finance and Resources Committee requires strong evidence of the net zero and green credentials outlined in this report to be detailed within the Full Business Case in 2024.

On a division, there voted:- for the motion (10) – the Convener, the Vice Convener and Councillors Fairfull, Farquhar, Greig, Hutchison, Massey, Nicoll, Radley and van Sweeden; for the amendment (3) – Councillors Crockett, Macdonald and Watson.

The Committee resolved:-
to adopt the motion.

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ABERDEEN CITY COUNCIL

COMMITTEE	Finance and Resources
DATE	17 May 2023
EXEMPT	No – but Appendix 1 Outline Business Case is exempt (paragraph 8 - Estimated Expenditure on Contracts)
CONFIDENTIAL	No
REPORT TITLE	Newhills Additional Primary School Provision
REPORT NUMBER	RES/23/144
DIRECTOR	Steve Whyte
CHIEF OFFICER	Stephen Booth
REPORT AUTHOR	Maria Thies
TERMS OF REFERENCE	1.1.4

1.   PURPOSE OF REPORT

1.1   The purpose of this report is to note the preferred design option for the new school at Newhills,

2.   RECOMMENDATION(S)

That the Committee:-

2.1   note and endorse the preferred design option which will be an exemplar school for net zero and green credentials;

2.2   instruct the Chief Officer – Corporate Landlord to report back to a future meeting of the Finance and Resources Committee in 2024 with the Full Business Case; and

2.3   refer this report for noting to the Education & Childrens Services Committee in July 2023

3.   CURRENT SITUATION

Background

3.1   The updated School Estate Plan was approved at the Education Operational Delivery Committee on 8 September 2022, when elected members instructed officers to "track progress with the 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". **Decisions 08th-Sep-2022 10.00 Education Operational Delivery Committee.pdf**

A Strategic Outline Case was approved by the ACC Capital Board in November 2022 which recommended the project to proceed to feasibility stage and the preparation of the Outline Business Case (OBC) – Appendix 1.

3.2 The feasibility study focused on a new build option within the allocated school site at the Rowett South development. A key emphasis of this feasibility study was to consider design options on how a new school building can contribute to a Net Zero and Climate Resilient Council by delivering a high-performance building which will mean minimising and mitigating future energy costs whilst reducing carbon emissions. These principles/targets are embedded in the approved Community Campus Model (Education, Operation and Delivery on 25 November 2021, committee approved the Community Campus model principles for future education and service provision within the City) and ACC'S Climate Change Plan 2021-2025: **Towards a Net Zero and Climate Resilient Council**, which sets a net zero target for Council assets and operations; and outlines actions for this period to reduce carbon emissions and increase resilience to climate change.

Stakeholder Engagement

3.3 A key range of stakeholders (Education, other ACC services and Newhills Developers) were identified and invited to participate and engage from the outset of the project. This provided opportunities to learn from existing experience and collaborate around strategic plans to support service transformation. The multi layered engagement process carried out at feasibility stage has allowed a clear vision and defined strategic objectives to be identified for this project. i.e.

"*A safe and welcoming place that can meet the current and future needs of a growing community. Delivering equity of access for families and learners, the new facility will be an exemplar of sustainable design and connectedness, linking digitally and physically to the outdoors, to the wider community and partners*".

3.4 All stakeholders within the Newhills community will be given the opportunity to share their views and contribute to the decision-making process on future plans for any proposed new school. By engaging with stakeholders from an early stage, officers will better understand the requirements and aspirations of the community, which in turn will assist with developing proposals for formal consultation. As the design of the new school is developed, information / drawings / images will be generated in a format suitable for sharing with stakeholders (at the appropriate time) to help generate discussion and gather feedback. Methods of engagement with the communities and stakeholders will be proportionate and appropriate to the timescales in which priorities need to be addressed.

3.5 An engagement survey was launched with Newhills residents as part of the feasibility study, however, there has been no feedback to date. ACC will continue to engage with stakeholders throughout the development of this project.

Design Options

3.6   The proposed new school will deliver a two-stream primary school with provision for 434 pupils and 60 Early Years places on a dedicated site within the Rowett South Development to serve the Newhills housing developments. Three options were identified within the OBC (Appendix 1):

   Option 1 – Do nothing

   Option 2 – A New school building based on Scottish Future Trusts (SFT) LEIP 3 current guidance on energy consumption targets and digital performance

   Option 3 – A new school building based on Passivhaus standard and certification

3.7   Option two and three have been detailed, appraised and scored accordingly in line with the project objectives and ACC's Net Zero target of reducing carbon emissions by at least 61% by 2026 and adapting to impacts of changing climate.

3.8   The OBC in appendix 1 sets the context and need for a new school for the Newhills area and recommends that option 2 (LEIP 3 standard) is taken forward to design development stage. This option provides a more affordable route to compliance with the LEIP 3 targets that will contribute to achieving Aberdeen City Council's Net Zero Carbon commitments through high environmental performance standards and an efficient organisational model, achieving more for less. The key advantages of this recommended option are:

   - Contributes to net zero carbon route map and is aligned to SFT's Net Zero Public Sector Buildings Standard

   - Estimated energy cost savings of circa £34,000 p.a. or 27.6% compared to Technical Standards of all electric solution

   - Can deliver a building to Passivhaus principles and is £2,733,300 cheaper than the Passivhaus Standard Certified.

Delivery Programme

3.9   Key milestones have been highlighted within the indicative delivery programme (section 12.2 of the OBC) subject to the outcome of the statutory consultation in 2024.

4.   FINANCIAL IMPLICATIONS

4.1   There are no direct financial implications arising from the recommendations of this report however option 2 is currently reporting stage one costs above the current indicative budget approved at the budget meeting in March 2023. The Full Business Case detailing final project costs will be reported back to committee for review and any necessary approvals.

4.2. This project will be part funded by Section 75 Developer Contributions. Given that full payment of anticipated Developer Contributions is dependent on the completion of agreed numbers of housing units, there is a risk that any up-front funding provided may not be recovered in full, if the planned numbers of housing units are not delivered.

5. LEGAL IMPLICATIONS

5.1 There are no direct legal implications arising from the recommendations of this report however the Section 75 Agreement for the Rowett South (app ref:140844) sets out the trigger date for the initial primary school to be delivered which is before completion of the 800th unit within the Newhills Development Framework Area. it is estimated that the 800th completion trigger date could be achieved **by 2025/26**. However, these figures are projections based upon the information currently available from the Developers. Actual future build rates could vary from these projections in line with any revisions to build rates which may be made by the Developers during the course of development in response to market conditions and/or other external factors.

6. ENVIRONMENTAL IMPLICATIONS

6.1 The design option for the new school will feature reduced operational energy and whole life carbon emissions which will contribute to ACC's Net Zero target for 2035.

6.2 The new school design will feature zero emissions heating/cooling and will maximise the opportunities in good passive design principals, primarily targeted around minimising heating demand and heat losses through thermal performance characteristics, efficient window fenestration detailing and reducing losses associated with thermal bridging and air infiltration rates.

6.3 Embodied carbon targets will feature in the design brief and shall be referenced against the performance targets within SFT's criteria. The structural frame solution will be one of the biggest contributors to the embodied carbon in the project. At this stage, a number of structural options are available for consideration; principally, steel, concrete or Timber/CLT, or a hybrid combination of each. Along with the efficiency of the structural solution adopted, many other factors such as the building form and envelope design, will influence the overall embodied carbon for the project.

6.4 There is the opportunity to explore providing waste material to the anaerobic digestion plant at the P&J Live facility as part of a Waste Management Plan for the new school. This will be developed further at FBC stage.

6.5 The landscape strategy for the new school will help promote biodiversity across the site by the establishment of green planting corridors, linking across to the green spaces found to the north of the site. As well as a biodiversity assessment, an integrated SUDS scheme will also be developed to help attenuate and manage surface water within the site.

6.6 A School Travel Plan will be developed and in place prior to completion to enhance options for active and sustainable travel.

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	Failure to deliver the new school before completion of the 800 unit as specified within the Section 75 Legal Agreement.	This is being mitigated through early planning, clear governance arrangements and close working between teams across Aberdeen City Council.	M	Yes
	(1) Failure to plan effectively for the Newhills area leading to the Council being unable to fulfil its duty to make adequate and efficient provision	(1) The School Estate Plan sets out priorities for the school estate and proposals for continually monitoring and updating plans to ensure adequate and efficient provision is maintained	L	Yes
	(2) Failure to consult formally with stakeholders on changes to schools would be in breach of legislation	(2) Any proposed changes to schools arising from the School Estate Plan will incorporate full statutory consultation to ensure compliance with legislation		
Operational	The preferred option doesn't meet the aspirations of the Community/ stakeholders	A comprehensive and inclusive communications strategy will form part of this project. Both internal and external stakeholder engagement at key	L	Yes

		stages of this project will be fundamental to the successfully delivery and operation of this		
Financial	Inability to deliver the Council's desired outcomes within the approved budget	This will be mitigated through working with cost consultants and designers during design development stage.

Close monitoring of developer contributions and the required triggers set out in the Section 75 Agreement | M | Yes |
| **Reputational** | Risk of damage to Council reputation if the recommendations are not implemented and future capacity requirements are not met. | Implementing the recommendations in this report will ensure that this project can proceed to the next stage of development | L | Yes |

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:-*

This report supports the delivery of the following policy statements:

A City of Opportunity

Policy Statement 2 - Review and invest in our school estate, ensuring all of Aberdeen's schools are fit for the educational needs and the challenges of the 21st century. The report seeks Committee's approval to proceed to design development stage which will inform the Full Business Case for the proposed Newhills School |

	A Prosperous City
	Policy Statement 8 - Seek to buy goods, services and food locally whenever possible, subject to complying with the law and public tendering requirements. Opportunities to do this will be considered for all Capital Projects.

Aberdeen City Local Outcome Improvement Plan 2016-26	
Prosperous Economy Stretch Outcomes	The proposals in this report support the delivery of **Stretch Outcome 3** – 500 Aberdeen City residents upskilled/reskilled to enable them to move into, within and between economic opportunities as they arise by 2026. The investment in our estate is interlinked with the investment in our workforce and will contribute to the diversification of the local economy
Prosperous People Stretch Outcomes	Prosperous People: The project will support Stretch **Outcome 8 in the LOIP** - *Child friendly city where all decisions which impact children and young people will be informed by them by 2026*. The feasibility study included an initial stakeholder survey which invited and encouraged input and comment from Newhills residents. If the project is accepted to progress to the next stage, stakeholder engagement and consultation will be key in ensuring the successful delivery of the proposed new school,
Prosperous Place Stretch Outcomes	**Prosperous Place: The project will support Stretch Outcome 14 - Increase sustainable travel: 38% of people walking and 5% of people cycling as a main mode of travel by 2026.** Investing in a new school for the Newhills area would provide additional accommodation to ensure pupils living in this ASG can attend their zoned local school which will help promote more sustainable routes to schools and contribute to the safety, fitness, and wellbeing of our communities.
	This project will also support the delivery of **LOIP Stretch Outcome 13 – Addressing climate change by reducing Aberdeen's carbon emissions by at least 61% by 2026 and adapting to the impacts of changing climate**. The proposed new school will be exemplar in terms of net zero and green credentials.

Regional and City Strategies	This project forms part of the School Estate Plan which will support the delivery of the Council's Property and Estates Strategy and the Net Zero Routemap for Aberdeen City.

9. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	Not required
Data Protection Impact Assessment	Not required
Other	No other assessments required

10. BACKGROUND PAPERS

10.1 Education Operational Delivery Committee, 8 September 2022: **Decisions 08th-Sep-2022 10.00 Education Operational Delivery Committee.pdf**

11. APPENDICES

11.1 Appendix 1 (exempt): Newhills Primary School Outline Business Case

12. REPORT AUTHOR CONTACT DETAILS

Name	Maria Thies
Title	Estates Programme Manager
Email Address	Mthies@aberdeencity.gov.uk
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Newhills Expansion Area

The Newhills Expansion Area is on the western edge of Aberdeen and is bounded by the existing residential area of Bucksburn to the east and by the A96(T) Aberdeen - Inverness trunk road to the north and northeast. The Aberdeen Western Peripheral Route (AWPR) forms a boundary to the north west. The remaining boundaries on the south and south west are formed by landscape areas and are designated Green Belt.

The Newhills Expansion Area comprises three specific sites:

- OP29: Craibstone South
- OP30: Rowett South
- OP31: Greenferns Landward

Planning permission has been granted for parts of the site at Craibstone South (700 homes) and Rowett South (1700 homes) which are currently under construction. Greenferns Landward has a Proposal of Application Notice (PAN) for mixed use development including 1570 residential units but has no planning permission to date.

Section 75 Agreements are in place which places a duty on Aberdeen City Council to provide primary education provision on a preselected site within the development upon completion of the 800th housing unit.

Key

- ▪▪▪ Rowett South development boundary
- ☐ Primary school site
- ☐ Mixed use sites
- ☐ Residential development sites

Page 32

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	4 July 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Performance Management Framework Report – Children's and Family Service
REPORT NUMBER	COM/23/203
DIRECTOR/INTERIM DIRECTOR	Gale Beattie/Eleanor Sheppard
CHIEF OFFICER/ INTERIM CHIEF OFFICER	Martin Murchie/Graeme Simpson/Shona Milne
REPORT AUTHOR	Alex Paterson
TERMS OF REFERENCE	1.1.3

1. PURPOSE OF REPORT

1.1 To present Committee with the status of key performance measures relating to the Children's and Family Services function.

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 The refreshed Performance Management Framework for 2023/24 was approved at the meeting of Council on the 14th of June 2023.

3.6 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.

3.7 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.

3.8 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.

:
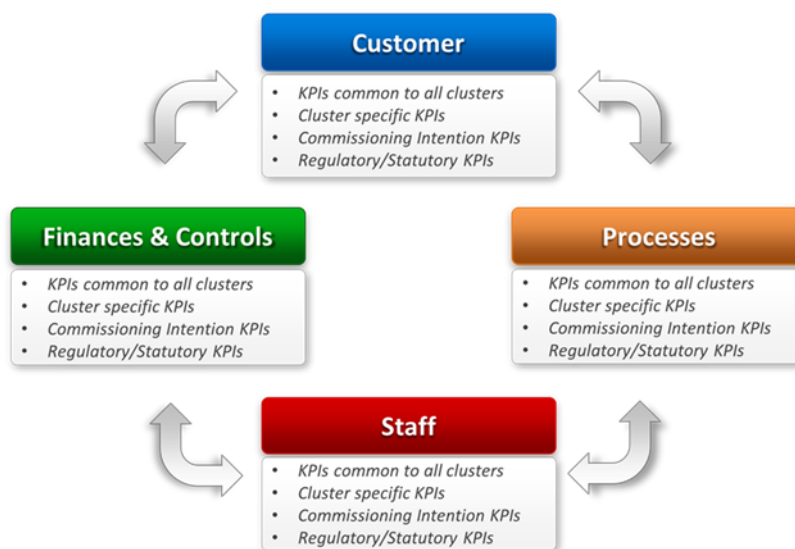
3.9 This report, in Appendix A, details annual operational performance measure trends for the fiscal year 2022- 2023 and academic year-to date information to 31st May 2023 around Service Standards and Attendance, derived from live datasets and recently published documents.

3.10 Final tracking data on attainment across the Broad General Education is in the process of validation prior to submission to the Scottish Government and will be reflected on in a future report to Committee.

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 Council is meeting its legal obligations in the context of Best value reporting.	L	Yes

Operational	No significant operational risks.	Oversight by Elected Members of core employee health and safety/attendance 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 Creating Better Learning Environments Caring for Young People	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. - Work to ensure that every school community provides a safe and respectful environment for young people and staff. - 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

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 Academic 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 **	80%	100%	⚠️	
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 managing to place all catchment area children in their local schools at present although,, as noted in the previous report, sustained pressures on the placing of children in local schools where there is no mechanism to increase provision due to physical resource restrictions are being experienced Inwards pupil migration during the current Term to date has slowed from the levels that were being recorded in Terms 1.2 and 3 but are still above those noted over the same period in 2022.

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.

The Approaches to Quality Improvement report being presented to this meeting outlines the Service's response in terms of learning taken from the more recent cycle of formal inspections of Early Learning Centre settings in the City.

Inspection reporting

The detailed outcomes from each inspection 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. There was no Full Inspection activity conducted by Education Scotland in either of the prior years so neither short nor long term indications are available.

** It has been identified that there was an unintended negative bias around the data construct for this measure, arising from the small sample sizes and the timing of publication releases. This has been addressed and the data above now presents a more balanced overview of inspection activity. This benchmarking methodology, going forwards, will be applied consistently to the Standards relating to quality-based inspection outcomes to enable robust historical benchmarking.

Service Level Measures – 2022-23 Statutory Performance Indicators

Performance Measure	2021/22	2022/23
	Value	Value
% of Quality Indicator evaluations of all publicly funded educational settings which were Good or better (ELC, Primary and Secondary combined)	56.5%	59.6%
% of Quality Indicator evaluations of Early Learning and Childcare settings which were Good or better	56.5%	61.6%

Service Commentary

The above measures capture the evaluation outcomes from both Care Inspectorate and Education Scotland inspections of local authority and publicly funded provision within the 2022/23 fiscal rather than academic period, covering Early Learning, Primary and Secondary phase education.

No weightings for sample sizes are applied to these metadata, which reflects the current position for both Statutory Performance Indicator and LGBF measures but a similar exercise to that above for inspection standards produces equivalent averaged outcomes for 2022/23 as follows:

Average % of Quality Indicator evaluations of all publicly funded educational settings which were Good or better (ELC, Primary and Secondary combined)	89.0%
Average % of Quality Indicator evaluations of Early Learning and Childcare settings which were Good or better	89.5%

There was no formal inspection activity undertaken by Education Scotland in 2021/22, although the Service worked closely with the organisation during this time in evaluating the Council's recovery planning for educational provision and its performance against specific thematic aspects aligned with the Scottish Government's post-COVID priorities.

All formal inspection activity by both Education Scotland and the Care Inspectorate was suspended in 2020/21, with the exception of evaluations of COVID-19 preparedness as ELC settings re-opened in the latter part of the year.

Corporate Measures – 2022-23 Cluster Level Indicators (Annual)

Performance Measure	2021/22	2022/23
	Value	Value
Total No. complaints received (stage 1 and 2) - Education	107	115
% of complaints resolved within timescale (stage 1 and 2) - Education	72.0%	73.0%
% of complaints with at least one point upheld (stage 1 and 2) – Education	17.8%	15.7%
Total No. of lessons learnt identified (stage 1 and 2) - Education	25	14

Service Commentary

The annual number of complaints has risen on those recorded during 2021/22 when differing models of service delivery, in response to national and local conditions around COVID 19, were an influence.

At the same time, the outcomes from complaint handling over the course of the 2022/23 fiscal year were positive with the average % of complaints resolved within timescale at 73.0% which compared 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 measure to date.

Interim National Participation Snapshot - % of 16–17-year-olds in a Positive Destination

Year	School Pupil	Higher Education	Further Education	Employment	Training & Personal Development	Total in Positive Destination	Unemployed Seeking	Unemployed NOT Seeking	Total in an Unemployed Destination	Unconfirmed
2023	69.9%	2.1%	11.0%	9.1%	1.8%	**94.0%**	2.5%	1.2%	**3.8%**	2.2%
2022	72.1%	2.1%	9.6%	8.8%	2.3%	**94.9%**	1.9%	1.5%	**3.3%**	1.8%
2021	72.5%	2.0%	11.5%	5.7%	1.8%	**93.6%**	2.0%	2.0%	**4.0%**	2.5%

Service Commentary

Data Descriptor

The Interim National Participation Measures for 16–17-year-olds represents a summary of pupil destinations at snapshot points in December and May of each year, which captures the point in time outcomes post statutory school leaving age. This differs from the School Leavers Initial and Sustained Destinations, which reflect the outcomes only of school leavers at the two main leaving dates in July and December of each previous academic year cohort, and effectively records current academic year outcomes.

Positive Destinations of 16–17-year-olds

Overall, the year-on-year patterns for this age group show a small reduction in the % of young people who were in a positive destination against the previous year, with a rise in the percentage choosing Further Education as a destination and a fall in those continuing as School Pupils. Some movement in the latter dataset was predictable given the circumstances around COVID-19 in the prior years, as young people elected for the stability and opportunities that staying on in school provided. The change in outcomes for the remaining categories all fell below the statistical threshold (+/- 1%) which indicates that these represent a material direction of travel when taking year-to year variations in cohort sizes and profiles into account.

Reflecting on the 2021 to 2023 trends, there is material change in both the proportion of young people remaining in School and in Employment respectively which can be assumed to be a transferable migration across the two categories. There was minimal movement being recorded against the remaining

destination categories but the proportion of young people who were unemployed and not seeking employment had experienced a fall which bordered on being of some statistical significance.

Overall, the City's interim outcomes for 2023 are stable given the evidenced legacy impacts of COVID-19 on Aberdeen's employment and accessible training opportunities, although it's noticeable that the proportion of young people in Employment destinations, in particular, has not recovered at a rate similar to either most comparators, or the national figure.

As the ABZ Campus programme, as presented to the previous Committee, is further developed and additional phases of curriculum implementation are rolled out, there is an intent that the Education Service will positively and directly contribute to overcoming a greater proportion of the obstacles that face our young people in attaining the skill-sets necessary to successful transitions into employment as the jobs market recovers further.

The early results from the Sustained Destinations of school leavers publication, suggests that some positive traction is being gained around Employment although the full year Annual Participation Measure data, expected in Autumn of this year, will offer greater clarity and validation around the movements that are tracked from this interim dataset.

Source: Skills Development Scotland - Interim Participation Snapshot for 16-17 year olds

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	190	148	67	43	267	243	202	174
Totals	338		110		510		376	

Source: Scottish Government Education Analytical Service. Data as of 28th April 2023

Service Commentary

In comparison with the information reported to the prior Committee, (based on the position at the end of March 2023**)** the numbers of displaced children enrolled in city schools, as is the case nationally, shows a stable position and trend,

In comparison with the City's three other Large Urban Local Authority Comparators, this figure represents an unchanged position of just over 1.5% of the total school roll, (based on 2022 Pupil Census)

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

% pupil attendance

Location	%
Aberdeen City	93.4%
Dundee City	92.5%
East Dunbartonshire	95.7%
Edinburgh City	94.2%
Falkirk	93.4%
Glasgow City	92.2%
North Lanarkshire	92.3%
Renfrewshire	93.7%
West Dunbartonshire	92.3%
Urban Average	93.5%
Scotland	93.0%
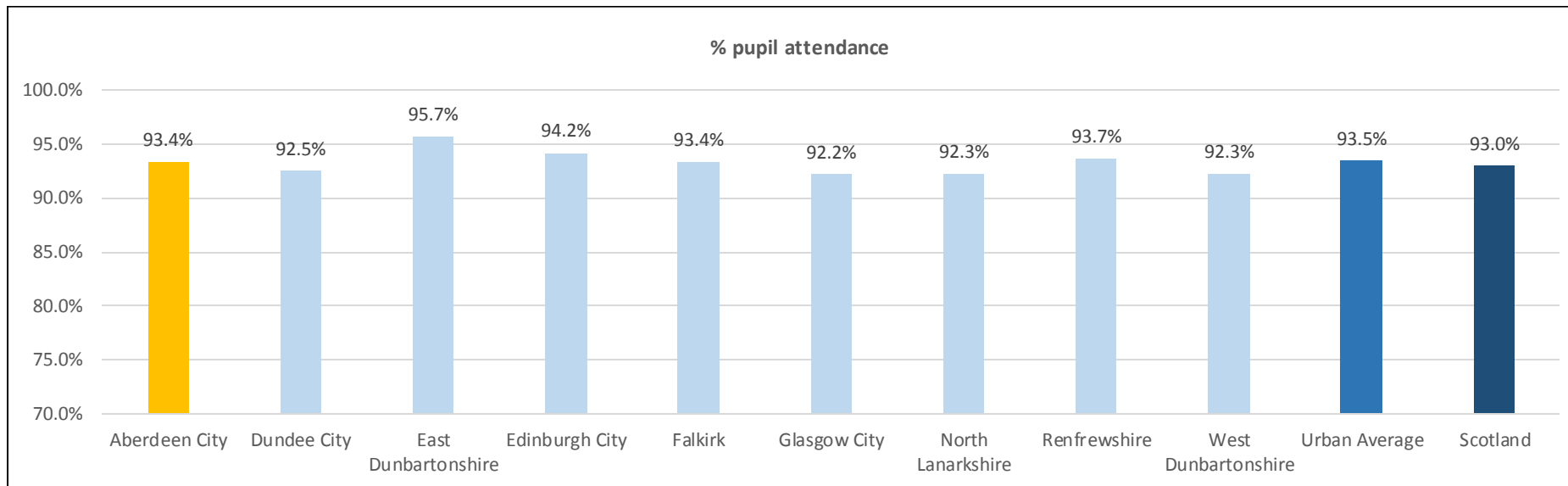
Service Commentary

Averaged school Attendance in the academic year as at the 31of May snapshot had risen from the previously reported figure of 91.5% to 93.4%, marginally exceeding the national average, matching the Urban Geography Average (UGA) and is materially tracking the national pattern in term-to-term variations in attendance.

Primary Attendance is recorded at a slightly higher level than the overall attendance, at 93.9%, similar to that at a national level (94%) and the Urban Geography Average (93.7%). The Secondary Attendance figure of 92.7% is above the national level of 91.8% and closely aligns with the UGA percentage of 93.0%

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

Cluster Level Measures – Attendance, Absence and Exclusions by Openings - Session Year to June 2023 (Live Data)

School Type	Attendance % Present Openings	Absence % Authorised Openings	Absence % of Unauthorised Openings	% Exclusion Openings
Primary	91.84	6.02	2.13	0.004
Secondary	89.77	7.05	3.12	0.053
Special	86.70	11.15	2.15	0.00
All Phases	91.01	6.45	2.51	0.022

Service Commentary

Term to date Attendance levels in the academic year to June 2023 are marginally improved across each phase (from 90.71% to 91.01% for All Phases) in comparison with that reported to the previous meeting of this Committee which covered the academic year to conclusion of Term 3. Combined absence levels fell from 9.25% to just under 9.0%, whilst term to date Exclusion levels remained constant.

In trend terms, from the data provided to the March meeting of this Committee (end of Term 2) there is also similar positive movement in Attendance levels, as a consequence of reductions in combined Authorised and Unauthorised Absence levels, with Exclusion rates being static at each of the four sample points.

Given the variations in pupil cohort sizes and characteristics arising from in-term registrations across the course of the academic year, these figures represent statistically stable outcomes across each of the four sample points and in the cumulative year-to-date outputs.

3. Staff

Corporate Measure – 2022/23 Service Level Indicators

Performance Measure	2021-22 Value	2022-23 Value	Status	Long Trend - Annual
Establishment actual FTE – Education	3,019	3,122	📈	⬆️

Performance Measure	2021-22 Value	2022-23 Value	Status	Long Trend - Annual
H&S Employee Reportable by Cluster – Education	5	9	📈	⬇️
H&S Employee Non-Reportable by Cluster – Education *	477	794	📈	⬇️

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 26th June 2023 considered the data for Quarter 4 within Corporate Health and Safety Update Report January to March 2023 Full year data at cluster and corporate levels will be considered at the meeting of the SGC in November 2023. The background to the higher levels of incident in education services, and on-going interventions in place are outlined within the report to June Committee.

*Schools follow a 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 period 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	2021/22	2022/23	2022/23 Corporate Figure	Status	Long Trend - Annual
	Value	Value	Value		
Average number of working days lost due to sickness absence per FTE – Education (12 month rolling figure at quarter end)	4.72	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)	4.75	6.25	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)	2.42	6.8	7.45	✅	⬇

Service Commentary

Sickness absence levels across the three organisational cohorts show a year-on-year increase which is a trend shared at Council level and across all Clusters. It is understood that, from early indications, a similar pattern is being experienced at national levels across a majority of local authorities but validated data returns from all 32 authorities are currently not yet available to confirm this observation.

All Service Management teams, 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 Staff Governance Committee on 26th June 2023 considered the Employee Menta Health Action Plan Annual Report which outlined the proactive actions carried out so far to address and support positive employee mental health

4. Finance & Controls

Service Commentary

Quarterly data on Finance and Controls measures is as yet unavailable

Children's Social Work and Child Protection

Corporate Measures – 2022-23 Cluster Level Indicators (Annual)

5. Customer

Performance Measure	2021/22	2022/23
	Value	Value
Total No. complaints received (stage 1 and 2) - Children's Social Work/Child Protection	43	32
% of complaints resolved within timescale (stage 1 and 2) - Children's Social Work/Child Protection	60.5%	84.4%
% of complaints with at least one point upheld (stage 1 and 2) – Children's Social Work/Child Protection	25.6%	25.0%
Total No. of lessons learnt identified (stage 1 and 2) - Children's Social Work/Child Protection	1	0

Service Commentary

Across the core measures, complaints data for Children's Social Work experienced a reduction in complaint numbers with an improving trend in complaint resolution timescales, both which are the Service's best outcomes to date over the five-year lifetime of these specific measures,

The proportion of complaints upheld matched the previously lowest levels that were recorded in 2020/21 and sustain the long-term data trend in improvement

Service Level Standards

Performance Measure	2021/22 value	2022/23 value	Status	2022/23 Target	Long Trend Annual
% of care provided in Council children's homes, fostering and adoption services achieve a care standard of Good or better	100%	100%	✅	100%	➖
Looked After Children looked after in a residential setting combined (%)	11.0%	11.7%	⚠️	9.7%	⬇️
Looked After Children looked after at home (%)	19.25%	15.7%	🛑	21.6%	⬇️

	2021/22	2022/23	Status	2022/23 Target	Long Trend Annual
Looked After Children looked after in Kinship (%)	20.5%	22.7%	🔴	33.2%	⬆️
Looked After Children looked after in Foster Care (%)	45.75%	45.4%	🔴	33.7%	⬆️

Service Commentary

There has been a marginal element of improvement in the annual measures around the % of Looked After Children and Young People relating to Kinship and Foster Care, a pattern which will be validated through the Statutory Performance Indicator data and subsequent Children Looked After Statistics submission to the Scottish Government.

The measures relating to the % of Looked After Children and Young People in residential settings and at home are heavily influenced by the circumstances (and assessment) of how each child's needs can be best met at the point at which they become Looked After. As such, movement in these figures needs to be considered in this context.

6. Process

Service Level Standards 2022/23

Performance Measure	2021/22 Value	2022/23 Value	Status	2022/23 Target	Long Trend Annual
% Child Protection joint interviews completed within 5 days - average	83%	80%	🔺	90%	⬇️
% Initial child protection conferences held within 28 days - average	86.25%	71.5%	🔺	80%	⬇️
% Child Protection Case Conference decisions issued to families within 24 hours - average	100%	100%	✅	90%	➖
% Child Protection Plans issued within 5 days -average	75.7%	74.5%	🔺	80%	⬇️
% Care experienced children and young people with 3 or more consecutive placements away from home in 12 months - average	4.5%	2.7%	✅	10%	⬆️
% Care experienced children and young people with a pathway plan by age 15 -average	100%	100%	✅	100%	➖
% Assessments of foster carers and adopters completed within 6 months of application -average	59.5%	60.25%	🔺	75%	⬆️

Service Commentary

The data around some of the Child Protection processing measures is recording a marginal dip in outcomes which is influenced by the combined effects of (a) the small numbers involved, even on an annual basis, and (b) mid-year changes to information recording that have artificially suppressed Q3/Q4 outputs in comparison with previous quarterly data. – see commentary below

Outwith this observation, the trends relating to outcomes for care experienced children and young people and foster carers/adopters measures are positive, although the latter figure remains below the target set.

* Introduction of the D365 case management and reporting tool in late 2023, provides for advanced categorisation of these outcome and process outputs that are, in some cases, not directly relatable to prior annual data. 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.

An update on the journey around the introduction of D365 as it has impacted on staff was provided to the Staff Governance Committee on 26th June 2023, Dynamics 365 People and Change as a follow up to the report presented to this Committee in January 2023. Aberdeen City Council's adoption of the D365 project, and it's use within Social Work case management, was recently shortlisted in the LGC awards under the Technology category

7. Staff

Corporate Measure – 2022/23 Service Level Indicators

Performance Measure	2021-22	2022-23	Status	Long Trend - Annual
	Value	Value		
Establishment actual FTE – Children's Social Work and Child Protection	344	338		

Performance Measure	2021-22	2022-23	Status	Long Trend - Annual
	Value	Value		
H&S Employee Reportable by Cluster – Children's Social Work and Child Protection	0	1		
H&S Employee Non-Reportable by Cluster – Children's Social Work and Child Protection	3	5		

Performance Measure	2021/22	2022/23	2022/23 Corporate Figure	Status	Long Trend - Annual
	Value	Value	Value		
Average number of working days lost due to sickness absence per FTE – (12 month rolling figure at quarter end)	4.3	5.8	7.45	✅	⬇

Service Commentary

Sickness absence levels within the Services show a year-on-year increase which is a trend shared at Council level and across all Clusters.

It is understood that, from early indications, a similar pattern is being experienced at national level, across a majority of local authorities, but validated data returns from all 32 authorities are currently not yet available to confirm this assessment.

8. Finance & Controls

Service Commentary

Quarterly data on Finance and Controls measures covering April to June 2023 is as yet unavailable

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 considerable 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 targe	⬆	Improving/Increasing	⬆	Improving/Increasing
🔺	Warning (figure between 5% and 20% ou with target)	▬	No or Limited Change	▬	No or Limited Change
✅	OK (figure within target or better)	⬇	Getting Worse/Decreasing	⬇	Getting Worse/Decreasing
❓	Unknown				
📈	Data Only				

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	4 July 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Consultation on proposed new school at Bucksburn/Newhills
REPORT NUMBER	RES/23/205
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 request approval from the Committee to carry out a statutory public consultation on the establishment of a new primary school and catchment area to serve new housing developments at Bucksburn/Newhills.

2. **RECOMMENDATIONS**

That the Committee:-

2.1 Instructs the Chief Officer - Corporate Landlord to carry out a statutory public consultation on the proposal to establish a new primary school at Bucksburn/Newhills, and on proposed changes to the existing school catchment area for Brimmond School, to create a new catchment area which would be served by the proposed new school; and

2.2 instructs the Chief Officer - Corporate Landlord to report back to the Committee on the outcomes of the consultation at its next available meeting following conclusion of the consultation process.

3. **CURRENT SITUATION**

3.1 The Council's School Estate Plan was approved at the former Education Operational Delivery Committee on 8 September 2022, when members instructed officers to determine options and appropriate timing for new primary school provision to serve new housing developments at Newhills, and to report back with an Outline Business Case.

3.2 An Outline Business Case presenting a preferred design option for a new school was approved by the Finance and Resources Committee on 17 May 2023, when officers were instructed to proceed with drawing up a Full Business Case for the project.

3.3   Currently, the area of new housing at Newhills (made up of the Craibstone South, Rowett South and Greenferns Landward sites) is included within the catchment area for Brimmond School. School roll forecasts indicate that the capacity of Brimmond School will be far exceeded, if the numbers of children expected to be living within the new housing in the future are entitled to be enrolled at the school. This is why it has been deemed necessary to construct a new school to serve the new area of housing.

3.4   When establishing a new school, it is also necessary to define a catchment area for the school, to confirm which areas of land and housing will be served by the school. For this reason it is recommended that changes should be made to the existing catchment area for Brimmond School, to create a new, separate catchment area which would be served by the proposed new school and to reduce the area of land which would be served by Brimmond School in the future, which will help to ensure that pupil numbers at Brimmond School can remain within the school's capacity.

3.5   Proposals to establish a new school and to make changes to catchment areas are relevant proposals under the Schools (Consultation) (Scotland) Act 2010, which means that the Council is required to carry out a statutory public consultation on the proposals, before any decision can be taken on whether to proceed with any changes. A consultation is therefore required before the Final Business Case for the proposed new school can be approved.

3.6   It is therefore recommended that the Committee instructs officers to carry out a public consultation on the proposal to establish a new school to serve the new housing developments at Newhills, and on proposed changes to the existing catchment area for Brimmond School, to create a new catchment area which would be served by the new school. The proposed catchment area changes are illustrated in the maps at Appendix A of this report.

3.7   It is anticipated at this stage that the statutory consultation would be carried out in Winter 2023/24, although this is subject to the scheduling of staff resource within the Council and within Education Scotland, which is required to support the consultation process.

4.   FINANCIAL IMPLICATIONS

4.1   There are no direct financial implications arising from the recommendations of this report. Costs associated with carrying out the consultation will be met from within existing revenue budgets.

4.2   The capital costs associated with construction of the proposed new school, and additional revenue costs associated with opening and running the school, will be detailed in the Full Business Case, for approval by the Finance and Resources Committee. Construction of the school will be funded partly through contributions from the developers of the new housing.

5. LEGAL IMPLICATIONS

5.1 A proposal to establish a school and catchment area 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 proposed public consultation would comply with these requirements of the 2010 Act.

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	Risk that the Council is seen to make significant changes to schools without considering the views of stakeholders. Risk of successful legal	All aspects of the Schools (Consultation) (Scotland) Act 2010 will be complied with. Regard will be had to statutory duties set out in the 2010 Act set out above and the Education (Scotland) Act 1980. Prescribed legal processes will be followed.	L	**Yes**

	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 will be complied with and stakeholders will have the opportunity to comment on proposals.	L	**Yes**
Financial	No significant risks identified			
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 will be complied with and stakeholders will have the opportunity to comment on proposals.	L	**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:-* This report supports the delivery of the following policy statements: A City of Opportunity Policy Statement 2 - Review and invest in our school estate, ensuring all of Aberdeen's schools are fit for the educational needs and the challenges of the 21st century. The report seeks Committee's approval to proceed to consult on a proposed new school with modern facilities.

Aberdeen City Local Outcome Improvement Plan 2016-26	
Prosperous People Stretch Outcomes	Prosperous People: The project will support Stretch **Outcome 8 in the LOIP** - *Child friendly city where all decisions which impact children and young people will be informed by them by 2026*. The consultation will help ensure that the views of children and young people will be taken into account.
Regional and City Strategies	This project forms part of the School Estate Plan which will support the delivery of the Council's Property and Estates Strategy and the Net Zero Routemap for Aberdeen City.

9. IMPACT ASSESSMENTS

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

10. BACKGROUND PAPERS

10.1 Education Operational Delivery Committee, 8 September 2022: School Estate Plan

10.2 Finance and Resources Committee, 17 May 2023: Newhills Additional Primary School Provision

11. APPENDICES

11.1 Appendix A: Proposed changes to Brimmond School catchment area

12. REPORT AUTHOR CONTACT DETAILS

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Appendix A : Proposed Changes to School Catchment Areas

Map 1 : Existing Catchment Areas
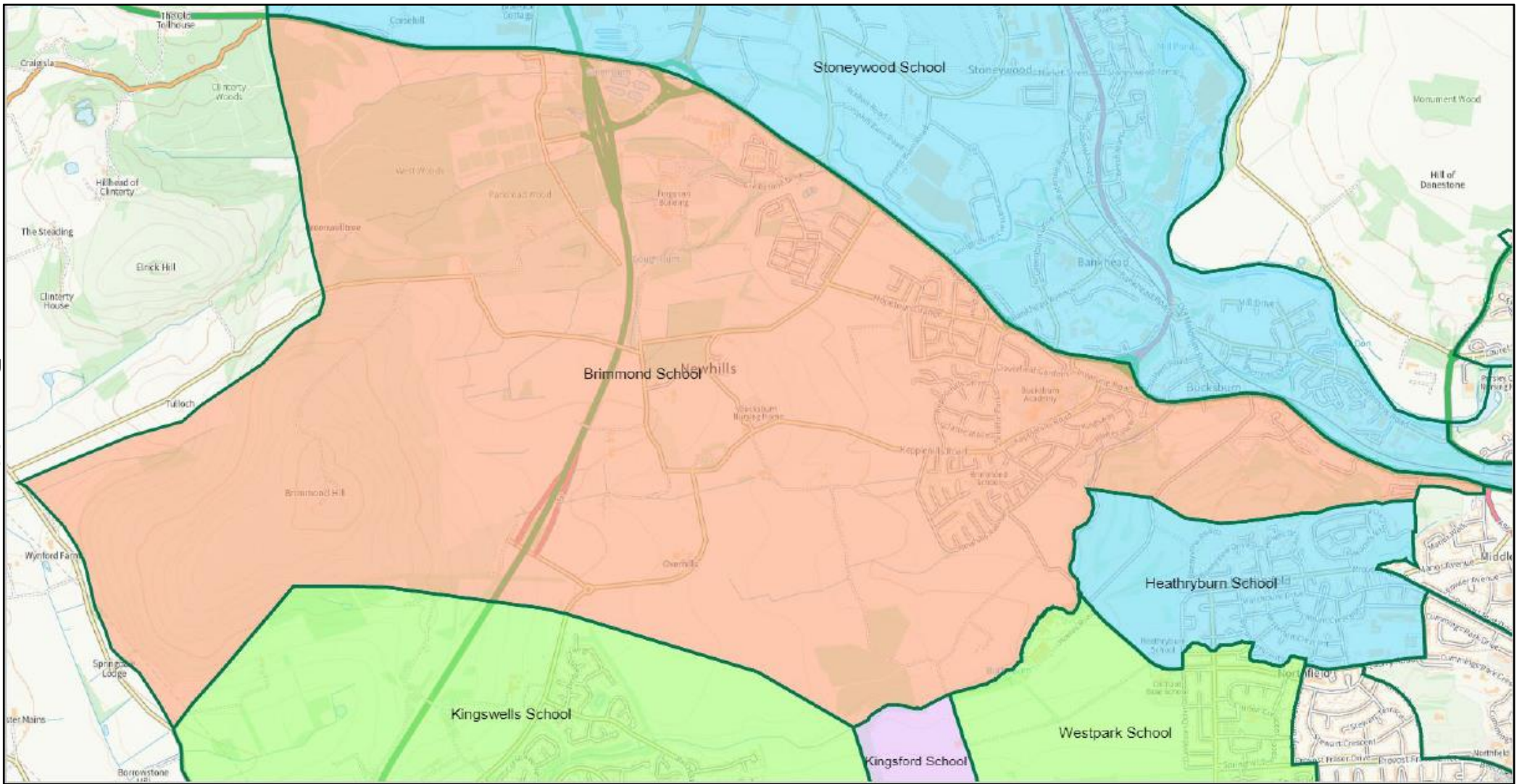
Map 2 : Proposed Catchment Areas
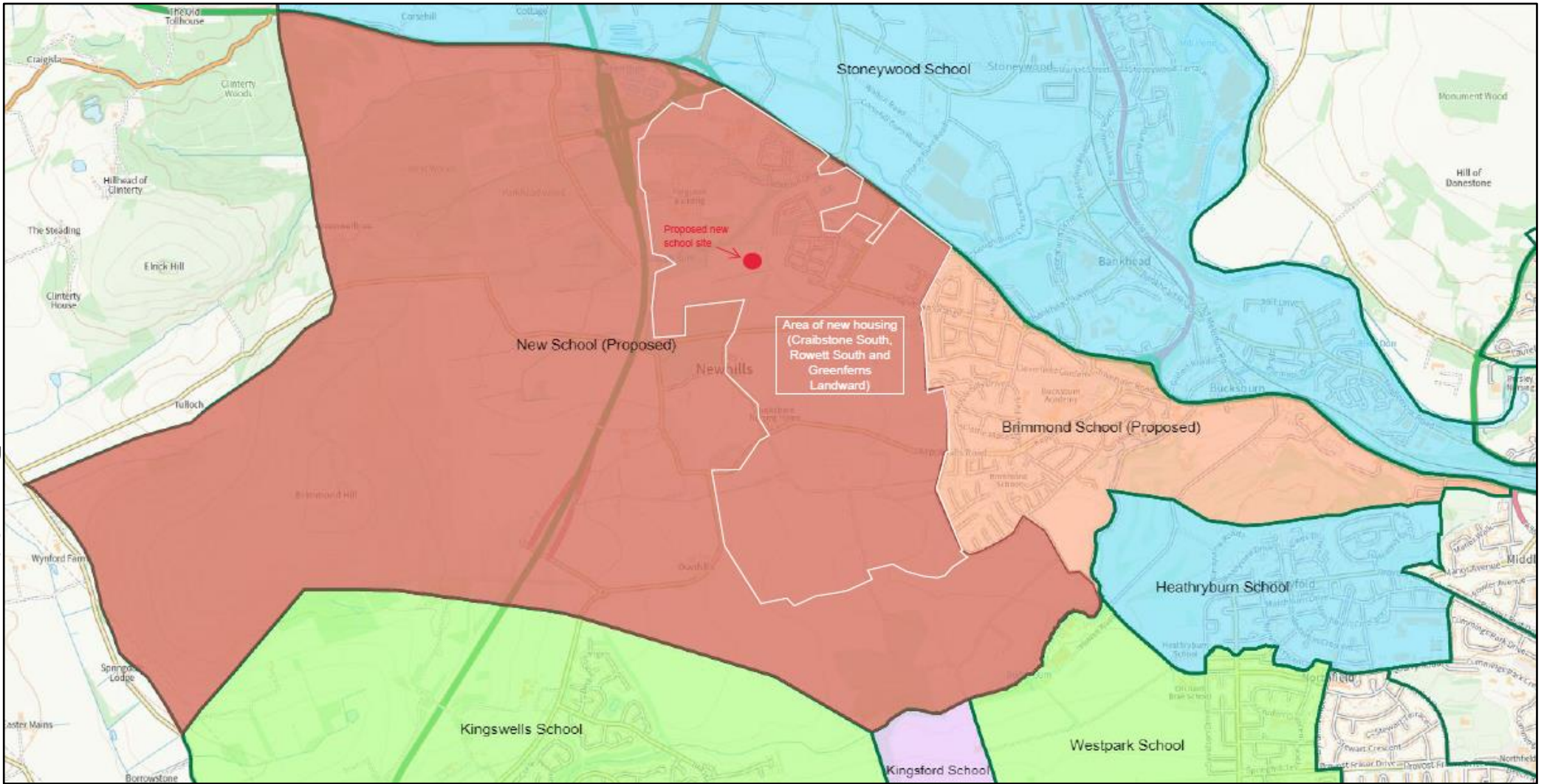
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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	4 July 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Anti-bullying policy and Guidance
REPORT NUMBER	CFS/23/201
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Mark Hearns
TERMS OF REFERENCE	1.1.5

1.   PURPOSE OF REPORT

1.1   This report presents a refreshed Anti-bullying policy for approval and seeks approval to implement the refreshed policy from August 2023.

2.   RECOMMENDATIONS

That the Committee: -

2.1   approves the content of the policy; and

2.2   instructs the Chief Education Officer to implement the policy from August 2023.

3.   CURRENT SITUATION

3.1   The current Anti-bullying policy was established in 2017. A review of data in July 2022 highlighted that Aberdeen is becoming more multi-cultural with a variety of different cultures and nationalities bringing even greater richness to the city. Although the number of children and young people in our schools who identify as being Polish has remained consistent over the last 4 years, the number of families of African descent has nearly doubled (from 967 in 2019 to 1756 in 2022). There is also a considerable increase in the number of children who identify as being 'white-other' due to an increase in the number of families making Aberdeen their home whilst fleeing conflict.

3.2   All of our schools promote diversity and inclusion to ensure that all members of the school community feel included, and our practices and policies support this. A key measure which indicates that children are thriving in inclusive schools is the level of bullying incidents reported and associated declining trends. The data identifies that bullying reporting has been relatively static when you take account of school building closures over recent years. In 2020 there were 70 recorded incidents attributed to racism, 39 in 2021 and 36 in 2022.

3.3 Bullying incidents where race and racism were recorded as the perceived reason have also reduced. In September 2022 there were 7, 11 in October 2022, 20 in November 2022 and 6 in December 2022.

3.4 In terms of the number of incidents of pupils experiencing bullying which are recorded as having other protected characteristics, this is also a declining trend. The data reports that in September 2022 - there were 173, in October 2022 126, November 2022 135, and in December 2022 42.

3.5 However, further scrutiny of the data has identified changed trends in bullying incidents. For example, there has been a significant increase in the number of bullying incidents which refer to body image/physical appearance. Additionally, there is a gender aspect which is evident and identifies that 70% of bullying incidents are raised by girls. The perceived reasons and nature are also changing. There has been an increase in recording of incidents around Gender identity.

3.6 This data is reflected in the intelligence and reports which we have received from our partners at Grampian Regional Equality Council (GREC). GREC advised that the number of Prejudice and Discrimination reports has increased in the last half year compared to the last, and significantly compared with the same period in 2020-21 at the height of the pandemic which is possibly unsurprising given the lessened visibility. Most reports GREC receives relate to **race or ethnicity**, and **sexual orientation**. This learning has triggered the revision of our policy to include a raised awareness of the protected characteristics. It is thought that this approach, coupled with greater consistency in reporting, will support staff in responding and challenging any form of bullying including racist incidents and gender based violence.

3.7 Officers continue to routinely monitor bullying data, and a range of data and intelligence would suggest that the recording of bullying incidents is inconsistent. Schools that have systematic approaches in place to monitor bullying report a reduction in bullying incident types over time. However, the monitoring of incidents of bullying is not yet consistent across our schools and there is a need to improve arrangements for the recording and monitoring of bullying and ensure robust and consistent analysis and reduction of bullying incidents. This will help to identify trends or themes in bullying and support planning for improvement.

3.8 In 2021 there were 98 recorded incidents of bullying in our secondary schools. One school accounted for 28% of the total and 3 schools accounted for 77.5%. Upon careful analysis, this actually signifies that some schools have more comprehensive approaches in place. In 2022, there were 234 recorded incidents of bullying. One school accounted for 38% of the total recorded incidents and 3 schools accounted for 68% of the total number of bullying incidents recorded in 2022. Similar patterns are evident, with those reporting higher incidents having more robust arrangements.

3.9 There were 104 recorded incidents of bullying across our Primary schools in 2021 and 120 in 2022. The data identifies a broader spread of schools recording incidents, although one school accounts for 10% of incidents in both years.

There are examples of good practice, but schools must regularly record bullying incidents accurately and monitor this information systematically. The proposed revised Policy will ensure that there is more rigour from schools in the recording and monitoring of bullying incidents.

3.10 Considerable national focus has been placed on bullying with several reports and guidance documents published since 2017. In accordance with Scotland's National Anti-Bullying Service; 'Respectme', Aberdeen City Council Children and Family Services define bullying as the following: *'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened, and left out. This behaviour happens face to face and online.'* Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People.

3.11 The updates to the Policy include the definition of bullying being amended in line with the National Guidance: Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017. The system for recording instances of bullying has been strengthened to clarify adherence to the national guidance. Guidance: Bullying & Equalities: Recording and Monitoring Bullying Incidents in Schools (RAMBIS). https://www.gov.scot/publications/supplementary-guidance-recording-monitoring-bullying-incidents-schools/

3.12 The Anti-Bullying Policy additionally takes account of outcomes and recommendations from the: Approaches to recording and monitoring incidents of bullying in Schools (National thematic review, February 2023). National Review: Approaches to recording and monitoring incidents of bullying in schools | National Thematic Inspections | HM Chief Inspector Report | Inspection and review | What we do | Education Scotland

3.13 There are indications that not all learners currently feel confident about reporting incidents of alleged bullying. This policy will ensure that schools have a pro-active and responsive approach to the prevention and management of bullying incidents with confidence.

3.14 Invaluable learning has been gleaned from the Life in Scotland research undertaken in 2021/22. This research was undertaken during a challenging time for young people, following almost two years of disruption due to the global COVID-19 pandemic. The research looked at the experiences of Lesbian, Gay, Bisexual, Transgender, questioning (LGBTQ) young people and 1279 responded nationally. Most respondents believe that homophobia, biphobia, and transphobia are a problem, both across Scotland as a whole, and in their local area.
- 69% of participants believe that transphobia is a big problem in Scotland.
- Only 10% of participants rated the experience of school for LGBT people as 'good'.
- 70% of gay/lesbian participants report experiencing bullying due to their sexual orientation at school.

3.15 The key messages and data from this national survey resonate with the data and intelligence reviewed locally which shows an increase of incidents recorded which are related to gender identity and sexual orientation from 16 in 2019 to 72 in 2022. As we move forward the service will monitor this data carefully.

Feedback from Parents and Carers

3.16 Consultation with Parents and Carers indicated that most felt that their school promoted respect and positive relationships. Parents did feel confident around reporting incidents of bullying to the school. Parents were unclear as to what was a shared understanding of bullying and would welcome a consistent definition of bullying, and this has been included in the policy. Parents wanted to see a consistent and robust response to bullying.

3.17 Parents were concerned around the increase of bullying through technology and social media(cyber-bullying) and highlighted the benefits of input or training around online and mobile technology for both pupils and Parents/Carers. Parents emphasised the importance of school staff working in partnership with Parents/Carers when dealing with bullying and being aware of their professional responsibilities in addressing bullying and discrimination. Parents stated that they did not always feel included, and that the outcome of an incident was not always communicated with them. This feedback has helped inform the policy.

3.18 Parents requested that there should be a means of communication for a pupil to report instances of bullying without there being a negative impact on the pupil because of reporting. Parents additionally wanted more detail on prejudice-based bullying. Parents were unclear how a school records incidents of bullying and would welcome more information on this.

Consultation with children and young people

3.19 Consultation with pupils highlighted the importance of the need for consistency in staff responding, reporting, and managing bullying incidences. Not all pupils felt confident about reporting incidents of alleged bullying and highlighted concerns about confidentiality and the actions their schools may take to follow up incidents of bullying. Themes identified included pupils feeling that reporting incidents of bullying may make the matter worse or that the alleged incident is not taken seriously. Pupils stated that they wanted their views to be considered and valued when incidents of bullying are investigated, and that staff should respect privacy and confidentiality. Pupils would welcome 'safe spaces' being made available and would provide reassurance for them knowing that there was a 'safe' place they could go to.

3.20 The pupils acknowledged that there were a range of procedures in place to manage instances of bullying in schools but at times responses were inconsistent. References were made to the increase in online cyber bullying which often happens out with school and the importance to be aware of the dangers of online and mobile technology communication. The updated definition gives clarity on bullying and the impact of it. It is thought that the refreshed policy will support pupils feel more confident about reporting alleged incidents of bullying and result in a consistent response and approach from all

staff. The refreshed policy will ensure that all staff are aware of their role in preventing, responding, and recording bullying incidents.

3.21 Learning from national documentation and stakeholder voice has informed the development of the policy in Appendix A.

Consultation with GREC (Grampian Regional Equality Council)

3.22 We have consulted with external partners from GREC (Grampian Regional Equality Council) who report that the experience for pupils is not always a positive one in terms of reporting incidents of bullying. They reported that there appeared to be a perception that there is a hierarchy of protected characteristics, i.e., that racist-related incidents are taken more seriously than homophobia or transphobia. Related to this, it seems that there is no option for a transphobic (or faith-based) incident to be reported on the SEEMIS system, and the system seems to have a general problem with a lack of granularity and inconsistent grouping of categories.

3.23 Incidents of teachers "dead naming" (referring to a trans person by their birth name) have been shared. There is a sense that there is a lack of appreciation for the damaging impact that this can have on a Trans person, particularly a young individual. The data indicates that not all cases are being reported using the GREC and SEEMIS Bullying and Equalities module. This means that schools/teachers/pupils are not being offered the support that is available in terms of advice, workshops, counselling and intervention.

3.24 GREC believe that the refreshed policy will support raising awareness of all forms of bullying and that all staff will know their role in responding to and reporting bullying incidents. Systemic and robust recording of the number of bullying incidents using The Bullying and Equalities (B&E) Module within SEEMIS Click and Go, which must include specific detail e.g., in the instance of transphobic bullying, specifically detail the transphobic elements which will support appropriate preventions.

Consultation with staff

3.25 Staff were consulted on the document. Staff seek clear expectations and responsibilities for staff/pupils/parents and carers and reiterated the importance of working in partnerships. Staff welcomed the clear reference to LGBT+ community.

3.26 This policy will be monitored by the Quality Improvement team through the collation of data received from the outlined reporting mechanisms.
This policy will be subject to initial review in 12 months and subsequently every 3 years.

4.   FINANCIAL IMPLICATIONS

4.1 There are no financial implications arising from this report.

5. LEGAL IMPLICATIONS

5.1 The Local Authority has many legal duties which it is obliged to meet, including those of:
- The Education (Additional Support for Learning) (Scotland) Act 2004 as amended
- The Children (Scotland) Act 1995
- The Equality Act 2010
- The Children and Young People (Scotland) Act 2014

5.2 The approach outlined in this Report will assist the Council to fulfil these duties more effectively. All children and young people have the right to learn in an environment that is free from bullying. Those who experience bullying can have a detrimental impact on their education and can be a significant factor in determining positive or negative long-term outcomes for children and young people. The Anti-Bullying Policy and Guidance 2023 will support the prevention of bullying incidents and ensure that there is consistency in their reporting, recording, and monitoring and are managed within the current legislative framework.

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	N/A			
Compliance	Risk of discriminating against those with protected characteristics. Every person has one or more of the defined protected characteristics. Non-compliance with legislation, and legal challenge	This policy contributes to the process of compliance and evidence actions and mitigations. Robust and Systemic Recording and Monitoring of bullying incidents will support mitigating this risk.	L	Yes

	Aberdeen City Council is obliged to meet the requirements of The Equality Act (2010) equalities legislation which protects individuals. from unfair and discriminatory treatment and promotes a fair and more equal society	All members of staff will have access to a copy of the anti-bullying policy. It is of key importance that relevant local authority and school staff working in partnership with other agencies are appropriately trained to build confidence and capacity to recognise and respond to bullying. The approval and implementation of the revised policy and accompanying procedure and guidance should help to mitigate this risk.		
Operational	Risk that Incidents of bullying are not managed consistently reflecting best practice which if not applied can result in complaints. Risk that there are inconsistencies in reporting incidents of bullying which will impact accuracy of data.	This policy will provide Schools and staff with clarity on the authorities' expectations about what constitutes bullying behaviour, how to respond to bullying behaviour and how to monitor and report incidents. All incidents of bullying MUST be recorded using the Bullying and Equalities (B&E) Module within SEEMIS Click and Go This will support consistent reporting and recording of bullying incidents. Consistent application of the guidance provided in	L	Yes

		the policy will mitigate risk. Staff will have access to appropriate training and professional learning which will provide staff with necessary skills in prevention and managing of bullying incidents. Mitigated by offering high quality professional learning for staff to ensure that they meet their statutory duties under The Education (Additional Support for Learning) (Scotland) Act 2004 and Equality Act (2010)		
Financial	No Financial Risks identified	Delivery of staff anti-bullying related training Any potential costs are met within existing budgets	L	Yes
Reputational	The Education (Additional Support for Learning) (Scotland) Act (2004) requires Authorities to reduce barriers to learning for children and young people with additional support needs. Risk of not achieving positive outcomes for children and young people	All staff will be aware of their key roles and responsibilities that each member of the school community in has; regarding preventing and responding to bullying behaviour within the policy. The Policy will ensure Establishments promote consistency of response to instances of bullying behaviour. Regular analysis of the data will ensure appropriate	L	Yes

	and their parents and carers	responses, interventions, and prevention management.			
Environment / Climate	No environmental risks identified	N/A	N/A	N/A	

8.   OUTCOMES

COUNCIL DELIVERY PLAN	
	Impact of Report
Aberdeen City Council Policy Statement	The activities listed within this report support the delivery of the following aspects of the policy statement. • Supporting people with the cost of living • A city of opportunity through equitable means • A vibrant city that is accessible • An active city • A prosperous city • Empowering Aberdeen's Communities • Caring for each other • A safer Aberdeen • A transparent, accessible and accountable Council
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.	The policy links to the 'Prosperous People' theme in the Local Outcome Improvement Plan (LOIP), which mentions people being entitled to live in a way they feel safe, supported, and fully included in life in the City, having an equal right to enjoy these aspirations. All people in the city are entitled to live in a manner in which they feel safe and protected from harm and supported where necessary in addition, it indicates an ambition to support every child irrespective of circumstances to grow, develop and reach their full potential, where there is equality of opportunity for all. The proposals in this report seek to ensure the best use of resource in the system, promoting an understanding of the circumstances of individual children and young people to ensure that appropriate and timely personalised support is available to them. Child friendly city which supports all children to prosper and engage actively where all decisions

Prosperous Place Stretch Outcomes	which impact on children and young people are informed by them by 2026. 4.1 Improving the knowledge, understanding and skill of the universal workforce to recognise and respond to emerging mental wellbeing vulnerability. 4.2 Increasing children's knowledge and understanding of their own physical and mental wellbeing. 90% of children and young people will report that they feel mentally well by 2026. 5. 90% of Children and young people will report that their experiences of mental health and wellbeing have been listened to by 2026. 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. 7. 95% of children living in our priority neighbourhoods will sustain a positive destination upon leaving school by 2026. The policy also links to the 'Prosperous Place' theme in the LOIP, where all can prosper, reflecting the organisation's desire to help people, families, and communities to do well, succeed and flourish in every aspect, regardless of their background or circumstances. Underpinning the work of all schools in Aberdeen City is achieving excellence and equity for all.
Regional and City Strategies	This report takes into account the local authority's legal obligations in respect of the legislation below: **The Education (Additional Support for Learning) (Scotland) Act 2004** - Duties regarding meeting the needs of children and young people with additional support needs. **The Equality Act 2010** - Duty to ensure we are not discriminating disabled learners directly or indirectly. - In addition, the Fairer Scotland Duty (Part 1 of the Equality Act 2010) places a legal responsibility on particular public bodies in Scotland to actively consider how they can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions

	The Standards in Scotland's Schools Etc. Act 2000

	- Duty of education authority in providing school education
	- 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
Integrated Impact Assessment	Required.
Data Protection Impact Assessment	
Other	None

10. BACKGROUND PAPERS

None

11. APPENDICES

Appendix A – Anti-bullying Policy 2023.

12. REPORT AUTHOR CONTACT DETAILS

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ACC Education Settings Anti-Bullying Policy 2023

Table of Contents

1 Policy Statement

Aberdeen City Council is obliged to meet the requirements of the Equalities Act 2010. Responsibilities extend to tackling unlawful discrimination and include promoting and encouraging equal opportunities.
Aberdeen City Council is under a legal duty to consider equalities as an employer, a policy maker, a service provider, a procurer of services and as a decision maker.
The Equality Act 2010 protects us all.

Every person has one or more of the 9 defined protected characteristics.
These are:
1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race
6. Religion or belief
7. Sex (gender)
8. Sexual orientation
9. Marriage and civil partnership

In addition, prejudiced based bullying can also occur. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. This can include: an additional support need, being an asylum seeker or refugee, physical appearance, gender identity, being part of the gypsy/traveler's community, socio-economic status, being looked after and / or care experienced and being a young carer.

Bullying is considered to be a breach of the UN Convention on the Rights of the Child. Aberdeen City Council shares the view that: 'Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.' Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (2017).

The purpose of this policy is to provide guidance for Education staff, partners and stakeholders in preventing and responding to incidents of bullying behaviour. The policy and guidance will ensure a clear and consistent approach to managing and reporting incidents of bullying behaviour across Aberdeen City education establishments.

It is recommended that all establishments have and publish an anti-bullying policy which is based on the guidance set out in this policy. This will ensure that schools have a pro-active and responsive approach to the prevention and management of bullying.

Establishments must adopt the following stance in their anti-bullying policy: 'Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.' Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017 Anti-bullying should be incorporated within the strategic remit of one member of each establishment's leadership team. However, in accordance with GIRFEC the wellbeing of pupils is the responsibility of all.

Parents/Carers, pupils and Aberdeen City Council Education staff have a responsibility to work collaboratively to ensure an environment free from bullying behaviour. Aberdeen City Council believes that everyone should be treated equally and with respect. 'Getting it Right for Every Child' (GIRFEC) is the underlying principle for Aberdeen City Education Children's Services in ensuring the needs of all pupils are met. The Scottish Government defines the GIRFEC approach:

- is child-focused - it ensures the child or young person – and their family – is at the centre of decision-making and the support available to them.
- is based on an understanding of the wellbeing of a child in their current situation - it takes into consideration the wider influences on a child or young person and their developmental needs when thinking about their wellbeing, so that the right support can be offered.
- is based on tackling needs early - it aims to ensure needs are identified as early as possible to avoid bigger concerns or problems developing.
- requires joined-up working - it is about children, young people, parents, and the services they need working together in a coordinated way to meet the specific needs and improve their wellbeing.

In order to prevent and / or deal with instances of bullying all Aberdeen City schools/Early Learning centres adhere to the principles of GIRFEC.

2 Definition: What do we mean by bullying

All establishments must include the following definition of bullying in their antibullying policy which is endorsed by Aberdeen City Council:

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.' Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017.

A further exemplification of bullying from the same document states that bullying behaviour: 'can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.' Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017

What is bullying behaviour?

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.' (Anti-bullying Alliance)

Bullying can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions or the fear of these.

Bullying behaviour includes:

Physical	pushing, poking, kicking, punching, hazing rituals, inappropriate touching
Verbal	name calling, sarcasm, spreading rumours, teasing, belittling, banter.
Emotional	isolating others, tormenting, threatening gestures, manipulation, coercion.
Prejudice-based	Prejudice-based means any comment or action intended to taunt pupils because of difference, real or perceived, in their appearance, behaviour, personal circumstances or any other matter. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia, transphobia or prejudice and discrimination towards disability or faith.
Online	abusive posts on social media, sharing photos without permission, offensive texts, sexting, impersonating another person online, patterning

This is not an exhaustive list and it is important to consider impact, rather than intent and persistence when defining bullying behaviour.
This policy applies to all instances of bullying behaviour which impact on a child or young person's attendance or engagement to their learning or the learning environment.

Please note: where bullying behaviour is identified as criminal in nature, such as sexual harassment, assault or hate crime, the school will work in partnership with Police Scotland.

We must understand that 'bystanders' to any form of bullying behaviour are, to some degree, complicit - accepting of its effects and consequences within their community. Our young people are encouraged to be 'upstanders', reporting such behaviour and actively discouraging or condemning it when appropriate.

Where can bullying take place?

- Bullying behaviour can take place in a variety of spaces:
- Journey to and from school
- Local community
- School
- Extra-curricular activities
- Online (during and outside school day)

Online Bullying

Online bullying, or cyberbullying, is often the same type of behaviour as other bullying, for example name-calling, spreading rumours and leaving people out, but it takes place online, For example on social networking sites, in chatrooms, and via mobile technologies, gaming and instant messaging platforms. The impact of this can be as hurtful and damaging as with other forms of bullying behaviour. This should be taken as seriously as any other form of bullying. Advances in technology are simply providing an alternative means of reaching people. Malicious messages can now be sent via mobile phone or the internet, making their reach greater, more immediate and much harder to remove or erase. Whilst advances in technology, including social media, provide many possibilities to enhance learning and teaching, teachers and other staff in schools/early learning centres should be alert to its possible misuse. Some online behaviour is illegal. Children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content on forums, websites, social networking platforms, etc.

Language and use of Labels

When talking about bullying, it is important not to label children and young people as "bullies" or "victims". Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. Reference should be made instead to "those experiencing bullying behaviour" and "those displaying bullying behaviour". All children and young people need help to understand why bullying behaviour is wrong in order that they can change it. It is important not to develop predisposed notions about which child or young person is likely to fall into which category. If staff are unsure if behaviour is bullying, look at the effect it is having on the child or young person. It can be the case that one child says something unpleasant to another, but this is not always a case of bullying as it has no real impact on the child. Such behaviour should always be challenged, even if it is not bullying.

Conflict versus bullying behaviour

During their time in school, young people can often fall out with friends, make up, fall out again and repeat this process. Social groups can often shift and change. All young people are capable of being thoughtless, moody, rough or rude on occasion. Young people can be impulsive and unpredictable in their behaviour and this can result in tension and difficulties. Staff should always be careful to establish the facts in an open-minded manner before making any judgements about whether bullying behaviour has taken place or whether it is a matter of conflict between individuals or a group of individuals.

Conflict	Bullying Behaviour
• Disagreement or argument in which both sides express their views. • Equal power between those involved. • End or change of behaviour when they realise it is hurting someone	• Goal is to hurt, harm or humiliate. • Imbalance of power in the relationship which is then exploited by one person. • Continuation of the behaviour when they realise it is hurting someone.

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships.

Signs that a young person may be experiencing bullying behaviour

Children and young people may display a wide range of signs that may indicate that they are being bullied or perceive that they are being bullied. Some of the signs that staff should look out for may be;

Psychological	increased levels of depression and anxiety, loss of confidence and self-esteem, mood changes, Suicidal thoughts, increased feeling of anger/aggressiveness, more emotionally unstable
Social	Social withdrawal/isolation, being ostracised or losing social relations, changing social media accounts
Physiological	increased stress levels, somatic complaints (headache or stomach ache), distress, unexplained injuries, loss of concentration, developing ticks or stammers, neglect of appearance, torn clothing, changes in eating patterns, missing personal items

Academic	Change in attendance at school, change in achievement levels, failing to achieve potential, school avoidance. Increased lateness to school. Afraid of the school journey.

Ultimately, any form of bullying behaviour will affect a young person's ability to learn and build healthy relationships.

If you are a young person who is experiencing bullying behaviour, a young person who is demonstrating bullying behaviour or a member of staff or parent/carer who is supporting someone who has experienced bullying behaviour, then it is important that you know what is expected of you.

3   Prevention: Promoting Positive Relationships

Aberdeen City Council Education establishments must implement the following approaches in working to prevent bullying behaviour and raise awareness amongst pupils, staff and Parents/Carers.
Creating an inclusive ethos and culture is the most effective way of reducing and responding to incidents of bullying. All schools/early learning centres should promote the principles of GIRFEC and the responsibility of all to support children and young people in establishing and maintaining positive relationships. Developing positive and respectful relationships will make it difficult for bullying to take place. Anti-bullying work should be high profile and should include assemblies, class sessions and homework.
Programmes of education about bullying should be implemented from an early age and revisited at all stages of education. Establishments should ensure that they have visual displays relating to bullying and key aspects of anti-bullying policies. It may be appropriate to highlight work done during National Anti-Bullying week which takes place in November.

Schools/Early learning centres where positive relationships are based on respect and inclusion are more likely to develop effective resolutions and responses to bullying.

A school's Anti-Bullying policy should be complemented by other important documents such as positive relationships and behaviour policies which will support staff and learners to consider bullying as part of a continuum of behaviours.

Questions to help you think about the practice in your setting:

- How do we currently promote a culture of positive relationships in our setting?
- How do our values relate to positive relationships day to day?
- What visual prompts/reminders do we have in place to reinforce the message that our setting is based on respect for each other?
- What do children and young people in our setting tell us they need?

- Do they feel they need to create a culture where bullying is never acceptable and is not allowed to thrive?
- What evidence do we have on what our stakeholders say about our current ethos, culture and relationships within our setting? (Evidence, areas of strength and development, plans for improvement)
- How do schools know when they are getting it right?

Approaches to support establishing an ethos where bullying is never acceptable may include:

- Vision, Values and Aims statements which place an emphasis on mutual respect which have been agreed and discussed with all staff, learners and parents/carers.
- involvement of pupils and parents/ carers in the development of a school's anti-bullying policy and practice.
- Promoting active bystanders and promoting a culture where acting to stop the bullying of others is not seen as 'snitching'.
- rights respecting schools, restorative practices and solution-focused approaches.
- a Relationships Policy which makes clear that bullying is unacceptable and sets out everyone's responsibility in preventing and responding to bullying behaviour.
- visual prompts/reminders such as posters or on school website or school display screens to reinforce the message that our setting is based on respect for each other.
- discussions as part of PSE.
- activities such as role-play, artwork, drama and literature;
- featuring anti-bullying at school assemblies; making it clear how pupils can report bullying incidents and the potential outcomes.
- peer mediation.
- restorative approaches.
- Robust mobile technology policy and procedures.
- Parents/carers have a wealth of knowledge that schools should call on when reviewing their anti-bullying approaches.
- Parents and carers should also be made aware of their responsibilities and the setting's expectations if a bullying incident occurs involving their child and their responsibilities in relation to this.

Aberdeen City Council Education Services is committed to preventing and reducing the incidence and effects of bullying behaviour within its schools/early learning centres by:

- setting an ethos in schools/early learning centres which places an emphasis on respecting, valuing and caring for self and others;
- establishing a climate where all members of the school community, irrespective of age or status, promote and model positive behaviours and values;
- putting in place Anti-Bullying policies at Council and school/early learning centre levels;

- taking seriously any report or allegation of bullying behaviour, investigating and taking appropriate action where necessary;
- ensuring that staff, children and young people and parents/carers are fully conversant with the requirements of the school's/early learning centre's anti-bullying policy and that its terms and implications are discussed and reviewed on a regular basis;
- providing a variety of means to allow pupils to report bullying for themselves or their peers;
- providing support for children and young people who are experiencing bullying behaviour;
- helping the person displaying bullying behaviour to understand the impact of their behaviour and supporting them to change their behaviour in a more positive way;
- involving parents/carers, as appropriate, in supporting both children and young people who are bullied and those who are displaying bullying behaviour;
- ensuring the level of bullying in schools/ early learning centres is monitored by a member of the Senior Leadership Team and procedures are in place for recording incidents on the SEEMIS Bullying and Equalities Module;
- putting in place quality assurance procedures to monitor the effectiveness of the policy and reviewing as appropriate.
- Supporting effective communication with all involved parties

The above will be supported by:

- ensuring that young people have someone they feel they can trust/have a good relationship with to report and discuss any concerns they may have – have a positive ethos/culture within our settings;
- providing opportunities for peer support initiatives which promote skills of active citizenship;
- providing appropriate staff training in recognising and dealing appropriately with acts of bullying;
- ensuring that children and young people who have experienced bullying behaviour receive appropriate support and protection from further abuse;
- including anti-bullying education within the Personal, Social and Health Education curriculum for all young people as well as through cross curricular and whole school approaches;
- addressing anti-bullying through, for example, circle time, restorative approaches, and co-operative learning methodologies

4 Roles and Responsibilities

Senior Leaders in Education Establishments have responsibility to:

- Outline the key roles and responsibilities that each member of the school community in accordance with GIRFEC has; regarding preventing and responding to bullying behaviour within the policy
- Ensure that their staff are aware of and adhere to their responsibilities under the policy and inducting new staff in the Council's commitment to anti-bullying

- Ensure that any bullying instance raised is dealt with quickly and appropriately in a confidential, supportive manner in accordance with this policy
- Ensure that they seek advice from within the organisation where they are unsure about their responsibilities in relation to managing anti-bullying;
- Actively challenging any form of bullying behaviour;
- Create and maintain equality-friendly and inclusive environments where bullying is not tolerated.
- Ensure that Anti-bullying work is given high profile and should include assemblies, class sessions and homework.
- Establishments should work with Parents and Carers to address the holistic needs of the child consistent with the GIRFEC principles in response to an incident of bullying. Provide relevant anti-bullying updates annually to all staff.
- Ensure that Anti-bullying should be incorporated within the strategic remit of one member of each establishment's leadership team. However in accordance with GIRFEC the wellbeing of pupils is the responsibility of all.
- Provide all members of staff with access to a copy of the relevant school policy(ies).
- Undertake anti-bullying-related training and encourage their staff to participate in such training and monitor and manage their participation. This includes ensuring compliance with mandatory training requirements around equality, diversity and inclusion
- Ensure key staff are trained in the use of restorative approaches.
- Ensure that Anti-bullying policies are 'child friendly' and are shared with and accessible to pupils and Parents/Carers.
- Ensure that Anti-bullying policies take into consideration the needs of our more vulnerable groups including those who are Looked after
- Ensure the recording of bullying incidents accurately and monitor this information systematically. This will allow them to identify more readily the scope and scale of bullying incidents and make improvements in policy and practice to support learners wellbeing
- Establishments must record the number of bullying incidents centrally using The Bullying and Equalities (B&E) Module within SEEMIS Click and Go. Any recording of incidents must include specific detail e.g., in the instance of transphobic bullying, specifically detail the transphobic elements.

Staff

All Education staff must be aware of their key roles and responsibilities regarding preventing and responding to bullying behaviour and have a responsibility to:
- Challenge and report all bullying behaviour
- Ensure that they fully understand and follow the procedures for reporting, recording and monitoring bullying behaviour
- Always take reported incidents of bullying seriously and report them appropriately
- Ensure that there are suitable arrangements in place to encourage children and young people to report, with confidence, all incidents of alleged bullying
- Ensure that all incidents of bullying behaviour in school are investigated by relevant school staff and communicated to Parents / Carers as appropriate. Any support identified for pupils involved should be shared with Parents / Carers.

- Ensure vigilance regarding what may be behind the bullying behaviour as all behaviours are a form of communication.
- Ensure that you have access to a copy of this policy and familiarise yourself with its contents and any relevant anti-bullying updates
- Engage and access relevant training provided to build confidence and capacity to recognise and respond to bullying. This may include: restorative practice, resilience and mindfulness professional learning
- Educate pupils on the dangers of online and mobile technology communication.
- Work with relevant local authority and ensure school staff work in partnership with other agencies are appropriately trained.
- Work to educate pupils, staff and inform Parents/Carers about what to do when bullying behaviour is displayed, and how to support those involved
- Include within the curriculum work designed to inform children and young people on diversity and inclusion and the importance of respect and kindness.
- Raise the profile of anti-bullying work. Targeted lessons should be used to increase knowledge and understanding of anti-bullying policies and processes.
- Encourage pupils to teach and share key messages about bullying with other pupils and with Parents/Carers including the short and long-term impact of bullying

Learners have a responsibility to:

- report any instances of bullying they are aware of (including Cyber-bullying)
- Abide by their school's Positive Behaviour Policy
- Access the school's anti-bullying policy and understand processes for reporting bullying incidents
- Keep calm and not retaliate
- Not respond to abusive texts or messages
- Understand the impact of your actions on others.
- Fully participate in restorative conversations with all parties.
- Adhere to Aberdeen City ICT Policy and being aware of the dangers of online and mobile technology communication.

Parents and Carers have a responsibility to:

Schools should engage with parents/carers to work collaboratively in recognising, responding and preventing all forms of bullying. We recognise their vital role as influencers in children's and young people's lives. They have a key role to play in supporting their children when they experience bullying behaviour or display bullying behaviour.

- Report it. Contact the school as soon as possible should any incidents arise and ask to speak to your child's Pastoral teacher/member of the senior leadership team.
- Expect to be informed that the matter has been addressed. All incidents of bullying behaviour in school will be investigated by school staff and

communicated to Parents / Carers as appropriate but note you will not be advised of the outcomes of the investigation (although not of specific disciplinary action involving other young people).

- Work in partnership with the Principal Teacher Pupil Support to support your child.
- Support your child in learning about bullying behaviour.
- Monitor your child's online activity and refer to useful sources of information regarding internet safety and the dangers of online and mobile technology communication.
- Engage and participate with the school in information sessions relating to bullying and anti-bullying.
- Participate in reviewing anti-bullying policies and procedures.

It is important that schools/early learning centres listen to and respond to the concerns of parents/carers and ensure that there is clear and effective communication between them when dealing with bullying incidents relating to their children. Schools should update parents and keep them informed on what the school is doing and what are the next steps.

Parents and Carers can support anti-bullying:

- Be aware of RespectMe, Scotland's anti-bullying Service booklet - Bullying Behaviour: A Guide for Parents and Carers (available at http://respectme. org.uk/resources/publications/)
- Work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help ensure bullying cannot thrive
- Report it. It is important to inform education establishments of bullying behaviour at the time of the incident or as soon as possible thereafter.
- Support their children in their learning about bullying behaviour. Address their children's behaviour when it affects others negatively and refrain from engaging directly in a negative way with any other children involved or their parents/carers/families.
- Monitor and manage their children's on-line activity and use of electronic devices, mobile technologies and social media. This may include setting parental controls, ensuring privacy settings are in place and adhering to age guidelines.
- In the first instance, report any abuse to website providers, delete nasty or offensive messages and ensure their children unfriend or block persons potentially perpetrating abuse.
- Be aware of the type of incidents which may have to be reported to the police – retain any evidence which may include screenshots, messages, images etc.
- Be given the opportunity to express their views and help shape policy development in this area.
- Be aware of the complaints process set out by the school and local authority and their rights regarding these procedures.

It is most likely that parents/carers will be informed of any incidents in relation to a young person being bullied or displaying bullying behaviours. Parents/carers play

an essential role in prevention and addressing of bullying incidents. This may be face to face, by telephone or letter, however a record of all communication should be kept, ideally in pastoral notes. It is important to keep the young person informed about who their information has been shared with

The views of the child/young person should always be taken into account in the decision making process of whether to inform parents/carers. It is important to sensitively weigh up the risks and benefits of informing parents/carers, as there may be occasions where the child or young person thinks that in doing so might make the matter worse or may place the child or young person in a harmful situation, e.g. if a young person has been the recipient of, for example, homophobic bullying, the young person may not choose to have the parents/carers informed due to fears about how this would be received, or provokes a response that the young person wishes to avoid.

On those few occasions where it is felt by the Senior Leadership Team that respecting the confidentiality and best interests of the young person means a decision is taken not to inform parents /carers, then this must be formally recorded in the pupil's pastoral notes, with a clear rationale for not informing. This may form part of a wider risk assessment in managing the incident.

If appropriate, Schools/early learning centres should meet with parents. This will provide an opportunity for parents/carers to express their views and to establish an agreed way forward. It is very important that confidential/personal information about other pupils should not be shared with other parents/carers. RespectMe offers a training session for parents/carers and schools which can be accessd this through their website - www.respectme.org.uk

5 Prejudice-Based-Bullying

Some groups of people are at particular risk of experiencing bullying behaviour motivated by prejudice against one or more of the protected characteristics covered by the Equality Act 2010.

Different forms of prejudice-based? bullying are enacted differently, and some can be more prevalent than others and reflected in common usage or eg., homophobic or ableist language. Bullying based on or motivated by these characteristics is never acceptable.

Aberdeen City Council and individual settings are committed to challenging prejudice-based bullying and make an explicit commitment to each of the protected characteristics and expect all education establishments to include each of these in its policy (see Appendix 1).

The Equality Act 2010 act sets out rights which include legal protection from discrimination related to any of the nine protected characteristics:

1. Age

2. Disability

3. Race

4. Sex (Gender)

5. Pregnancy/Maternity

6. Religion/Belief

7. Sexual Orientation

8. Marriage/Civil Partnership

9. Gender Reassignment (transgender)

Children and young people may be bullied because of prejudice. This could be due to perceptions and prejudice about one of these protected characteristics or because of socio-economic prejudice. A young person may not have one of the characteristics but may still be bullied because of perceptions about them, their friends, or their family.

Aberdeen City Council is also aware of the potential vulnerability of children/young person in relation to the following:

- Asylum seeker or refugee status.
- Body image
- Care experienced young people
- Social or economic status
- Young carer responsibilities
- Imprisonment of parents/carers, siblings, or other family members.

6 Responding to Incidents of bullying

What to do if someone says they are being bullied?

All staff must be aware of their role in implementing 'Aberdeen City's Anti-Bullying Policy and Guidance.
Schools should ensure they have suitable arrangements in place to encourage children and young people to report, with confidence, all incidents of alleged bullying.

Bullying takes away a person's ability to feel in control and to take effective action: what we call our agency. Responses to bullying must focus on helping a person regain their feelings of being in control and to feel themselves again. Children and young people can feel powerless in bullying situations, so it is important that they are given the opportunity to inform the response. This allows us to find out what they want to happen, what they are worried about happening, and at what pace they would like the response to go.

Teachers and other school staff should never ignore any accusation of bullying behaviour and always take reports of bullying seriously. The initial response from the member of staff and their reaction is key. A child's experience may be directly affected by the response they get from the adult. It is crucial for school staff to listen and respond appropriately, sensitively and offer support whenever required. What matters most is that staff should listen to what the child or young person is saying and reassure them that they have done the right thing in telling. It is essential that the young person feels that they have been heard. Effective listening helps us understand how young people are being affected and what we can do to help. We must listen carefully to what children and young people are saying **and** how they are saying it. You can learn a lot by paying attention to body language and facial expressions. 'Active' listening is about recognising these subtle cues and responding appropriately to them. Remain calm and give them your full attention. This shows a child or young person that you are taking them seriously.

This can be done by gently encouraging them to talk, find out what happened, who was involved, where and when - write it down if that helps. Staff might have to do some probing but should let the child or young person speak without interruption as far as possible. Keeping notes may be helpful but it is important that the child or young person knows why and how the notes will be used. This information would form the basis for further investigation and recording.

Staff should ensure that they respect the right to privacy for all children and young people involved in incidents of bullying. Given the potentially sensitive nature of the issue, conversations should be conducted confidentially and in private.

Respectme recommend that staff ask the following five questions:

1. What was the behaviour?

2. What impact did it have?

3. What does the child or young person want to happen?

4. What do I need to do about it?

5. What attitudes, prejudices or other factors have influenced the behaviour?

At this stage staff need to be very clear with the child or young person about what happens next. The child or young person needs to retain some feeling of control over the situation. It is vital that they are involved and updated on progress. Sometimes a particular incident can be resolved fairly quickly but in many cases it can take some time to work towards a resolution and it is important that the child experiencing the bullying behaviour feels supported and has some strategies to help. Bullying can have long-term impacts on children and young people. When the bullying behaviour stops, the impact may still be felt and the process of moving on from what may have been a traumatic event may need ongoing monitoring and support. Dealing with behaviour and impact allows staff to respond to offensive behaviour and language that may not have resulted in a person being bullied or

have little or no impact. The use of derogatory language and threats may be an attempt to bully and these should still be treated seriously.

Each school/early learning centre should have a clear set of procedures for reporting and investigating allegations of bullying. The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action, taking into account the circumstances and the information they have and this should be agreed with a member of the Senior Leadership Team or Pupil/Pastoral Support Team.

In all cases it is crucial that the child or young person is listened to and supported. It should be clear how the case will be investigated, monitored and reviewed with an agreed action implemented to resolve the situation. It is important that you have an agreement with the young person as to the 'next steps' of dealing with the incident.

A member of Senior Leadership Team in each school/early learning centre should have responsibility for ensuring that procedures relating to allegations of bullying are implemented and that the whole school reports available on SEEMIS are regularly monitored.

What about the Child who is presenting with bullying behaviour?

"Children and young people who are bullying will need help and support to help identify the feelings that cause them to act this way and develop strategies to cope with these feelings differently." (respectme 2015)

All behaviour is communication, it may well be that the bullying behaviour of the child or young person may stem from an unmet need.

- Deal with the behaviour in the same way as you would with any type of distressed behaviour;
- Listen and take time to discover the reasons for the bullying behaviour;
- Do not label the individual or group as 'bullies', name the behaviour;
- Be prepared for a strong reaction from parents and carers and children and young people;
- Be prepared to address prejudicial attitudes that may be behind the bullying behavior;
- Address what's happening behind the behaviour, even when the bullying has stopped.
-

There will be a wide range of actions or consequences that a school/early learning centre can take in response to bullying incidents. These actions should be proportionate and appropriate to the age and stage of the child and to the incident.

7 Recording Reporting and monitoring incidents of bullying

Respect for All:
Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools

Fairness

Equality

Respect

Inclusion

Smarter Scotland
Scottish Government
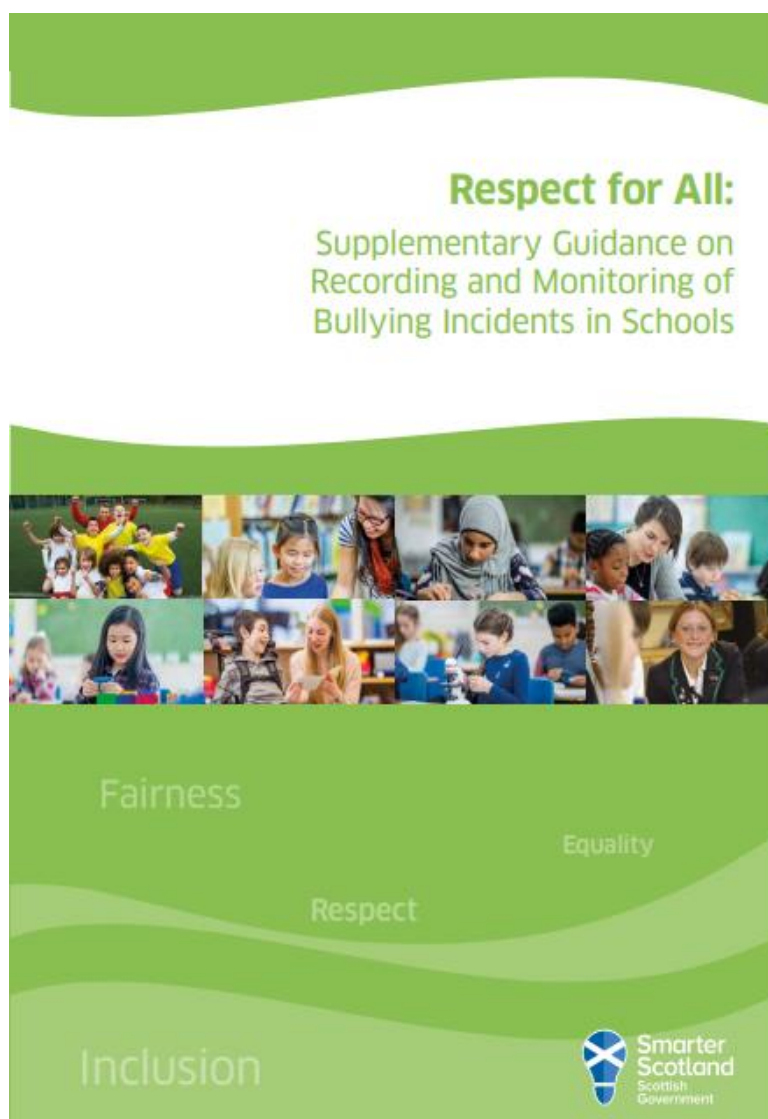
All staff must be aware of their role in the reporting and recording of bullying incidents. Establishments will be required to record the number of bullying incidents centrally using The Bullying and Equalities (B&E) Module within SEEMIS Click and Go. Any recording of incidents **must** include specific detail e.g., in the instance of transphobic bullying, specifically detail the transphobic elements. This will allow us to identify more readily the scope and scale of bullying incidents and make improvements in policy and practice to support learners' wellbeing.

Data recorded on the module will be collated and interrogated centrally as part of Education Services quality assurance processes. Robust and consistent analysis of bullying incidents will help schools and authorities to identify trends or themes in bullying and support planning for improvements to both prevention and intervention in tackling bullying.

Within SEEMIS Bullying and Equalities Module information is recorded about both the person experiencing the behaviour and the person displaying the behaviour.

The nature of the incident and the specific perceived reason for bullying (formerly Characteristics) must be completed in all cases. If an incident is covered by more than one of these select all that apply under these headings:

Nature of Incident

• Name calling, teased, put down or threatened

• Hit, tripped, pushed or kicked

• Belongings taken or damaged

• Being ignored • Spreading rumours

• Abusive Messages -online/phone/ gaming/social media

• Online/phone/gaming/social media

• Targeted because of who they are/ perceived to be;

• Other (Please Specify)

Perceived Reason(s) for bullying (formerly Characteristics)

• Actual or perceived Sexual orientation (e.g. homophobic, bi-phobic)

• Additional support needs

• Asylum seekers or refugee status

• Body Image and physical appearance

• Care Experience

 • Disability

• Gender identity or Trans identity

• Gypsy/travellers

• Marriage/civil partnership of parents/ carers or other family members

• Mental health

• Not known

• Other: please specify

• Pregnancy and maternity

Page 92

• Race and racism including culture
• Religion or belief

• Sectarianism

• Sexism and gender

• Socio-economic prejudice

• Young carer

• If 'Other' is selected from the list and added to the incident, an additional 'Other' text box will be displayed to enable details of the 'Other' incident to be recorded.

As well as recording that an alleged incident has been reported, detail about the incident should be recorded. Information about how the situation is to be monitored and reviewed should be entered in the appropriate section and the views of the person experiencing, the person displaying, and, if appropriate the views of parent/carer should be recorded.

Monitor and review

- Do they feel their concerns were listened to?
- Do they feel satisfied with the outcome?
- Does the parent/carer feel satisfied with the outcome?
- Has some form of Restorative Action taken place?(If appropriate).
- The Action Progressed section should then be completed outlining the actions taken and the conclusion of the investigation. Incident Conclusion
- Being addressed
- Resolved
- Not resolved
- Unfounded Information recorded in this part of the Module automatically creates an entry into the pastoral notes for each of the children or young people. This entry does not contain detail about the incident – its purpose is to indicate that an incident has been recorded in the bullying and equalities module.

Reporting of prejudice and discrimination incidents can be reported through Grampian Regional Equality Council (GREC) and other outlets using this online form accessible on the Aberdeen City Council website:
http://www.aberdeencity.gov.uk/home/report_it.asp

8 Policy implementation and training

Following approval of this policy it will be shared with and accessible to all Education and Children's Services staff, children and young people and parents and carers. As part of Workforce Development and Career Long Professional Learning (CLPL), Anti-bullying-related training will be made available to all staff. This may be delivered in partnership with Respectme and GREC. This includes

ensuring compliance with mandatory training requirements around equality, diversity and inclusion.

9 Policy monitoring and review

This policy will be monitored by the Quality Improvement team through the collation of data received from the outlined reporting mechanisms. Feedback will be gathered from staff using the policy and guidance.
This policy will initially be reviewed 12 months after implementation and subsequently every 3 years.

Appendix 1 – Prejudice- Based Bullying

Under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, we have a duty to assess all new policies and guidance to ensure it fulfils our duties under the Act. The Equality Act 2010 sets out a range of individual characteristics that are "Protected" from discrimination and unfair treatment including bullying. All children and young people have the right to feel safe regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. All anti- bullying guidance should include all of the protected characteristics as well as other issues that may see children discriminated against such as body image or socio-economic status.

Asylum Seekers and Refugees
Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

Body Image
Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

Homophobic bullying
Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender 'norms'. For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can be homophobically bullied, and any young person can display homophobic attitudes which should be challenged.

Transgender
This is an umbrella term used to describe someone who does not identify with their assigned birth or does not conform to society's view of being male or female (Gender non-conforming or Gender Neutral). Children and young people who are experiencing dysphoria over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. It is usually a result of lack of knowledge and awareness. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and 'norms'. If children and young people are experiencing dysphoria over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

Care Experienced

Children and young people who are looked after and accommodated are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

Race and Ethnicity

Children and young people from minority ethnic groups, including the Gypsy/Travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of 'minority' in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently or with less respect.

Religion and Belief

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

Sectarianism

Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as a target for sectarian abuse - whatever your beliefs may be.

Sexism and Gender

Gender inequality and stereotyping can leave children and young people, and in particular girls, who do not conform to these norms vulnerable to bullying. Bullying in the form of derogatory language, online comments and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman if they do not behave in such a way towards others. Personality traits that do not fit in to the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their actual or perceived difference. These terms can be of an explicit gender-based nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards someone. This behaviour should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we recommend against using the term 'sexual bullying' as a descriptor in policies or in practice – it is an unclear and reductive term. Sexual assault and exploitation are not types of bullying, they are abuse.

Gender-based bullying – if unchallenged can lead to a deepening of attitudes and behaviour towards girls or those who do not conform to gender norms that can escalate to more abusive behaviours. This behaviour can take place face to face, in private and online or sometimes a combination of all of these. What happens or what is shared online will directly impact on a person and that should be our focus. In all probability online activity will relate directly to an experience or conversation they have had in person.

Successful anti-bullying work focuses on equalities and developing and modelling relationships based on respect and fairness – and this must include gender.

Disablist Bullying

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Social and Economic Prejudice

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, belongings, clothing, hygiene, etc can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

Appendix 2 – Legislative Framework

These guidelines are set within several local and national strategies and legislation. The Scottish Government is committed to the promotion of children's rights and to the fulfilment of the United Nations Convention on the Rights of the Child (UNCRC). In 'A National Approach to Anti-Bullying for Scotland's Children (2010) the Scottish Government lays out the legislative framework for its policy on anti-bullying, which includes:

- Human Rights Act (1998)
- UN Convention on the Rights of the Child (1992)
- European Convention on Human Rights (1950)
- Crime and Disorder Act (1998)
- Antisocial Behaviour (Scotland) Act (2004)
- The Children Act (2004)

- Hate Crime and Public Order (Scotland) Act 2021
-
- Equality Act (2010)
- Respect For All: The National Approach to Anti-bullying for Scotland' Children and Young People' (2015)
- https://www.gov.scot/publications/respect-nationalapproach-anti-bullying-scotlands-children-young-people/
- The Children and Young People (Scotland) Act 2014 places GIRFEC in statute
- The Education (Additional Support for Learning) (Scotland) Act (2004)
- Scottish Schools (Parental Involvement) Act 2006 https://education.gov.scot/parentzone/getting-involved/scottish-schools-parentalinvolvement-act/
- British Sign Language Act (2022)
- National guidance for child protection in Scotland 2021
- The Promise Scotland Plan-21-24
- Schools (Health Promotion and Nutrition) (Scotland) Act 2007

Appendix 3–Resources

RESPECT ME

Scotland's anti-bullying service was launched in March 2007. The service is fully funded by the Scottish Government and is managed by Scottish Association for Mental Health (SAMH) in partnership with Lesbian, Gay, Bisexual and Transgender Youth (LGBTY) Scotland. RespectMe develop resources both for training and awareness raising across Scotland free of charge.

- RespectMe Useful Links:
- About us: www.respectme.org.uk
- Respect ForAll: www.gov.scot/publications/respect-national-approachanti-bullying-scotlands-children-young-people/
- Information on bullying related to prejudice: Respect Me | Predjudice based bullying | Join the fight against bullyingrespectme
- Bullying…A Guide for Parents and Carers: www.respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/
- Policy Through To Practice – Getting It Right: https://respectme.org.uk/wp-content/uploads/2017/02/Policy-throught-toPractice-2017.pdf
- For Children and Young People – Bullying…What Are My Options: https://respectme.org.uk/wp-content/uploads/2016/10/03611-Bullying...- What-can-I-do-revised-leaflet.pdf
- Let's Talk About Bullying Monthly Webinars – www.respectme.org.uk/training/webinar-lets-talk-about-bullying/
- Anti-Bullying Learning Academy - Free e-learning modules: www.respectme.org.uk/training/anti-bullying-learning-academy/
- Respectme's reward programme – www.respectme.org.uk/anti-bullyingpractice/new-self-assessment-toolk

LGBT YOUTH SCOTLAND

Youth Scotland provides direct services including groups, outreach, volunteering, advice and support, and actively campaigns to influence policy and improve services for LGBT young people and the wider LGBT community. They are committed to the principles of youth participation and user-involvement throughout the work of the organisation. LGBT Youth Scotland works with a wide range of partners from the voluntary and statutory sectors. Work with young people in schools includes interactive awareness raising sessions for young people. LGBT Youth Scotland has also trained young people in peer education to deliver LGBT awareness sessions in schools and other settings. LGBT Youth Scotland provides continuing professional development for teachers in Scottish schools and input to Initial Teacher Education on LGBT Youth issues. LGBT Youth Scotland has also developed resources and support including the toolkit for teachers: Dealing with homophobia and homophobic bullying in Scottish schools funded by the Scottish Government and developed in partnership with Learning and Teaching Scotland. The toolkit aims to increase awareness of the needs of LGBT young people in school, and to support school staff to develop skills and confidence in challenging prejudice and dealing with homophobic bullying, priorities which were identified in research with schools. www.lgbtyouth.org.uk

CHILDREN 1ST

This is the working name of the RSSPCC, CHILDREN 1st works with Scotland's vulnerable children and young people to help change lives for the better. Parent Line Scotland (0808 800 2222) is a service provided by CHILDREN 1st and is a free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. The helpline provides emotional and practical support to parents and carers whose children are being bullied, either at school or within the community.
www.children1st.org.uk

CHILDLINE

This service is delivered by CHILDREN 1st and hears from children and young people directly to make sure the voice of the people who call is fed into policy and influencing. There is also a Childline anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are experiencing bullying or who are displaying bullying behaviour. The training and outreach team at Childline Scotland works with schools raising awareness of Childline and the issues faced by children and young people.
https://www.childline.org.uk/info-advice/ bullying-abuse-safety/types-bullying/

YOUTH SCOTLAND

Youth Scotland aims to enable young people throughout Scotland to maximise their full potential through the provision of quality educational and social opportunities. Youth Scotland is the largest non-uniformed youth organisation in Scotland and one of the key providers of information, training, advice and support to part-time and voluntary youth workers. The organisation has a membership of over 500 youth groups and organisations, and works in partnership with a network of Area Associations and regional staff to support youth workers to deliver safe and inspiring leisure opportunities to young people throughout Scotland. Youth Scotland contributes to antibullying in Scotland through engagement in development of national policies and through the provision of advice, information and training for those working with young people on a range of issues which may contribute to bullying behaviours, for example racism and sectarianism.
www.youthscotland.org.uk

EDUCTION SCOTLAND HEALTH AND WELLBEING WEB

Education Scotland is a non-departmental public body which plays a key role transforming education through national guidance, support and advice. The LTS website has information and resources relating to support, health and wellbeing and promoting positive relationships.

www.educationscotland.gov.uk

www.educationscotland.gov.uk/healthandwellbeing/index.asp

SAMH

SAMH is a national mental health charity dedicated to mental health and wellbeing for all. They provide support to people who experience mental health problems, homelessness, addictions and other forms of social exclusion through 84 direct services across Scotland and campaign to influence policy and legislation to ensure they provide a framework to enable individuals to improve their life experiences and opportunities. SAMH is committed to progressing antibullying work across Scotland as we understand the mental health impacts of bullying behaviour both for children and adults. Furthermore, we believe that the prevention of bullying behaviour and recovery from its impacts are fundamental to the realisation of individual human rights. SAMH is increasingly pursuing an antibullying agenda in all that it does driven by its management of respectme, Scotland's anti-bullying service, in partnership with LGBT Youth Scotland. SAMH also Chair the management partnership for See Me, Scotland's anti-stigma campaign.
www.samh.ork.uk

ZERO TOLERANCE

Zero Tolerance aims to raise awareness about the nature and prevalence of all forms of male violence against women and children. Zero Tolerance targets campaigns and educational activities at the wider public, rather than just perpetrators or victims of abuse and makes the links between the different forms of male violence against women and wider equality and human rights agendas. Zero Tolerance provides training materials for use in primary schools, secondary schools and informal youth settings through the Respect Education Initiative. Teachers, youth workers, health promotion specialists and young people were involved in the design of the packs which aim to empower young people with useful knowledge, skills and understanding and promote positive, non-violent relationships based on equality and respect.
www.zerotolerance.org.uk

ENQUIRE

Enquire is the Scottish advice centre for children with additional support needs, managed by Children in Scotland and funded by the Scottish Government. Enquire offers independent advice and information to parents, carers, practitioners, children and young people through a dedicated telephone helpline 0845 123 2303 or via the website.
www.enquire.org.uk

ENABLE SCOTLAND

Enable Scotland is a dynamic charity run by its members campaigning for a better life for children and adults with learning disabilities and supporting them and their families to live, work and take part in their communities. A report published in 2007 found that 93% of children and young people with learning disabilities are bullied. Enable Scotland in partnership with respectme have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities

(http://www. enablemescotland.info). Enable Scotland also provides training on disability awareness.
www.enable.org.uk

SCOTTISH TRAVELLER EDUCATION PROGRAMME (STEP)

STEP is based at the University of Edinburgh and funded by the Scottish Government. STEP provides information, advice and support to professionals engaged in enabling Scotland's Travelling families to access education and web links for children and young people to a range of different websites providing information and contacts with Travellers and people working with them to support their cultures and life-styles. STEP's remit includes supporting developments in inclusive educational approaches for Scotland's Travelling Communities and to address racism, harassment and bullying.
www.scottishtravellered.net

CHANGING FACES

Changing Faces is the charity which aims to support and represent children, young people and adults with disfigurements from a wide range of causes. Our aim is to help them achieve their full potential, receive excellent health, education and employment opportunities and be fully included in society. Our focus is on the psychological and social impact of disfigurement on the life of anyone who experiences it – and we are committed to enabling everyone, whether or not they have a disfigurement, to face it with confidence.
 www.changingfaces.org.uk

SHOW RACISM THE RED CARD

Show Racism the Red Card is an antiracist educational charity. We aim to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. We achieve this through producing educational resources, developing activities to encourage people, including young people, to challenge racism, and through challenging racism in the game of football and other sports. Show racism the red card also provides training opportunities to those working for or with children and young people to raise awareness of issues of racism and the impacts on young people.
www.theredcardscotland.org

PUPIL INCLUSION NETWORK SCOTLAND (PINS)

The Pupil Inclusion Network Scotland brings together voluntary sector agencies and statutory sector colleagues who share a commitment to improving educational outcomes for all children. Over the past five years the Network has grown and through the PINS on-line resource and a series of seminars and workshops a body of knowledge has been built which captures what we need to do, in partnership, to make a difference. Membership of the Network is free and registration is via the PINS homepage. PINS is supported by the Scottish Government and managed

jointly by the Scottish Government (Learning Directorate) and voluntary sector agencies.
www.pinscotland.org

CHILDREN AND YOUNG PEOPLE'S COMMISSIONER SCOTLAND (CYPCS)

The job of Children and Young People's Commissioner Scotland is to promote and safeguard the rights of children and young people in Scotland. In carrying out this job the Commissioner must in particular: promote awareness and understanding of the rights of children and young people; review law, policy and practice to examine their effectiveness in respecting the rights of children and young people; promote best practice by service providers; and promote and commission research on matters relating to the rights of children and young people. The Commissioner must encourage the involvement of children and young people in the work of the Commissioner, and in particular consult with them on the work that he should be doing to improve the rights of children and young people. The Commissioner has a power of formal investigation where it seems that the rights of groups of children and young people might have been breached, but cannot investigate matters that apply to only one child.
www.cypcs.org.uk

Appendix 4: Related Links

- Respect for All Supplementary Guidance on Recording and Monitoring of Bullying incidents in schools
- Respect for All: national approach to anti-bullying - gov.scot (www.gov.scot)
- Included Engaged Involved Part 2: Included, engaged and involved part 2: preventing and managing school exclusions - gov.scot (www.gov.scot)
- Supporting Transgender Young People in Scottish Schools: Guidance for Scottish Schools 5. Anti-bullying training opportunities can be viewed at: respectme
- Book respectme trainingrespectme

Appendix 5: Reporting, Recording and Monitoring of Bullying Incidents Flow Chart

Reporting, Recording and Monitoring of Bullying Incidents

Schools/Establishments should promote consistency of response to instances of bullying behaviour using the following steps:

All incidents of bullying MUST be recorded using the Bullying and Equalities Module within SEEMIS. Any recording of incidents must include specific detail of the incident e.g, the nature of bullying

Investigate the incident. Speak to the individuals involved and establish the facts. What was the behaviour and its impact?

Listen to the views of the child/Young person. What do they want to happen? Keep the child/Young person informed of the next steps

Parents/Carers should be informed and provided with updates as appropriate

Outcome: Where an incident is found to be bullying, schools should ensure that the appropriate supports/interventions are in place for individuals/groups to address any underlying prejudice

Monitor the situation assessing the need for further interventions

Review actions and respond accordingly. Once concluded the incident(s) should be resolve and closed off on SEEMIS

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	4 July 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Free School Meals Annual Update
REPORT NUMBER	CUS/23/172
DIRECTOR	Andy MacDonald
CHIEF OFFICER	Jacqui McKenzie
REPORT AUTHOR	Paul Tytler
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

1.1 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.

2. RECOMMENDATION

That the Committee -

2.1 Notes the progress in Free School Meal provision and actions to continue developing uptake.

3. Free School Meals 2022/23

3.1 The number of children registered for free school meals is 3617 based on low income and 9569 based on P1-5 entitlement (the figures for 2022/23 are still to be verified).The overall position in primary and secondary schools is as follows:

PLEASE NOTE: Figures for 2023 have not yet been validated.

*In 2020, P1-P3 pupils were entitled to FSM. From 2022 onward, P1-P5 are entitled to FSM.
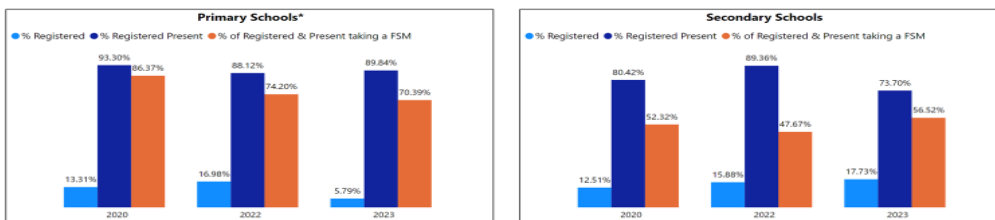
Information on the uptake by school is attached at appendices 1 and 2.

3.2 Scottish Government have committed to completing the roll out of universal free school meals to all Primary School pupils within the current parliamentary term. Expansion of entitlement to free school meals to P6-7 is planned for 2025/26, but no date has yet been confirmed. It is expected that those families in receipt of the Scottish Child Payment will be phased in first. Enabling works in school kitchens and dining spaces are required to ensure schools are suitably equipped to deliver the expected increase in meal numbers. Some capital funding was allocated by Scottish Government in 2022/23 with further funding to follow in 2023/24.

3.3 Schools encouraged families to register for free school meals and the number of registrations has increased. The universal roll out of free school meals has made close tracking of uptake for direct comparison challenging.

3.4 The increase in entitlement of primary school children up to P5 makes annual comparison of progress difficult. While there have been increases at schools in priority neighbourhoods, increases have been seen across schools in the city, including those in areas out with priority neighbourhoods.

3.5 Improvement in registrations has been realised through changes to benefits awarding systems. Claimants of housing benefit and council tax reduction are now automatically awarded the free school meal benefit.

3.6 Uptake of free school meals varies considerably from school to school and the school catering service are working with local schools to better understand the factors guiding children and young people to not take up their entitlement. According to the most recent data from the Healthy Living Survey, the percentage uptake in Primary schools currently sits at 69.6% and only 47.7% in secondary schools.

3.7 Further work required in 2023/24:

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

3.7.2 Continued work across services to ensure our benefit and claim systems continue to ease the process of taking up entitlement, with the auto award of Free School Meals (and School Clothing Grants).

3.7.3 Testing the approach to support uptake of free school meals through the provision of a food pod at St Machar Academy. Design work is underway and this project will now link with wider developments in the playground, with installation of the food pod planned for the Easter holiday in 2024.

3.7.4 Cashless catering has been introduced which enables parents with their children to pre-book meals up to three weeks in advance and the impact on uptake of free school meals will be monitored.

4.   FINANCIAL IMPLICATIONS

4.1   There are no new financial implications arising from this report.

5.   LEGAL IMPLICATIONS

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

6.   ENVIRONMENTAL IMPLICATIONS

6.1   There are no environmental implications arising from this report.

7.   RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic Risk	N/A			
Compliance	N/A			
Operational	There is a risk that families will experience food poverty	We will continue to monitor effectiveness of systems and processes to maximise registrations and uptake of free school meals	L	Yes
Financial	There is a risk of reduced income due to fewer school meals being paid for	Scottish Government Grant funding and monitoring of impact on budgets	L	Yes
Reputational	N/A			
Environment / Climate	N/A			

## 8.	OUTCOMES

COUNCIL DELIVERY PLAN	
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	The uptake of free school meals will impact on stretch outcome 1 – No one will suffer from poverty by 2026
Prosperous People Stretch Outcomes	Maximising uptake of free school meal entitlement will contribute to stretch outcome 6 - By meeting the health and emotional wellbeing needs of our care experienced children and young people they will have the same levels of attainment in education and positive destinations as their peers by 2026.

## 9.	IMPACT ASSESSMENTS

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

## 10.	BACKGROUND PAPERS

10.1
Free School Meals Annual Update 2021/22 CUS/22/87 EODC 14 June 2022

## 11.	Appendices

11.1	Appendix 1 – Free School Meals Primary Schools
Appendix 2 – Free School Meals Secondary Schools

## 12.	REPORT AUTHOR CONTACT DETAILS

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Primary Schools

Year	2020			2022			2023		
School Name	% Registered	% Registered Present	% of Registered Present FSM	% Registered	% Registered Present	% of Registered Present FSM	% Registered	% Registered Present	% of Registered Present FSM
Abbotswell School	14.62%	84.21%	81.25%	14.52%	77.78%	85.71%	20.00%	92.31%	58.33%
Airyhall School	0.46%	100.00%	100.00%	5.66%	66.67%	100.00%	6.93%	100.00%	57.14%
Ashley Road School	5.17%	100.00%	41.67%	4.20%	100.00%	60.00%	10.61%	92.86%	23.08%
Braehead Primary School	14.50%	94.74%	100.00%	13.41%	90.91%	100.00%	17.24%	86.67%	84.62%
Bramble Brae Primary School	56.25%	83.33%	86.67%	50.00%	76.19%	56.25%	44.12%	86.67%	84.62%
Brimmond School	16.58%	96.97%	87.50%	18.10%	94.74%	72.22%	18.97%	77.27%	29.41%
Broomhill Primary School	4.70%	100.00%	100.00%	4.81%	80.00%	25.00%	5.36%	100.00%	83.33%
Charleston School	11.02%	100.00%	100.00%	7.04%	80.00%	100.00%	9.47%	100.00%	100.00%
Cornhill Primary School	20.09%	95.45%	76.19%	20.00%	95.00%	52.63%	26.85%	82.76%	50.00%
Countesswells School	20.00%	100.00%	100.00%	23.53%	100.00%	50.00%	29.17%	57.14%	75.00%
Culter School	9.95%	100.00%	100.00%	8.51%	100.00%	62.50%	18.45%	73.68%	92.86%
Cults Primary School	2.57%	88.89%	87.50%	2.59%	100.00%	80.00%	5.02%	100.00%	100.00%
Danestone Primary School	5.88%	100.00%	100.00%	8.06%	100.00%	100.00%	12.12%	87.50%	100.00%
Dyce Primary School	11.16%	85.71%	100.00%	11.63%	73.33%	81.82%	22.14%	87.10%	92.59%
Fernielea School	19.57%	96.30%	65.38%	26.87%	88.89%	87.50%	27.78%	85.00%	70.59%
Ferryhill Primary School	2.50%	80.00%	100.00%	3.88%	50.00%	100.00%	10.53%	100.00%	75.00%
Forehill Primary School	0.00%	0.00%	0.00%	5.45%	100.00%	66.67%	5.45%	100.00%	66.67%
Gilcomstoun Primary School	14.67%	100.00%	63.64%	26.88%	96.00%	87.50%	17.27%	89.47%	41.18%
Glashieburn Primary School	13.01%	100.00%	100.00%	8.75%	100.00%	85.71%	9.72%	100.00%	71.43%
Greenbrae Primary School	4.55%	100.00%	50.00%	5.63%	75.00%	33.33%	7.81%	100.00%	40.00%
Hanover Street Primary School	17.39%	85.00%	100.00%	30.56%	81.82%	33.33%	27.78%	84.00%	85.71%
Hazlehead Primary School	8.33%	92.86%	100.00%	5.26%	75.00%	33.33%	6.59%	66.67%	100.00%
Heathryburn School	21.64%	91.89%	100.00%	20.79%	76.19%	75.00%	32.10%	100.00%	76.92%
Holy Family RC Primary School	5.06%	100.00%	100.00%	7.50%	100.00%	100.00%	11.36%	100.00%	80.00%
Kaimhill School	28.06%	92.31%	88.89%	31.40%	92.59%	88.00%	34.78%	85.00%	94.12%
Kingsford School	7.50%	100.00%	100.00%	17.82%	94.44%	82.35%	24.77%	96.30%	50.00%
Kingswells School	1.66%	100.00%	75.00%	3.33%	100.00%	50.00%	3.23%	100.00%	66.67%
Kirkhill Primary School	14.39%	85.00%	64.71%	37.35%	74.19%	56.52%	40.96%	100.00%	58.82%
Kittybrewster School	22.73%	94.29%	100.00%	21.74%	100.00%	100.00%	23.53%	80.00%	75.00%
Loirston Primary School	5.79%	100.00%	100.00%	4.26%	100.00%	100.00%	6.59%	66.67%	25.00%
Manor Park School	38.73%	100.00%	100.00%	45.76%	92.59%	100.00%	72.31%	89.36%	95.24%
Middleton Park School	4.17%	100.00%	100.00%	0.00%	0.00%	0.00%	5.08%	100.00%	66.67%
Mile End School	4.96%	100.00%	78.57%	10.07%	86.67%	100.00%	11.73%	100.00%	42.11%
Milltimber Primary School	2.80%	100.00%	75.00%	1.14%	100.00%	100.00%	0.00%	0.00%	0.00%
Muirfield School	24.51%	76.00%	42.11%	21.43%	55.56%	40.00%	31.82%	100.00%	50.00%
Quarryhill School	30.82%	95.56%	93.02%	41.89%	93.55%	55.17%	37.25%	100.00%	73.68%
Riverbank School	32.98%	98.41%	100.00%	44.09%	95.12%	69.23%	44.55%	87.76%	81.40%
Scotstown Primary School	11.02%	92.86%	61.54%	12.77%	66.67%	50.00%	24.49%	100.00%	75.00%
Seaton Primary School	26.42%	75.00%	100.00%	32.56%	100.00%	100.00%	44.44%	100.00%	70.83%
Skene Square School	12.00%	100.00%	23.81%	16.50%	88.24%	60.00%	19.35%	100.00%	70.83%
St Josephs School	3.59%	100.00%	100.00%	11.32%	100.00%	100.00%	2.52%	100.00%	100.00%
St Peter's RC Primary School	4.72%	83.33%	100.00%	13.04%	100.00%	50.00%	10.00%	66.67%	75.00%
Stoneywood School	6.72%	88.89%	75.00%	10.29%	57.14%	75.00%	18.18%	85.71%	41.67%
Sunnybank School	19.88%	84.38%	100.00%	27.27%	95.24%	100.00%	34.67%	84.62%	81.82%
Tullos Primary School	31.32%	94.74%	74.07%	44.05%	83.78%	74.19%	43.18%	86.84%	72.73%
Walker Road School	20.48%	100.00%	100.00%	32.63%	93.55%	72.41%	42.27%	92.68%	86.84%

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Secondary Schools

Year	2020			2022			2023		
School	% of Roll Registered	% Registered Present	% of Registered Present FSM	% of Roll Registered	% Registered Present	% of Registered Present FSM	% of Roll Registered	% Registered Present	% of Registered Present FSM
Aberdeen Grammar School	7.86%	84.71%	51.39%	7.84%	96.67%	89.66%	8.13%	82.98%	100.00%
Bridge Of Don Academy	7.86%	91.49%	25.58%	12.92%	85.39%	46.05%	17.57%	91.47%	38.14%
Bucksburn Academy	14.83%	82.86%	43.68%	12.12%	88.00%	46.59%	15.55%	93.33%	46.83%
Cults Academy	3.06%	78.13%	76.00%	5.91%	71.64%	79.17%	6.49%	96.15	52.00%
Dyce Academy	4.14%	80.95%	70.59%	10.97%	70.97%	31.82%	25.51%	34.76	100.00%
Harlaw Academy	12.71%	83.33%	47.37%	16.16%	85.44%	54.81%	16.32%	81.82%	51.11%
Hazlehead Academy	10.13%	85.23%	85.33%	12.47%	86.44%	96.08%	15.04%	69.23%	65.74%
Lochside Academy	17.27%	84.43%	46.81%	24.71%	86.49%	50.89%	23.47%	45.98%	100.00%
Northfield Academy	28.17%	82.50%	55.76%	38.51%	100.00%	30.85%	37.79%	92.50%	48.65%
Oldmachar Academy	4.81%	88.24%	40.00%	7.49%	76.67%	17.39%	7.13%	80.95%	25.49%
St Machar Academy	25.90%	66.67%	50.00%	28.46%	95.06%	29.60%	31.82%	72.78%	39.13%

Page 114

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services
DATE	4 July 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	School Transport - Establishment of Catchment Areas for Gaelic Medium Education
REPORT NUMBER	RES/23/208
DIRECTOR	Steven Whyte / Eleanor Sheppard
CHIEF OFFICER	Mark Reilly
REPORT AUTHOR	Chris Cormack
TERMS OF REFERENCE	1.1.1; 1.2

1. **PURPOSE OF REPORT**

1.1 The purpose of this report is to confirm the funding arrangements for the cost of providing free school transport to the Gaelic Medium Education (GME) provisions at Hazlehead Academy and Gilcomstoun School for those pupils eligible to receive it, for the 2023/24 Academic Year.

2. **RECOMMENDATIONS**

That the Committee:-

2.1 Note the provision of funding from the 2022/2023 Bus Lane Enforcement Surplus for the provision of school transport associated with Gaelic Medium Education for the 2023/24 Academic Year;

2.2 Implement catchment areas for the existing Gaelic Medium Education provision at Hazlehead Academy and Gilcomstoun School as defined within Maps A and B in the consultation report at Appendix 1 of this report, with effect from 1 August 2023;

2.3 Instruct the Chief Officer – Operations and Protective Services, in conjunction with the Chief Officer - Finance to refer the provision of free school transport to the Gaelic Medium Education provisions at Hazlehead Academy and Gilcomstoun School for those pupils eligible to receive it, to the 2024/25 budget setting process.

3. CURRENT SITUATION

3.1 At the Education and Children's Services Committee on Tuesday 23 May 2023, the Committee had before it a report 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. The Committee was advised that upon implementation of a City-wide catchment zone, 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. The Committee resolved: *". . . (iii) to instruct the Chief Officer – Operations and Protective Services, in conjunction with the Chief Officer - Finance to identify a source of appropriate funding for 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, and to report back to the July meeting of this Committee for further consideration of implementation of the catchment areas referred to in recommendations (i) and (ii) above."*

3.2 At a Special Meeting of the Net Zero, Environment and Transport Committee on Wednesday 24 May 2023, the Committee had before it a report on the Bus Lane Enforcement (BLE) programme to seek approval for a new programme of projects to be delivered from 2023/24, using the net surplus from the BLE system. The Bus Lane Enforcement (BLE) fund is generated from the net surplus of penalty charge notices from bus lane offences after operational costs. This funding can only be used for projects identified as helping to meet the objectives of the Local Transport Strategy, as per the requirements of the Bus Lane Contraventions (Charges, Adjudication and Enforcement) (Scotland) Regulations 2011. The Committee resolved: *". . .*
   - *(xxi)   to note the recent decision of the Education and Children's Services Committee in relation to Gaelic education, and the re-tender for the supported bus service from Kingswells to the City Centre being above budget;*
   - *(xxii)   to instruct the Chief Officer - Strategic Place Planning to allocate £62,000 to school transport associated with Gaelic education and £55,000 to the supported service from Kingswells, from the 22/23 Bus Lane Enforcement Surplus…"*

3.3 Accordingly, funding has been identified and allocated for the provision of school transport associated with Gaelic Medium Education for the 2023/24 Academic Year. Eligible children are those who live 2 or more miles away from Gilcomstoun School and 3 or more miles away from Hazlehead Academy. Secondary aged pupils will be encouraged to make use of their eligibility for Young Persons' Free Bus Travel, where possible, to help minimise additional costs. The Committee is therefore requested to formally agree the implementation of catchment areas, which were approved in principle at the last meeting.

3.4 At present no budget is in place to support transport costs, in future years, 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 onwards.

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. As aforementioned, no budget is in place to support these costs beyond 2023/24, 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.

5.   LEGAL IMPLICATIONS

5.1   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.

5.2   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".

5.3   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.

5.4   Section 51 of the Education (Scotland) Act 1980, as amended, requires Education Authorities to make such arrangements as they consider necessary to facilitate attendance at school for eligible children and as such for the provision of school transport and transport facilities, under such terms and conditions as may be arranged, and to pay all or part of the reasonable travelling expenses for school pupils residing in their area and attending designated schools.

5.5 The Education Authority is further required, when considering whether to make arrangements for the provision of school transport for pupils attending their designated schools, to have regard to the safety of those pupils. The statutory maximum walking distance is two miles for children less than 8 years old and three miles for children aged 8 or over from a child's designated school. Pupils who live out with these statutory maximum distances to their designated school are then eligible for Local Authority facilitation to access their school. Authorities must consider the safety of walking routes to school for pupils living within statutory walking distances from their designated school. If the routes could be considered unsafe, then transport should be provided, even when distances may fall short of eligibility criteria. Aberdeen City Council, like many other Local Authorities, has implemented a policy utilising the statutory requirements detailed above. However rather than separate children at aged 8, for simplification the walking distances are determined for Primary aged children and Secondary aged children, whereby the statutory maximum walking distance is implemented as two miles for Primary aged children and three miles for Secondary aged children from a child's designated school.

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

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 further significant risks identified. All risks were considered in report RES/23/157.			
Compliance	No further significant risks identified. All risks were			

	considered in report RES/23/157.			
Operational	No further significant risks identified. All risks were considered in report RES/23/157.			
Financial	No budget provision in 2023/24 for the additional transport costs which will be incurred if new catchment areas are implemented.	Recommendation for the matter to be referred to the 2024/25 budget setting process to ensure budget provision is in place.	L	Yes
Reputational	No further significant risks identified. All risks were considered in report RES/23/157.			
Environment / Climate	No further significant risks identified. All risks were considered in report RES/23/157.			

8.   OUTCOMES

COUNCIL DELIVERY PLAN 2023-2024	
	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	Full impact assessment not required.
Data Protection Impact Assessment	Not required.

10.   BACKGROUND PAPERS

10.1   Education and Children's Services Committee, 23 May 2023: *Consultation Report: Establishment of Catchment Areas for Gaelic Medium Education – RES/23/157.*

10.2   Net Zero, Environment and Transport Committee, 24 May 2023: *Bus Lane Enforcement Programme Update & Future Planning 2023/24 - COM/23/130.*

11.   APPENDICES

11.1   Appendix 1: Consultation Report. Gaelic Medium Education: Proposed New 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
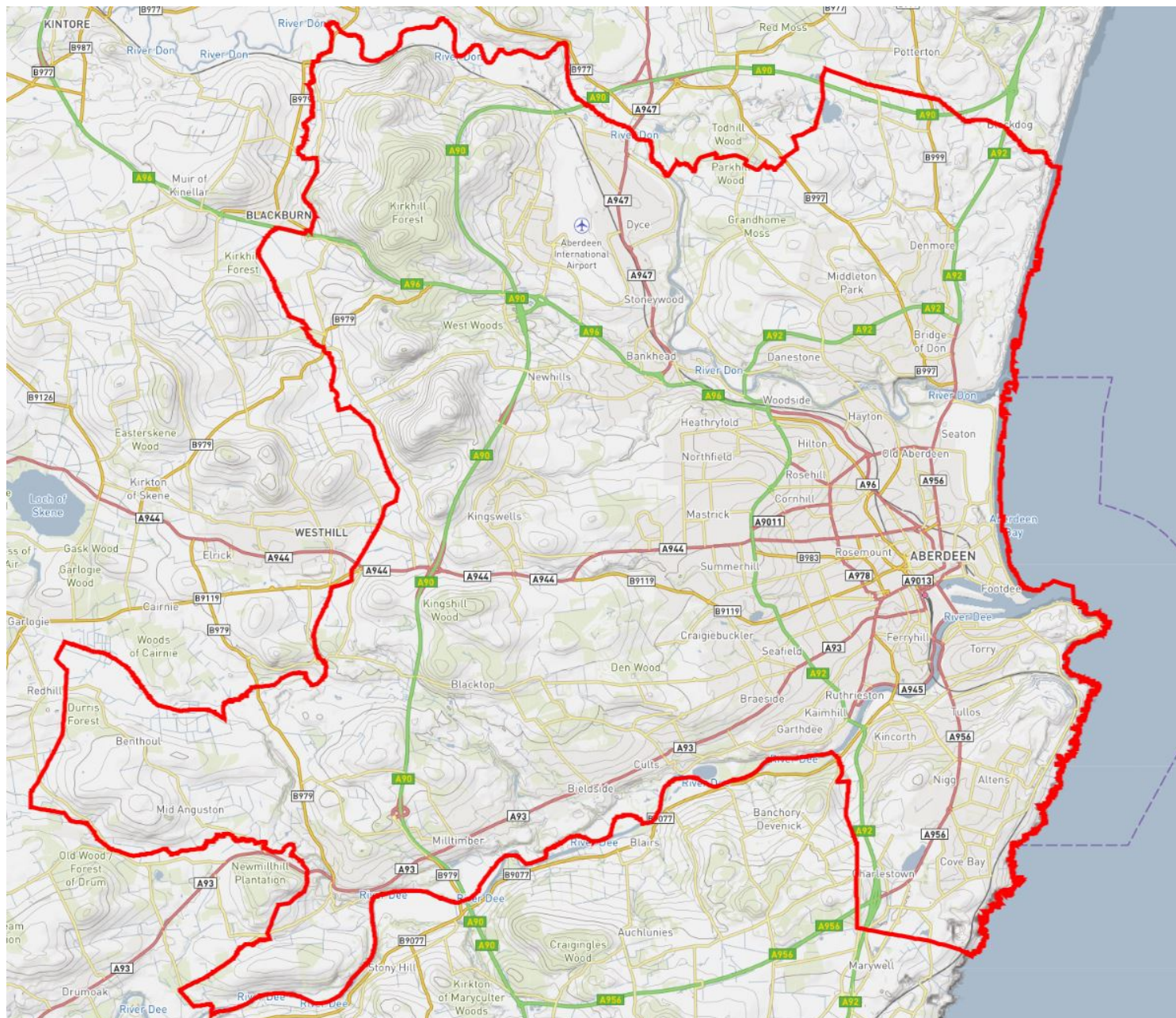
The boundary of the proposed catchment area aligns with Aberdeen City's local authority boundary, which is indicated by the red line on the map above. The proposed catchment area for secondary GME provision at Hazlehead Academy covers the area of land within this red line.

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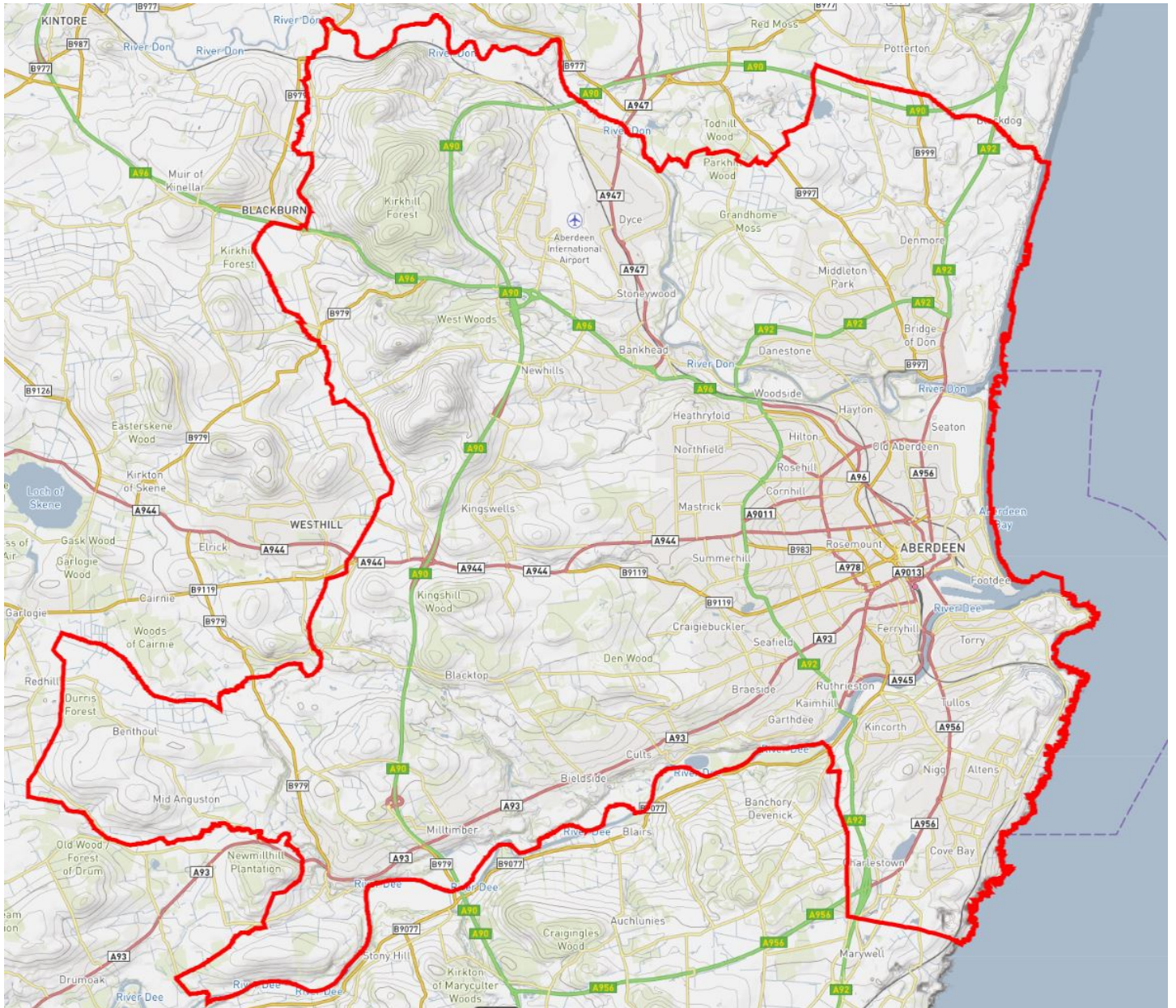
The boundary of the proposed catchment area aligns with Aberdeen City's local authority boundary, which is indicated by the red line on the map above. The proposed catchment area for primary GME provision at Gilcomstoun School covers the area of land within this red line.

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	4 July 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Approaches to Quality Improvement
REPORT NUMBER	CFS/23/204
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne
REPORT AUTHOR	Shona Milne
TERMS OF REFERENCE	1.1.1 and 1.1.2

1. PURPOSE OF REPORT

1.1 This report details how Aberdeen City schools and Early Learning and Childcare (ELC) settings will be supported to improve performance against the Core Quality Indicators used by His Majesty's Inspectors of Education (HMIe) and The Care Inspectorate.

2. RECOMMENDATIONS

That the Committee:-

2.1 notes the content of this report;

2.2 instructs the Chief Education Officer to implement the approach detailed in the Early Learning and Childcare Quality Improvement Calendar;

2.3 instructs the Chief Education Officer to implement the approach detailed in the Aberdeen City Council Quality Improvement Framework from August 2023 across all schools; and

2.4 instructs the Chief Education Officer to review the impact of arrangements on evaluations of core Quality Indicators over school session 2023/24, amending approaches as required, and report back to Committee in advance of the 2024/25 school session.

3. CURRENT SITUATION

3.1 Now that HMIe has fully resumed their inspection regime, there are clear indications that current approaches to quality improvement are supporting improvement in some sectors more than others. However, approaches are not universally addressing the variation in inspection outcomes.

3.2 A review of each sector (ELC, primary and secondary) highlights quite different emerging trends that now need to be factored into our quality improvement (QI) arrangements.

3.3 **Early Learning and Childcare**
Early Learning and Childcare is currently assessed against two inspection frameworks, HMIE inspect against How Good Is Our Early Learning and Childcare with the Care Inspectorate inspecting against the Health and Social Care Standards. Work is underway nationally to develop one combined framework and this development is welcomed and will go some way to addressing uncertainty around expectations. As a result of the two inspection frameworks, the themes from the inspection activity of each agency differs.

3.4 HMIe reports into ELC provision are most often highlighting a need to improve the quality of learning, teaching and assessment. In some cases, reports are also highlighting a need to strengthen the leadership of change which relies on all staff having a very clear understanding of their role in driving improvement and working together to realise a common purpose. It appears that the expansion of Early Learning and Childcare, and establishment of new teams during the period of public health restrictions where staff movement impacted on management oversight, has resulted in a lack of clarity around roles and responsibilities in some cases.

3.5 As a result of these vulnerabilities, a programme of mandatory professional learning has been developed to reinforce standards and highlight key responsibilities. Proposed accountability frameworks are also being developed to make expectations against job profiles explicit.

3.6 Care Inspectorate reports are currently risk based and this can make it harder to elicit a balanced view of performance against the Health and Social Care Standards. Areas for improvement identified both locally and nationally include personal planning, self-evaluation and safe environments. Future QI visits will take account of these themes and training/support will be offered to settings where required.

3.5 The 6 ELC Locality Leads who support approximately 200 ELC settings (including childminders) to improve practice through delivery of professional learning and quality improvement visits, have to date been working closely with school quality improvement teams to ensure that all quality improvement activity and messaging is aligned. Going forward, Locality Leads will continue to share intelligence with school quality improvement teams, but will now undertake a more frequent series of drop in visits to support more rapid improvement in ELC settings. This better mirrors the approach taken by the Care Inspectorate.

3.6 Head teachers/Centre Managers will be asked to adopt a standard approach to capturing ELC improvement journeys so that the central team can carefully monitor progress in real time and ensure that settings are using self-evaluation to secure improvement. This approach is being adopted due to the positive

impact seen in settings who have adopted this approach. An example of such a visual improvement journey record is available in Appendix A.

3.7 Some recent Care Inspectorate inspection outcomes are exceptionally positive. Leaders of high performing ELC settings will be asked to welcome staff from settings with less positive evaluations to help exemplify standards further. Appendix B contains the proposed ELC Quality Improvement Calendar for 2023/24.

3.8 **Primary Schools**

There is evidence (in both validated self-evaluation and inspection outcomes) that performance in primary schools has improved overall when compared to the pre-pandemic position. Most improvement is evident in QI 1.3 (Leadership of change) and QI 3.1 (Wellbeing, Equality and Inclusion). However, given the low pre-pandemic baseline, there are still some schools who require support to achieve gradings of good or better and this has to be prioritised.

3.9 It is now important to address variation by working more proportionately to address risk. Our approach to Quality Improvement will be informed by school self-evaluation, identification of support requirements through quality improvement activity and timelines following or prior to inspection. Consideration of all known factors will inform the level of support and challenge being afforded to individual primary schools. Having explored the need for this approach with school leaders, there is a high level of agreement on the level of support required by each school.

3.10 The 3 Quality Improvement Managers and 3 Quality Improvement Officers will support primary schools through a range of activity outlined in the Quality Improvement Framework available in Appendix C. This will be supported by a professional learning offer to build capacity. The professional learning offer has been developed to closely mirror outcomes from school quality improvement visits and aligned with the core Quality Indicators from How Good Is Our School.

3.11 There are multiple opportunities to exemplify standards and our approach for 2023/24 seeks to maximise these. A calendar of quality improvement activity has been developed to support planning for senior leaders in Primary schools, with the expectation that school leaders develop a local calendar for their own school setting. The overarching primary Quality Improvement calendar shown provides a clear structure and focussed themes for Head Teacher meetings and professional learning events and is aligned with the core quality indicators.
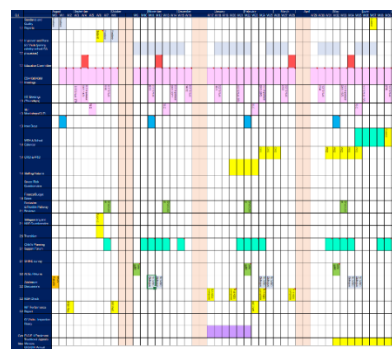
3.12 Quality Improvement visits will continue to be supported by Trios of Head Teachers to ensure that best practice can be shared and colleagues can learn from others. Some schools will receive a higher level of support than others

and some school leaders will be asked to play a more significant role in supporting improvement in other local schools.

3.12 **Secondary Schools**

There is more variability across secondary schools than in primary with some schools performing at the highest levels and being sector leading in some areas, whilst others require considerable support. This wide range requires us to think quite differently about how we use the expertise available to us in our schools to support improvement across all schools.

3.13 The Quality Improvement Manager for secondary and two Quality Improvement Officers have worked in collaboration with other senior Officers and Secondary Head Teachers to test a range of support mechanisms for schools depending upon their individual circumstances over 2023/24. It is clear that more bespoke arrangements are required for some schools and given the intensity of support required, these arrangements will require to be supported by colleagues beyond the central team.

3.14 Quality Improvement in Secondary Schools forms a vital part of ensuring that we improve experiences for young people and examine the improvement work of schools to see how much progress has been made. Following reflection and review of the method, focus and format of that quality improvement work, a range of changes are being made for session 2023-24.

3.15 As described in paragraph 3.11 above, and following discussion with secondary Head Teachers, a calendar of quality improvement activity has been developed to support schools in their planning for the session. This calendar will be maintained as a live document and offers an opportunity for transparent and intentional collaborative working to share expectations around the standards across all eleven secondary schools.
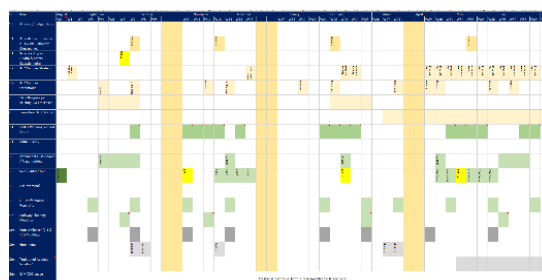
3.16 A self-improving system for schools operates well when schools work together in mutual support and, together with central officers, evaluate their own progress and identify the level of support they need. Following discussion at a city-wide Head Teacher meeting on 27th April, Head Teachers identified the level of support they required, and this was validated and endorsed by members of the central team. What has now been created is a bespoke set of support activities for each school based on their self-evaluation. This self-improving system also necessarily includes opportunities for senior leaders in schools to look outward and visit other city schools to build their own experience and contribute to the improvement journey of the destination school. Some schools, will benefit from a dedicated team drawn from across the system. Taking this collaborative approach is helping to increase the capacity available to support improvement.

3.17 Reflective discussion across session 2022-23 has allowed Head Teachers and school leaders to identify an opportunity to improve the way we plan improvements in our school settings. This reflection led to a realisation that

our documentation had too heavy a focus on activity and not enough focus on the robust measurable outcomes that demonstrate how and where improvements are having an impact. Secondary schools have agreed to pilot a new *Logic Model* planning framework for 2023-24.
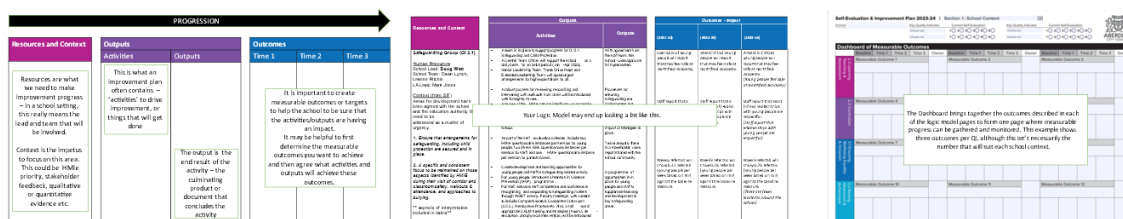
3.18   Continuing from the theme of quality improvement is collective intention across both schools and central team to introduce a programme of professional learning on a termly basis to support staff in their drive for improvement in each school.

3.19   These inputs will cover each of the core quality indicators set out by Education Scotland as central to school improvement – Leadership of Change (QI 1.3), Learning, Teaching and Assessment (QI 2.3), Ensuring Wellbeing Equality and Inclusion (QI 3.1) and Raising Attainment and Achievement (QI 3.2). School Leaders are involved in the design and delivery of these sessions which have been well received to date.

3.20   A refreshed school Quality Improvement Framework, which exemplifies expectations of schools and approaches used by the Local Authority, is included in Appendix C.

3.21   The Interim Director of Children and Family Services, in her capacity as Deputy Lead of the Northern Alliance, has led the development of a Regional Quality Improvement Framework to help all Local Authorities across the 8 Local Authorities, work together to address variability in Learning, Teaching and Assessment.

3.22   This work, being supported by HMIe, aims to broaden the sharing of best practice across the Northern Alliance and accelerate our progress in addressing variability. The Regional framework was launched on 27th June and will be subject to yearly review. This provides an ideal opportunity to learn from other local systems and amend local arrangements to reflect learning emerging from other Local Authorities.

4.   FINANCIAL IMPLICATIONS

4.1   There are no financial implications arising from this report.

5.   LEGAL IMPLICATIONS

5.1   The recommendations in this report will assist the Council as Education Authority in meeting the requirements of the Standards in Scotland's Schools etc. Act 2000 to endeavour to secure improvement in the quality of school education which is provided in our schools with a view to raising standards.,

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 reputational risk to the Council	High levels of assurance are taken Quality Improvement and Inspection visits	L	Yes
Environment / Climate	No risks identified			

8. OUTCOMES

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 – Visual ELC Improvement Journey
Appendix B – ELC Quality Improvement Calendar
Appendix C – Quality Improvement Framework for schools

12. REPORT AUTHOR CONTACT DETAILS

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Appendix A

The link below provides an example of the visual journey built in partnership with the Locality Lead to be created with staff in the ELC setting

https://read.bookcreator.com/uoGSlwvpr5fYVdX8juhPVt9nTO62/qVvPq6thSfCZkQj4Xeispg

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QUALITY FRAMEWORK PACKAGE - ACC Early Years

Communication

Well-being

Creativity

Curiosity

Play

Pedagogy

Inquiry
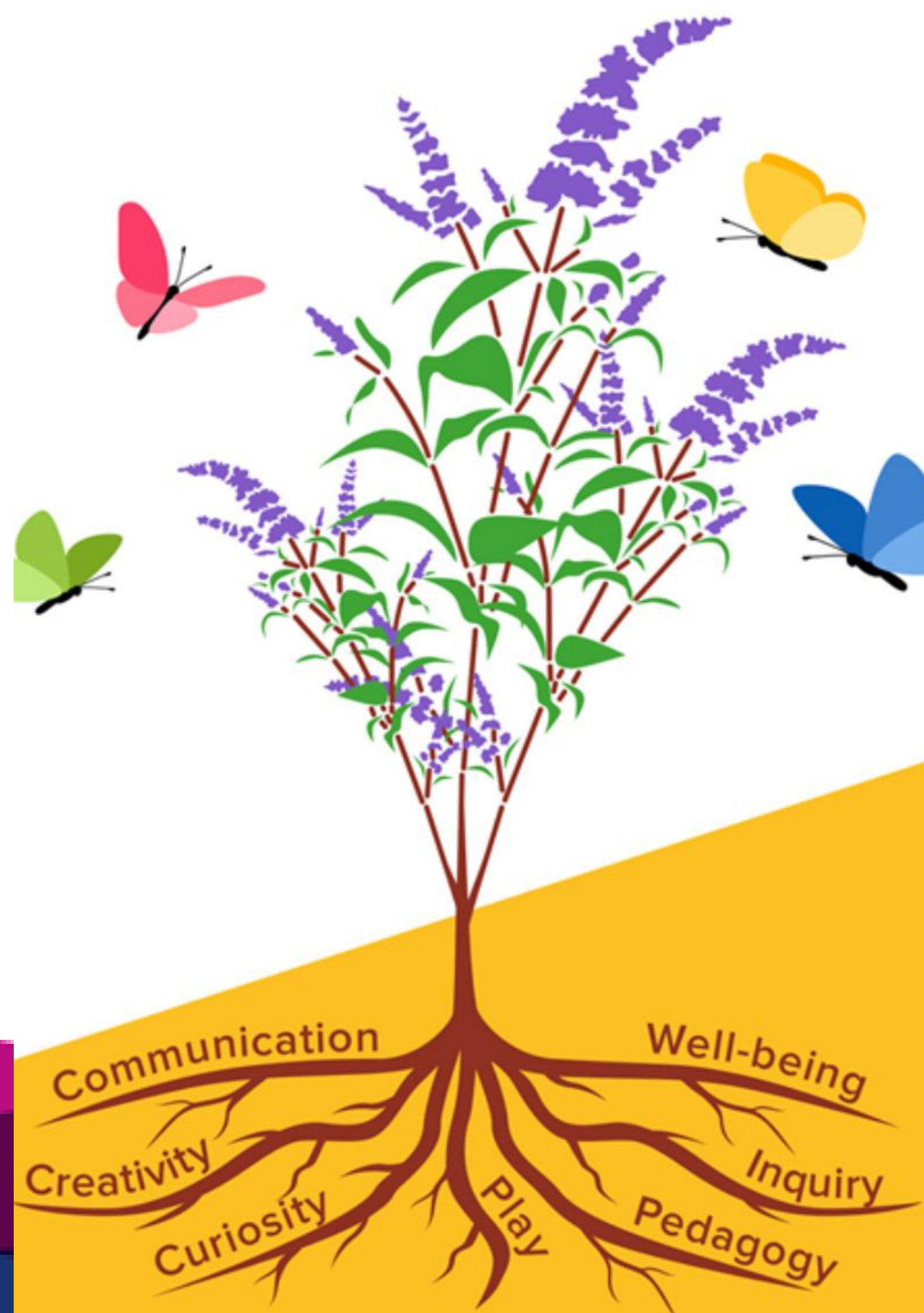
Introduction

Self-evaluation for self-improvement is a key feature of improving the Early Years sector. Self-evaluation is at the heart of everything that settings do and should focus on the quality of provision, in relation to the key guidance and quality frameworks promoted nationally.

The current key guidance and frameworks promoted across Scotland in ELC and Education are as follows;

Realising the Ambition - Education Scotland

How Good is our Early Learning and Childcare - Education Scotland

Quality Framework - Care Inspectorate

Health and Social Care Standards - Scottish Government

The National Standard - Scottish Government

To support settings to become more familiar in the use of these key documents, the Early Learning and Childcare Team has developed a framework informed by the Curriculum for Excellence Refreshed Narrative (for further info please see https://scotlandscurriculum.scot/) and the key documents highlighted above.

This framework will:

- Outline the protocols which inform our quality improvement visits for each Early Years setting in Aberdeen

- Describe the criteria which will determine the agreed level of support provided by the Early Learning and Childcare Team, to ensure settings receive the support required for continuous improvement

- Detail the format of the Quality Improvement visits

- Support settings with self-evaluation for self-improvement through using audit materials, which will help identify priorities for improvement

- Support settings with the process of creating and implementing action plans for improvement

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Quality Assurance Support Visits

During visits, the Early Learning and Childcare Team will meet with the Manager of the setting, along with other key members of staff.

A 'learning discussion', informed by the four 'contexts' (Opportunities for Personal Achievement, Inter-disciplinary Learning, Ethos and Life of the School as a Community and Curriculum Areas and Subjects) will take place to focus on how the setting meets the needs of individual children and their families. We will also look for a 'Golden Thread' of learning running through the whole process and the links with key documents. This will enable the Early Learning and Childcare Team to highlight current priorities with Managers and to work with teams to ensure priorities are taken forward within each setting.

Visits and discussions will explore:

• Planning process

• The Manager providing evidence of the planning process e.g. floor books, learning walls etc.

• Planning for progression in Health and Wellbeing, Literacy and Numeracy

• Evidence of planning for improvement

• Evaluation of effectiveness of team meetings

• Effectiveness of tracking and monitoring strategies

• Evidence of engagement with the key documents and frameworks used nationally

• The learning spaces

• The quality of adult/child interactions

• The quality of children's experiences

• The impact of CLPL on outcomes for children

Levels of Support

The level of support given to the setting will be determined by both the service's inspection grades and the criteria below, following the outcome of QA support visits.

Please ensure that, as per your contractual agreement, you notify your ELC Locality Lead Officer of any inspections, incidents and/or complaints, to ensure we deliver the most appropriate level of support.

UNIVERSAL

High quality provision

Stable staff team

Good inspections

Clear vision

Reflective practitioners

Positive ethos

Enabling environment

High quality staff interactions

Learning identified

Engaged children – Leuven Scale

Improvement plan having an impact

- Assigned ELC Locality Lead Officer
- 3 Quality Assurance Support Visits Annually
- Access to CLPL offer throughout the year
- Tailored input from ELC Locality Lead Officer

TARGETED

Staff changes

Adequate inspections

Quality inconsistent/not maintained

Environment – additional support required to challenge/support learning

Inconsistent quality of staff interactions

Variable levels of child engagement

Variable levels of child-initiated learning

IIn addition to the universal offer:

A programme of support would be agreed by the Management team and the Early Learning and Childcare Team member. The support may take various forms and would be dependent on the needs of your setting. The impact of support provided should be monitored and evaluated by both the setting staff and the Early Learning and Childcare Team member.

INTENSIVE

Service does not meet the national standard

New/inexperienced management team

Poor/weak inspections

Large turnover of staff

Intensive support required with staff/child interaction

Consistently low levels of child engagement

No improvement plan/no engagement with plan

High level of adult direction

Intensive support required with planning cycle

Intensive support required with written observations of children

As well as the previous support, the Early Learning and Childcare Team member may at any point identify the need for and broker the support of another member of the Early Learning and Childcare Team and/or other agencies. To achieve the National Standard, a 12-month Service Improvement Period programme will be made in partnership with the Manager and staff.

Self-Evaluation and Improvement Planning

Self-Evaluation should be a continuous, reflective process through which settings get to know themselves well. The following documents will help with this task:

- National Improvement Framework

- How Good is our Early Learning and Childcare?

- Realising the Ambition

- Health and Social Care Standards

- Quality Framework Early Learning and Childcare

In order for a setting to examine the quality and effectiveness of its work, a systematic process of self-evaluation should be designed and adopted as illustrated below.

Plan ➡ **Do** ➡ **Study** ➡ **Act**
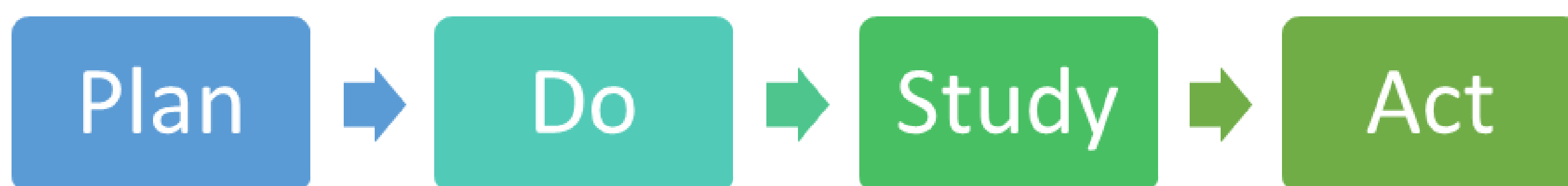
The significant relationship between effective self-evaluation and improvement might also be understood to help settings to answer these familiar three questions, which remain at the heart of self-evaluation:

• How are we doing?

• How do we know?

• What are we going to do now?

In order to answer these questions, all practitioners should be actively engaged in continuously evaluating and improving your setting. Settings should be able to demonstrate your answers, linked to your Vision, Values & Aims.

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Evaluation Report

- Interactive report - including written comments, video, audio and photographs

- Created in Partnership with the service (in the moment)

- Will reflect on prior visit priorities

- Will celebrate practice and identify further opportunities for improvement

- Link with key documents and frameworks

- Inform your curriculum design

As part our Quality Assurance support visit, we will use the framework below to underpin the evaluation report:

Opportunities for personal achievement	Interdisciplinary Learning
	The Curriculum 'The totality of all that is planned for children and young people throughout their education'
Ethos and life of the school as a community	Curriculum areas and subjects
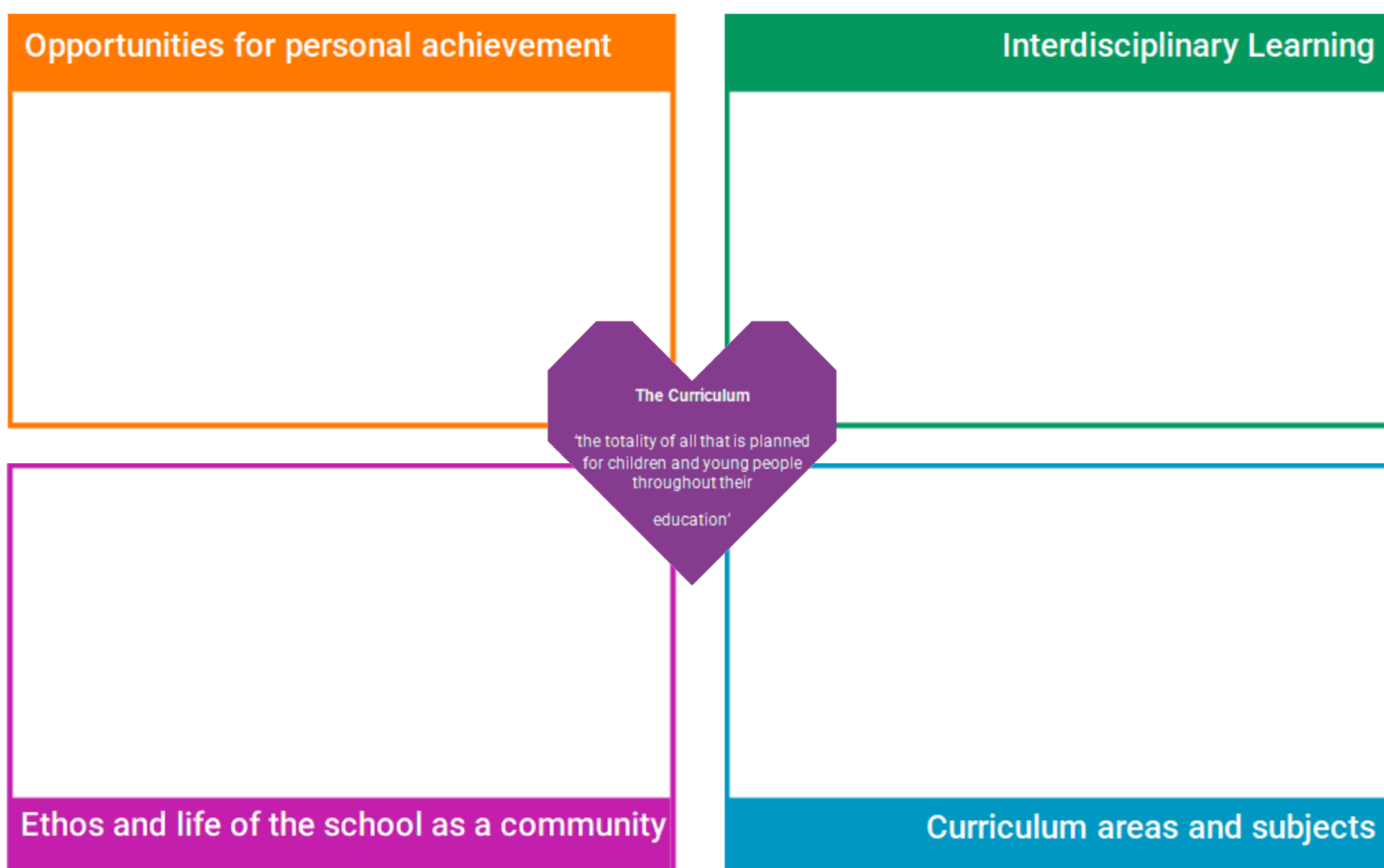
Opportunities for personal achievement:

- Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience, and confidence.
- The experiences and outcomes include opportunities for a range of achievements in the learning setting and beyond.
- The service offers opportunities for achievement and to provide the support and encouragement which will enable children and young people to step forward to undertake activities which they find challenging.
- ELC Provider works closely with a wide range of partners to help young people access information and opportunities and make their voices heard.

HGIOELC	HSC STANDARDS	NATIONAL STANDARD
2.4 Personalised support 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress	My human rights are respected and promoted. I am respected and treated with dignity as an individual. My care and support adapts when my needs, choices and decisions change. I am encouraged and helped to achieve my full potential.	2.1 - Care Inspectorate quality evaluations are good or better on the theme relating to quality of care and support. 6.2 - The setting will be willing to provide appropriate support, including making any reasonable changes to the care and learning environment, to ensure that children's additional support needs do not provide a barrier to them accessing a full range of experiences and meets their individual needs.
CI FRAMEWORK	**RTA**	
3.2 Leadership of play and learning 4.1 Staff have the right skills, knowledge and values to support children and families 5.2 Children progress and achieve	Wellbeing – my self, social, emotional and communication development Put the best interests of the child at the heart of decision making	

Interdisciplinary Learning:

- Our curriculum includes space/opportunities that enable children and young people to make connections between different areas of learning.
- Interdisciplinary learning is stimulating, relevant and challenging.
- Revisiting a concept or skill from different perspectives deepens understanding and can make the curriculum more coherent and meaningful for learners.
- We take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

HGIOELC	HSC STANDARDS	NATIONAL STANDARD
1.5 Management of resources to promote equity 3.3 Developing creativity and skills for life and learning	My care is provided by people who understand and are sensitive to my needs and my wishes. I am supported to make informed choices, even if this means I might be taking personal risks.	2.2 - The setting must have a framework to support children's learning that is informed by national guidance and is appropriate to support individual children's development and learning focussed on active learning through play.
CI FRAMEWORK	**RTA**	
2.1 Quality of the setting for play and learning 2.2 Outdoor play and learning 3.4 Leadership and management of staff and resources	My movement and coordination development Promoting my confidence, creativity and curiosity Take a holistic approach to the wellbeing of a child	

Ethos and life of the service as a community:

- There is a positive ethos and climate of respect and trust based upon shared values across the ELC community.
- All practitioners contribute through open, positive, supportive relationships where children and young people will feel that they are listened to.
- Staff promote a climate in which children and young people feel safe and secure.
- Practitioners model behaviour which promotes effective learning and wellbeing within the ELC community.
- We are sensitive and responsive to each young person's wellbeing.

HGIOELC	HSC STANDARDS	NATIONAL STANDARD
1.4 Leadership and management of practitioners 2.1 Safeguarding and child protection 2.5 Family learning 2.7 Partnerships	I experience warm, compassionate and nurturing care and support. I am included in wider decisions about the way the service is provided, and my suggestions, feedback and concerns are considered. I am supported to participate fully and actively in my community.	1.3 - Sustainable staffing structures are in place which meet the recommended adult: child ratios. 3.2 - Children have daily access to outdoor play and they regularly experience outdoor play in a natural environment as part of their funded ELC offer. 5.1 - There is open and regular communication with parents and carers about the work of the setting and families are meaningfully involved in influencing change 5.2 - Parents and carers are supported to engage in their child's learning and development
CI FRAMEWORK	**RTA**	
1.1 Children are safe and protected 1.4 Family learning and engagement 5.1 Children's wellbeing and rights	Establishing positive, loving, nurturing and understanding relationships Work with children, young people and their families on ways to improve wellbeing Believe professionals must work together in the best interests of the child	

Curriculum areas and subjects:

- Our environments enables learners to take part in meaningful learning experiences, that considers the various stages of development in the classroom, providing support and opportunities for challenge.
- Staffs interactions encourage sustained shared thinking and promote life-long learning.
- Adults facilitate experiences that are empowered by child autonomy and a secure play based pedagogy.
- Our curriculum design presents opportunities for learning that includes the 7 principles of curriculum design (Challenge and enjoyment, Breadth, Progression, Depth, Coherence, Relevance, Personalisation and choice.
- A culture of reflective practice is apparent throughout the service and supports continuous improvement practices.

HGIOELC	HSC STANDARDS	NATIONAL STANDARD
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment	I am supported to make informed choices, so that I can control my care and support.	1.1Care Inspectorate quality evaluations are good or better on themes that relate to quality of staffing, management and leadership. a1.4 - All SSC registered staff in the setting are achieving a minimum of 12 hours per year of Continuous Professional Learning. 3.1 - Care Inspectorate quality evaluations of good or better on the theme relating to quality of environment 4.1 - The setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement.
CI FRAMEWORK	**RTA**	
1.2 Personalised planning and support 1.3 Play and learning 3.1 Self-evaluation for self-improvement 3.3 Quality assurance and improvement are led well	My movement and coordination development Advocate preventative work and early intervention to support children, young people and their families Child-centred play pedagogy Clear rationale and shared understanding of the value of play	

Operational/business Factors

1.2 - All support workers, practitioners and lead practitioners/managers working in the setting and included in the adult: child ratios must have either obtained the benchmark qualification for their role or, if they are still within their first 5 years of registering with the SSSC, have started to work towards this.

1.5 - Staff new to delivering funded ELC within the last year are familiar with the content of the most up-to-date version of the national induction resource.

4.2 – The setting has a clear plan, developed in line with self-evaluation evidence, evidence from Education Scotland and Care Inspectorate scrutiny activities, research and national practice guidance, to continuously improve the quality of provision and outcomes for children and families.

6.1 - The setting must comply with the duties under the Equality Act 2010.

Settings wishing to deliver the funded entitlement must be able to demonstrate that they are financially viable providers.

Settings, including childminders where workers are regularly employed to provide direct care to children, who agree to deliver the funded entitlement will, in accordance with the supporting guidance on Transition Options, pay the real Living Wage to all childcare workers delivering the funded entitlement and commit to adopting and demonstrating Fair Work practices in their setting. In committing to Fair Work practices, settings must take into account:

o a fair and equal pay policy across their setting, (including a commitment to supporting the real Living Wage);
o ELC managers/lead practitioners/employers (in the case of childminders who employ staff) have clear managerial responsibilities to nurture talent and help individuals fulfil their potential;
o promoting equality of opportunity and developing a workforce which reflects the population of Scotland in terms of characteristics such as age, gender, religion or belief, race, sexual orientation and disability;
o security of employment and hours of work, avoiding exploitative employment practices such as unfair zero hours contracts, or pregnancy and maternity discrimination;
o consideration of patterns of working (including for example part-time working and/or term-time working) and support for family friendly working and wider work life balance; and
o support progressive workforce engagement, including trade union membership or alternative arrangements to give staff an effective voice, for example, through regular staff meetings, where possible.

Settings delivering the funded entitlement must ensure that access to the funded hours are free at the point of access to the child and that parents and carers are not subject to any fees in relation to the funded hours. The setting must ensure that:

o parents and carers are not asked to make any upfront payment, including a deposit or any other payment, in respect of the funded hours, therefore ensuring that the child's funded entitlement is free at the point of access;
o no top-up fees are charged to parents and carers relating to the funded hours;
o parents and carers are not required to purchase additional hours beyond the funded hours in order to access their child's funded entitlement at the setting;
o additional charges to parents and carers relating to the funded hours should be optional, and limited to, for example, snacks, costs of outings or extracurricular activities such as music classes; and where parents and carers choose to purchase further hours in addition to the funded hours, the associated fees and hours must be transparent and clearly set out in any parental communication and invoices

Settings must have a clear and comprehensive policy for the provision of healthy meals and snacks for children. This should be consistent with Setting the Table and the Eatwell Guide and should ensure that individual cultural and dietary needs are met. There should be consultation with parents and carers about how other dietary preferences might be accommodated.

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Quality Improvement Framework

2023/2024

Rationale

Aberdeen City Council aims to improve the educational and life changes of all children and young people. A recent review of inspection outcomes highlighted that some schools need more help to secure improvement against the core Quality Indicators (QIs) from How Good Is Our School 4 than others and this risk based model has been designed to address this variation.

This Quality Improvement Framework exemplifies the standards we want to see in all schools to help guide self-evaluation at school and local authority level. It also provides clarity of expectations and a more proportionate model of support to help accelerate progress. This Quality Improvement Framework will continue to be reviewed on at least a yearly basis.

Roles and Responsibilities

A number of stakeholders hold aligned responsibilities for delivery of the Core QIs and a number of statutory duties support delivery of the core QIs. If is important that everyone understands and is held to account for their contribution in realising improvement against the Core QIs.

Page 150

Core QIs & Statutory duties	Elected Members	Central Quality Improvement team	School leaders across the Local Authority	School leaders	Middle leaders	Class teacher
1.3 2.3	Scrutinise school inspection outcomes against HGIOS	Establish a self-improving culture across the Local Authority (LA) Validate school self-evaluation and associated S&Q and Improvement Plans Scrutinise progress against agreed Plans Align central resource and structures to realise improvement Support the provision of professional learning to realise improvement Support school leaders to prepare for school inspections Maintain oversight of core measures to identify emerging risks and issues.	Establish a self-improving culture across the Local Authority Contribute to Local Authority self-evaluation and use self-evaluation to identify and share good practice Share skills and expertise to support the self-evaluation of and improvement of other schools Share experiences of inspection to support school leader colleagues Work across the Cluster/Associated Schools Group to identify and respond to emerging risks and issues Explore any benefits from pooling resource	Establish a culture of self-evaluation at school level by providing regular opportunities for staff, partners, young people and parents & carers to contribute Establish robust self-evaluation systems through the development and implementation of a Quality Improvement Calendar (QIC) Evaluate the range of evidence from the QIC to plan and implement change Analyse and act on outcome data through robust accountability structures Build data literacy skills in staff	Establish a culture of self-evaluation at department level by providing regular opportunities for staff, partners, young people and parents & carers to contribute Establish robust systems to help monitor performance across the department against the core QIs through a QIF Critically analyse evidence from the QIC to inform the work of the department and school improvement plan Establish effective systems to gather and analyse outcome data at department levels through robust accountability structures. Build capacity in staff to measure and report the impact of changes being made to enable best practice to be spread	Evaluate own work using robust evidence to help set professional development targets Use data to determine the impact of changes being made at classroom levels Share the impact of changes being made with colleagues at department or whole school level Engage in moderation against agreed standards to drive consistently good practice Participate in school self-evaluation
3.1	Set policy based on local need	Analyse performance by reviewing data linked to QI 3.1	Contribute to the development of Local Authority policy	Maintain oversight of wellbeing data to quickly identify and address emerging risks	Maintain oversight of wellbeing data at department level to quickly identify and address emerging risks	Deliver effective health and wellbeing recognising it as the responsibility of all

		Coordinate the drafting of policies to be presented for approval to Elected Members	Work across agencies to identify and respond to emerging risks and issues			
3.2	Scrutinise performance against agreed key measures	Establish data systems to monitor performance at individual, school and service level Monitor and report performance trends to Elected Members Establish accountability structures and enhance them where required	Collaborate with cluster/ASG colleagues to address the root cause of issues and risks.	Monitor and take action to address performance risks across the school. Establish accountability structures and enhance them where required	Monitor and take action to address performance risks across the department. Establish accountability structures and enhance them where required	Monitor and take action to address performance risks at class level.
Standards and Quality Report	Scrutiny of Local Authority self-evaluation Scrutiny of performance at school level	Lead coordination of Local Authority self-evaluation	Contribute to the development of self-evaluation to inform Plans for children	Lead coordination of the school Standards and Quality Report	Lead coordination of departmental evaluation to inform the school Standards and Quality Report	Inform the content of the Standards and Quality Report
Improvement Plan	Approval of Local Authority Improvement Plan Approval of some school Improvement Plans	lead coordination of Local Authority Improvement Plans Coordinate the setting of stretch aims for inclusion in the Local Authority Strategic Plan	Contribute to the development of Plans for children including Locality Plans, the Children's Services Plan and Education Authority Plans	Use a range of data to help draft the School Improvement Plan	Use a range of data to draft and deliver departmental improvement plans aligned with the school improvement plan.	Inform and support delivery of the school improvement plan
Local Authority statutory duty for quality of provision	Instruct Officers to address vulnerabilities in inspection outcomes	Amend working practices to realise improvement at Local Authority and school level. Design and deliver an approach to quality improvement that offers sufficient and proportionate levels of support and challenge to schools.	Work with central officers to deliver an approach to quality improvement across the Local Authority that offers sufficient and proportionate levels of support and challenge to schools.	Lead the school to positively engage in Local Authority quality improvement visits and engagements.	Lead the school to positively engage in Local Authority quality improvement visits and engagements.	Positively engage in Local Authority quality improvement visits and engagements.

QI1.3 Leadership of Change – Expectations of Schools and school assurance

HGIOS 4 overview statement (p24)

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.

Effective leadership of change depends on a positive culture, effective systems and clear lines of accountability.

Plan for and record ongoing self-evaluation activity

A self-improving system can only be realised through well considered, honest and on-going self-evaluation activity against the Core QIs. The **'How Good is Our'** documents provide a toolkit for use at school level although the principles equally apply to Local Authority quality improvement teams as they evaluate their work.

The virtuous cycle of improvement illustrates the key features of effective evidence based evaluation. It shows how schools and system leaders can empower practitioners to interpret nationally and locally shared aims and apply them in local context.

Key to self-improvement is regular and rigorous evidence based, internal and external evaluation to determine:

- How are we doing against the proposed outcomes in the Improvement Plan?
- How do we know?
- What are we going to do now to maximise the identified outcomes?

School self-evaluation activity should be aligned with the school improvement plan and should be outlined in an agreed School Quality Improvement Calendar. The self-evaluation activity outlined in the Calendar should support the on-going gathering of evidence. An exemplar Quality Improvement Framework and associated Calendar are available in **Appendices A and B.** Schools who develop a short evaluative paragraph or report following each episode of self-evaluation report finding the production of the Standards and Quality Report more straightforward.

Ensure ownership and accountability

Leadership teams should work in partnership with staff to monitor the impact of improvement plans by following their quality improvement calendar. The findings of each episode of self-evaluation should be reflected upon with changes made where required. This approach ensures that devolved resource directly improves outcomes for children and young people and that changes are made when there is evidence that outcomes are not being improved as intended.

All staff should know the strengths and areas for development for their school and be able to access self-evaluation documents. Opportunities to capture the voice of learners is critical as the UNCRC and The Promise features more prominently in national policy. Schools may wish to access **HGIOURS** to ensure pupil voice to be recognised within the school self-evaluation documents.

Clear lines of accountability for delivery of the school improvement plan and associated self-evaluation should be in place. Schools may find it helpful to establish a School Quality Improvement Framework **(Appendix A)** and <u>must</u> develop a Calendar **(Appendix B).** Excellent leadership of change sees each episode of self-evaluation detailed in the Quality Improvement Calendar triggering the production of a summary paragraph or report to capture the leaning and implications to feed back to staff and wider stakeholders. Work is ongoing with the teaching trade unions to update our shared classroom visits protocol.

Developing the Standards and Quality Report

Key to self-improvement is regular and rigorous evidence based, internal and external evaluation to determine:

- How are we doing against the proposed outcomes in the Improvement Plan?
- How do we know?
- What are we going to do now to maximise the identified outcomes?

National PEF guidance steers consideration of how the school is helping the six priority family types identified by the Scottish Government as being at highest risk of experiencing child poverty and an evaluation of the impact of PEF spend should be included in Standards and Quality Reports. The groups include:

- Lone parent families
- Minority ethnic families
- Families with a young mother (under 25)
- Families with a child under one
- Larger families (3+ children)
- Families with a disabled adult or child

PEF guidance also asks schools to consider what additional steps might be required to close the poverty-related attainment gap for pupils affected by disadvantage for other reasons. As a result, schools should routinely look at the performance of these groups as they draw conclusions for the Standards and Quality Report.

- a protected characteristic (disability, gender reassignment, pregnancy and maternity, race, religion, or belief
- sex (gender) and sexual orientation)
- a need for which they require additional support
- being looked after
- having caring responsibilities

A Standards and Quality Report is a statutory document which reflects on the appropriateness outlines the impact of PEF interventions on the poverty related attainment gap, details school p (including national and local policy) and consideration of performance by group.

Schools supporting Armed Forces children should also give consideration to the Armed Forces Covenant

The Standards and Quality Report pulls all of the learning from self-evaluation episodes together into one overarching evaluative document. Exemplar evaluative statements are provided in **Appendix C** to help to support the effective moderation of evaluation gradings and exemplify national expectations. The full range of evaluation evidence across all core Quality Indicators should be considered when compiling the Standards and Quality Report. The Senior Leadership Team should work with stakeholders to look inwards by analysing a range of data, including by group, outwards by learning from colleagues and considering national and international research, and forwards by understanding the key policy changes that require to be prepared for.

School leaders have a legal obligation to publish a Standards and Quality Report on a yearly basis, no later than September and set an improvement Plan based on the findings.

Developing Improvement Plans

The School Improvement Plan will reflect the unique context of the school and take into account the wider Local Authority context and national direction of travel.

National policy determines that the UNCRC and The Promise should continue to be planned for within School Improvement Plans. Consideration should also be given to the Morgan Review to support planning for those with additional support needs. All schools should be making use of the CIRCLE framework.

Local Outcome Improvement Plans and Locality Plans outline priorities based on multi-agency data. Similarly, the Children's Services Plan provides partnership priorities for children with the Aberdeen City National Improvement Framework Plan outlining the particular priorities identified for improvement across the Education Authority. The National Improvement Framework Plan will be aligned to other Plans for children and help guide the inclusion of local priorities in school improvement plans.

National PEF guidance asks that school teams consider how funding will support the six priority family types and address disadvantage. Improvement work to address disadvantage should be explicit within the Plan. School leaders should also take advantage of opportunities to pool resources to address common risks where thought beneficial.

When developing Plans, the outcome to be realised must be explicitly clear along with mechanisms for measuring or indicating progress. All secondary schools will use the LOGIC Model contained in **Appendix D,** primary schools may use the format if helpful.

Improvement Plans should be completed by working groups and fully consulted upon with all stakeholders. Draft Plans should be shared with the central teams for review by Insert with final version published on school websites by **mid-September.** They should include plans for the use of PEF with clear leads and measures identified. Secondary Schools should agree high level, whole school priorities and Faculties should develop associated Plans. Care must be taken to ensure that Faculty Plans align with the overarching Improvement Plan and ensure that plans translate in the Quality Improvement Calendar.

Self-evaluation activities

Quality Improvement Calendar

Tracking attainment over time

Validation of self-evaluation

Quality Improvement

Schools must produce a single page document for children and young people to ensure it is accessible to them. Progress updates should be provided through parent council meetings or school newsletters across the year.

How the Local Authority will gain assurance on QI 1.3

The Local Authority will:

- Sign off Standards and Quality Reports
- Sign off School Improvement Plans
- Sign off the school Quality Improvement Calendar
- Seek copies of child friendly versions of the documents
- Ask for confirmation that documents are publicly available
- Use school visits to validate evaluations through focus groups and classroom visits in most cases
- Monitor complaints

The Local Authority may:

- Ask School Leadership Teams to present their improvement journey to Elected Members
- Establish peer review systems for key documentation for some schools
- Keep central records of when school vision and values were last updated
- Keep central records of if the vision and values is relevant given the context of the school and build this into feedback on the Standards and Quality Report
- Retain copies of School Improvement Calendars and seek opportunities for school leaders to present emerging evidence during school engagements
- Request information on particular aspects of self-evaluation planned within the school Quality Improvement Calendar

QI2.1 Safeguarding and Child Protection – Expectations of schools and school assurance

This indicator focuses on the wide range of duties required of all staff and partners to ensure that all children and young people are **safe, well cared for** and **enabled to flourish**. This indicator looks to how the **school takes account of statutory requirements** in relation to child protection to ensure **the needs of all learners are met.** Safeguarding all children and young people requires **strong partnerships** to be established between the school and its local community. This includes **well-planned progressive learning opportunities** so that children and young people can become more **resilient** and develop a **sound understanding of how they can keep themselves safe.** Actions taken at school and central team level enable the Chief Social Work Officer and Chief Education Officer effectively discharge their statutory duties.

Safeguarding is inextricably linked to all of the core Quality Indicators and also the entitlement to a full and appropriate curriculum. A standard for school and central teams to measure progress against can be helpful and the ACC Safeguarding and Child Protection Standard in **Appendix E** exemplifies such an approach.

On-going assurance by schools is best undertaken over the course of the year and should be planned for depending upon the needs of the children and young people in your school. For example, schools may want to focus on groups on the child protection register if there has been a rise in registration or may want to gain some assurance around some of the safeguarding data, for example bullying, to understand trends and ensure a stronger school response to such incidents. Whatever the approach, it is critical that there is increased scrutiny of those on the Care Protection Register and those who are Looked after and that everyone is aware of their responsibilities.

An example of how this may look at school level in a single year is detailed below; the focus would change annually based on the local context and this example presumes that the progress of those on the register and those who are looked after are considered as distinct groups during tracking periods:

AUGUST – check that all staff have received updated Child Protection training and that you have a record of this and that any identified vulnerabilities in knowledge are captured and planned for in the professional learning calendar. Check that all signage/handbooks reflect updated lead responsibilities and that arrangements are in place for very regular tracking of outcomes for those who are on the register or care experienced.

SEPTEMBER – check that pupils on a personalised pathway have a full timetable and that effective information sharing is in place to support delivery of an agreed plan. Check that 6 weekly reviews are in place and effectively improving outcomes. Review impact of attendance and reducing exclusion procedures.

OCTOBER – Sample of 5 pupil records to check that all paperwork is stored securely in the Wellbeing App, that access is suitably locked down to only those with Named Person responsibility and that the quality of planning (including IEPs) have appropriate and routinely reviewed targets which are helping improve outcome for learners. Check that all staff are aware of expectations of them through appropriate access to aspects of the plan they need and that they have the information/support they require.

NOVEMBER – focus group of care experienced young people/those with additional support needs /those who have reported bullying to explore either the quality of the school offer for them or the extent to which they know how to keep themselves safe.

DECEMBER – review the impact of Plans for the 5 pupils who have the poorest attendance. This could lead to amendments in attendance procedures or a reshaping of internal support systems.

FEBRUARY – Sample of 5 pupil records (pastoral notes) to check that the language used is suitably respectful and that internal support systems are effectively supporting a proactive response to emerging need

APRIL – review of all safeguarding data to identify emerging risks. Consider how this will inform the School Improvement Plan and curriculum for the following session. Review data for those with protected characteristics.

How the Local Authority will gain assurance

Central quality assurance process will check that school leaders fully understand expectations and that school leaders continually gain assurance that the systems in place in schools are effective and that action is taken if vulnerabilities are identified at school level.

The Local Authority will:

- Request access to updated school policies to check alignment with national and local policy
- Check that all schools are clear on expectations and have systems in place to monitor their internal processes
- Engage with others who support the school community such as Children's Social Work and Community Learning
- Routinely review data to identify any emerging risks and issues
- Sample pastoral notes for a small number of children and young people prior to an in school engagement
- Identify children in particular groups for discussion during a school engagement
- Ask school leaders to complete a Microsoft form around statutory duties for analysis prior to a school engagement **(example in Appendix F)**
- Monitor complaints

The Local Authority may:

- Undertake thematic reviews on areas of perceived vulnerability if required

QI 2.3 Learning, Teaching and Assessment – Expectations of schools and school assurance

This indicator focuses on **ensuring high-quality learning experiences for all children** and young people. It highlights the **importance of highly skilled staff** who work with children, young people, and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements (HGIOS 4)

Almost all positive evaluations of all core QIs can be traced back to highly effective Learning, Teaching and Assessment. All activity in a school should improve Learning, Teaching and Assessment to realise improved outcomes for learners. It is our core business and is the foundation to getting it right for every child.

All schools should have a school policy or position statement with regard to Learning, teaching and assessment which is aligned to **The ACC Learning, Teaching & Assessment** Standard included in **Appendix G.** The ACC standard will be utilised during school engagements.

School teams should consider which aspects of their agreed standard will be further developed on a yearly basis in response to self-evaluation evidence, helping shape the approach to the quality assurance of this indicator through classroom visits or peer visits. Professional learning should be clearly aligned with areas of priority.

An example of how this may look in a single year is detailed below; the focus would change annually based on the local context and classroom visit proformas would be updated in keeping with agreed expectations:

At the beginning of a lesson:
- Learning to be meaningful and relevant, and linked to prior/home learning.
- Learning has a clear purpose (are you consolidating or introducing new knowledge or skills?)
- Learning to be sufficiently challenging with high expectations set
- Learning to be differentiated appropriately and digital resources used to support where appropriate
- All resources to be well organised to encourage independence (including use of support staff)

As the lesson progresses:
- Clear and appropriate purpose (Learning Intension) with Success Criteria supporting pupils to evaluate their work
- A range of approaches to questioning – e.g. well planned with reactive open questions that build in complexity or engage pupils in their learning
- Feedback should be linked to success criteria. The teacher should constantly be checking for understanding by working the room/ space. Learning activities should be adjusted based on assessment of understanding gleaned by questioning children
- Opportunities for children to be given ownership of their own learning and enabled to make choices and influence

Mid lesson:
- Pupil work presented well in jotters and work marked appropriately
- Wall displays being used to support learners and to celebrate success (and at a height children can see)
- An encouraging ethos with positive and respectful relationships between the children and staff

- Appropriate use of school policies as required
- Children understanding what they are learning and why

At the end of the lesson:
- A plenary that links back to success criteria, checks understanding and refers to future or home learning

How the Local Authority will gain assurance

Central quality assurance process will check that schools have assurance systems in place as detailed earlier, in particular that school leaders have effective systems in place for classroom visits. The purpose of the external visit is to validate evaluations.

The Local Authority will:

- Check that schools have a locally agreed standard based on Local Authority guidance
- Check that classroom visit documentation being used by schools supports giving feedback on the areas being developed by the school
- Local authority review of attainment data
- Local authority review of attainment data following transition to primary or to secondary
- Undertake learning walks
- Check alignment of the in school professional leaning offer with areas identified for improvement

The Local Authority may:

- Meet focus groups with children and young people
- Undertake Classroom visits to a department with summary report produced outlining clear next steps
- Undertake Classroom visits to the whole school with summary report produced outlining clear next steps
- Meet focus groups of staff to explore progression in learning and assessment practices (link to QI 3.2)

QI 3.1 Ensuring Wellbeing Equality an Inclusion – Expectations of schools and school assurance

*This indicator focuses on the impact of the school's **approach to wellbeing** which underpins children and young people's ability to achieve success.*

It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements

All schools should have an overarching policy, standard or strategy on how they are securing improvement in this area and this should be aligned to the Local Authority standard. School teams should consider which aspects of the standard will be further developed on a yearly basis in response to self-evaluation evidence, helping shape the approach to the quality assurance of this quality indicator.

An example of how this may look in a single year is detailed below; the focus would change annually based on the local context:

DAILY – Planned opportunities for learners to engage in physical activity each school day including outdoor opportunities all year round (e.g. Daily Mile)

MONTHLY – Review of needs across the school, considering targeted discussions through tracking meetings to ensure individual learners are planned for, supports are reviewed and next steps agreed timely.

6 WEEKLY – Review flexible timetables to ensure appropriate supports are being considered and where no impact, plans are revisited with all relevant people, including the learner.

TERMLY – All staff have should consider their learning environments to support the wellbeing needs of all learners. Use the CIRCLE Inclusive Classroom Scale (CICS) to support this process. Review the outcome of this, sharing practice across school which is positive for individuals and groups of learners and identify any support required to address areas of development.

TWICE YEARLY (August and March) – Undertake Health & Wellbeing Surveys including SHINE for both staff and pupils and review outcomes, considering training requirements for staff, support needs and key curriculum and pathway developments to plan next steps.

ANNUAL – Review of Positive relationships policy annually unless there is a direct need to review before then. Review of anti-weapon returns

QUALITY IMPROVEMENT ACTIVITY FOCUS – Is learning appropriately meeting the needs of all learners?

How the Local Authority will gain assurance

The Local Authority will:

- Check that schools have a locally understanding of expectations based on Local Authority standards
- Checking that systems are in place to monitor the wellbeing of children and young people
- Checking that systems are in place to monitor compliance with expectations and that action is taken when vulnerabilities are identified
- Checking that the learning environment is considered during classroom visits
- Use of a Microsoft form in advance of Local Authority engagement to determine compliance and areas for more detailed exploration
- Review of core measures and data sets

The Local Authority may:

- Meet focus groups of support for learning staff to monitor compliance with policy
- Follow a small number of more vulnerable young people over the course of a day during an engagement
- Meet focus groups of young people to determine how the school helps them
- Meet focus groups of staff to explore health and wellbeing as the responsibility of all
- Review of the quality of Plans for children

QI 3.2 Raising Attainment and Achievement – Expectations of Schools and school assurance

This indicator focuses on the school's success in achieving the **best possible outcomes** for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards **over time** is a key feature of this indicator.

All schools should have an agreed approach to raising attainment and achievement which should include robust and regular tracking and an agreed presentation policy in secondary schools. Approaches should be aligned with the Local Authority standard. School teams should consider which aspects of the standard will be further developed on a yearly basis in response to self-evaluation evidence, helping shape the approach to the quality assurance of this quality indicator.

An example of how this may look in a single year is detailed below; the focus would change annually based on the local context and be included in school quality improvement calendars:

AUGUST – Ensure all staff are aware of their role in raising attainment, the school tracking systems and are confident about expectations for review meetings and timelines for completion of data.

SEPTEMBER / OCTOBER – Tracking Meeting with staff including review of interventions for individual learners and data trends identified. Review evidence in classwork with a key focus linked to school improvement plan and individual learners needs. Collate and share findings with whole staff / faculties as appropriate, identifying next steps to address any areas for development and review of current interventions if required.

NOVEMBER – Quality Improvement Discussion with QIO to verify attainment and achievement data.

JANUARY – Tracking Meeting with staff including review of interventions for individual learners and data trends identified. Sample 2/3 pupils per year group to review evidence of learning, interventions, and attainment over time - Collate and share findings with whole staff / faculties as appropriate, identifying next steps to address any areas for development and review of current interventions if required.

FEBRUARY – Quality Improvement Discussion with QIO to verify attainment and achievement data.

MARCH / APRIL – Tracking Meeting with staff including review of interventions for individual learners and data trends identified.

MAY – Quality Improvement Discussion with QIO to verify attainment and achievement data.

JUNE – Systems to track attainment and achievement for the year ahead reviewed and updated where appropriate and linked professional learning offer considered. Consider review of curriculum rationale including the structure and balance of the curriculum.

School leaders are expected to review a range of data and understand the trends in school performance.

How the Local Authority will gain assurance

The Local Authority will:

- Check that staff have a clear understanding of progression
- Seek copies of secondary school presentation policies
- Check the robustness of school tracking and discussion at school based Attainment Reviews
- Undertake initial Attainment Reviews (based on ACEL and SQA data)
- Meet with school leaders to undertake a Post Insight review
- Ask school leaders to submit attainment documentation linked to:
  - Broad general education
  - Breadth and depth
  - literacy and numeracy
  - improving attainment for
  - attainment versus deprivation
  - partnerships and wider accreditation
- Undertake stretch aims discussions with schools
- Check that school leaders are making full use of:
  - Power BI tools including school profiles
  - PEF tracker
  - SQA Power BI dashboard

Local Authority Assurance system

School Visits

Visits include a range of Officers including Chief Education Officers, Quality Improvement Manager, Quality Improvement Officer, ELC Officers, EPS, senior leaders and middle leaders from other schools and a selection of school staff. The frequency of school visits will depend on the level of support required to secure improvement.

The additional central resource will complement in school arrangements. Approaches taken during the visits may include:

- focus groups (staff, young people, parents and carers, partners)
- learning walks
- classroom visits including looking at the quality of feedback and pupil engagement with learning
- exploration of tracking data
- review of documentation
- review of pupil work
- reviewing the environment for learning
- checks of compliance based on earlier submissions

The learning from the visit is pulled together into a report outlining strengths and next steps by either the school or the central team. In some cases, schools are asked to develop a Plan to address the areas identified for action and report progress on a weekly/fortnightly basis.

Local Authority attainment reviews

A range of approaches are taken to support progress against Raising Attainment and Achievement. These include:

- Initial Attainment reviews (based on SQA data)
- Post Insight review
- Asking school leaders to submit attainment documentation linked to:
  - Broad general education
  - Breadth and depth
  - literacy and numeracy
  - improving attainment for
  - attainment versus deprivation
  - partnerships and wider accreditation
- stretch aims discussions with schools
- review of live tracking data over a year to check progress against stretch aims

- Checking that school leaders are making full use of:
    - Power BI tools including school profiles
    - PEF tracker
    - SQA Power BI dashboard

Levels of support to schools - School leaders will work with central officers to identify the level of support required to secure improvement.

Category 1	Category 2	Category 3
Validated self or external evaluation has identified each core QI at good or better	Validated self or external evaluation has identified one or more of the core Quality Indicators as satisfactory or below School is currently or expecting to engage with HMIe imminently	Validated self or external evaluation has identified one or more of the core Quality Indicators as weak or unsatisfactory School is currently or expecting to engage with HMIe imminently There are self-evaluated concerns around QI 1.3 or staff cohesion.
Possible features of support	**Possible features of support**	**Possible features of support**
Attainment review/discussion SQUIP review and feedback Support to quality assure internal processes Monitoring of presentations, attendance and exclusions Participation in professional learning visits Encouragement for staff to participate in professional learning visits to other schools to contribute to a self-improving system Support from QAMSOs and Locality Leads	Attainment review/discussion SQUIP review and feedback Support to quality assure internal processes Monitoring of presentations, attendance and exclusions Participation in professional learning visits Encouragement for staff to participate in professional learning visits to contribute to a self-improving system Support from QAMSOs and Locality Leads Mandatory attendance at professional learning Quality assurance visit to participate in school assurance mechanisms that look at each core QI in detail Routine checks on progress	Attainment review/discussion SQUIP review and feedback Support to quality assure internal processes Monitoring of presentations, attendance and exclusions Participation in professional learning visits Encouragement for staff to participate in professional learning visits to contribute to a self-improving system Support from QAMSOs and Locality Leads Mandatory attendance at professional learning At least twice yearly QI visit looking in detail at each Quality Indicator Dedicated team from across the city to help support improvement with very regular checks on progress

APPENDIX A - Example of a School Quality Improvement Framework

SQUIP	A SQUIP which is evaluative and identifies clear priorities which can be achieved and make a difference to young people. Plan evaluative activity to drive forward these identified priorities.
	Working group/Faculty Improvement Plans which detail specific actions with timescales and allocation of responsibilities - linked to school improvement priorities. How will teams be guided to make any necessary changes and how will you check that the changes have been made?
Quality Improvement Calendar	School Calendar and/or Quality Improvement Calendar devised in consultation with staff. This should detail key evaluative activities and when they will take place. How will you ensure that all senior leaders drive the Improvements detailed in the Plan?
	Class visits, peer visits, learning walks – information from these is collated and used with class teachers – clear feedback loop. Clear link made back to professional learning. Clear link made to driving forward a minimum standard as detailed in a learning and teaching policy or framework.
	How will class teachers be held to account and ensure the quality of the universal offer?
	Moderation activity/tracking episodes. Clear report gathered after each whole school episode and shared with all members of staff. Actions agreed.
	Termly attainment review meetings with relevant SLT which focus on measuring progress over time
	School / Faculty QI calendar submission date and checks, School Improvement Plan and Faculty improvement plan monitoring/evaluation timings. Pupil Support Faculty should also have a QI Calendar and Faculty Improvement Plan (with detail on attainment analysis and interventions, attainment analysis to support coursing, tracking positive destinations).
Quality Improvement Activities	ACC QI visits – clear focus and feedback loop.
	Pupil/parent/staff focus groups - linked to key priorities
	Data analysis including behaviour review to support ambitious curriculum development and coursing for young people and any adaptations to timetabling learner pathways. What will you do when patterns in behaviour referral emerge?
	Presentation policy which outlines the standard expected in terms of qualifications young people are being presented for – all staff understand the standard. Young people and parent/carers also understand the standard and that withdrawals will be challenged.
Roles & Responsibilities	Remit documentation for each promoted post in the school linked to agreed action plans and outcomes.
	1-1 system to build in accountability. HT with DHTs, DHTs with PTs/PT PS/PT literacy, numeracy etc. Discussion with a focus on SIP action plans. How will Middle Leaders be held to account for the quality of provision and attainment results in their department?
	Strategic Senior leadership meetings take place once a week. Single issue meetings linked to SIP and delivering key priorities.
	Operational Senior Leadership meetings take place once a week.
	Working groups linked to driving forward identified priorities – each group has a clear action plan and timescale for delivering outcomes.
Professional Learning	Professional learning arrangements linked to clear priorities detailed in the School Improvement Plan. See Teacher **Professional Learning Framework** and **Teacher Leadership Frame work**

APPENDIX B - Example of a Whole School Quality Improvement Calendar

Schools should consider outcomes, which provides clarity of purpose and aids strategic direction. When identifying outcomes, senior leaders should draw on their understanding of the context of their school, strengths, and areas for development, particularly in relation to driving forward attainment for young people. In this secondary example, the school has a clear focus on securing positive destinations for all young people which features evaluative work and operational actions to deliver this outcome. The QA Calendar should look different year on year as new priorities and outcomes are identified. This example doesn't include checks on compliance with safeguarding and child protection undertaken by the school Child Protection Lead.

Month	Outcomes	Activity
Through the session and built in for each year group	• Parent/carers are in receipt of quality information regarding their child's progress • Parent/carers are informed in a timely manner of any areas of concern • Staff have access to CLPL to enable progress against the School and Personal Improvement Plans	• BGE 1 summary report / BGE 1 full report with comments • Sphase 1 summary report / Sphase 1 full report with comments • Sphase Final WG/EG report • All year groups – 1 virtual parents' meeting • Cause for Concern procedures built into tracking and reporting procedures • Provision of CLPL with impact followed up through activities such as PR&D and class visits
Each month	• The progress of Looked After Children (LAC), Young Carers and young people where economic hardship is a barrier is monitored and interventions put in place to secure positive outcomes • Senior Leadership Teams have a sound understanding of the progress being made against priorities identified in the SQUIP • Senior Leadership Teams have a working knowledge of the standard of learning and teaching across the school • Faculty Heads have a clear picture of the standard of learning and teaching in classrooms across their faculty • Class teachers can share good practice and test out pedagogy • Young people are achieving L5 and L6 literacy and numeracy qualifications (in line/above VC) • Children and young people across the ASG benefit from early intervention facilitated through the Partnership Forum	• All staff update Key Case Tracker. House Teams review the information and agree interventions - Key Case tracker checks attendance, exclusion, part-time timetables • Agree evaluative activity linked to the SQUIP - Pupil and staff focus groups on an aspect of learning and teaching, curriculum, wellbeing • Extended SLT Meetings and Staff meetings scheduled as per the WTA • Parent Council has the SQUIP as a standing item – a different theme is explored during each meeting • Staff present progress/seek feedback and ideas to Parent Council • TLCs meet, the aspect of learning and teaching they focus on is derived from the SQUIP, inform staff meetings, CLPL website and in-service staff training • Senior Phase literacy and numeracy tracker update/check. (Check L5 and L6 literacy and numeracy Check young people achieving at the highest SCQF level) • Partnership Forum meetings
Each term	• All staff understand attainment of their pupils in BGE and Senior Phase - Interventions agreed at class, faculty, and school levels • Robust moderation arrangements are in place which support staff judgements on level achieved and the standard within NQs. This means tracking data is accurate • All young people on track to achieve a positive destination • Partnerships with union reps to support collegiate working • Young people have their success recognised and rewarded	• Completion of faculty and whole school tracking data • Faculty Quality Improvement Calendar schedules attainment tracking meetings BGE and Senior Phase. Moderation meetings scheduled • Positive destination planning meeting – House Teams • Feedback on WTA, Calendar and any matters arising from union reps • Colours awards processed. Merit/commendation awards processed

Month	Outcomes	Activity
August	• Staff have a clear understanding of Child Protection and Safeguarding policy and procedures. • Staff have a clear understanding of the UNCRC and the implications of The Promise • Staff understand how to report near misses/incidents and confirm their understanding • A well-planned programme of transition arrangements is in place - Primary/ Secondary transition arrangements are effective for all learners, including those requiring additional support and in line with legislative requirements	• Child Protection and Safeguarding training delivered during the Inservice day - Following training and on a termly basis throughout the year, staff complete a confidence rating on their knowledge of CP and Safeguarding • Staff reminded/agree school policies for supporting young people who exhibit distressed behaviour and confirm their understanding of processes including near miss and incident reporting • New member of staff in receipt of CP training on arrival across the year • P6/7 enhanced transition planning agreed across the ASG - Transition Calendar in place driving outcomes detailed in the ASG Transition aspect of the SQUIP
September	• Young people in the Senior Phase attain well in their SQA examinations. The school is in line with/above its virtual comparator in key measures • Our curriculum is refreshed and provides an increasing range of flexible learning pathways - This is raising attainment by meeting the needs and aspirations of our young people • Parent/carers access materials to help them support their child's learning	• Termly attainment meetings with Faculty PTs with a BGE and Senior Phase focus • Termly attainment meetings work through collated whole school tracking data. Example: Working Grade collation by NQ • SQA Co-ordinator issues bespoke SQA Calendar detailing operational deadlines • Curriculum planning meetings with Faculty PTs, NESCol and other providers • Planning for Success parental materials uploaded to website
October	• Parent/carers have a sound understanding of the range of learner pathways available and can support their child to make an informed choice	• Learner pathways website refreshed prior to the beginning of the course choice process. DYW virtual parental events scheduled to support learner pathways work • Initial P7 transition visit – wellbeing activities • Initial SQA presentations letter issued to parent/carers
November	• Collated whole school report indicating strengths and areas for development - All staff in receipt of feedback which is noted in My GTCS and helps inform PR&D • S3 SNSA data used to support teacher judgements on level achieved	• Class Visits senior phase • S3 SNSA completed
December	• Young people as they progress into S3 can personalise their curriculum within the 8 curricular areas	• S2 Personalisation & Choice/Learner Pathways actions
January	• Young people in the Senior Phase can prepare for an exam diet in more formal examination conditions. Young people are clear on their progress and next steps in learning. • Young people as they progress into S2 can personalise their curriculum within the 8 curricular areas.	• Senior Phase Assessment Weeks • S1 Personalisation & Choice/Learner Pathways actions. • P7 enhanced visits
February	• Young people as they progress into the senior phase choose a relevant curriculum which allows them to achieve the highest level of SCQF qualifications and achieve a positive destination. • Parent/carers have a sound understanding of the range of learner pathways available and can support their child to make an informed choice.	• Pupil Feedback to support final push to SQA examinations for senior phase • House Team meetings with young person and parent/carer as appropriate – additional interventions agreed for senior phase pupils. • Learner Pathways event for parent/carers

21

Month	Outcomes	Activity
March	• Young people make well informed course choices based on their prior learning/ attainment. These choices fulfil the standard set by the school's presentation policy. These choices maximise attainment gains for the individual pupil, choices made are at the highest SCQF level based on the young person's prior attainment.	• S4/5/6 Pathways Planning days with PTs of PS and SLT. Final checks that coursing is appropriate for everyone. • Pupil leadership opportunities – applications deadline
April		• P7 into S1 Class lists – first draft to feeder primaries
May	• Young people in S1-S3 make progress over time as detailed in CfE levels. Assessment evidence is valid and reliable based on robust moderation arrangements • Collated whole school report indicating strengths and areas for development. All staff in receipt of feedback which is noted in GTCS and helps inform PR&D	• S3 CfE literacy and numeracy levels are submitted to the LA • S3 CfE literacy and numeracy levels are moderated and checked against SNSA data • BGE Class Visits • PR&D meetings – link back to 2 x class visits. Celebrate success and guide professional learning • Change of timetable
June	• A draft SQUIP is submitted to LA detailing clear and achievable priorities arising from effective evaluative activities • All members of the school community have a shared understanding of the priorities for the year ahead • Systems to track attainment and achievement for the year ahead refreshed • Celebration of the achievements of our young people – affirmation of school vision, values and ethos	• Whole school SQUIP, Calendar and WTA in place. Agreement on key working groups. Remit devised for each working group which addresses outcomes in the SQUIP • Faculty Improvement Plans (FIPs) completed. Faculty Quality Improvement Calendar completed • P7 Transition Visits • New S1 tracking set up – use of P7 CfE levels and SNSA data. Used to inform BGE literacy and numeracy tracker • Tracking systems set up • Agree Partnership Forum meeting schedule • Prize Giving
July		

Page 170

Appendix C Examples of Evaluative Statements to support evaluative writing.

QI 1.3 Leadership of Change - Developing a shared vision, values and aims relevant to the school and its community

	Weak	Satisfactory	Good	Very Good	Excellent
Approaches to Leadership	SLT need to work collegiately with staff across the school and local authority. Senior Leaders need more effective approaches to leading and managing change.	The SLT use caring and inclusive leadership styles and have an enthusiastic team working together to improve the life chances of all their learners.	We are ambitious for the children. With staff, SLT have implemented a number of initiatives designed to equip children with the skills and attributes they need to succeed in the future	We are committed to ensuring that we achieve the highest possible standards and success for all learners.	Sector leading
Vision and Values	Our vision, values and aims should reflect national expectations and be relevant to the unique context of the setting.	The core values are becoming more apparent in the everyday life of the school.	The vision, values and aims have children's wellbeing as a core feature and are central to the drive for improvement across the school and nursery.	Our vision evolves through ongoing reflection and debate across the school and community. As a result of this active collaboration the school and community have ownership of the vision, values and aims.	
Senior Leadership	Senior leaders should consult more widely to reflect the views of all stakeholders. Importantly, we should ensure a clear strategic overview of improvement priorities and effective procedures to evaluate impact.	Staff are beginning to have stronger sense of purpose and are keen to participate in improvement activities which will help the school to move forward.	The strong leadership of the Head Teacher and SLT has enabled the school and wider community to develop and promote their vision.	Senior leaders provide strong leadership which has enabled our school and wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement.	
Teacher Leadership	Middle leaders need to be more involved in contributing to and leading school decision-making and dialogue linked to delivering the school's vision, values and aims.	Staff are beginning to have stronger sense of purpose and are keen to participate in improvement activities which will help the school to move forward.	Staff report that the vision, values and aims provides them with a clear sense of direction and common shared purpose. As a result of this most of the school community having a shared understanding of what the school is trying to achieve.	All staff show commitment to shared educational values and professional standards.	
School context	The school has not taken appropriate account of the social, economic, and cultural context in which children and families live when prioritising its work.	Some staff understand the social, economic, and cultural context well, however this needs to be more consistently understood by all staff.	Staff have a sound understanding of the social, economic, and cultural context in which children and families live. This helps them to deliver the school's vision, values and aims.	These are shaped by our clear understanding of the social, economic, and cultural context in which children, young people and their families live alongside our awareness of current policy and practice.	
Impact	There is a need for the community to develop an appropriate and motivating school vision, values and aims to underpin all its work. This will bring a greater sense of coherence to the life of the school, helping all stakeholders to develop a common understanding about the school's core aspirations.	The senior leadership team use the vision, and values of the school to evaluate improvements. This requires to be more fully established with the wider staff group.	The Head Teacher and staff use the updated values and aims increasingly well to inform and evaluate improvements.	Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality.	

QI 1.3 Leadership of Change - Strategic planning for continuous improvement

	Weak	Satisfactory	Good	Very Good	Excellent
Culture for change	There is a need for senior leaders to provide clear leadership and direction in relation to improving the school's curriculum pathways.	The Head Teacher is beginning to develop a culture where a greater number of staff contribute to and at times lead school improvement priorities.	The SLT provide a culture where most staff feel confident to contribute to, and at times lead on, school improvement. Staff across the school are empowered to develop the curriculum within their specialist areas.	Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change.	Sector leading
Effective evaluation to plan change	Most staff are at the early stages of engaging in self-evaluation. There is a need for a more effective whole school approach to identifying and agreeing required improvements	In the last two years many new initiatives and processes have been put in place. We should now evaluate these and reflect on progress before making further changes.	The SLT has a clear direction for improvement of the school, with high expectations of both staff and children. This aspiration contributes strongly to enhancing the nurturing climate and inclusive ethos across the school.	We ensure proposed changes demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people.	
Management of change	Senior leaders need to maintain more regular professional dialogue about improvement priorities with middle leaders.	The Head Teacher has guided the strategic direction of improvements and the pace of changes is well-managed most of the time.	The Head Teacher have very effectively guided the strategic direction of improvements for learners and the pace of changes is well-managed.	Senior leaders effectively guide and manage the strategic direction and pace of change.	
Achieving change	We are at the early stages of working with stakeholders to develop a core group of school values. Whilst a number of possible values have been identified, the school needs to continue with its plans to explore these further.	The Head Teacher and senior leadership team need to develop, and articulate, a clear, strategic vision for change which identifies appropriate priorities. Analysis and use of evidence is required to ensure a much stronger focus on setting priorities with measurable impact.	The Head Teacher has rightly identified the need to continue to monitor and measure the impact of change and improvements.	We take good account of assessment of risk to ensure we follow through on strategies for achieving change.	
Collegiate learning	The majority of middle leaders are beginning to manage change more effectively within their departments and faculties.	The majority of PTs are empowered to lead curriculum areas. teacher leadership skills should continue to be developed and used more effectively to improve the school. Staff benefit from the developing culture of collegiate working.	The Head Teacher empowers members of staff to take various leadership opportunities across the school. We need to extend collaborative leadership opportunities for all staff, linked to evidence-based improvements.	We protect time for professional dialogue, collegiate learning, and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement.	

Page 172

QI 1.3 Leadership of Change - Implementing improvement and change

	Weak	Satisfactory	Good	Very Good	Excellent
Summary statement	Staff across the school have not received sufficiently clear leadership and guidance around a number of key strategic issues. There is considerable scope for professional learning to have a higher profile.	The Head Teacher requires to promote further a culture of consultation and shared decision making.	Teachers and support staff are encouraged and empowered to embrace leadership. There is an increasing sense of collective responsibility to improve outcomes for all children.	Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work.	Sector leading
Looking outward	The school requires to be more outward looking by visiting a selection of high-quality settings to observe, reflect on and then implement good practice as appropriate.	The Head Teacher encourages staff to look outwards and to develop their practice by sharing approaches with other schools and colleagues.	Staff work with colleagues in other schools to enhance an outward focus. To develop this further there is now a need for staff to extend their research and include practitioner enquiry to support improvement.	Senior leaders in our school community promote and support innovation, creativity and practitioner enquiry which lead to positive change.	
Equity	A PEF Plan is in place. Senior leaders and staff should ensure that there is rigour in the way they evaluate ongoing work. This needs to have a positive effect on young people's attainment and close the attainment gap.	We have set out clear plans for the use of PEF with the consultation of stakeholders.	Now that a collaborative approach amongst staff is becoming embedded, we need to adopt a brisker pace of change.	We work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.	
Planning for Self-evaluation	Moving forward, senior leaders should work as a team with all staff to ensure that improvement planning is based on effective self-evaluation. It should provide clear strategic direction for curriculum development and improving learning and teaching.	Self-evaluation practice is needed to be developed and deepened to provide clearer analysis of the school's strengths and the areas they need to improve to ensure a much stronger focus on setting priorities which can provide measurable impact.	Senior leaders now need to increase the rigour in quality assurance and the evaluation of new initiatives. In doing so, we will gain a more accurate picture of how well understood and effective new initiatives and processes are across the school and wider community.	We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement.	
Self-evaluation including all stakeholders	Staff have taken initial steps to improve approaches to learning and teaching. The full impact of this work is not yet clear. It would be beneficial for staff and young people to create together expectations of what it means to be an effective learner and teacher.	Staff engage in a variety of self-evaluation activities and where practice is positive, learners voice is visible. Young people and parents should have more opportunity to reflect on the school through a broader range of evaluation activities.	Children show confidence in sharing positive developments through the school improvement journey w all. Staff should continue to encourage children to lead and reflect on improvements further, e.g. with the wider community.	Staff, learners, and partners engage regularly in critical and creative thinking. As a result, children and young people have developed increased capacity to respond and adapt to change.	
Professional learning	There is scope to align our professional development needs and interests more closely with improvement priorities. A few members of staff are undertaking professional enquiry and collaborative practice.	Staff are positive about CLPL opportunities provided. Senior leaders need to ensure that time allocated to whole school CLPL is used effectively to inform improvement. Most opportunities are linked to targets within the school improvement plan.	Staff participate in a wide variety of professional dialogue opportunities. To enhance an outward focus, there is now a need for staff to extend their research and include practitioner enquiry to support improvement further.	Practitioner enquiry and creative approaches are integral to the thinking and practice of staff, pupils, and partners.	
Impact of planning for improvement	A school improvement plan is in place which targets appropriate areas of improvement. The plan has very few or no measurable targets. This makes it difficult to evaluate the progress of school improvement over time.	Senior leaders' analysis of departmental evaluations is needed to inform future improvement priorities. Faculty PTs and senior leaders need to evaluate improvement plans regularly and critical reflection should take place.	Further work is also needed to ensure new initiatives and processes have an impact on children's progress and learning.	We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.	

QI 2.3 Learning, Teaching & Assessment - Learning and engagement

	Weak	Satisfactory	Good	Very Good	Excellent
Summary statement	There is a need to improve the quality of learning, teaching and assessment across the school.	Learning and teaching is an important priority for the school and work is ongoing in this area.	The school should develop further its approaches to learning, teaching and assessment to ensure all children receive an appropriate level of pace and challenge to maximise their progress.	Examples of outstanding learning and teaching practices are evident which are impacting positively on outcomes for children and young people. The existing collaborative approaches mean that the school is ideally places to spread this practice more widely.	Sector leading
Culture, ethos and relationships	Although there are some caring and supportive relationships across the school, all staff would benefit from professional development to improve their approaches to promoting positive behaviour.	Most staff create a positive and caring ethos to support and nurture young people. This is underpinned by the school's core values of ambition and respect.	The school has a welcoming ethos which is underpinned by shared values and these are demonstrated by all members of the school community almost all of the time.	Very positive relationships between staff and young people, and between the young people themselves, underpin all aspects of learning in the school. This culture of mutual respect enables almost all learners to demonstrate the shared values of the school.	
Learner engagement	In a few lessons young people have the opportunity to lead their learning by deciding which topic they will learn about. However, most young people are not yet aware of their strengths and next steps in their learning.	The majority of children are positive about the ways in which they learn and most children are aware of how target setting supports their learning.	Most learners engage positively when learning activities are planned well and matched appropriately to their needs. Young people have a clear understanding of the purpose of their learning and what is expected of them.	Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities. They understand the purpose of their learning and have opportunities to lead this.	
Pace, challenge, and relevance to learning	Planned learning requires a greater focus on the relevance of learning activities. All staff would benefit from support in understanding how to pace learning appropriately for groups and individual learners.	Teachers across all departments need to use a variety of engaging and creative teaching approaches and ensure that tasks and activities provide appropriate pace, support, and challenge for all young people.	In a few lessons, young people would benefit from more pace and challenge in their learning.	Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. In almost all lessons young people understand the purpose and relevance of their learning.	
Learner use of digital technology	Some children are developing skills in the use of digital technologies to support their learning. There is scope to introduce children to a widening range of learning through digital technologies and for teaching to be enhanced through its increased use.	Most children are confident when using digital technology to consolidate or and support their learning in literacy. A greater opportunity to use digital tools to enhance learning experiences across the curriculum is required.	Young people use digital technology to support and enhance their learning in most classes. Children speak positively about the regular access they have to technology across an increasing number of curricular areas. Pupils should be provided greater opportunity to lead learning within this area.	The learners exercise choice, including the appropriate use of digital technology across all aspects of the curriculum, and take increasing responsibility as they become more independent in their learning.	
Learner Leadership	The children across the school are developing aspects of leadership and the senior leadership team are aware that there now needs to be a stronger focus on including the pupil voice in all aspects of the school.	There is growing evidence of the contribution of pupil voice. Children are developing skills relevant to leadership and citizenship through opportunities to contribute to the life of the school. Children can identify some skills they are developing through these experiences.	Most children report that the school listens well to their views. They speak positively about the ways in which their voice is heard through a range of committees. The majority of children consider that their views are acted upon.	Learners contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued, and acted upon.	

QI 2.3 Learning, Teaching & Assessment - Quality of teaching

	Weak	Satisfactory	Good	Very Good	Excellent
Summary statement	Staff need to raise expectations of what young people can do and are able to achieve.	Examples of strong and effective practice should be shared across the school. Most lesson activities are teacher-led with learners being too passive	Teachers successfully ensure that children's learning is motivating and meaningful. This includes using the outdoor environment well to deliver a variety of learning.	Our teaching is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches.	Sector leading
Range of teaching approaches	In most classes learning is too teacher led and children and young people are passive in their learning and require opportunities to lead their learning.	The majority of lessons are overly teacher led which results in young people being too passive in their learning.	Teachers should continue to increase the range of teaching approaches to ensure that young people experience a variety of ways to learn.	We use a wide range of learning environments and creative teaching approaches.	
Digital technology used to enhance learning	Children are provided with few opportunities to engage with digital resources to enhance learning.	Teacher presentations were enhanced by visual resources displayed on the interactive whiteboards.	In the majority of classes, teachers use digital technologies well to enhance teaching.	Learning is enriched and supported by our effective use of digital technologies across the whole school.	
Delivery of learning, explanations, and instruction	In the majority of lessons tasks are too teacher directed and not challenging children's understanding or capacity to learn.	Most teachers deliver well-structured lessons on a whole class basis, with clear explanations and instructions. Children need to be given regular opportunities to become more independent and to lead their learning.	In most classes, children participate willingly in a variety of tasks. Almost all teachers provide clear explanations and instructions.	In all lessons, teacher explanations and instructions are clear. They share what is to be learned and how children can achieve success.	
Questioning	Teacher questioning could be more challenging with the use of higher order thinking skills to extend learning. This would also support children in applying learning in new and unfamiliar situations.	In a minority of lessons, teachers demonstrate skilled use of questioning to support children to develop higher order thinking. This practice should be shared further across the school.	Most teachers use questioning very well to promote higher order thinking.	We use skilled questioning and engagement to promote curiosity, independence, and confidence and to regularly enable higher-order thinking skills in all learners.	
Purpose and relevance of learning	Whilst there are a few positive examples, children are still not completely clear about what they are learning in classes. They cannot yet clearly explain how they might achieve a positive outcome in a task.	All teachers should continue to ensure the purpose of learning is made explicit by relating it to skills for learning, life, and work. Tasks should focus on skill development or stimulating thinking and problem-solving in learners.	Most children understand the purpose of their daily tasks. A few older children can articulate well how their numeracy and literacy skills help them in real life situations. However, children are not yet confident to talk about skills for learning, life and work.	Children have an increasing number of opportunities to learn and apply new skills in a variety of real-life contexts. Pupils work individually, in pairs and collaborate well in groups.	
Differentiation of learning	Lessons need to be differentiated more effectively to ensure learning is appropriately challenging and meets individual needs. There are missed opportunities during lessons, where teachers could extend and develop the breadth and depth of children's learning.	In a few classes, the majority of learners' experiences are matched to their needs and interests. Improved differentiation is required to ensure appropriate levels of challenge and support are in place for all children.	In the majority of lessons, staff effectively plan differentiated activities and tasks, which meet the needs of all learners. Staff should consider how they plan for composite classes to ensure appropriate pace, challenge, and support.	We observe learners closely to inform appropriate and well-timed interventions and future learning.	

| Feedback for learners | Most young people are not yet aware of their strengths and next steps in their learning.

Feedback provided by teachers needs to focus more on what young people can do well and what they need to do to improve. | A few teachers provide a range of verbal and written feedback and where this is most effective it helps children understand their progress. | In the best examples of feedback, staff frame this well to support children to have a clear understanding of their next steps in learning. There are positive examples of children making use of targets and peer and self-assessment to take forward their learning. | Teachers provide support and challenge through a range of feedback strategies, both verbal and written. Across the school these include ongoing feedback and discussion with young people in class, as well as after homework exercises and assessments. | |

QI 2.3 Learning, Teaching & Assessment - Effective use of assessment

	Weak	Satisfactory	Good	Very Good	Excellent
Summary statement	The school is at an early stage of gathering and using assessment information. It is important to develop a framework of assessment to make improved links with children's next steps in learning.	In key areas of the curriculum, assessment evidence is overly geared towards narrow requirements of a pre-defined check-up or written test. Much remains to be done to ensure that children are aware of their strengths and next steps in learning.	There is evidence of developing practice in the BGE where departments are revisiting their courses to reflect national standards. This, however, is not yet consistent.	Assessment is integral to our planning of learning and teaching.	Sector leading
Assessment Approaches	In a few lessons, teachers use effective questioning well to develop young people's thinking. This practice should be shared more widely across the school. The school should consider how to make planning more directly linked to children's needs, progress, and achievements.	Following guidance from the school's assessment position statement, teachers should use a range of formative and summative approaches, including standardised assessments, to assess children's progress in literacy and numeracy throughout the year. There is scope to develop the use of holistic assessments, where children apply their skills across a range of curricular areas, to demonstrate knowledge and understanding	Across the curriculum, a range of assessment approaches are being used effectively to capture the progress being made by learners. In the BGE, this could be developed further to ensure assessment evidence is robust and reliable and demonstrates breadth, challenge, and application of learning.	We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes, and capabilities in different contexts across the curriculum. Children are able to effectively review how successful they have been. Teachers use questioning effectively to check understanding and build on prior learning.	
Impact of assessment on planning	Teachers now need to develop further their approaches to assessment across the curriculum. This will help provide accurate information on how well young people are progressing in all areas of their learning.	In a few classes, there is evidence of assessment information gathered being used to plan and adapt learning. Assessment information should now be used more effectively by teachers across the school to better plan and differentiate learning experiences and activities.	In the best practice, assessment is integral to teachers' planning of learning and teaching. The majority of teachers identify clear key assessment tasks at the outset of a teaching block to offer children appropriate experiences to apply their learning in meaningful contexts. Teachers should continue to develop a shared understanding of high-quality assessment and ensure consistency in implementing assessment approaches.	Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.	
Moderation	Teachers are at the early stages of engaging in national benchmarks and moderation activities within the school.	A planned strategic approach to moderation in partnership with associated primary schools has been developed to support staff to agree standards in literacy and numeracy. This should be extended into all areas of the curriculum.	Teachers are developing their confidence in using National Benchmarks to support their professional judgement. They need to continue to engage in moderation activity with schools beyond the local area, in order to improve further their shared understanding of national standards and expectations.	Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.	

QI 2.3 Learning, Teaching & Assessment - Planning, tracking and monitoring

	Weak	Satisfactory	Good	Very Good	Excellent
Planning for learning	The school has a variety of formats for teaching plans which are updated regularly. The plans make some links to resources and programmes for individual children and describe the learning to be covered.	Teachers plan using the experiences and outcomes for all curricular areas. A progression framework for numeracy and mathematics provides a clear pathway for learners.	Teachers plan appropriately to effectively meet the needs of children. Their termly plans clearly identify the planned learning and relevant assessments. Teachers plan collaboratively to ensure progression across experiences and outcomes.	Teachers plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum.	Sector leading
Planning with the learner	In a few lessons young people have the opportunity to lead their learning by deciding which topic they will learn about. Teachers need to develop further their approaches to planning to take increased account of what young people can do and what their interests and aspirations are.	Children are involved in the planning process through identifying what they would like to learn within a given context.	Most learners are involved in planning learning in most curricular areas.	Learners are fully involved in planning learning.	
Tracking and monitoring arrangements / processes	Arrangements for tracking and monitoring of young people's progress lacks rigour and provides little useful information. There is a need for senior leaders to develop an overview of children and young people's progress across the curriculum to ensure that appropriate and timely interventions can be planned to improve attainment.	Current arrangements for monitoring and tracking progress allow children who are off track to be identified and appropriate interventions to be put in place. There is a need for a whole school approach to how teachers monitor and track children's progress in line with national guidance.	Teachers have regular, planned opportunities to discuss with school leaders, individual children's progress, including those who face barriers and challenges. They use information and data effectively to plan next steps for most children. They now need to ensure that approaches to planning and assessment are used to support all children's learning, including those requiring additional challenge, across all areas of the curriculum.	As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. Teachers have planned meetings with the Head Teacher to discuss the progress in learning, pastoral needs and next steps for individual children. This dialogue successfully supports the ongoing self-evaluation of the quality of learning and teaching within the school.	
Impact of tracking and monitoring, including those with additional challenges	Individualised programmes based on children's prior learning, with clearly defined targets will make learning more meaningful for children. This approach will also help with monitoring and tracking to ensure all children make appropriate progress in their learning.	Interventions in place are reviewed and any further action required to support children's learning is considered. This is helping teaching staff feel well supported by senior leaders to address any barriers to learning in their class. There is scope to ensure these meetings inform subsequent planning of learning, teaching and assessment more effectively to secure greater pace and challenge across the school.	Support staff and the support for learning teacher provide additional assistance for a number of children in each class. Children who face additional barriers to learning, particularly in literacy, are supported through a range of planned interventions. This is having a positive effect on improving children's progress in reading and spelling.	There are rigorous conversations between school staff focused on the progress of individual young people, as well as monitoring the progress of groups of young people facing additional challenges. Staff know children's strengths and needs very well. They use this knowledge very effectively to plan appropriate learning experiences. They meet children's needs well through suitably differentiated tasks and activities.	

QI 3.1 Ensuring Wellbeing, Equality & Inclusion - Wellbeing

	Weak	Satisfactory	Good	Very Good	Excellent
Summary statement	Work is required to change structures and procedures across pastoral care and learning support. These are required to provided helpful clarity in aligning our work more closely with local and national priorities of wellbeing, inclusion, and equality.	Within our setting there is a welcoming and friendly ethos. Children and families are asked for their views. Parents' suggestions are sought and there is increased use of this feedback to help evaluate the service and to make improvements.	Everyone in the school community shares the responsibility for creating a positive ethos and a climate of respect and trust. All staff recognise that positive relationships and nurturing principles are central to developing a whole school approach to wellbeing.	As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people, and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.	Sector leading
Wellbeing of all refer to Wellbeing indicators	Currently, at all stages, young people's understanding of the wellbeing indicators is not well enough developed. We must now ensure that all young people have opportunities to self-assess and reflect on their own sense of wellbeing over time.	We are at the early stages of developing a shared understanding of wellbeing amongst young people and staff. Senior leaders recognise that there is scope to extend the use made of the wellbeing indicators across all aspects of school life. Young people need to be familiarised with these.	Almost all children know and understand the language of the wellbeing indicators and reflect regularly on their own wellbeing. They are confident teachers are sensitive and responsive to their needs. Children feel comfortable sharing concerns with an adult in school who knows them well.	We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported.	
Quality L&T for all	We need to develop a coherent personal social health education programme that helps children and young people to understand equality and diversity. There is need to review the provision for delivering physical education to ensure this is, high quality.	We need to review our approach to providing universal support to ensure that all young people have regular opportunities to discuss their learning and development with a key adult.	Staff are using an increasing range of strategies, often outwith the classroom environment, to enable children to access their learning. Teachers should continue to monitor closely the effectiveness of these strategies to ensure that all children benefit as intended.	Our learners' benefit from the high-quality education which we provide for all children and young people.	
Relationships of all	All staff need to work closely to ensure they maintain high expectations of children and young people and consistently promote positive behaviour across the school.	Caring and positive relationships are evident across the school, reflective of the revised school vales which underpin the school's work.	Young people report that relationships on the whole are consistently respectful and trusting, with a growing sense of equality and fairness.	Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.	
Children's individual needs and rights	Currently, across classes and within learning areas designated for additional support, the school is not meeting the needs of all young people. At present, the learning experiences within the zones are too variable.	Staff have systems and processes for identifying young people's needs and their barriers to learning. This helps the majority of young people receive support; however these are not yet systematic or rigorous enough to ensure that all young people are provided with the support they require to attain and achieve.	The school has a strong commitment to acknowledging the rights and responsibilities of the individual and the importance of respect for others. Staff and young people in the Justice and Peace group are working to secure rights-based accreditation for the school.	We consider each child and young person as an individual with his/her own needs, risks, and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.	

31

QI 3.1 Ensuring Wellbeing, Equality & Inclusion – Fulfilment of statutory duties

	Weak	Satisfactory	Good	Very Good	Excellent
Statutory duties and requirements	Further work is required with all staff to ensure there is a clear understanding of statutory duties and to develop guidance which supports this area.	The senior leadership team are aware of their responsibilities to ensure that practices reflect national guidance and legislation. Arrangements are being developed to ensure that the rights of young people with protected characteristics are being met.	The headteacher has a good understanding of legislative requirements. She ensures that school staff comply with legislation and guidance relating to wellbeing, equality, and inclusion. She ensures all staff all staff are aware of their responsibilities and have undertaken appropriate professional learning.	We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.	Sector leading

QI 3.1 Ensuring Wellbeing, Equality & Inclusion – Equality & Inclusion

	Weak	Satisfactory	Good	Very Good	Excellent
Summary statement	Practice across the school is inconsistent regarding staff's role in 'getting it right for every child' and of understanding young people's barriers to learning. This results in a few young people's needs not being met sufficiently well.	Our learners are developing their understanding and acceptance of difference, e.g. through gender neutral approach to social dance, the provision of a gender-neutral toilet and the establishment of an LGBT+ group. We must continue to develop approaches to equalities, including all protected characteristics.	All staff have good awareness of individual children and their families. Most Staff promote equality and inclusion. We ensure that every individual has equal opportunities, to make the most of their talents and abilities. Knowledge of children's needs is having a positive impact on their wellbeing and inclusion.	We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school.	Sector leading
Inclusion and appropriate support	We should continue to develop strategic approaches to supporting all young people with barriers to learning, including those who are facing significant challenges in their lives. We will develop more collaborative approaches to supporting young people and providing clarity of roles and responsibilities for all staff.	Teachers are at the early stages of helping children to make the connections between learning conversations and individual learning plans.	Teachers identify promptly, children who have barriers to learning and require additional support. Children are supported effectively through individualised learning plans.	All children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.	
Equality including support and challenge of discrimination	As a result of an increase in reported incidences of prejudice-based bullying, staff recognised the need to address this and to promote a more inclusive approach for all across the school. Young people are beginning to discuss issues relating to protected characteristics in PSD lessons and this is leading to a reduction in the number of incidences.	Children are not confident in their ability to recognise and challenge discrimination, should they become aware of it. Teachers need to ensure that the curriculum offers sufficient, explicit opportunities for children to develop greater awareness of diversity and discrimination.	Children learn about the importance of respecting differences in a variety of ways. They are developing an understanding of equalities through the rights-based approach to learning. The majority of children feel that other children treat them fairly and with respect.	We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.	

Page 180

QI 3.2 Raising Attainment & Achievement - Attainment in literacy and numeracy

	Weak	Satisfactory	Good	Very Good	Excellent
Progress from prior levels	The school needs to focus more clearly on raising attainment, in particular for those children who are the most vulnerable.	A few children at the early level and at the beginning of the first level could be making better progress in their learning in literacy and numeracy.	A few learners across stages of our school exceed national standards in aspects of literacy and numeracy. A few learners could be attaining more.	Learners make very good progress from their prior levels of attainment in literacy and numeracy.	Sector leading
Raised attainment in literacy & numeracy	There is an urgent need to underpin teachers' judgements with robust and reliable assessment information. The analysis of data from tests, the SNSAs, holistic assessments and teacher's professional judgement have not yet been used to inform targeted interventions to raise attainment.	Overall attainment in reading and mathematics across our school is satisfactory and is weak in writing. However, attainment in writing for those learners in P5 who have achieved the first level is satisfactory.	Overall, children's attainment in literacy and numeracy is good. Children's attainment in reading is very good with most making very good progress.	We have raised attainment in literacy and numeracy for all learners.	

QI 3.2 Raising Attainment & Achievement - Attainment over time

	Weak	Satisfactory	Good	Very Good	Excellent
Raising attainment over time across all curricular areas	Senior leaders have identified correctly the need to urgently introduce a robust monitoring and tracking system.	Overall attainment across our school is satisfactory and is weak in some areas. Staff need to ensure children experience a broader curriculum to support wider attainment.	Our data demonstrates that attainment has fluctuated in some areas of the curriculum. However, overall, there is an improving pattern in levels of attainment across numeracy, reading and writing.	Across all curriculum areas we have raised attainment continuously over time and/or maintained consistently high standards of attainment for all learners.	Sector leading
Learners Progress from prior levels over time	At present, we cannot evidence progress over time for young people in the BGE.	Staff are at an early stage in using and analysing data to both support their judgement of achieving a level and to identify effective interventions to raise attainment.	We evaluate accurately children's progress from prior learning, and this is showing an improving picture.	Learners make very good progress from their prior levels of attainment.	
Effective and shared use of assessment to make judgements about learning	Staff have identified correctly the need to develop the approaches to assessment. There is a need to develop further moderation opportunities within and beyond the school to support staff make more reliable judgements.	In order to ensure greater consistency and reliability of staff professional judgement in achieving a CfE level, teachers should now engage further with a variety of moderation activities and National Benchmarks.	Analysis of the attainment of different cohorts of children, as they move through the school, is needed to provide additional useful information to support senior leaders and teachers to identify any patterns of attainment or gaps in learning for different groups of children	Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.	
Tracking systems and interventions	Staff need support from the leadership team now to use collated data effectively to help them close identified gaps in learning to raise attainment.	Senior leaders have begun to track attainment in literacy and numeracy. This is not yet sufficiently systematic or robust to enable them to make full use of the information collected or to have an accurate overview of attainment over time.	We use a range of accurate data to monitor children's progress over time. Where we have taken steps to address practice, improvements have been made. We do not yet monitor and track children's attainment across other curricular areas.	A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.	
Attainment of individuals and groups over time	Staff are unable to demonstrate the progress of children as they move through the school based on robust evidence.	The majority of learners are making satisfactory progress over time with a significant number making good progress in numeracy and reading in the middle of the school.	For children with additional barriers to their learning, robust evidence provided by the school shows that most are attaining appropriate to their individual level of needs and making good progress from prior levels of attainment.	The attainment of individuals and groups has improved consistently over time.	

QI 3.2 Raising Attainment & Achievement - Overall quality of learners' achievement

	Weak	Satisfactory	Good	Very Good	Excellent
Learner Achievements	There is scope to develop a more systematic approach to recognising and celebrating all young people's progress and contributions to school and community life.	The head teacher has taken positive action to provide increased opportunities for wider achievement for all children.	Children's achievements from within school are celebrated at assemblies and through displays.	Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.	Sector leading
Development of learner skills	Staff need to work with partners to extend the range of awards that young people gain. This will support further the recognition of their skills and achievements.	Learners are encouraged to complete learner profiles, and this is being established more fully across the school community.	All children are invited to nominate themselves for a committee role though a voting system. This process helps children to become aware of their own skills. Senior pupils are developing leadership skills through responsibilities.	Learners are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.	
Learners taking ownership of individual learning pathways	An effective system of tracking and monitoring is required to assess progression in young people's skills. It would also support them in meeting the needs of those at risk of missing out and building on each individual's achievements.	The Head Teacher records children's wider achievements to ensure all have opportunities and do not miss out. We need to track wider achievements more rigorously to ensure they achieve a range of skills and attributes through a wide range of activities.	In order to help the children to fully recognise, celebrate and acknowledge their own successes and those of others, staff need to develop systems to track and record individual and collective achievements and share these in more consistent ways.	As learners move through their learning pathways, they take increasing responsibility for ensuring they continue to add value to their achievements	

QI 3.2 Raising Attainment & Achievement - Equity for all learners

	Weak	Satisfactory	Good	Very Good	Excellent
Systems which promote equity	The leadership team and staff demonstrate a good awareness of children who may face barriers in their learning due to socio-economic circumstances. However, their progress in learning requires to be tracked in a more robust and rigorous way.	Staff need to use and analyse the data available to class teachers further to help identify ways in which they can reduce such barriers to learning and raise attainment further.	The school needs to identify clearly any attainment gap and ensure that planned interventions are evaluated to show their effectiveness in raising attainment for targeted children.	We have effective systems in place to promote equity of success and achievement for all our children and young people.	Sector leading
Raised attainment of the most disadvantaged learners	Clear interventions need to be put in place for targeted children with the impact of these being monitored closely.	Staff within the school are committed to reducing any gap in attainment as a result of children's socio-economic circumstances.	The staff know the children and families very well and understand the socio-economic context of the local area. Using the school's allocation of PEF, targeted interventions are reducing barriers to children's attainment and achievement.	We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.	
Positive Destinations	The percentage of young people leaving at the end of S4 for a positive destination has been significantly much lower than the virtual comparator school	there is a need to ensure that carefully considered plans are in place so that all young people leave school having attained literacy and numeracy at SCQF level 4 or better.	Senior leaders are committed to ensuring that no child misses out on learning experiences due to financial barriers. Initiatives, such as ensuring all children have access to excursions and PE kit, are leading to more children feeling included and involved.	All our learners consistently move into sustained positive destinations when they leave school.	

Appendix D – Exemplar formats

PROGRESSION

Resources and Context	Outputs		Outcomes		
	Activities	Outputs	Time 1	Time 2	Time 3

Resources are what we need to make improvement progress – in a school setting, this really means the lead and team that will be involved.

Context is the impetus to focus on this area. This could be HMIe priority, stakeholder feedback, qualitative or quantitative evidence etc.

This is what an improvement plan often contains – 'activities' to drive improvement, or things that will get done

The output is the end result of the activity – the culminating product or document that concludes the activity

It is important to create measurable outcomes or targets to help the school to be sure that the activities/outputs are having an impact.
It may be helpful to first determine the measurable outcomes you want to achieve and then agree what activities and outputs will achieve these outcomes.

Your Logic Model may end up looking a bit like this.

The Dashboard brings together the outcomes described in each of the logic model pages to form one page where measurable progress can be gathered and monitored. This example shows three outcomes per QI, although this isn't necessarily the number that will suit each school context.

Appendix E – Aberdeen City Safeguarding and Child Protection Standard

Slide 1

2.1 Safeguarding and Child Protection Standard

► Arrangements for safeguarding, including child protection
- We have clear, appropriate, and up to date policies and procedures in place
- All staff take part in regular professional learning to ensure they can confidently respond to any child protection or safeguarding issue
- Approaches to safeguarding and child protection are an important part of our self-evaluation and improvement activities

► Arrangements to ensure wellbeing
- The ethos and vision of the school strongly promotes equality
- All learners feel well supported to help themselves and are fully involved in decision making
- We have well embedded systems in place to promote wellbeing across all aspects of school life
- Through the curriculum we use approaches to promote resilience and responsible citizenship which are sensitive and responsive to the individual

► National guidance and legislation
- All learners are safe and feel safe in school
- We ensure there are strong, robust, and proactive responses that reduce the risk of harm to learners
- All staff are confident in identifying indicators which may suggest that a child or young person is suffering or is at risk
- Staff can confidently implement ACC Policies and Guidance
- Senior Leaders comply with their child protection duties under legislation
- Our record keeping for all safeguarding matters is maintained to the highest standards

Professional Standards · Engaging Online

ABERDEEN CITY COUNCIL

ABERDEEN CHILDREN AND FAMILY SERVICES

Proudly working together as one team to keep children, young people and communities safe, healthy and thriving.

Side tabs: Arrangements for safeguarding, including child protection | Arrangements to ensure wellbeing | National guidance and legislation

Slide 2

2.1 Safeguarding and Child Protection Standard

► Arrangements for safeguarding, including child protection

We have clear, appropriate and up to date policies and procedures in place
- Our child protection and safeguarding arrangements are aligned to National Guidance for Child Protection Scotland (2021) and ACC Child Protection & Safeguarding Guidance, One page overview and reviewed at least once a year
- School Business Continuity Plans are in place and address matters relating to emergencies and security incidents to ensure that pupils will be properly cared for and protected should they occur
- ACC Anti Bullying Policy and the Anti-Weapon Policy provide procedural and operational guidance for schools to follow to ensure a consistent approach
- Where necessary, a Person-Centred Risk Assessment is completed so that adequate measures are in place for staff to maintain the security of pupils who pose a higher risk to themselves and those around them
- Attendance monitoring procedures are in place and supported by various policies e.g. Children Missing from Education Policy, Runaway Child Procedure

All staff take part in regular professional learning to ensure they can confidently respond to any child protection or safeguarding issue
- All staff have access to ACC Child Protection & safeguarding Guidance
- All new staff, volunteers and students complete the mandatory corporate ACC Learn modules 'Essential Child Protection, For All Staff Members' and 'Introduction to GIRFEC' within 1 week of their appointment.
- Full education specific service training should be provided within 12 weeks of appointment and thereafter refreshed on a yearly basis
- Senior Leaders have been trained in safeguarding matters to a high level, acting as models of best practice e.g. Prevent Training

All staff, partners, learners and parents know how to raise a child protection or safeguarding concern
- ACC Child Protection and Safeguarding posters are visible within all education settings and on websites, identifying designated safeguarding leads and appropriate contact information
- The above is shared with parents frequently through school newsletters
- The above is referred to regularly with children and young people

Approaches to safeguarding and child protection are an important part of our self-evaluation and improvement activities
- Schools include safeguarding and child protection as part of the self-evaluation process, linking improvement activities to the relevant and appropriate Quality Indicators and looking for any trends in safeguarding data which indicates a need for improvement

Slide 3

2.1 Safeguarding and Child Protection Standard

► Arrangements to ensure wellbeing

The ethos and vision of the school strongly promotes equality
- We understand, value, and celebrate diversity and challenge discrimination
- In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement and we demonstrate this by engaging with e.g. LGBT Youth Charter, Supporting transgender young people in schools, Promoting race equality and anti-racist education

All learners feel well supported to help themselves and fully involved in decision making
- Learners are active participants in decision making that affects their learning
- All learners have access to a named person to help them with personal issues, whenever they need it
- Learners feel able to raise a complaint about their school practice and procedures
- Learners are confident their views will be taken seriously and acted upon

We have well embedded systems in place to promote wellbeing across all aspects of school life
- All staff are confident in their roles and responsibilities in supporting and delivering Health & Wellbeing across the curriculum
- Policies for pastoral care are clear, appropriate, and implemented

Through the curriculum we use approaches to promote resilience and responsible citizenship which are sensitive and responsive to the individual
- Through our Health & Wellbeing Curriculum both discrete and across the wider life of the school, we promote opportunities to problem solve, build resilience, and strengthen interpersonal and personal skills
- Learners are provided opportunities to lead aspects of school life and develop responsibility e.g. Play Leaders, Young Ambassadors, Digital Leads
- Staff build learning opportunities which meet the needs of individual learners

Slide 4

2.1 Safeguarding and Child Protection Standard

► National guidance and legislation

All learners are safe and feel safe in school
- Learners have an opportunity to regularly reflect on the wellbeing indicators, receiving timely support when concerns are raised
- School security systems are in place and annual review of these are undertaken with HT and H&S colleagues e.g Business Continuity Plans, Fire Safety Risk Assessments
- The Anti-Weapon Policy focuses on prevention, and includes training, promotion, and written agreements with pupils and parents
- All staff are confident in identifying indicators which may suggest that a child or young person is suffering or is at risk

We ensure there are strong, robust and proactive responses that reduce the risk of harm to learners
- We have a clear Anti-bullying policy that aligns with respectme guidance and ACC Anti-bullying policy
- School Risk Assessments are clear, developed based on ACC guidance, in partnership with all relevant staff, shared with all stakeholders and reviewed termly

Staff are confident implementing ACC Policies and Guidance
- Annual review of staff training needs is undertaken in relation to Safeguarding & Child Protection
- Appropriate recording of relevant information through SEEMIS wellbeing application
- All concerns about children and young people are taken seriously, responded to appropriately and acted upon immediately. All sensitive matters are treated with dignity and respect

Senior Leaders comply with their child protection duties under legislation
- One aspect of the role of the Co-ordinator is to oversee the timely delivery of Child Protection training, ensuring accurate records are kept of this professional learning and evaluations of training are undertaken to ensure continuous improvement
- The Child Protection Coordinator should adhere to the principles of information sharing set out in the Data Protection Act 1998
- Safeguarding and Child Protection are the responsibility of all. However, in most cases the Child Protection Co-ordinator will receive concerns from children, staff, students, and volunteers and take action to safeguard children

Our record keeping for all safeguarding matters is maintained to the highest standards
- Designated staff oversee the safe and secure storage and management of information by ensuring that sensitive information is only stored in the SEEMIS Wellbeing App which is only open to those with Named Person responsibilities

21

Appendix F – Exemplar safeguarding form

QI Visit

This form is to be used when visiting schools to collate information linked to QI 2.1 Safeguarding and Child Protection & QI 3.1 Ensuring Wellbeing, Equality & Inclusion – Fulfilment of Statutory Duties . The form is to be completed in discussion with HT/SLT by QIO/QIM during school visit.

1. Name of School *

Lochside Academy

2. Please state which month/year your Relationships Policy was last updated. *

Currently being updated. Jo Campbell is the lead. Promoting positive relationships working

3. Child Protection & Safeguarding annual training has been completed by all staff. *

◉ Yes
◯ No

4. Child Protection Coordinator signage is up to date and visible in all main areas of the school. *

◉ Yes
◯ No

5. Child Protection & Safeguarding School Policy has been updated/reviewed this session. *

◉ Yes
◯ No

6. Child Protection & Safeguarding School Policy – Appendix 2 'Child Protection & Safeguarding Checklist' has been updated this session. *

◯ Yes, RAG rated termly.
◯ Yes, RAG rated annually.
◉ No, not updated yet for this session.

7. What are the arrangements regarding Child Protection and Safeguarding training for staff joining your setting throughout the year? *

Catch up sessions for new staff as needed.

8. How many learners are currently on the Child Protection Register? *

0

9. How many Looked After Children are current on roll? *

9

16/01/2023, 15:23   QI Visit

10. How many learners have CSPs? *

0

11. How many learners have a Child's Plan? *

25

12. How many learners have an IEP? *

118

13. How often are Child's Plans/IEPs reviewed? *

IEPs reviewed termly. Child's plan as needed.

14. Tracking system in place for attendance/lateness? *

◉ Yes
◯ No

15. HT/SLT to share systems for tracking attendance. (HSLO involvement/ pupils currently being monitored through 'Managing Pupil Attendance Policy'. Notes linked to ongoing attendance issues.) *

A new system and policy is being worked through at the moment. Promoting through certif

16. Number of learners who have received ATT3 this session? *

0

17. Number of learners who have received ATT4 this session? *

0

18. Number of learners who have received ATT5 or ATT6 this session? *

0

19. Number of exclusions this session to date? *

46

20. Please state when you last updated the school's Health & Safety Policy. *

Updated in August 2021. Currently in the process of it being updated.

21. Please state when you last updated the Business Continuity Plan. *

Updated in February 2022. Currently in the process of it being updated.

22. How often are workplace health & safety checks conducted? (See 'School Health & Safety Policy' exemplar on SharePoint.) *

Working through this just now. Currently in the process of being updated.

23. Fire Evacuation Record up to date. *

◉ Yes
◯ No

24. Do you have an appropriate number of staff members first-aid trained? (Fewer than 25 employees = 1 first-aid trained, 25-50 = at least one first-aid trained, more than 50 = at least one first-aid trained for every 100 employed). *

9

25. Do you have a process in place to monitor first-aid training update requirements ?

Record of dates of last training and when there is the need to update. This will then be arran

26. Number of staff members first aid trained in ELC? *

9

27. Do staff follow the Administration of Medicines policy/procedures when managing medicines? *

◉ Yes
◯ No

28. Describe the process. (Regular check of register/documents/dates/storage/training needs etc..) *

Talked through with the nurse yearly. The medicines are checked with parents contacted as r

29. Number of learners currently accessing a flexible pathway? *

◯ 1
◯ 2
◯ 3
◯ 4
◯ 5
◯ 0
◉ 100

30. Do you have any learners in ELC who are currently accessing a flexible pathway?

◯ Yes
◉ No

31. ELC – How many notifications have you submitted to Care Inspectorate via the Eforms system?

0

32. ELC – Have any of these notifications trigged the duty of candour?

◯ Yes
◉ No

33. What is your Care Inspectorate SAT score?

◉ Low
◯ Medium
◯ High

34. Do you have a system in place for recording compliments & complaints? *

◯ Yes
◉ No

35. ELC – Do you have a system in place to ensure all ELC staff are SSSC registered (termly check) and all teaching staff have GTCS registration?

◉ Yes

Appendix G – Aberdeen City Learning, Teaching and Assessment Standard

Learning, Teaching and Assessment Standard

▶ Learning and Engagement

- We are ambitious for all our learners and strive to create a positive learning environment
  - Collaborative and inclusive relationships (online dialogue)
  - Positive relationships policy (guidance on online safety – Safer Schools, Cybersafe Scotland, UK Safer Internet Centre)
  - Vision and Values
  - Learning environment (engaging, scaffolding, interesting…)
  - Balance of synchronous (real time) and asynchronous teaching and learning

- Our learners are engaged, resilient and highly motivated
  - Well-planned activities take account of prior learning
  - Well-planned activities take account of mental health and wellbeing (greater emphasis on Creativity, HWB and Expressive Arts)
  - Resilience, e.g. Growth Mindset, BounceBack!, The Compassionate, Connected Classroom
  - Learning is relevant

- We ensure learning is appropriately paced, challenging and enjoyable, and is matched to individual needs
  - Knowing our learners and understanding their home circumstances
  - Planned differentiation
  - Support and challenge

- We make appropriate use of a range of resources and supports - including digital technologies - to meet the needs and interests of all our learners
  - Effective use of support staff to support wellbeing
  - Quality questioning
  - Relevance
  - Support services and partner agencies
  - Proportionate use of digital technologies
  - Parent Partnerships

- We support all learners to develop strategies and skills which will enable them to take increasing responsibility for their learning
  - Planning
  - Learning conversations
  - Skills development, including ACC Skills Framework, Developing the Young Workforce, SDS
  - Family learning activities which focus on life skills, e.g. cooking, baking, gardening, making/DIY, budgeting (virtual shopping), etc.

- We plan opportunities for learners to take the initiative, apply critical thinking and demonstrate deep learning
  - Higher order thinking skills
  - Critical thinking, e.g. Philosophy for Children
  - Opportunities for learners to plan and organise their learning

- We create opportunities for all learners to contribute effectively to the life of our setting and wider community
  - Consider the context of the setting
  - Connections with other community members, e.g. businesses, church etc.
  - Awards and programmes
  - Extra-curricular activities
  - HGIOURS
  - Learning shared with families
  - Provide opportunities for learners to share achievements, linking to existing rewards or schemes where possible
  - Community connections, e.g. letters/art work to care home residents/elderly neighbours, FaceTime with family members/friends

- We seek, value and act upon the views of all our learners
  - Pupil participation groups
  - Pupil Voice
  - Learner conversations
  - Regular audits of wellbeing
  - Learner Participation in Educational Settings (3-18), National Improvement Hub

Sidebar tabs: Learning and Engagement | Quality of Teaching | Effective Use of Assessment | Planning, Tracking and Monitoring

Learning, Teaching and Assessment Standard

▶ Quality of Teaching

- Our vision and values are shared with our school community
  - Created through collaboration with stakeholders
  - Relevant to school context
  - Reviewed regularly
  - Evident in the curriculum rationale and associated offer

- Our lessons are planned with explicit success criteria and as a result, learners understand the purpose of their learning and how to achieve success
  - Learning intentions and success criteria evident in every lesson and understood by learners
  - Learning intentions and success criteria
  - Evidence of co-constructed success criteria
  - Planned and effective differentiation
  - Appropriate pace and challenge
  - Timely interventions to support
  - Learning environment well organised and resources accessible to all

  When setting digital tasks, success criteria should be explicit to provide clear focus for learners who will be working independently. This also allows learners flexibility in when they complete tasks.

- We use a range of teaching approaches, including digital technologies, to ensure appropriate pace and challenge
  - Both teacher and learners know where learners are on their journey and can identify next steps
  - Account is taken of prior learning
  - Learning intentions and success criteria shared and known
  - We give clear explanations and instruction and check that all learners understand
  - Teaching is relevant and timely to promote deeper learning
  - Learning is flexible and adaptive based on learners needs
  - Opportunities for pupil led activities
  - Co-operative learning opportunities are planned
  - Direct teaching in groups, whole class as appropriate
  - Scaffolding and modelling used to support learners
  - Digital technologies are used to add value to the learning

- We use skilled questioning to promote deeper understanding and to develop higher order thinking skills
  - Culture of trust within the learning environment
  - Questions are relevant and timely promoting deeper understanding
  - Learners are encouraged to question each other and the teacher
  - Teachers have the confidence to reflect and move on
  - Questioning is multi layered to maximise impact

- We use a range of feedback approaches to ensure learners know their strengths and next steps in learning
  - AifL is used to support future learning
  - Feedback is
    - routinely shared with learners throughout the lesson
    - used to inform the learning and next steps
    - of high quality and linked back to the learning intention and success criteria
    - supportive of learner progress
    - kind, specific and helpful

- We observe learners closely to inform future teaching
  - Observations are
    - targeted
    - purposeful
    - well timed
    - planned
    - used to inform future learning and ensure pace and challenge

Learning, Teaching and Assessment Standard

▶ Effective Use of Assessment

- Assessment is integral to our planning. Milestones, benchmarks and national standards are embedded in success criteria and in our classroom dialogue
  - Assessment is for Learning
  - Quality success criteria
  - Learner friendly benchmarks
  - Learning conversations
  - Assessment is ongoing and timeous

- We assess learners' progress by engaging with learners and making interventions as required
  - Working the classroom: class, group, individual
  - Effective interventions e.g. Support for Learning, specialist resources, PSA deployment

- We use a variety of assessment approaches to allow learners to demonstrate breadth, depth and application of learning
  - High quality questioning
  - Approaches to assessment

- National standards are shared with and understood by our learners. They provide a focus for learning conversations so that our learners have an understanding of their progress and can identify next steps
  - Teacher : teacher, teacher : learner and learner : learner dialogue
  - HGIOURS (part 1) (part 2)
  - Learner friendly benchmarks

- We work with colleagues to share standards and build confidence in making professional judgements on CfE levels/SQA grades (moderation)
  - Professional reading
  - Moderation activities e.g. using Google Slides, Google Meet with school/ASG/LA colleagues
  - Progression frameworks

- Our professional judgements are based on a range of assessment evidence, such as day-to-day learning, home learning and planned assessments
  - Peer assessment
  - Self-assessment
  - SNSA
  - Refreshed milestones
  - Adapted curricula
  - Summative assessment
  - Formative assessment
  - Insight
  - Alternative assessment methods
  - Intervention resources, e.g. TextHelp, ReadingWise etc.

Learning, Teaching and Assessment Standard

▶ Planning, Tracking and Monitoring

- We plan to meet the needs of all learners across all areas of the curriculum
  - We plan appropriate pathways based on learners' needs
  - We use all current pupil information to support planning for learners
    - tracking data
    - assessment evidence
    - wellbeing information
    - tracking system
    - IEP as necessary
  - We seek pupil views and involve them in reviewing and planning learning

- Tracking is used effectively to secure improved outcomes for all
  - All staff have access to and make effective use of the data available to improve outcomes for all learners
  - All teachers have well developed skills of data analysis which are focussed on improvement
  - Trackers are updated as part of regular tracking discussions and feature on the Quality Assurance calendar
  - Tracking data is used to measure progress and the impact of interventions
  - Trackers are accessed regularly to support meaningful learning conversations
  - We identify learners who are facing additional challenges and use tracking data to plan and evaluate interventions

- Evidence is used to monitor progress and inform next steps to secure improvement for all
  - Effectiveness of interventions is evaluated regularly through planned professional dialogue.
  - All staff engage in classroom observations providing challenging, robust and honest evaluation of learning
  - Learner attainment is monitored regularly to ensure interventions are timeous and appropriate
  - Through professional dialogue, all staff reflect on their practice

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	4 July 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Inspection Reporting
REPORT NUMBER	CFS/23/202
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 and had a report published since May 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 Sunnybank Primary School**
Sunnybank Primary School was subject to an inspection in February 2023 as part of the short model of inspection which looks at two 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 allowed them to triangulate the evidence to support their evaluations. The inspection team found the following strengths in the school's work:
- The caring and nurturing relationships between staff and children. This supportive culture enables children to settle quickly in the school, Language Support Provision and Early Learning and Childcare setting.
- Polite children who are friendly, respectful and keen to learn.

- In the Language Support Provision, staff provide effective strategies to support children to overcome any difficulties they face in understanding

or using language. Children are developing their communication skills well and are keen to share their learning and achievements.

The following areas for improvement were identified and discussed with the headteacher and a central officer with responsibility for supporting the school:

- Improve children's progress and attainment across the curriculum in both the school and Early Learning and Childcare setting.

- Improve the consistency, quality and approaches to learning, teaching and assessment across the school and Early Learning and Childcare setting. This should include ensuring that all children build on their prior learning and experience learning which is at the right level of difficulty.

- Senior leaders and staff should develop further their use of data to inform effective planning, assessment and tracking of individual children's attainment over time. This should include a focus on children facing barriers to their learning.

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)

ELC Quality Indicators	Evaluation
Learning, teaching and assessment	Satisfactory (3)
Securing children's progress	Satisfactory (3)

The link to the full report is here. The logic model in place to guide the required improvement is available in Appendix A. Good progress is being made. An update on progress will be provided before the end of 2023.

3.2 **Education Scotland inspection of Kingswells Primary School**
Kingswells Primary School was subject to a full inspection which evaluates all four key Quality Indicators. 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 allowed them to triangulate the evidence to support their evaluations. The inspection team found the following strengths in the school's work:

- Practitioners in the nursery who are caring and respectful in their interactions with children. They have established very positive relationships with parents and encourage them to be active participants within the nursery.

- The confident and articulate children in Kingswells Primary School, who are leaders of their own learning.

- The highly effective leadership of senior leaders and staff at all levels has established a caring and nurturing environment for children. As a result, children attain and achieve very well.

- Teachers engage with high-quality professional learning and work very well together to provide engaging and motivating learning experiences for children. Staff create a stimulating and rich learning environment both indoors and outside, enabling children in P1 to P3 to learn very effectively through play. Children's engagement in learning is very high.

- The effective approaches to supporting wellbeing and inclusion, including staff's responsive use of wellbeing data. This is leading to very good outcomes for children in the school.

The following areas for improvement were identified and discussed with the headteacher and a central officer with responsibility for supporting the school and ELC

- Review and improve current approaches to learning, teaching and assessment in the nursery to ensure children access consistently high-quality learning experiences. In doing so, develop robust approaches to quality assurance to help identify what is going well and what needs to improve.

- Senior leaders should revisit the Kingswells Primary School skills framework, as planned, and strengthen approaches to developing the young workforce, including partnership working.

The school and ELC secured the following gradings against the Quality Indicators.

School Quality Indicators	Evaluation
Leadership of change	Very Good (5)
Learning, teaching and assessment	Very Good (5)
Ensuring wellbeing, equality and inclusion	Very Good (5)
Raising attainment and achievement	Very Good (5)

ELC Quality Indicators	Evaluation
Leadership of change	Satisfactory (3)
Learning, teaching and assessment	Satisfactory (3)
Ensuring wellbeing, equality and inclusion	Good (4)
Raising attainment and achievement	Good (4)

The link to the full report is available here. The inspection team recognised the highly reflective practice of the senior leaders and how this is modelled to build capacity in all staff. Inspectors noted that teachers trust senior leaders and feel empowered to lead change. Work being developed around play based learning, outdoor learning and cross stage learning was highlighted as being very effective in supporting children to be more resilient and engaged in their learning as supporting high levels of attainment and achievement. The staff are

delighted that the hard work undertaken around curriculum in the school has been recognised. The headteacher currently supports our middle leadership programme 1 day per week and this will provide an opportunity for her to share the experience and support others with their strategic vision. The action plan for the ELC is attached as Appendix B and staff continue to make good progress in driving improvements forward.

3.3 **The impact of on-going improvements at Northfield Academy**
The Logic Model approved by Committee continues to help drive improvements at Northfield Academy and positive early progress has been made. Effective leadership of change has supported progress in the priority areas identified through the logic model. This effective leadership has been supported by the introduction of a structure of regular meetings, changed remits and clear accountability.

Data analysed within the safeguarding meetings is showing very early signs of positive change, with almost all staff having now been provided with professional learning around de-escalation techniques to support positive relationships.

The Head Teacher has worked with stakeholders to create a new vision and set of values. These are being outworked into clear high expectations to be consistently applied within the school.

Timescales necessitated rapid progress to overhaul large parts of the curriculum and the operational team have successfully created more relevant and appropriate pathways for young people. In order to support the S1 redesign 9 experienced primary teachers have been recruited and staff have been attending the transition meetings for families.

It is recognised that raising attainment will be an outcome of all of the positive work of the school. In the meantime school leaders have been targeting literacy and numeracy with the aspiration that no young person misses out on qualifications.

Appendix C provides a more detailed update on progress made across all of the workstreams.

3.4 **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.

3.5 **Riverbank ELC,** an Aberdeen City run provision, was inspected in April 2023. The inspectors spoke with staff, children and parents and spent time observing in the playrooms and the outdoor area. Inspectors were unable to elicit areas for improvement that would improve the quality of play and care for children from some leaders. There were several issues identified around cleanliness and infection control. Mealtimes were a positive experience with staff providing encouragement and support as well as promoting conversation. Any concerns

on the first day of the visit were corrected overnight and the improvement was noted by inspectors. All requirements are on track to be completed by 14 June.

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

A new manager is now leading the ELC setting and the setting has benefitted from support and challenge visits from the Locality Lead, Quality Improvement Manager and Quality Improvement Officer for the school. The school is currently receiving intensive support as outlined in the Quality Improvement Framework. A link to the full report is available here. The action plan for improvements is available at Appendix D.

3.6 **Gilcomstoun ELC**, an Aberdeen City run provision, was inspected in March 2023. Some of the key messages highlighted by inspectors indicated that children were cared for in a kind and caring way by staff who gave them cuddles, comfort and positive encouragement. The nursery provided a range of individual supports to children and families who were experiencing difficult life circumstances. Children enjoyed outdoor play in all weathers. Parents told inspectors their children liked and enjoyed playing outside. Although the staff team had recently been formed, they had worked well to build trusted relationships and were keen to move forward with further improvements. Staff should now continue to develop their approach to assessing and planning for children's learning. Overall quality assurance and self-evaluation could be improved to ensure continuous improvement was embedded into practice

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?	Good (4)
How good is our staff team?	Good (4)

The school will be supported at the Targeted level as outlined in the ELC Quality Improvement Framework. A link to the full report can be found here.

3.7 **The Links Nursery and Hub**, an Aberdeen City run provision, was inspected in May 2023. Inspectors spent time talking to children, parents and staff and observed play in the playrooms and outdoor spaces. Inspectors noted that children were well supported by staff who offered a nurturing environment which was responsive to the needs of individuals. They highlighted the strong leadership at all levels and the positive impact this had on the support offered to children and families. The inspectors were impressed with the number of opportunities offered to build independence and social skills throughout the setting. The team working approach between health visitor, speech and language therapist and Hub staff was identified as supporting increased attendance and therefore closing the attainment gap for children.

Self-evaluation was identified as sector leading and inspectors noted that leaders had a comprehensive understanding of the importance of seeking and using feedback from families to inform their improvement plan. Parents were able to talk about the improvements and commented that progress or achievements were regularly shared with them through noticeboards and newsletters.

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?	Excellent (6)
How good is our staff team?	Very Good (5)

The team were delighted with the report which highlights their hard work and achievements since opening. The Links will sit within the universal support category of the Quality Improvement Framework and in order to continue to develop a self-improving system there will be opportunities for the manager to share her experience with other settings.

A link to the full report can be found here

3.8   **Duthie Park Outdoor Nursery,** an Aberdeen City run provision, was inspected in May 2023. Inspectors noted 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 rich play and learning environment which provided them with very positive experiences. They had access to fresh air all day, were surrounded by nature and had lovely spaces for relaxation which encouraged a calm and very inviting atmosphere.

Staff worked hard to ensure children received consistently high-quality learning opportunities which were meaningful, interesting and exciting. There was strong leadership at all levels and staff were well supported, valued and nurtured. This helped staff to have high aspirations and confidence in their capacity to support children and families to reach their full potential.

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)

The team were delighted with the report which highlights their hard work and achievements since opening just over 1 year ago. Duthie Park will sit within the universal support category of the Quality Improvement Framework and in order to continue to develop a self improving system the manager will be to sharing her experience to support improvement in other settings.

A link to the full report can be found here

3.9 **J Puddleducks** is a funded provider setting. Care Inspectorate carried out an unannounced inspection in May 2023. Key messages from the report included that children received warm and nurturing care and were happy and confident in the setting .Some staff need time and support to develop their skills knowledge and understanding in observing, assessing and planning for children's learning. The provider, managers and staff should now continue to progress the development plan in place to improve children's experiences and outcomes.

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)

The setting will be supported at the Targeted level as outlined in the ELC Quality Improvement Framework. A link to the full report can be found here

3.10 **Cornhill Out of School Care** is an Aberdeen City Council run provision. It is registered to provide a care service to a maximum of 32 primary school aged children at any one time. Care is provided before and after school and also full days during the school holidays. During school holidays the club can also support children attending S1 and S2. The Care Inspectorate carried out an unannounced inspection on 30 March 2023, and the final report was published in May.

Key messages from the report included that: children were nurtured by caring staff who knew them well; children were having fun and were happy at the club; there was a clear recognition of children's right to play; the environment allowed children to make choices about where they wanted to spend their time; the team worked very well together and contributed fully to developing the service; and the team were knowledgeable, skilled and experienced and this helped to support consistent positive outcomes for the children.

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?	Good (4)
How good is our staff team?	Good (4)

A link to the full inspection report can be found here

3.11 **Kingsford ELC update**
On 12th June 2023 Kingsford ELC was visited by Care Inspectorate for a full 2 day inspection. Although we do not have the final report from this visit, there was a noted improvement in the delivery of the service. A further update will be provided through the next committee cycle to reflect this.

3.12   The education service continue to support ELC and School Age Childcare 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.   The proposed approach is presented at today's committee.

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	Quality assurance arrangements in place to validate self-evaluation gradings	L	Yes

	difference to learners			
Financial	No risks identified			
Reputational	Risk that poor quality of provision will present a reputational risk to the Council	High levels of assurance are taken Quality Improvement and Inspection visits	L	Yes
Environment / Climate	No risks identified			

8. OUTCOMES

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	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

Children's Services Plan National Improvement Framework Plan	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 Sunnybank
Appendix B – Action Plan for Kingswells ELC
Appendix C – Update on Action Plan for Northfield
Appendix D - Action Plan for Riverbank ELC

12. REPORT AUTHOR CONTACT DETAILS

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Sunnybank School

Action Plan following HMIE visit.

May 2023

QI – 2.3 Learning, Teaching & Assessment

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)
To improve further the quality of learning and teaching approaches	Sunnybank School has a Learning and Teaching Standard based on high expectations and improvement. Staff report high levels of satisfaction with the professional learning on the Learning & Teaching Standard. All staff can demonstrate an understanding of the features of high-quality learning and teaching as reflected in the School's Learning and Teaching Standard Almost all lessons observed demonstrate the standard is reflected in practice.	Building on early work, involving staff and using ACC standard as a basis, to design a Learning and Teaching Standard for Sunnybank School with high standards and rigorous quality assurance.	4/11/18 Sept 23	KB/LT/DK
		Activity on quality assurance contributes towards the whole school QA Calendar.	18 Sept 23	KB
		The template for observations is shared with staff and gives opportunity for clear comparison against the standard.	18 Sept 23	KB
		Develop a program of targeted professional learning for the staff team based on the learning and teaching standard.	Draft – 20 June 23 Confirmed 4 Sept	KB/LT/DK/JG/ET
		Incorporate and embed the CIRCLE framework into this program.	Intro/Baseline: 4 Oct 23 Dev: 6 Nov 23 Eval/Impact: 11 Dec 23 Repeat in T4	Partnership with Milltimber KB and PT(PEF)
		Liaise with ACC partners to evaluate the Cypic writing approach to support skills development.	June 23	LT
		Pupil focus groups to evaluate differentiation, pace and challenge aligns with the standard.	Termly linked to QA calendar	KB/LT/DK/JG/ET

To improve the effective use of feedback and approaches that help children understand how they learn	All teachers can communicate effective feedback to learners and that this is observed in classroom visits and through discussion with learners.	Good practice in the LSP is disseminated across the school. Staff are provided with CLPL in relation to effective learning conversations.	4/11/18 Sept 23	KB/LT/DK
		Well timed use is made of open-ended questioning to extend learning.	4/11/18 Sept 23	KB/LT/DK
	Pupil focus group discussions evidence that almost all pupils are able to talk about what they have been learning and why.	Develop a shared understanding of pupil participation and staffs' role in supporting this entitlement. Use training from Education Scotland to support this.	April 23 2 May 23 Intro/Baseline: 4 Oct 23 Dev: 6 Nov-11 Dec 23	LT ET/LT
		Focus Group of P4-7 pupils to support the design of pupil profiles as a way of capturing their progress and support dialogue.	2 June 23	LT
		Termly sampling of writing jotter and focus groups of pupils to capture effective feedback within writing.	18 Sept 23, 6 Nov 23 15 Jan 23 & 22 Apr 23	KB/LT/DK
		Effective feedback within Numeracy and HWB will be developed, and pupil groups will support the evaluation of impact and tracking of progress.	4/11/18 Sept 23	KB/LT/DK
Develop staff understanding of the purpose, entitlement and impact of outdoor learning	All children have opportunities for learning within an outdoor environment and that this is reflected in planning and practice.	Staff to engage with professional learning e.g https://education.gov.scot/improvement/learning-resources/a-summary-of-outdoor-learning-resources/	17 Nov 23	DK Creative Star: Juliet Robertson
		Regular opportunities to share strong practice in Outdoor learning. Monthly focus for sharing practice.	November & March	DK

		Effective use of partners to support outdoor learning: evaluate current partnerships twice a year and extend partnerships to support development of OL.	20 Dec 23 & 30 June 24	DK
		Pupil focus group to help capture pupils' range of experiences and their view on school improvement	20 Dec 23 & 30 June 24	DK
That staff ensure digital technology is used to consistently capture significant learning and supports children to reflect on their learning	All staff have a shared understanding of pupils' entitlement to digital learning and are building confidence in using this to enrich learners' experiences. All pupils receive their entitlement to digital learning. Online platforms capture evidence of significant learning and supports reflection.	A shared understanding exists which ensures that online platforms consistently capture significant learning and support children to reflect on their learning. City-wide Professional Development for teaching staff Staff to lead professional learning in this area. Views are captured through a confidence survey in 22/23 session to inform 23/24 priorities Regular opportunities to moderate and share strong practice in digital learning: Monthly focus at staff development meetings. Effective use of partners to support digital learning (Cybersafe linked to online safety for Open Evening and Safer Internet Week)	November 23 17 November 23 30 June 2023 December 23 February 24 September 23 Feb 24	Early Level staff All teaching staff Digital working group Digital Working Group LT
That children can talk about what they are learning and how they know they have been successful	All staff are confident in creating relevant learning intentions and that planning reflects this. LI/SC are shared and revisited during each learning episode.	Children are consistently involved in the planning of learning activities. Learning intentions focus on knowledge and skills development and that children are given opportunity to co-construct criteria which are then used to measure success. The Pupil Focus Group will support evidence in this area. Learning Intentions are planned in advance and are used to effectively support learner conversations, giving pupils the opportunity to lead their learning.	11 Sept 23, 13 Nov 23, 22 Jan 23, 29 Apr 23 11 Sept 23, 13 Nov 23, 22 Jan 23, 29 Apr 23 11 Sept 23, 13 Nov 23, 22 Jan 23, 29 Apr 23	DK/LT/KB DK/LT/KB/ET/JG DK/LT/KB/ET/JG

		Classroom visits will QA the link between planning and learning experiences.	26 Sept 23– 8 Oct 23	DK/LT/KB/ET/JG
Senior leaders and staff have a greater understanding of how P1 children learn based on the principles of the national practice guidance.	Senior leaders and early level staff have a clear understanding of play-based pedagogy and are confident in making links between practice, theory and policy guidance. This is evidence through professional learning sessions, professional dialogue and classroom visits.

All early level staff will have a greater understanding of the current practice around the role of the adult in a play environment and this is observed during class visits and through discussions with learners. | Professional development of play-based pedagogy using the national guidance 'Realising the Ambition: Being Me'.

A shared understanding of the role of an adult within the learning environment and how online platforms are used to highlight significant learning with families.

Regular opportunities to moderate and share good practice between N and P1 as well as wider. (ASG/Trios/ACC).

Learning walks and classroom visits will support the progress in this area each term. | 29 Aug – 10 Sept

November 23 February 23 March 23

August 23 November 23 February 23 March 23 | DK

DK and SEYP

DK and SEYP |
| That all teachers provide children with opportunities to demonstrate breadth, depth and application of learning through the use of well-planned assessments | That all teachers include assessment in their planning for learning and teaching.

SLT and teachers ensure results from assessments directly influence next steps in learning and support professional judgements to evidence progress. This supports learners to better understand the progress they are making. | A shared understanding of approaches to assessment will exist within the assessment guidance, this will align with local and national guidance. (incl an agreed assessment calendar)

Consistent approaches are used to support pupils to understand their learning targets and allow them to measure success, with increasing independence.

Pupil Focus groups will support QA of this through evaluation of profiles.

Refresh TAG approach to feedback within writing for P2-P7 and ensure skills are built within Early level. Explore how this can be used to support assessment within Numeracy and HWB | 30 June 23 4 Sept 23

June 23, Oct 23, Dec 23, Mar 24, June 24

June 23, Oct 23, Dec 23, Mar 24, June 24

18 Sept 23, 6 Nov 23 15 Jan 23 & 22 Apr 23 | DK DK

LT

LT

KB |

SLT will ensure opportunities for moderation are a regular feature in the collegiate calendar	That all teachers report an increase in confidence in professional judgements and have a shared understanding of national standards across the curriculum and can evidence moderation activities	Baseline questionnaire to capture confidence in professional judgement and understanding of this. Professional development and strong practice to improve staff confidence and understanding. (Termly focus) Regular moderation with ASG/Trios/ACC to support understanding of national standards across the curriculum, included within annual calendar.	June 23 Oct 23, Dec 23, Mar 24, June 24	LT DK/LT/KB/ET/JG and QAMSO
Staff to ensure that targets within IEPs are tailored more specifically to the additional needs of the learner. Strategies for support will be monitored.	SLT and staff are identifying and monitoring the effectiveness of personalized strategies put in place to support children to achieve their goals.	Professional development sessions using ACC support to increase staff confidence and competence is writing quality IEPs. IEPs are reviewed termly. Child friendly IEPs are created in partnership with learners. Moderation of IEPs across the school and with wider partners.	Part 1: 24 Apr 23 Part 2: 15 May 23 Refresher: 28 Aug 23 Week 4 of each term 13 Oct 23 17 Nov 23	LT LSP LT/KB/DK LT LT, LSP and SfD
Well planned learning needs to be more consistent across the school to improve the quality of children's learning experiences.	Targets are more consistently and clearly planned in literacy, numeracy and health and wellbeing with next steps in learning identified for all children.	Planning guidance reviewed and shared with teachers. Shared understanding of the moderation cycle with a focus on assessment used to inform planning and effective engagement of pupils within the process. SLT will meet with teachers termly to review planning and opportunities for assessment	12 June 23 21 Aug 23 May 23 Jan 24 11 Sept-21 Sept 23 22 Jan -2 Feb 24 29 Apr – 10 May 24	LT/DK/KB DK
Tracking discussions should have a clear focus on the	Approaches to tracking and monitoring have been reviewed ensuring there are clear processes to	Staff development secured for SLT and teaching staff to support the analysis of tracking data.	September 23	LT: AH and AC

attainment and achievement of individual children, identified groups and cohorts.	include all curricular areas and that these are understood by all. Staff are able to map clearly each child's learning journey over time. The effectiveness of interventions are evaluated using data gathered.	Use Power Bi here to analyse progress over time and to inform the setting of realistic and achievable targets. Ensure accuracy of data based on understanding standard so that tracking can be accurate. Tracking meetings held three times per year monitor progress and to identify those learners who require intervention.	September 23 13 Nov 23 – 24 Nov 23 18 Mar 23 – 31 Mar 23 6 May 23 – 17 May 23	LT: AH and AC KB/LT/DK

QI – 3.2 Raising Attainment and Achievement

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)
Assessments are used consistently well to support professional judgement. Senior leaders and teachers analyse data closely to effectively track pupil progress.	Groups or individuals who are not making the expected progress have been identified. Resources, support and interventions are focused on those children who need it most and outcomes are measured.	Ensure a range of well-timed assessments are identified and planned for. Evidence is then triangulated. Assessment guidance is created and shared with staff, including a timeline, so that robust judgements can be made and CfE data recorded in SEEMiS ready for uplift. Staff development provided in the analysis of data.	July 23 June 23 21 Sept 23 24 Nov 23 31 Mar 23 17 May 23 Oct 23, Dec 23, Mar 24, June 24	Agreed Assessment calendar, shared drive, assessment examples DK/LT/KB
Teachers need support to accurately assess, monitor and track children's attainment over time	A collegiate approach has been taken and a moderation process across the school has been developed. Teachers express confidence in the use of a range of assessments, data and moderation activities ensuing professional judgements are more robust.	Staff development secured for SLT and teaching staff to support the analysis of tracking data. Use Power Bi here to analyse progress over time and to inform the setting of realistic and achievable targets. Teacher confidence survey: baseline and repeat for impact. Ensure accuracy of data based on understanding standard so that tracking can be accurate. Tracking meetings held three times per year monitor progress and to identify those learners who require intervention.	September 23 June 23 Nov 23 March 23 13 Nov 23 – 24 Nov 23 18 Mar 23 – 31 Mar 23	LT:AH and AC LT/DK/KB LT/DK/KB and SfD

		Moderation opportunities are planned with school partners to support and included within the annual calendar.	6 May 23 – 17 May 23	
In reading, children need to increase their understanding and use of a range of genres. They should be supported to read and listen to a wider range of appropriately challenging and age-appropriate texts.	The majority of children at early level can use their knowledge of sounds, letters and patterns to read words. The majority of children at first level can demonstrate they can use a range of strategies to decode unfamiliar words, reading fluently and with expression. Attainment in reading has improved at all levels	All teachers ensure learning is carefully planned and is reflective of the needs within their class, incorporating the use of inferential and evaluative questions. Resources are secured to ensure a wide range of reading material is available to support learning at all levels. (CRIS)	26 Sept 23 – 8 Oct 23 18 Sept 23 March 24 May 24	KB Teaching staff
In writing, children need to increase their progress in developing core writing skills.	Staff report increased confidence in planning and assessing in writing. Children have benefited from a focus on tools for writing. Jotter monitoring evidences progress in the development of writing skills across all levels has improved Attainment in writing has improved at all levels.	Staff development delivered in the CYPIC approach and related resources secured. LI/ SC should include skills focus supporting children to check their writing makes sense and meets its purpose. Opportunities to be provided for all children to revisit their writing to edit and improve their work based on feedback given	Nov 23 18 Sept 23, 6 Nov 23 15 Jan 23 & 22 Apr 23	P4 and P5 staff Kitty/ASG KB
Across all stages, children will develop further their application of numeracy and mathematical skills, knowledge and strategies using real life problems.	Planning reflects increased opportunity for children to experience and apply their learning through real life contexts, this is evidenced through professional dialogue and pupil focus groups.	Professional learning will support staffs' confidence in planning relevant opportunities for pupils to apply their numeracy and mathematical skills across the curriculum. Review of maths curriculum through development of learning, teaching and assessment approaches. Pupil groups and sampling of pupils work to support baseline and impact assessment.	Jan 24 Jan 24 Dec 23 and May 24	LT LT LT

SLT will analyse data for different groups of children over time to evidence the impact of learning experiences or interventions.	SLT analysis of data using PowerBi informs termly discussions with teaching staff. Children who experience barriers to learning are carefully tracked to ensure they are making progress and to measure the impact of interventions. Attainment in numeracy has improved at all levels	Staff development secured for SLT and teaching staff to support the analysis of tracking data. Use Power Bi here to analyse progress over time and to inform the setting of realistic and achievable targets. Termly tracking meetings to take place with a rigor which allows teaching staff to focus on improvement for groups of children who are not making the expected progress. Meetings held three times per year monitor progress and identify those learners who require intervention.	September 23 September 23 13 Nov 23 – 24 Nov 23 18 Mar 23 – 31 Mar 23 6 May 23 – 17 May 23	LT: AH and AC LT: AH and AC KB/LT/DK
Children should be able to talk about skills for learning, life and work. SLT should ensure that no child is at risk of missing out.	SLT clearly record what children are achieving as a result of experience within an out with school. Opportunities for pupil leadership have been extended.	A school wider achievement overview is supported by staff, pupils and families. WA overview is analysed termly to identify gaps and inform opportunities for pupils. Development of Pupil Profiles will support learners' ability to lead their own learning, recognise the relevance of it to their future career and promote ambition.	13 Nov 23 – 24 Nov 23 18 Mar 23 – 31 Mar 23 6 May 23 – 17 May 23 June 23, Oct 23, Dec 23, Mar 24, June 24	ET/LT Pupil Group, LT and KT
SLT gather robust evidence which illustrates the progress made in closing the poverty attainment gap.	SLT have ensured processes allow for the impact of interventions and support to be measured. The impact of nurturing approaches and individual support is measured, and analysis shows the positive impact on pupils.	Attainment, attendance, engagement, exclusion and participation data is used to evidence the impact of interventions. Additional measures of impact are clearly evidenced and analysed to support assessment of impact e.g. Leuven Scale Barriers to learning are understood for pupils and SMART targets are used to ensure effectiveness of interventions. These are evidence within teachers planning and IEPs. Work with partner school allows for moderation of evidence and support professional development in capturing and analysing data.	13 Nov 23 – 24 Nov 23 18 Mar 23 – 31 Mar 23 6 May 23 – 17 May 23 Week 4 of each Term 17 November 23	JG KB/DK/LT LT/DK/KB and SfD

ELC					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)**	
Continue to develop our approach to help children relate Kingswells values to nursery experiences.	Our pupils will talk about school values in context.	Increase awareness and relevance of our school values by using stickers showing the characters and titles to praise children who demonstrate our school values. Through conversation our practitioners will model how our values relate to pupils' experiences.	Oct 2023	Stickers Visuals on school values	
Greater use of the wider community to extend the sense of belonging and responsibility beyond the nursery setting.	Observations show children are more aware of the features of their local area and the people who help them.	Transition will be supported through a group attending Toddlers at the Community Centre. Contact Care Home for Intergenerational work Discuss possibility of working with Partner Providers to access green spaces	March 2024	Nursery staff Parent helpers Toddlers group Care Home Local nurseries	
Review and improve our approaches to planning and assessment to ensure our curriculum offers depth, breadth and challenge in learning.	SEYPs and DHT to review planning and assessment plans termly. QA visits will show improved quality of challenging learning for our children.	Revisit national guidance with all nursery practitioners, including Realising the Ambition: Being Me Through staff development time discuss guidance to create a shared understanding of expectations for planning and learning. Create further opportunities to engage with Early Years staff to ensure a coherent and sufficiently challenging progression across N – P1.	March 2024	National guidance materials Planning progressions across Early Level Early Years staff	

Further develop ways for children to develop their leadership skills.	QA visits will show that children are developing their leadership skills. Children will be able to talk about their leadership roles.	Working in collaboration with P1 staff across Early Level, create greater opportunities for pupil leadership.	Dec 2023	Early Level Staff	
Improve our evaluation processes to measure the impact of new developments on the quality of children's learning.	The quality assurance process will create accurate data for staff to reflect upon to continually improve our practice. Through our team-teaching we will identify the impact of staff training. Learning conversations between DHT and SEYPs & practitioners will show the impact of our development work on children's learning.	Create a quality assurance calendar and evaluate, with all practitioners, the outcomes and improvements needed. Create a staff meeting calendar with quality training opportunities for staff to learn with and from each other. SEYP and DHT will engage in planned meetings to discuss the impact of developments on the quality of pupil learning. Practitioners will be guided to improve the quality of their evaluations with modelling from SEYP and DHT.	June 2024	Staff LLO DHT	
Upskill all staff to continually evaluate levels of engagement in the room. Through the use of peer observation demonstrate how best to redirect and re-engage when children need our support with this.	Effective use of staff buddy systems will improve practice in nursery where all staff feel empowered to effectively redirect learners. Through QA process we will observe responsive staff who support the needs of children in a timely manner	Establish clear and coherent routines to support the children throughout the nursery sessions Staff to review play pedagogy, in particular the role of adults to improve child engagement during nursery sessions. Practitioners will use evaluations and professional dialogue to improve practice.	Feb 2024	SLT Nursery staff LLO QA trio priorities Visits to other settings	

Practitioners will support and encourage children to be more respectful of resources within the nursery.	Observations of our nursery setting will show children are respectful of resources whilst playing. The environment will remain safe and welcoming throughout the session.	Staff will scaffold appropriate use of nursery resources. Practitioners will praise appropriate use of resources and reinforce when children engage in this well.	Oct 2023	Nursery staff	
Support staff to improve their skills in observing and recording learning.	Review and feedback on quality of observations shared with parents through Seesaw. Through focused child approach, monitor parental understanding of information shared about their child's learning.	Buddy systems to support and reflect upon improving the quality of observations of learning. Regular staff meeting time to reach a consistent standard in what quality observations look like.	Dec 2023	Nursery staff SLT	
Develop skills in using effective questions to extend children's learning.	Learning observations will show an improvement in the quality of questioning to extend children's learning for almost all practitioners.	Staff development time will have a focus upon effective questioning. Refer to information shared on Kingswells LTA website. Arrange for practitioners to observe Kingswells teachers who are skilled in questioning.	March 2023	Kingswells LTA website AiFL materials on questioning	
Practitioners will improve the flow and pace of the day to maximise children's learning and time for rest.	Learning observations will show an appropriate balance of child-led and adult-led learning to maximise learning.	Engage with learning pedagogy with a focus upon improving planning for children's learning. Through staff development time agree a consistent standard of the balance of child-led and adult-led learning. Practitioners should observe and discuss practice with P1 colleagues to support a better balance.	Dec 2023 and ongoing	P1 staff Kingswells LTA website.	

Support children to have a fuller understanding of the wellbeing indicators as they play and learn.	Our children will share information about how they can stay safe, healthy, active and responsible. Assessments of wellbeing activities show children understand the indicators and know how to apply them.	Focus on wellbeing indicators – safe, healthy, active and responsible. Have a focus on each indicator in turn. Engage the children in dialogue and activities to support their understanding of the indicators in play and learning.	March '24	Kingswells wellbeing indicator films Kingswells HWB planners which exemplify Early Level activities to reinforce learning.	
Ensure all children who need plans have these in place to support development and learning.	DHT to review IEPs with SEYP to ensure impact on child development and learning.	DHT to review with SEYP termly which pupils would benefit from IEPs. Key workers review and update IEP targets 3 times per year in line with school policy. IEP targets shared with parents and ongoing engagement to support child development and learning.	March '24	ACC IEP guidance	
Continue to explore ways to celebrate diversity to reflect the wider world.	Through learning conversations our children will have increased awareness and knowledge of cultures, religions and languages. Increase in number of visitors sharing their knowledge and experiences.	Create a calendar of cultural events. Approach parents to request they join us in nursery to share their knowledge and experiences. Encourage more families to come in to nursery to help us learn about their cultures, religions and languages	June 2024	Nursery parents	
Evaluate how we track progress and achievement.	3 times per year tracking meetings with nursery staff as per school policy will ensure children are progressing in learning.	Create an effective tracking system which exemplifies pupil learning effectively. Record ongoing assessment information which informs termly planning and assessments. From tracking meetings consider any child needing additional support to make expected levels of progress.	March 2024	SLT Nursery staff Visits to other settings	

Evidence children's opportunities of a wider range of numeracy and mathematical skills including time, pattern and information handling.	QA visits will identify an improvement in pupil engagement in maths and numeracy skills. QA visits will identify that provocations for learning maths skills are supporting learning.	Increase each key worker's engagement with maths planners at Early Level. Through staff development discuss and improve context and provocations to improve engagement in maths and numeracy activities. Observations of maths contexts for learning in P1.	June 2024	Kingswells early level planners.	
Further engage with parents to provide opportunities for self-evaluation and engagement with their child's learning.	Parents provide more meaningful evaluation of their child's experience at nursery. Higher levels of parental engagement with their child's learning will be demonstrated.	Ensure PEEP is consistently available for parents. Use Parent Forum meetings to find out what the barriers to PEEP are. Find out which areas parents wish further support in. Create a range of flexible approaches to parental engagement sessions.	Feb 2024	Parents PEEP trained staff	
Continue to reach out to new families and support an effective transition for those moving to Primary 1.	Evaluations of nursery to transitions will show that parents feel their child settled confidently and happily. Through observations new children will appear happy and settled.	Engagement with toddlers' group Encourage siblings to attend events with parents Ongoing transition activities developed Access to areas of school throughout the nursery day	June 2024	Parents Nursery/school staff	

Page 214

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Appendix C

Inspection of Northfield Academy and update on progress since the Special Education & Children's Services Committee with report on 30th March 2023.

Inspection Context

In January 2023, a team of inspectors from Education Scotland visited Northfield Academy. A link to the report can be found here.

The inspection team found the following strengths in the school's work.

- The individual members of staff who are making a positive difference to the experiences of young people.
- The work with partners, which is supporting young people and offering valuable social, workplace and educational opportunities. This is enabling a few young people to have very positive experiences in preparing for life and work.

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

- Senior and middle leaders should work to improve the strategic leadership of all areas of the school. Review and update the school's vision and values. There should be a clear and shared understanding of the expectations, direction and identity of Northfield Academy. Ensure plans for improvement are agreed with young people, teachers and parents.
- Develop a calm, safe and purposeful learning environment. Build positive relationships across the school. Young people should be central to discussions about behaviour expectations and feeling safe in school.
- Agree with staff a shared understanding of high-quality learning, teaching and assessment. Develop effective processes to plan, track and monitor young people's progress.
- Ensure the wellbeing needs of all young people are a key part of all school activities. Clarify procedures relating to pupil attendance and time keeping.
- Urgently improve attainment from S1 to S6. Review the number of young people who leave school in S4 and S5, and those who do not go to a positive destination. Make plans to support broader achievements for all young people. The school should demonstrate how young people on reduced timetables are included, educated and safe.

The school secured the following gradings against the Quality Indicators.

Leadership of change	unsatisfactory
Learning, teaching and assessment	unsatisfactory
Ensuring wellbeing, equality and inclusion	unsatisfactory
Raising attainment and achievement	unsatisfactory

Summary of Progress since 30th March 2023

Recommendation	Actions taken to date
1. Senior and Middle leaders Improve the strategic leadership of all areas of the school. Review and update the school's vision and values. There should be a clear and shared understanding of the expectations, direction and identity of Northfield Academy. Ensure plans for improvement are agreed with young people, teachers and parents. 2. Develop a calm, safe and purposeful learning environment. Build positive relationships across the school. Young people should be central to discussions about behaviour expectations and feeling safe in school. 3. Agree with staff a shared understanding of high-quality learning, teaching and assessment. Develop effective processes to plan, track and monitor	The Tactical Team (see Report from 30.03.23) has met weekly with a pattern of fortnightly meetings including the entire Northfield Academy Senior Leadership Team. Updates are provided below based on the framework of Quality Indicators from *How Good is Our School 4* (link here) **Leadership of Change (Quality Indicator 1.3)** The Leadership of Change Team have been engaging with the school and wider community to update the school vision and values. Following stakeholder meetings, the vision and values have been expressed in a new school badge and set of values:- Regular meetings have taken place to work alongside TU colleagues and regularly engage with the staff team. It would be only right and perhaps understandable to emphasise that the months since inspection have been challenging for the staff team as they reflect on the report and build for the future. It is pleasing then that a recent survey of the staff team demonstrates some improvement in their views on how they have been consulted in the necessary changes that have been necessary and at pace. Also importantly, for the first time in recent times, a majority of staff feel that behaviour in corridors has improved (51.6%). It is acknowledged that the improvement journey will be incremental yet vital in the life of the school. **Safeguarding and Child Protection (Quality Indicator 2.1)** Through fortnightly meetings of the Safeguarding Group, data is analysed to intervene in relation ensuring young people are safe and behaviour is showing positive signs of improvement. Although positive change will be incremental, there have been early successes to celebrate. Following up on a pattern of young people leaving class without good reason, weekly collection of data led to a target group being identified. Families were contacted and data was shared with both young people and families. Over the intervening month, this sharing of data and celebrating small successes resulted in a notable reduction in walkouts from class.

young people's progress.	Data-driven intervention also led to the targeted distribution of members of the School Leadership team to be based within certain areas during the week. The staff team have recognised that this change has resulted in a better response to incidents where dysregulated behaviour is displayed.
4. Ensure the wellbeing needs of all young people are a key part of all school activities. Clarify procedures relating to pupil attendance and time keeping.	Following an initial review of young people who had indicated concerns about how safe they felt in school, all young people were interviewed with follow-up contact with parents, carers and with the pastoral team. At the time of writing, further surveys were being gathered on key questions taken from the inspection questions. The data from these will be used to proactively intervene prior to the summer break.
5. Urgently improve attainment from S1 to S6. Review the number of young people who leave school in S4 and S5, and those who do not go to a positive destination. Make plans to support broader achievements for all young people. The school should demonstrate how young people on reduced timetables are included, educated and safe.	**Curriculum (Quality Indicator, 2.2)** Perhaps the most significant and obvious changes have taken place in developing a revised curriculum model for Northfield Academy. It is a well establish truth that curriculum drives improved attainment and so it has been vital to make changes at pace in the curriculum so that young people enjoy a more relevant and appropriate pathway choice to meet all of their needs. S1 As outlined in the Committee Report of 30th March, a redesign of S1 is underway based on an understanding of; the importance of a smooth and positive transition from Primary to Secondary school, the need for young people to develop positive relationships through wider experiences, and the way that young people respond well to having fewer, stronger relationships with adults who get to know them well. Nine experienced primary experienced class teachers have been recruited, with young people and partners playing a role in the recruitment process. A block of space has been identified for S1 at Northfield Academy and facilities colleagues are undertaking works to create a positive collective learning environment. The Depute Head Teacher with responsibility for transition and S1 has been meeting young people regularly in their ASG primary school, and most recently with parents and carers to provide them with information about what to expect in their new S1 environment. Planning for a residential experience as part of the first week in S1 is in the final stages. S3 Young people are being given an opportunity to personalise their learning through choice at the beginning of S3, with new timetables having commenced on 29th May. S4 With positive support both from staff members at Northfield Academy and also from partner providers, a revised and broader curriculum is being offered in S4, distinct from the offer for S5 and S6. This allows the opportunity for young people to access some exciting new courses on top of existing courses offered as part of the curriculum; a Level 4 Automotive Course (offered in partnership with Aberdeenshire Council), a Level 4/5 Foundation Apprenticeship in Construction

(again in partnership with Aberdeenshire Council), a National Progression Award in Makeup Artistry (through partners Glamcandy) to name but a few.

<u>S5/S6</u>
The S5/6 curriculum has also undergone urgent review and change. Following feedback from young people, part of the column structure has been aligned with a neighbouring school to create a consortium arrangement on Monday to Thursday afternoons. In the remaining three columns, staff have revised their course offers to reflect the needs of all young people. In addition to this, significant numbers of young people from Northfield Academy have had the confidence to make choices from the new ABZ Campus suite of courses.

Learning Teaching & Assessment (Quality Indicator 2.3)
The Learning and Teaching Group have worked together to establish a Learning and Teaching Standard for Northfield Academy. The staff team gathered on the INSET day (2nd May) to allow teachers to review the physical learning environment in line with practice detailed within the CIRCLE Framework. In subsequent Staff Meetings, the focus has continued to be on the physical environment, with input provided by the Lead Teacher for the authority and from a colleague Head Teacher with significant experience as Associate Assessor.

With activity around supporting an improved physical environment and establishment of basic routines, a wider local authority team will conduct classroom visits during the week of 11th September.

Ensuring Wellbeing, Equality and Inclusion (Quality Indicator 3.1)
Work has continued to build around the creation of a Wellbeing Strategy for Northfield Academy, and in particular the creation of an Equalities Policy.

Following feedback from staff and analysis of data, professional learning has been provided on de-escalation techniques to support positive relationships and effective support in situations of dysregulated behaviour. By the end of May, almost all staff had participated in this professional learning, with plans for enhanced training and support for the extended leadership team in August and September.

Mindful of the need to establish consistently high expectations for all, and encourage calm, safe and purposeful environments, work is underway to form a simple set of expected behaviours based on the values of *Nurture Flourish Achieve* and supported by the need to be *Ready, Respectful* and *Safe*. These expectations will be co-created by staff and young people alike and will be in place for the second part of June in time to be part of expected school life in August.

Opportunities to 'look outward' have also been sought and progressed to ensure plans continue to be based on best-practice in this area.

	Raising Attainment and Achievement (Quality Indicator 3.2)
	Acknowledging that a combination of the creation of a calm, safe and purposeful learning environment and the construction of a curriculum that is relevant and meets the needs of all young people will ultimately lead to improved attainment, the entirety of the work described above will yield attainment benefits in the coming session and sessions. In the short term, school leaders have been targeting specific groups of young people who are at risk of missing out on qualifications. There has been a particular focus on attainment in literacy and numeracy.

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Appendix E – Riverbank Action Plan

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 nurturing interactions.	• Staff to be given feedback on the draft CI report, with discussion around improvements required and their role in this. • Personal plan formats to be discussed with the team so that everyone is well informed of what is required and why. • Modelling of personal plan discussions for all staff led by LL. Monitoring of this by HT / feedback from parents • IEP's and PCRA's to be developed for children who require, based on both personal plan information and observations. – discuss when IEP or PCRA is required • Overview sheets of children's needs are to be developed and shared with all staff, focusing on individualised and responsive care needs so that all staff, including relief staff are aware. • Modelling of Case tracking by LL for staff. • Termly Case tracking of children, which clearly identify actions, within a specified time frame. • Transitions	01.05.23 All staff End of June 2023 – SEYP & KW End June 2023 LL End of June 2023 SEYP & KW End of June 2023 SEYP, LL & EP HT & SEYP June 2023	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 nurtured and receive consistent, high-quality personalised care.	
a) Staff understand and follow the service's own Child Protection procedures when reporting to ensure appropriate action is taken.	• Child protection refresher training to be revisited by all staff and procedures read, signed, and understood. • 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. Include relief staff	01.05.23 All staff led by HT 01.05.23 All staff led by HT	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. c) Ensuring staff are knowledgeable and competent in	• Medication forms reviewed with parents present, medication plans added to medication boxes and forms organised clearly. • Medication audits will be regularly (at least every 3 months) undertaken to ensure that all medication is up to date, reviewed, stored and administered correctly. • Medication policies and procedures will be reviewed, signed that they have understood by	18.04.23 – SEYP, HT & PT July 2023 SEYP 07.06.23 PT	Children's medical needs will be well documented and shared across the team to ensure that where they require medical support, this is done so safely and sensitively, allowing	

the safe storage, recording, and administration of medication.	• all staff together to ensure they are aware of best practice. • Medication policy shared with parents to aid understanding • Designated member of staff / and depute identified to organise medication		children to feel secure in their health needs being met.	
a) Ensuring staff are knowledgeable in supporting children's learning and their wellbeing needs are met.	• Planning board to be utilised by the whole team to show continuous provision, responsive & intentional planning • Upskill staff with regard to expectations of observations and planning. • Explore planning processes of other settings • Staff to agree the expectations in terms of what is required for observations and planning and be held accountable to these, receiving support where required. • Identify & establish online methods to increasing communication between staff and parents of children's learning. Provide training for Seesaw for all staff. • 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. – monitored weekly • Planning and observations to be reviewed and audited regularly. • Circle audit on literacy undertaken, actions identified. • Tracking of progress, tracking meetings termly with HT. • Connected and compassionate classroom / nurture training / intensive interactions training for staff.	End of May 2023 SEYP 15.06.23 SEYP 15.06.23 SEYP Aug 2023 HT & SEYP 15.06.23 SEYP & HT 30.06.23 SEYP, PT & HT Inservice day Aug / Nov 2023	Children will benefit from relaxed, 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) Ensure staff implement and sustain safe and effective infection prevention and control practices. b) All areas are keep clean throughout the session times and that evening cleaning is thorough to ensure infection control procedures are effective.	• Share will all staff clear expectations with regard to their role to support infection control, read signed & understood • Rotas created to ensure infection control procedures are followed in all areas (zone specific) • Cleaning rota improved for toilet area, (hourly checks)	07.06.23 PT 15.05.23 SEYP 20.04.23 SEYP	The environment will be clean and free from possible sources of infection / contamination. Children's learning, play and wellbeing needs will be met.	

c) Areas of disrepair will be reported and repaired. c) Appropriate resources are provide to support children's learning, play and wellbeing needs.	• HT to discuss with the Cleaning Supervisor the poor standard of cleaning in the nursery – ongoing monitoring • Areas of disrepair reported to ACC and prompt repair organised • Audit of current resources within the nursery, disposal of those no longer required, appropriate resources procured.	19.04.23 HT (ongoing) Reported 19.04.23 – repair due July 2023 Audit April 2023 Procurement 30.06.23		
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 always nurtured and cared for and issues immediately addressed. • Updated Quality Assurance calendar to be implemented including regular termly audits of key areas such as personal plans, observations and medication. • Increased staff observation to be undertaken by SLT to identify any areas for development and training / support required. • Refreshed remits to be created for all levels of the team to ensure that roles are clear. • Self-evaluation to be carried out regularly, in conjunction with families, using key document to evaluate with clear improvement plans devised. • Develop / implement a self evaluation process to ensure parent and pupil voice is heard. • Parent focus groups • Create self evaluation board for parents and staff – monthly focus • VVA – include statement here – revisit these with all stakeholders.	01.05.23 HT, SEYP, PT & KW End of May 2023 30.06.23 HT 01..05.23 All staff 30.06.23 SEYP	Children will be nurtured and 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				
c) Staff communicate effectively with each other to ensure the best possible outcomes for children.	• Planning board to be utilised by all staff to share outcomes for children and next steps. • Regular staff meeting's and daily 'catch ups' 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. • SEYP role in ensuring good communication & deployment	End of May 2023 30.05.23 all staff 05.05.23 PT	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

HT – Head Teacher & Registered Manager

PT – Principal Teacher

SEYP – Senior Early Years Practitioner

LLO – Locality Lead Officer

KW – Key Workers

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	4 July 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Developing a Family Support Model and the Edge of Care Pilots
REPORT NUMBER	CFS/23/207
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne and Graeme Simpson
REPORT AUTHOR	Shona Milne and Graeme Simpson
TERMS OF REFERENCE	1.1.2

1. PURPOSE OF REPORT

1.1 The Education Operational Delivery Committee of 8 September 2022, asked for a report on progress in developing a Family Support Model for children and families and an early evaluation of the impact of the two Edge of Care Pilots operating within Lochside and Northfield Academies and the proposed next steps. Given the overlapping nature of these subjects they have been brought together into the one report.

2. RECOMMENDATIONS

That the Committee:-

2.1 notes the progress being made to develop a family support model;

2.2 instructs the Interim Director Children and Family Services to report progress in developing a Family Support Model through the Children's Services Plan annual progress report;

2.3 notes the high level evaluation of the two Edge of Care pilots;

2.4 instructs the Interim Director of Education and Children's Services to bring a final evaluative report to committee in early 2024 to include recommendations of how to scale up the Edge of Care pilots in a sustainable manner subject to positive final evaluation; and

2.5 notes the content of the Child Poverty Report.

3. CURRENT SITUATION

3.1 NATIONAL CONTEXT

3.1.1 The Independent Care Review (ICR), The Promise, published in February 2020, made a series of recommendations following an in-depth review of the care system. Implementation of The Promise will be supported by three, 3 year plans. The first, Plan 21 – 24, tasks agencies to work together and focus on delivering whole family support with an emphasis on early intervention and

prevention. The Promise identified 'Ten Principles of Intensive Family Support' and these should be at the core of all family support models. The ten key principles are as follows:

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

3.1.2   To support delivery of The Promise the Scottish Government has committed to investing £500m of the Whole Family Wellbeing Fund (WFWF) to support and scale up innovative family support and build capacity across the system. The central aspiration of the fund is to ensure that families receive the right help, at the right time and in the right place. The WFWF has identified five long term outcomes which partnerships will need to evidence impact against.

- Improved family wellbeing (aligned to Children, Young People & Families outcomes framework and indicators)
- Reduction in the gap in wellbeing outcomes for those from our most disadvantaged communities
- Reduction in families requiring crisis intervention
- Reduction in children and young people living away from families
- Increase in families taking up wider supports

Aberdeen City's share of the WFWF in Year 1 and Year 2 is £1.025m.

3.1.3   The Scottish Government have commissioned IFF Research to evaluate the impact of the WFWF. As part of this a small number (four) partnerships have been identified to be part of a deeper dive to evaluate their improvement activities. Aberdeen City are one of the four areas. This will involve researchers from the independent evaluators meeting with front line staff as well as strategic leaders to explore the impact of improvement activity. This research will support our own learning and enable learning to be shared nationally.

3.2   DEVELOPING A FAMILY SUPPORT MODEL
3.2.1   The design and delivery of a Family Support Model requires all partners to work together to keep children safe from harm and neglect by strengthening the coordination of services to children and young people, it also requires children's rights to be at the heart of decision making.   Work presented in report OPE/22/178 described how a series of workshops were undertaken to identity vulnerabilities in the current system and this, alongside analysis of demand guided the establishment of four thematic / categories of risk for the redesign of family support model. These categories were:
- Children on the edge of care
- Children with disabilities
- Children in conflict with the law
- Children and young people exposed to the risk of trauma

3.2.2   As reported in September 2022, work to develop tests of change aligned to the 4 categories of need were driven by a Systems Leadership Group. Other areas of work taken forward by the Systems Leadership Group include:
- Development of a set of commissioning principles to ensure greater alignment across the partnership

- Exploration of unintended consequences associated with siloed decisions such as the need to fund out of authority placements which may not be most appropriate
- Developing opportunities for co-location and co-delivery
- Agreement of the need to better align all policies for children

3.2.3 The group agreed a working hypothesis and guiding policy.

Our hypothesis is: that by bringing consistent visibility to the assessed needs of individuals, families and communities; a commonality of approach to the planning, commissioning and evaluation of services across the three GIRFEC tiers; and a shared governance model which provides strategic and operational oversight, partners will be able to design and deliver a coherent and effective data informed continuum of services and support which meet those identified needs at all levels, but in such a way that the impact is more effective early intervention and prevention, leading to a reduction in avoidable demand for Tier 3 services and a redirection of specialist resource and knowledge to further upstream prevention.

Our guiding policy: is to improve our responsiveness to emerging risks by sharing responsibility for the leadership, delivery and accountability of Family Support within a more coherent strategic and operational Tiered framework. A key outcome is that a successful Tier 2 model would evidence a reduction in referrals to Children's Social Work

3.3 Developing the Children's Services Plan

3.3.1 As the Systems Leadership Group progressed their tests, Officers began developing the Children's Services Plan (CSP). It quickly became apparent that those developing tests of change as part of our Family Support Model were ideally suited to sit on the Children's Services Board given their knowledge and senior leadership of the system. There was also considerable cross over in personnel and workplans. Given the System Leadership Group's commitment to exploit interdependences to maximise the use of resources and remove duplication, agreement was reached to invest time in developing a comprehensive CSP to ensure that its delivery would realise effective delivery of an agile Family Support Model. As such, the work of each of the 4 sub-groups has been taken into the Improvement Groups aligned to the Children's Services Board. This approach is exploiting interdependencies more fully with other statutory plans, such as the Child Poverty Plan, which are incorporated within the CSP.

Monitoring progress and being agile

3.3.2 There are a high number of policies for children tracked through the CSP including our Corporate Parenting Plan and Child Poverty Plan. All of these impact on the shape of a Family Support Model given that many families face multiple challenges reflected in various plans. Effective monitoring of progress against the Plan and outcome data for children will enable us to ascertain the impact of our changing model of Family Support on children, young people and families in real time so that we can be assured that changes are leading to more positive outcomes. The Board also monitors the extent to which children's voices are informing on-going developments. The use of Grants (for example Scottish Attainment Challenge funding) are considered by the Board. Allocations of resource from the WFWF are agreed at the Children's Services

Board as the fund essentially enables delivery of our CSP. Taking this approach to the shared consideration on how best to utilise funding is helping to ensure that we maximise the use of available resources.

3.3.3 In order to increase oversight of a complex policy arena and to ensure that WFWF is spent on priority areas, the Children's Services Board has introduced a 'tracker' to assist reporting on improvement activity and high level outcomes. Accessible to all partners, the tracker brings together the core data aligned to the CSP and other strategic plans to enable Board members to 'read across' the various policies for children. The tracker forms a core focus of each Board meeting ensuring appropriate multi-agency support and challenge on progress. Taking this approach will also assist the partnership to report progress at a local and national level in keeping with our legislative duties for example in children's rights and child poverty reporting.

3.3.4 This streamlined and data informed approach to recording improvement activity and impact is freeing up officer time and allowing the Board to be responsive as need and vulnerability fluctuate over the lifetime ensuring we remain responsive and flexible in approach. This approach is helping to embed a culture of collective responsibility and strengthening partnership working.

3.4 Alignment with Public Protection

3.4.1 An examination of the identified areas of improvement within the CSP highlighted that circa 30% of the improvement activity has a direct alignment to the 2021 – 24 Child Protection Improvement Plan. As a result of this alignment, the Child Protection Committee and Children's Services Board have taken time to clarify the role and responsibilities of both groups in both development work and on-going evaluation to ensure clear lines of responsibility and accountability for keeping children safe. This will support a continuing alignment of our strategic planning arrangements with a focus on ensuring a trauma informed and preventative lens for services to children, young people and their families who have experienced harm.

3.4.2 Work is progressing to consider how a local Bairns Hoose to support children and young people who have been victims or witnesses to abuse or violence, as well as children under the age of criminal responsibility whose behaviour has caused significant harm or abuse. On the 31 May 2023 the Scottish Government published the Bairns Hoose Standards. These will inform our thinking when developing our Bairns Hoose. In addition, we will engage with children, young people and their families who have experienced a child protection investigation to help inform the design of our Bairns Hoose.

3.4.3 The Scottish Government have indicated that applications to become a 'Bairns Hoose Pathfinder' will open in June 2023, closing in August 2023. It is anticipated there will be four pathfinders covering a diversity of communities. We anticipate having a fully shaped proposal for the Bairns Hoose in late 2023 and will then be able to align our remaining services around it.

3.4.4 It is recognised that the current capacity and skills base across Tier 2 services is not always able to prevent the escalation of children, young people and families into Tier 3. Approaches to addressing this needs to be considered alongside the development of a local Bairns Hoose to ensure a responsive and agile model of Family Support. The challenge all partnerships face is how to

realign resource from Tier 3 to support the development of Tier 2 services at a point when demand for Tier 3 services exceeds capacity. Learning from the Edge of Care Pilots (see below) will inform how best to address this challenge.

3.5 Aligning children and adult services

3.5.1 Members will be aware of the intention to introduce a National Care Service with the aim of improving health and social care for adults. Given that young people transition from children to adult services, it is important that we look at how better to align approaches so that families have a clearer understanding of the support available. Work is progressing to better align support for those with disabilities across child and adult services. This work will form part of our Getting it Right for Everyone (GIRFE) pathfinder. It is hoped that this work will ultimately align GIRFEC and GIRFE so that there is a seamless transition between systems.

3.6 Understanding and addressing child poverty

3.6.1 The Children's Services Board has recently led on the development of our Child Poverty Report. The Child Poverty (Scotland) Act 2017 places a duty on local authorities and health boards to report annually on activity they are taking, and will take, to reduce child poverty. The proposed Child Poverty Annual Report (Appendix A) satisfies this duty. Undertaking the reporting process has further highlighted how aligned child poverty is with other aspects of vulnerability across the city and how different communities are impacted quite differently. There is a need to explore if community level data could be collated to help us understand changes in real time and help shape an approach to increased collaboration by staff serving communities to address child poverty more effectively.

3.7 Alliance Model

3.7.1 In December 2022 Council gave approval for the re-commissioning of Family Support Services via a local Alliance model. This model will commence on 1st April 2024 for two years with an option to extend for a further three years thereby aligning it to the CSP. The contract with Third sector providers will deliver early intervention support services for families. Those commissioned services will in turn be required to form alliances to local community groups and it is hoped that this approach will help maximise the use of resource to support those most in need of support. This approach will support the alignment of resources to families as they move up and down the continuum of need and vulnerability. The services will also be required to ensure their service model is informed by the voices of those who use their services and aligned to the 10 Principles of Intensive Family Support.

3.8 Fit Like Family Wellbeing

3.8.1 The Fit Like Family Wellbeing service brings together Education, Children's Social Work, Family Learning and Youth Services along with Children's 1st. The Fits Like Service delivers a range of family support services and is considered a model of best practice. At its heart is a rights-based trauma informed service. The voice of children, young people and their families are central to identifying their needs and shaping the support offer. Learning from delivery of the Fit Like Service is informing our broader commissioning and development of family support services.

3.8.2 Data gathered over the course of 2021 & 2022 evidences that whole family support is timely and complex with each family member having their unique set of needs making a 'one sizes fits all' approach incompatible with demand. Early and preventative work is not 'short-term intervention' and some families require services to 'stick with them' as they navigate through the problems in their lives that they have identified.

3.8.3 Data would also indicate that the impact of COVID has resulted in a greater level of complexity to the needs of children young people and families. Poor parental mental health, complex relational needs and the emotional dysregulation of children and young people have all been negatively compounded by the pandemic.

3.8.4 A critical component of the Fit Like Service includes working alongside Universal colleagues to deliver preventative and early intervention approaches to enhance the capacity of Universal Services. Delivering LIAM (Let's Introduce Anxiety Management) within schools is one of the ways in which capacity is being developed.

3.9   Workforce development

3.9.1 The Promise rightly recognise the criticality of "nurturing Scotland's workforce" if we are going to deliver effective whole family support to prevent children and young people escalating into Tier 3/requiring statutory intervention. This includes a rethinking of learning and development to create a well-supported workforce that can operate across disciplines.

3.9.2 This challenge is captured within Aberdeen City's Children's Services Plan 2023 – 26. At the heart is enabling all staff who have a direct role working with and supporting children, young people and families to access trauma-informed training at a level appropriate to their role. The Children's Services Board are currently developing training for all staff on Child Poverty.

3.10   Request for Assistance

3.10.1 During the initial stages of the COVID Pandemic the Local Authority with its digital partners developed a 'Request for Assistance' (RfA) process. This Microsoft form enabled universal services to highlight children and young people assessed as having additional vulnerabilities and who might require support from other services internal to the council or from our partners. Adopting a test and learn approach, the RfA process served to provide a holistic overview of needs, vulnerability and demand for services/supports and helped inform the use of Scottish Attainment Challenge funding as detailed in the Education Service National Improvement Framework Plan.

3.10.2 Educational authorities have many statutory duties, which span various pieces of legislation. In order to ensure educational provision is directed towards the individual needs and talents of each child/young person, schools may need to request assistance from partner services/agencies. Further streamlining the RfA process will better secure timeous and appropriate support. In addition, streamlining use of technology will enable the Education service to make increasing use of performance information to support self-evaluation for self-improvement, as mandated by the Education (Scotland) Act 2016.

3.10.3 As is stands, the current RfA system utilises a variety of technological solutions (Microsoft Teams, Forms, Excel, and Robotic Process Automation via Blue Prism, which is out-sourced to Agylisis to oversee). This results in a chain

effect, which can implicate system operation if one element fails. This also makes making system adaptations, changes and improvements very difficult as each has a knock-on effect on the other. To address these challenges WFWF funding is being utilised to develop, a bespoke system, to ensure the system meets the needs of the partnership. In addition, in-built analytics – a feature of the new system – will support schools, educational services, and partner services in their use of live data to support self-evaluation. Thinking ahead, the new system is fully adaptable and customisable, which means adjustments and improvements can be made based on self-evaluation.

3.10.4 In accordance with Getting It Right For Every Child (GIRFEC) policy and the Children and Young People (Scotland) Act 2014, each case is tracked and monitored by the team around a child (TAC). When a request for assistance is accepted, a partner service/provider joins the TAC for the length of their service's involvement. This is standard, embedded practice across Children and Family Services. In almost all cases, oversight of progress and planning will be undertaken using a Child Plan, which the TAC will input into.

3.11   Provision of Youth Work, Family Learning and financial advice

3.11.1 Given the varied needs of children and families, the Local Authority continues to use Scottish Attainment Challenge and WFWF to invest in additional Community Learning capacity. Over the last year the 4 school Money Advisors, attached to the Financial Inclusion Team have helped families achieve:

- Financial Gains of £1,077,325.24
- Assisted/Assisting 194 households with debt issues.
- Helping with total debts of £1,129,447.58
- 381 households given full benefit checks
- Assisted 57 households to claim benefits/12 to challenge their benefits.

3.11.2 2074 young people (aged 10-18 years) and 689 children (aged 5-9 years) have engaged in youth work activity with 1648 of those young people reporting improved mental health and wellbeing as a result of their engagement with the service.

3.11.3 2,459 young people have engaged with the Saltire Awards in Aberdeen. These awards, which are for volunteers aged 12-25 and co-ordinated by ACVO, continue to contribute positively to employability skills. 56 children and 16 young people were support to complete nationally recognised awards.

3.11.4 Over 100 young people identified as unlikely to secure a positive destination benefited from youth work programmes. Children and young people in the majority of primary and secondary schools in the City continue to benefit from youth work support through Scottish Attainment Challenge Funding.

3.11.5 Over 2022-23 617 referrals have been received from across all secondary schools. 178 individual 1-2-1 sessions were delivered along with 421 group sessions.

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

3.11.6 Two years of data strongly supports the provision of youth work in schools and Scottish Attainment Challenge funding will be used to maintain this provision. Work will continue to align this provision with the Family Support Model over session 23/24. This work will be informed by the formal evaluation of the Edge of Care Pilots.

3.12   EDGE OF CARE PILOTS

3.12.1 As previously noted The Promise aims to re-set our focus on prevention and early intervention to avoid a deficit model which prevents young people from fulfilling their full potential. In September 2022, The Education Operational Delivery Committee endorsed the establishment of two Edge of Care pilots as a local response to The Promise.

3.12.2 Careful consideration of The Promise helped colleagues from across Integrated Children and Family Services, Early Intervention & Community Empowerment and City Growth to plan positive approaches to be piloted over the school session.

3.12.3 There was a strong sense that staff teams needed to be empowered to think creatively and consider the needs of children and families more holistically. Given the importance placed on the culture of those working across the two pilots, a set of guiding principles were agreed to drive different ways of working. These included:

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

ESTABLISHING THE PILOTS

3.12.4 Bases were established at Northfield and Lochside Academies over summer 2022 and key staff roles identified. Where staff could be immediately relocated this was progressed, and other posts were recruited to. In real terms, this meant that there was a delay in establishing both teams fully and both pilots have only had a full complement of staff for the last 7 months. This hampered early progress.

3.12.5 A Teams Site was established to share information and fortnightly meetings organised so that Chief Officers would be available to remove barriers and provide general support and guidance to the two teams.

3.12.6 The Guiding Principles clearly stated that the two pilots should evolve independently of each other in order to encourage creativity and innovation. Some Officers found this more challenging and it was agreed to try to separate the two pilots more fully and ask Chief Officers to share emerging best practice where appropriate. Taking this approach ensured that solutions were designed for the cohort of learners being supported through the pilot.

DELIVERY OF THE PILOTS

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

3.12.8 Following the initial identification of young people by senior leaders in Education and Children's Social Work, the pilot team brought together information to build a more informed understanding of need, this included building relationships with the families to understand their situation more fully. As the pilot has progressed and relationships have been built, plans for young people have become more bespoke in response to the critical insight gleaned from families and the young people.

3.12.9 The pilot teams at each location met on a frequent (weekly) basis to share information and insights and the progress of each young person and their family. This approach ensured that the young person and family didn't experience the need to repeatedly tell their story. This has also enabled the support offer to be adjusted to meet changing needs and ensure a timely response to new referrals.

3.12.10 From the outset the pilots recognised the criticality of how young people and families were engaged with. Connecting with the learning gained via the Fit Like Service, staff adopted a relational and trauma informed approach. This ensured that the support offer for each young person was based around the barriers they identified to being able to engage in education. Interventions are therefore individualised and have included:

- play-based support and structured work to explore feelings and emotions.
- supporting parents to understand the impact of feelings on behaviours, academic input (literacy / numeracy/ASDAN(Awards scheme development and Accreditation Network) awards/ dynamic youth awards).
- liaising with schools adapting timetables, strategies and other supports,
- activities including sport, working with others and managing relationships.
- families are supported to access weekly community connection sessions, financial support, support to access health services.

3.12.11 As the pilots progressed, the benefit of a weekly meeting between a key school link and the pilot team became apparent with a notable positive impact on transitions around school where these structures were in place. This practice has been now been replicated across both settings.

3.12.12 Young people engaging in the pilots are keen to share they feel listened to and value having an adult they can trust to talk to. Families tell us they value having someone who is seen to be neutral in terms of school and other agencies. As the pilot has progressed positive relationships have been built up allowing

families to be more honest about the issues being experienced at home and allowing staff to target support more successfully.

EVALUATION OF CORE MEASURES AND INDICATORS

3.12.13 The core measures identified to measure impact were the number of young people involved in the pilot, attendance at pilot sessions, exclusions and the number of VPD reports (Vulnerable Person Database). Consideration was also given to a number of indicators that would give an indication of progress towards more positive outcomes.

3.12.14 The number of young people engaging with the pilots has varied over time according to assessed need. Since September 2022, 68 young people have been supported across both ASGs.
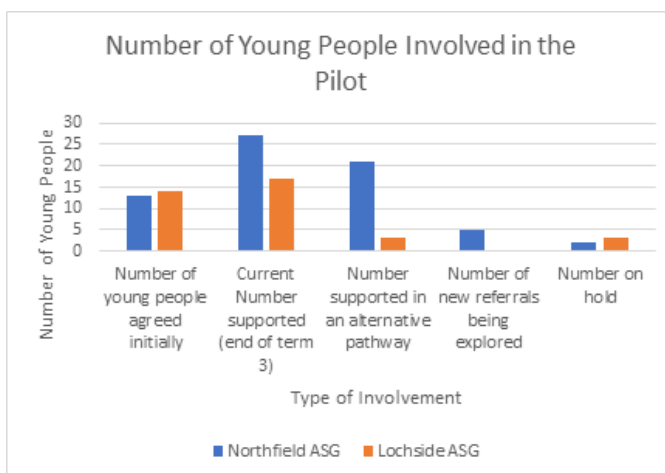
3.12.15 Where it was agreed in consultation with staff, young people and families that the pilot was not the most appropriate intervention the family have been supported to access an alternative support. This has included more focused support through the Virtual School (8), Fit Like Family Wellbeing Service (8), RAFT (Reaching Aberdeen Families Together – 5 charties in a single service)(2), Craigielea (see 3.28 below) (2), Employment (2) or revised supports in school (1). This highlights the need to view the pilots as part of a wider model (or continuum) of Family Support and accept that no one model will work for all children and families.

Attendance

3.12.16 Average attendance for young people engaged in the pilot has improved against levels from the previous session across both schools. In most cases this increase in attendance is thought to be due to a key worker being on site and available to the young person should they require support.
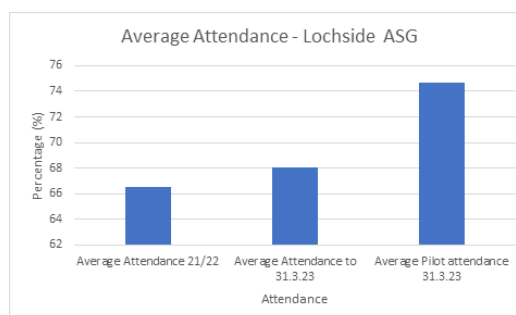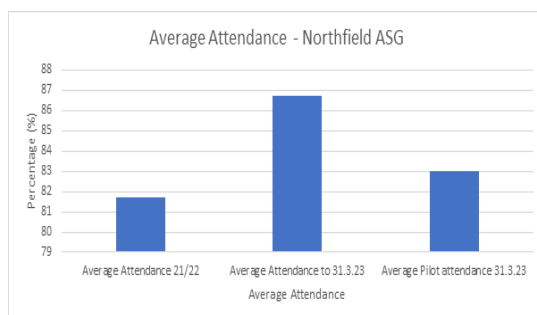
Exclusions

3.12.17 The number of exclusions for young people engaged in the pilot has reduced since the pilot began and this can be attributed to the positive relationships developed and resultant changes being made to the offer available in schools.

Number of Exclusions

Chart showing Number of Exclusions by Associated School group (ASG): Number of Exclusions 2021/22 - Nothfield ASG = 3; Number of Exclusions to 31.3.23 Northfield ASG = 2; Number of Exclusions 2021/22 - Lochside ASG = 14; Number of Exclusions to 31.3.23 Lochside ASG = 8.
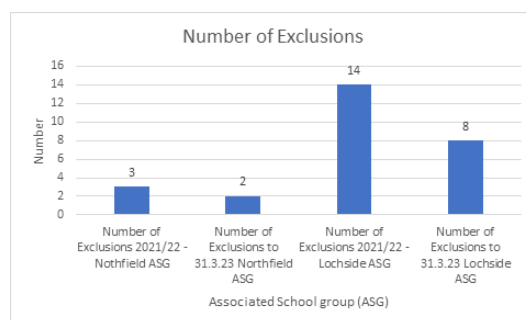
Vulnerable Person Database Reports

3.1218 As young people have engaged with the pilot there has been a reduction in the number of VPD reports school has received in connection with their behaviour in the community. This could be related to the increase in attendance at pilot sessions however it is too soon to draw firm conclusions given that the pilots have only been fully operational from December 2022.

Number of VPD

Chart showing Number of VPD by Associated School group (ASG): Number of VPD 2021/22 - Northfield ASG ≈ 27; Number of VPD to 31.3.23 - Northfield ASG ≈ 14; Number of VPD 2021/22 - Lochside ASG ≈ 36; Number of VPD to 31.3.23 - Lochside ASG ≈ 15.
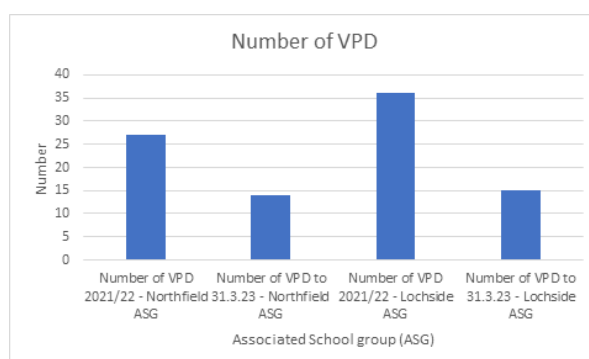
Impact on family engagement/participation

3.12.19 A core principle of the pilot is to adopt a whole family approach. This acknowledges that parents whose children may be struggling to engage with their learning often have unmet needs of their own. A key recurring theme from engagement with families has been the need to mitigate the impact of poverty. Ensuring families are accessing their full benefit entitlement and recognising the importance of food within the work with young people has been critical.

3.12.20 Evidence throughout the pilots would suggest parents have been willing to engage in the support offer from pilot staff. There have been no refusals from young people or their families to engage, signalling a clear appetite for this more integrated support offer. Feedback from staff also suggests that adopting a "family first" perspective to framing the support offer allows the young person/parents to develop greater levels of trust and confidence.

3.12.21 Pilot staff have recognised the challenged relationships families may have had with schools or with social work. The broader dimension of the pilot team to include family learning and youth work has provided opportunities to reset relationships with Local Authority staff and for family members to engage in their child's support plan.

Improving the wellbeing of families

3.12.22 A key principle of the pilots was to ensure a whole family and relational approach to supporting children and young people. This approach recognises that unless cognisance is given to the needs of all family members or how a young person is managing in their community these factors are likely to have

an adverse impact on their capacity to engage in their learning. Attending to the emotional and psychological wellbeing of parents gives validity to their needs and concerns. It also enables the building of parental capacity and the capacity of the young person to problem solve future challenges and in turn reduce future demand on services. Feedback from parents and staff reflects positively on the impact of this approach.

"Parent H continues to reach out for support from pilot staff and has shared that she sees the benefit in ongoing support for her and H". Pilot staff supported H and A together to work through disagreements; modelling how to manage conflict and share thoughts and feelings effectively and appropriately".

Parent "The fact that they are going (out) with you is a big step for both of them as they can take a while to trust people. The fact they have attached themselves to you is a big step. In the morning we always pre- warn the children if there are people coming or if they are going home with anyone. When I said R was picking them up today, they both went Yay".

Families in the need of statutory intervention

3.12.23 "Care experienced children and young people will receive all they need to thrive at school. There will be no barriers to their engagement with education" Independent Care Review

3.12.24 One of the key identified outcomes from the pilot was to build effective scaffolding around young people and their families to enable them to remain within their family, school and community. The development of the two Pilots recognised there was a gap in the continuum of support for young people with an escalating profile of need and vulnerability. Looking at the needs of the young people across both pilots, a clear distinction can be drawn between the needs of both communities. The level of deprivation and generational trauma known to exist within some families in the Northfield community was a key factor in the distinction. This further highlights the inextricable link between child poverty and vulnerability.

3.12.25 Not all of the young people involved in the pilots are open cases to Children's Social Work and only a small number of the young people in the Lochside Pilot had a risk profile that would indicate a future risk that their needs would be considered to be on the 'edges of care' or could not be met within their family network. The risk profile for the young people included in the Northfield Pilot was considerably different (higher) with many already having multi-agency plans intended to mitigate the risk of them being removed from their family network. Consequently, the needs and vulnerability of some of the young people initially identified for inclusion in the Northfield Pilot were quickly assessed as requiring support beyond the capacity of the pilot. This learning has been beneficial to informing which young people would benefit most from inclusion in the pilot and providing a sense of where this support should sit within our continuum of Family Support.

3.12.26 For the small number of young people whose needs were deemed beyond the capacity of the pilot they have been supported to engage with the Craigielea Service. This is a integrated social work and education service to provide an alternative to care support offer to young people and their families. This provides a further helpful insight as we consider our full continuum of support.

3.12.27 It is highly encouraging that to date none of the young people who have engaged in the pilots have required to be accommodated out with their family.

3.12.28 The risks faced by a very small number of children involved in the pilots required their names to be placed to be on the Child Protection Register (CPR). Over the course of their involvement in the Pilot, this additional support along with wider multi-agency intervention has contributed to their names being removed from the CPR.

3.12.29 The professional assessment of risk faced by children and families is a continuous process based on ever changing circumstances. Parental engagement with support agencies is a critical factor in assessing and managing risk. The positive levels of engagement demonstrated by parents and young people involved in the pilot is enabling them to better understand why professionals have concerns about their wellbeing.

LESSONS LEARNED AGAINST THE 5 PROBLEM STATEMENTS

3.12.30 Five problem statements were agreed to guide the work of the pilots. The statements have been used to frame the learning taken from the pilots at this stage.

How do we organise ourselves differently to build stronger relationships with each other?

3.12.31 The hypothesis that by working on an integrated basis we can build stronger relationships with each other has been strongly evidenced over the course of the pilot to date. As you would expect with any new way of working, there have been issues and myths/assumptions to be worked through. Although all staff involved in the pilots came from a background of working with children, young people and families, they recognised that despite this commonality the restrictions of their respective professional disciplines and boundaries could easily be a barrier to effective interagency working.

3.12.32 Rightly staff have invested time to thinking through key issues – ensuring a common understanding about use of language, clarity on roles and responsibilities and how they can grow as a 'team'. This time is enabling them to safely and effectively explore how they can 'blur the boundaries' of professional roles/disciplines, ensuring a child led and relational approach. The team regularly come together to share information but also to work through common challenges. The process of problem solving has in itself contributed to building relationships.

3.12.33 Additionally, some of the other benefits of co-location and integrated working include;
- identifying relationships with families that siloed working had not brought visibility to
- Dispelling professional myths and stereotypes
- Strengthening an understanding of professional roles
- Enabling interventions with children and families without escalating to lead professional
- Families not identifying staff by their role but by the support they provide.

How can we improve our shared use of data to identify and track those at greatest risk to inform decision making and this pilot?

3.12.34 The challenge of sharing data in relation to young people and families has been a perennial challenge for agencies. This results in data about the same child and family being held across multiple systems. This in turn places huge demand on already very stretched professionals to devote considerable time to communicate regularly but in reality, no one member of the team around the family can know all the information. This challenge is recognised within the proposed National Care Service which emphasises the need for a single health and social care record.

3.12.35 Within the pilot while there is still a need for pilot staff to record information in their own standalone systems – SEEMIS; D365 etc. staff have developed a shared and secure recording system which allows information to be shared across disciplines enabling all staff to have cognisance of events/changes within a child or young person's circumstances. It is also enabling data to be considered in a more holistic manner and to record progress or where concerns are escalating.

3.12.36 The pilot has developed a range of data capturing opportunities. It was agreed that impact was best evidenced by both quantitative and qualitative data appreciating that it is not always possible or appropriate to convert qualitative data into a quantitative measure. For many of our children and families, the qualitative data at times was more powerful in evidencing impact as it described their journey which over a short period of time could not be as well represented quantitatively.   The case studies in Appendix A provide an insight into the impact on the pilots on individual families to date.

How can we remove rigid thresholds and have a clearer understanding of the needs of children and families and swifter access to available resources?

3.12.37 Central to the work of the pilots was establishing links with wider supports already in place around the family. For those children already receiving a package of intensive support, the addition of the pilot was seen to work less well. It added an element of confusion and feeling of being overwhelmed by family members. This feedback resulted in pilot staff working with those already involved with the family to ensure the support offer was clear.

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

3.12.38 A key strand to the success of the pilot was ensuring an identified point of contact within the senior management team of each of the two pilot schools. This was seen to have many benefits:

- Ownership of the pilots within the school support offer.
- Early and coordinated identification of 'new' young people who might benefit from the pilot.
- Clear messaging and engagement with the wider school structure as to the role of the pilot.
- A clear and accessible point of contact to escalate concerns and celebrate successes.

3.12.39 Based on engagement with multi-agency staff and taking the learning from delivering the 'vulnerable wellbeing hubs', a conscious decision was taken not to overly define the support offer of the pilots or how they would work. This has enabled the pilots to develop organically in response to the needs of the young people and their families. It has also supported a blurring of roles, ensuring a relational approach is taken to supporting young people and families.

3.12.40 Having a multi-agency team in situ in and around the academies has enabled opportunities for in-depth discussions about a child/family that is wider than education. This has included health, social work, money advice services and family support. Ensuring close contact with the Fit Like Service (Early Intervention) to ensure that the most appropriate level of support is offered to families has reduced the need for multiple referrals and reducing the time for support to be mobilised.

How do we ensure greater continuity of staffing and support the wellbeing of those consistent staff more effectively?

3.12.41 The pilot is designed to provide young people with support 52 weeks of the year. Our children, young people and families have told us that they would welcome access to all year-round support.

3.12.42 Due to the nature of the pilot, recruitment has proved to be a challenge both at the start and as the pilot progressed. Staff retention is an issue due to the fixed term nature of contracts with a few staff opting to move to opportunities that offered a permanent contract. This has impacted on the support offered through the pilot as well as impacting on relationships built with families and young people. However, by ensuring there is more than one positive relationship established with members of the team and the young person and family this has mitigated against this dynamic.

3.12.43 Social work, Youth Work and Family Learning staff receive supervision through their immediate line manager as well as being integrated within their wider pilot team. This supports both their wellbeing, professional development and adherence to individual service guidelines. Although formal supervision is not undertaken within education, colleagues are supported by line managers with continual reflection on progress of the pilot.

How do we improve our collective ability to hear the voices of children, young people and families more clearly and share information more effectively with each other?

3.12.44 From the outset the pilots have worked to ensure the children, young people and families were central to shaping their own support offer. This has resulted in personalised support offers reflective of individual needs and circumstances. It also recognised that the needs of the young people across the two pilots had broad variation and a one size fits all would not have worked.

3.12.45 The voice of the young people has continued to be captured through ongoing discussions with pilot staff and this has fed into the weekly discussions and variation to support plans. This aligns to the Scottish Approach to Service Design and The Promise – "*At all stages in the process of change, what matters to children and families must be the focus. Organisations will be able to demonstrate that they are operating from their perspective rather than the perspective internal to the 'system'".*

3.12.46 The overarching measures for the pilot were 'engagement' and 'achievement' with both qualitative and quantitative data being gathered to evidence impact. The direct feedback from families confirms they have felt listened to and staff have worked to establish respectful and enabling relationships.

"I think that the supports that have been put in place to help my daughter get the education she deserves is fantastic, I think finally people around us are starting to understand my daughter's specific needs and I can't tell you how good this is. I have been struggling on my own for months and I finally feel I have support and a voice, and I am able to help my daughter meet her potential."

HIGH LEVEL ANALYSIS TO DATE

3.12.47 The Pilots have been operational since November 2022. Our evaluation of their impact to date, while still evolving, indicates that they have largely been positive. There are encouraging indicators that the pilots are having a positive impact on the lives of the young people and families. This can be seen through a range of quantitative and qualitative data which indicates improvements in relation to levels of 'engagement' and 'achievement'. (Appendix B provides three qualitative case studies detailing the impact of the pilots.)

3.12.48 The learning and feedback from young people and families would indicate that the 'pilots' offer valuable support to young people and families who have an escalating need and risk profile, beyond the early intervention support offered by the Fit Like Service but not yet requiring intensive intervention. Adopting a whole family approach has been essential. It is also recognised that levels of need and risk are not static. How we support families move up and down the continuum of support without experiencing multiple changes of people supporting them, continues to be an area to worked through.

3.12.49 Feedback from staff working in the pilots, strongly supports the value of a collocated and integrated approach to delivering early and enhanced support to young people and their families. Adopting a relational approach, staff have been able to form positive and effective relationships with the families to facilitate change. They are often viewed differently by family members, not necessarily by the title on their ID Badge which in turn is supporting creative ways of working and a blurring of traditional roles and responsibilities.

3.12.50 As noted above the data supports that the five identified 'problem statements' have helped to guide and inform an iterative development of the pilots. It is right that each pilot operates according to the needs of their ASG. However, it is also apparent that learning is being shared so there is broad alignment to the delivery model.

3.12.51 We are conscious that the pilots have only been operating for two full terms and would propose to extend the 'test and learn' phase until the end of 2023. This will provide for a stronger evidence base to determine their impact of the pilots and to inform how we scale up and sustain their future role and remit.

RECOMMENDED NEXT STEPS

3.12.52 The shape and delivery model of the pilots are, understandably after only seven months, still evolving. To draw definitive conclusions at this stage would be premature. It is therefore recommended that we continue with the 'test and learn' stage to consider the learning over a whole year. This will allow

consideration to be given to how the pilots support young people through key transition points and over the summer holidays.

3.12.53 During the coming months consideration will be given to how we adjust the current model to give a greater level of certainty to staff, some of whom are on temporary contracts, and naturally have been looking for greater security to their employment status. A stable team will allow for more certainty to the planning for individual young people and the pilots as a whole. Additionally, it will be important to consider how other partners could contribute to the support offer for young people and their families.

3.12.54 The pilots operate within a continuum of supports available to young people and their families. Some of the young people identified as potentially benefiting from the pilot have had needs beyond the capacity of the pilots. This has supported our understanding of which children would benefit most from inclusion in the pilots.

3.12.55 As noted the role and remit of the pilots was not overly defined at the outset to allow for the staff delivering them to shape the support offer with young people and families. While this has been positive it is recognised that as we move forward sharing the evaluation of the pilots with colleagues across the partnership will be important to their continuous evolution.

4.   FINANCIAL IMPLICATIONS

4.1   The Scottish Government has committing to investing £500m of the Whole Family Wellbeing Fund (WFWF) to support to scale innovative family support practice and build capacity across the system. The central aspiration of the fund is to ensure that the aims of the Promise are met to ensure that families receive the right help, at the right time and in the right place.

4.2   In 2022/23 £50m will be distributed. This includes £32m to support local Children Service Planning Partnerships (CSPPs) to build capacity for whole system change and to scale up and drive holistic whole family support services.

4.3   The Scottish Government have confirmed that the £32m is a multi-year commitment up to 2025/26. Aberdeen City Council's share of this funding is £1.025m per year. The funding is to be spent and delivered according to the collective agreement and direction of the local CSPP with accountability resting with the Children's Services Board.

4.4   The total cost of the pilot (£218,102) is being met through Scottish Attainment Challenge - Strategic Equity Funding.

5.   LEGAL IMPLICATIONS

5.1   The Children and Young People (Scotland) Act 2014 provides that children should be provided with support in a way which safeguards, supports or promotes their wellbeing. Support should be provided in a manner that ensures that any action to meet need is provided at the earliest appropriate time and proportionate to need. Intervention should aim to prevent needs arising or escalating to a point where compulsory measures are required. The Promise promotes that support should be provided in an integrated manner and delivered in accordance with the ten principles of intensive family support.

5.2   The Children (Scotland) Act 1995 provides the primary legal framework for social work intervention in the lives of children, young people and their families. It is aligned to the principles of the UNCRC and has three core principles a) the child's views should be taken into account in decisions that affect their lives; b) the welfare of the child is the paramount consideration and c) no court or hearing should make an order, unless to do so would be better for the child than making no order at all. These principles continue to stand as we develop the Family Support Model and the Edge of Care Pilots.

5.3   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.

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 targeting the correct group of young people and therefore increasing the number of young people outwith the care of their families	Multiagency working to ensure a complete profile of needs is created for all families being considered for the pilot.	L	Yes
Compliance	No risks identified			

Operational	Risk of high turnover of staff and families not receiving a consistent approach	Clear records of all activities undertaken with families. Relationships built with more than one worker.	L	Yes
Financial	Risk of staff costs increasing	Budget allows for staff salary increases	L	Yes
Reputational	Risk of young people not engaging with the service and families having no support	Mechanisms in place to check if the service is meeting the needs of the family	L	Yes
Environment / Climate	No risks identified			

8.   OUTCOMES

COUNCIL DELIVERY PLAN	
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy	Increase support for those who have been most disadvantaged through the pandemic by 2023.
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 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. • By 2025, 90% of families with children with an additional support need or disability will indicate that they have access to peer and community support that meets their needs • Reduce by 15% the number of instances of youth anti-social behaviour calls to Police Scotland by 2025. • 75% of identified multi-agency staff reporting confidence in identifying and taking action on harm by 2026.

	• Increase the % of learners entering a positive and sustained destination to be ahead of the Virtual Comparator for all groups by 2025. • Reduce by 20% the number of care experienced young people charged with an offence by 2025.
Prosperous People (Adults) Stretch Outcomes	• To decrease the number of 13 and 15 year olds who have reported using substances in Aberdeen to below the national average by 2023, through curriculum delivery and a whole population approach. •
Regional and City Strategies Regional Cultural Strategy Prevention Strategy Children's Services Plan National Improvement Framework Plan	The universal provision of education is fully aligned to the Prevention Strategy and a key partner to the Children's Services Plan.

9. IMPACT ASSESSMENTS

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

10. BACKGROUND PAPERS

None

11. APPENDICES

Appendix A Child Poverty Report
Appendix B – Edge of Care Pilot - Case studies

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Child Poverty Action Report

2022-2023

ABERDEEN
CITY COUNCIL

NHS
Grampian

Community Planning
Aberdeen

CONTENTS

1

1. INTRODUCTION

The Child Poverty (Scotland) Act 2017 set a clear agenda for tackling child poverty and this report satisfies the duty on Local Authorities and Health Boards to report annually on activity they are taking, and will take, to reduce child poverty. This report has been jointly produced by Aberdeen City Council and NHS Grampian and its contents reflect a deepening collaboration across the Community Planning Partnership.

We know that Cost of Living continues to have a substantial impact on the lives of our children, young people, and their families, and that the downturn in the local economy continues to impact negatively on family finances and wellbeing. We also know that our children and young people's perceptions of their own affluence are nearly twice as likely to directly impact on their health and wellbeing outcomes compared with the national mean.   Levels of child poverty continue to vary considerably across communities as shown by the Percentage of children (under 16) living in relative low income families.

ward	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Aberdeen City	11.1%	13.3%	15.2%	15.0%	15.1%	13.2%
Airyhall/Broomhill/Garthdee	5.5%	6.2%	9.0%	8.1%	8.5%	7.5%
Bridge of Don	5.0%	7.2%	7.4%	7.2%	7.7%	8.8%
Dyce/Bucksburn/Danestone	7.9%	9.7%	12.1%	12.3%	13.2%	13.7%
George St/Harbour	16.2%	21.1%	23.1%	23.8%	20.1%	18.8%
Hazlehead/Queens Cross/Countesswells	3.2%	3.8%	4.4%	4.4%	4.4%	3.9%
Hilton/Woodside/Stockethill	16.0%	20.5%	25.6%	25.3%	24.0%	20.5%
Kincorth/Nigg/Cove	10.2%	11.4%	11.7%	12.9%	12.8%	12.8%
Kingswells/Sheddocksley/Summerhill	10.6%	12.0%	14.2%	13.5%	13.6%	10.8%
Lower Deeside	4.1%	4.3%	4.5%	4.9%	5.4%	5.5%
Midstocket/Rosemount	8.3%	9.6%	11.0%	10.5%	9.9%	8.6%
Northfield/Mastrick North	17.7%	22.1%	26.1%	25.0%	26.0%	21.6%
Tillydrone/Seaton/Old Aberdeen	23.2%	25.9%	29.5%	31.4%	32.6%	26.3%
Torry/Ferryhill	16.9%	22.0%	22.9%	21.7%	22.3%	17.5%

However, we also know that child poverty is not inevitable, and therefore, further to our commitment to work together to implement #ThePromise, we are now working to ensure that all of our strategic planning and implementation is driven by a better understanding and monitoring of child poverty to ensure that we take an agile approach to changing needs and that all policy levers are used.

Throughout the recent pandemic we showed that we are much stronger when we work together. We are now starting to deliver a range of shared services and are using opportunities for co-location, co-creation and the pooling of resource to help accelerate progress. The impending incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into domestic law provides us with a further impetus to include children and their families in the design of rights-based services.

We have amended our governance and approach this year in order to mainstream our approaches to addressing child poverty and maximise all policy levels. We now and look forward to linking our data more comprehensively and working with the Aberdeen Health Determinants Research Collaborative to enable us to take decisions informed by local research.

Angela Scott and Caroline Hiscox

2

2. OUR APPROACH TO ADDRESSING CHILD POVERTY

NHS Grampian's Regional Child Poverty Action Plan sits within the wider 'Tackling Inequalities' Action Plan. Governance and assurance for progress is through the NHS Health Inequalities Action Group (HIAG), which aligns to NHS Grampian's work as an anchor organisation. NHS Grampian has moved to a portfolio delivery model with child poverty a priority for both the Population Health and Integrated Families Portfolio, reporting on progress through the NHS Children's Programme Board to the appropriate Health Board Committees.

Aberdeen City Council expresses its contribution to the Child Poverty agenda through the annual Council Delivery Plan. Governance and assurance for the Council contribution to the child poverty agenda is predominantly through the Council Anti-Poverty Committee and Education and Children's Services Committee. The Anti-Poverty Committee is supported by a group of External Advisors, some of whom have lived experience. Given the social determinates of health all Committees consider business related to child poverty.

The social determinants of health support our shared belief that no single agency or partner can achieve the aspirations of Best Start, Bright Future alone. As a result, the Local Outcome Improvement Plan (LOIP), which promotes prevention and early intervention, is our shared Strategic Plan to address poverty and inequality of outcomes across Aberdeen City. The Council Delivery Plan and NHS Grampian Regional Child Poverty Action Plan are fully aligned to this overarching Plan for the people and place of Aberdeen.

Over the last year, Strategic Partnership Plans for children have been more closely aligned to the Local Outcome Improvement Plan to ensure that all of our work reflects the child poverty agenda. In March 2023, the Integrated Children's Services Board established 6 refreshed Stretch Outcomes for children:
  ➢ 95% of all children will reach their expected developmental milestones by their 27-30 month review by 2026
  ➢ 90% of children and young people report they feel listened to all of the time by 2026
  ➢ By meeting the health and emotional wellbeing needs of our care experienced children and young people they will have the same levels of attainment in education and positive destinations as their peers by 2026
  ➢ 95% of children living in our priority neighbourhoods (Quintiles 1 & 2) will sustain a positive destination upon leaving school by 2026.
  ➢ 83.5% fewer young people (under 18) will be charged with an offence by 2026
  ➢ 100% of our children with Additional Support Needs/disabilities will experience

3

a positive destination

The LOIP has been updated to reflect these refreshed Stretch Outcomes.

Work on each of the Stretch Outcomes is driven by a sub group who report to the Children's Services Board. Each multi-agency group is responsible for delivery of associated child poverty actions and Improvement Project such as those in Appendix A. Taking this approach is helping to ensure that eliminating child poverty is central to all single and multi-agency work and that policies are aligned.

The Children's Services Board has identified a number of system shifts required to support delivery of the child poverty agenda. This will see the Community Planning Partners work together to:

- simplify access to services
- increase integration
- reducing risks by understanding what actually makes a difference and decommissioning where appropriate
- improving the alignment of our commissioning
- improving the alignment of our data
- building the capacity and capability of our workforce

The elimination of child poverty requires the support of others out with Children's Services. Community Planning Aberdeen's Anti-Poverty Outcome Improvement Group coordinates elements out with the direct control of Children's Services. Membership of the Anti-Poverty Outcome Improvement Group includes Aberdeen Council of Voluntary Organisations, third sector partners including Grampian Race Equality Council and Aberdeen Foyer, as well as Robert Gordon and Aberdeen Universities and there are linkages with the other Outcome Groups who report to Community Planning Aberdeen.

Plans are currently underway to refresh the Local Outcome Improvement Plan in light of an updated population needs assessment. The refresh will allow us to review our arrangements for supporting the place of Aberdeen. The refresh will also provide an ideal opportunity to link data across Outcome Groups, policies and partners to enable more robust tracking of progress in real time. At present, 20% of our Stretch Outcomes have been achieved or exceeded, 60% are progressing and 20% have challenges.

4

3. GOVERNANCE

The Children's Services Board is governed by and accountable to the Community Planning Management Board, which in turn is accountable to Community Planning Aberdeen. The Children's Services Board oversee the vast majority of child poverty activity.
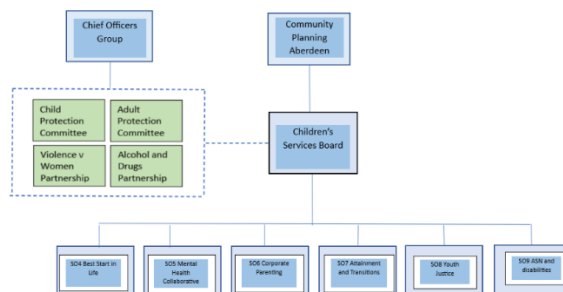
The Children's Services Board ensures, on behalf of the relevant agencies, that the requirements of the Child Poverty (Scotland) Act 2017 and associated statutory requirements in respect of reporting are met throughout the Local Authority area of Aberdeen City.

The Group has responsibility for:

- The delivery of the Children's Services Plan and associated Stretch Outcomes 4-9 of the Local Outcome Improvement Plan
- Working together as a Community Planning Partnership to improve outcomes for children and young people within Aberdeen City
- Leading the implementation of national policy and legislation pertaining to children and young people including the child poverty agenda

The Anti-Poverty Outcome Improvement Group is also governed by and accountable to the Community Planning Management Group, which in turn is accountable to Community Planning Aberdeen. It also acts as an outcome group of the LOIP and coordinates all multi-agency activity on the child poverty agenda which sits out with the control of Children's Services. Given that the LOIP is our overarching Plan to address poverty, the work of all Outcome Groups impacted on the child poverty agenda.

5

A comprehensive analysis of child poverty was undertaken as the Children's Services Plan was developed in March 2023. Key findings included:
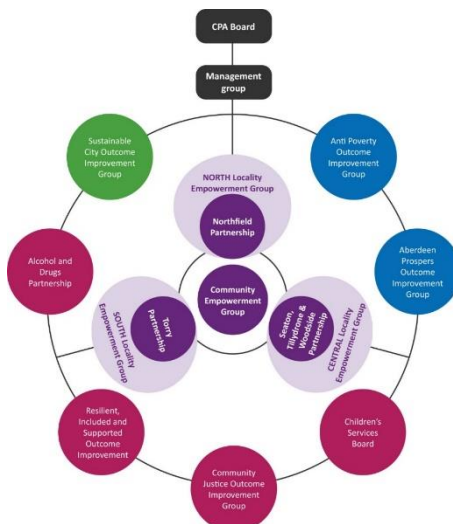
What do we know about Child Poverty across Aberdeen City?

Nearly **13%** of our children & young people live in the most deprived data zones

Rising inflation has driven a real terms wage reduction of **5%**

Around **22%** of children are experiencing child poverty.

50% of households experiencing poverty have dependent children

Less than **90%** of young people tell us they have access to good quality health care, clean water, nutritious food and a clean environment.

Average gross weekly pay (by place of residence) is £599.40; slightly higher than the Scottish average of £577.70.

90% of children who experience care live in SIMD 1 & 2

Aberdeen City 78.5% Scotland 74.5%

Over 16 employment

ABERDEEN CITY COUNCIL

6

Provisional data for 2021/22 shows that 6,818 children in Aberdeen City were living in low income families (up from 5,405 in 2020/21 and 6,139 in 2019/20). Of these, 5,864 were under 16 years old - equivalent to 16.4% of children under 16 years.

Almost two thirds (62.7%) of children in low income families are in working households and over half (55.6%) are in lone parent families. Figures for the number of children in low income families are calibrated to the Households Below Average Income (HBAI) survey. As fieldwork operations for this survey were affected by the pandemic, the Department of Work and Pensions (DWP) has advised that additional caution be exercised when making comparisons with previous years.

We know that nationally around 90% of those living in poverty identify as being a member of one of the following groups. It is imperative that we now better understand their unique needs and challenges to help shape our policies and practices.

Lone parent families 4,491 lone parent households were on some form of Housing Benefits in August 2022. This is up from 3,442 in January 2019 and an increase of 30%, compared with an increase of 20% Scotland wide.

There were 4,435 lone parent households on Universal Credit in August 2022.

Minority Ethnic Families 63% of Minority Ethnic Families are employed compared with 74% for those who are white in Aberdeen City.
30% of Minority Ethnic Families are economically inactive compared to 23% of those who are white.

Disability In August 2022, there were 3,148 households in Aberdeen City on Universal Credit due to them being Families with a disabled adult or child.
Of these, 643 had children and of these households 439 are also single parents households.
At the same time period there were 482 households in Aberdeen City on Universal Credit who are entitled to Disabled Child Entitlement and of these households 70% or 337 are lone parent households.

Younger mother As of January 2023 the Family Nurse Partnership had 68 mothers enrolled in Aberdeen City. 33% of those referrals required additional support for essential goods and equipment.

Youngest child less than one year old In August 2022, there were 476 households in Aberdeen City on Universal Credit with a child under 1, with more than half (292) being lone parent families.
Around a third (34%) of families with a child under the age of 1 experience relative poverty (individuals living in households where equalised income is below 60% of the UK median income in the same year) compared to just less than a quarter (24%) of children overall'.

Larger families (3+ children) There were 989 households with 3 or more children who were in receipt of some form[1] of Housing Benefits in August 2022. This is an increase from 667 (48%) in January 2019 compared with an increase of 29% Scotland wide.

There were 969 households with 3 or more children who were in receipt of Universal Credit.

7

19.4% of those over the age of 16 in Aberdeen City are 'economically inactive'. This includes:

- students
- those with long or short term illness
- retired people
- people looking after family at home
- those that may be discouraged from working.

Of these, 24.6% want to be working and are actively seeking employment. There are 13,900 workless households in Aberdeen City.

Locality data

The number of children living in low income families varies across the city by intermediate zones, with a high of 443 in Heathryfold and Middlefield, 412 in Northfield, 409 In Tillydrone and 395 in Torry East, representing 24% of children living low income families. 53% of children living in low income stay in our priority localities.

Number of children in relative low income families, IZs in Priolity Localities
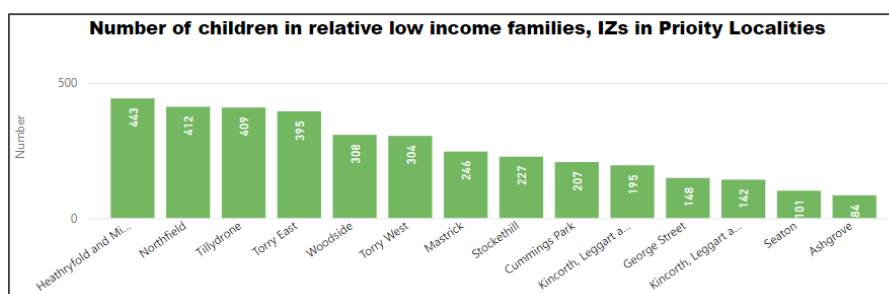
In March 2023 there were 2,380 Claimants in priority localities (IZs) – up from 2,380 in February 2022. The claimant count rate varies across the city by intermediate zones, from a low rate of 0.5% seen in Cults, Bieldside and Milltimber East to a high of 8.9% seen in Tillydrone. In March 2023, priority areas represented 47% of claimants in Aberdeen, down from 53% in March 2020 as shown on the chart below. With non-priority areas such as Bucksburn North (6.6%) and City Centre East (6.2%) now the 5th and 6th highest areas of claimant count rates in the city.

Claimant Count, IZs in Priority Localities
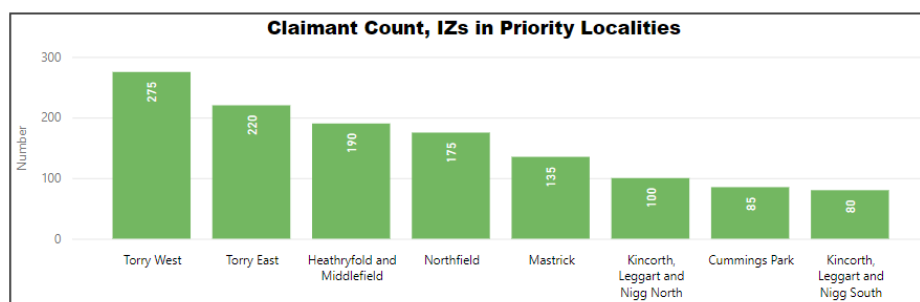
Data on child poverty sits across a number of organisations and isn't currently coordinated into one single data set to allow the easy monitoring of child poverty. This makes overseeing progress labour intensive and challenging. There is now a need to establish mechanisms to better track our progress in addressing the child poverty agenda and improve qualitative and quantitative data on the 6 groups most likely to be impacted by poverty to inform our work.

8

Best Start, Bright Futures tells us that the three drivers of poverty are income from employment, cost of living, and income from social security and benefits in kind. We know that impacting these drivers will positively impact levels of child poverty and so have structured our report under these three headings whilst recognising how interrelated they are.
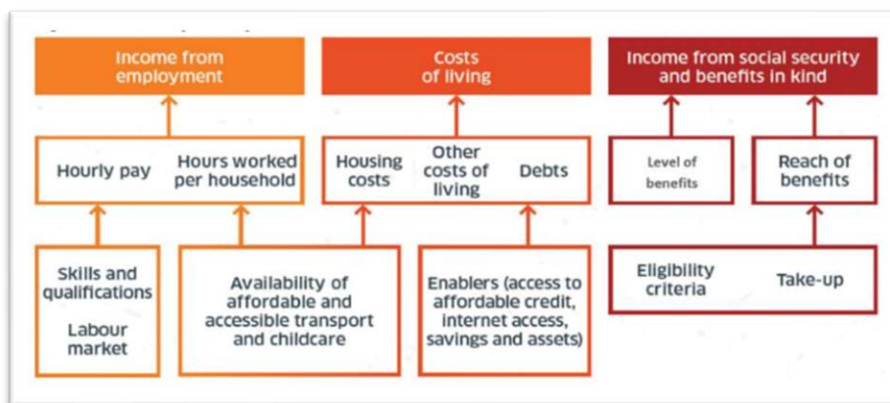
Key achievements over the reporting period

- ➢ 35,610 people supported through Community Learning and Development
- ➢ 37 new senior phase courses will be offered as part of ABZ Campus 23-24 with a total of 970 places across this course offer.
- ➢ Increase in the number of employers paying the real living wage
- ➢
- ➢ to be agreed when all information has been inserted.

9

5.1 INCOME FROM EMPLOYMENT

Ensuring that our young people and families gain the skills required to secure employment is central to our work. The Community Planning Partnership works on a range of long and short term projects to address this area of focus.

Long term interventions - ABZ Campus

What problem we were trying to solve? A review of attainment data identified 3 problems which required to be addressed through ABZ Campus. These included the need to:

- map and direct courses towards the growth and volume sector industries for the North-East of Scotland to improve longer term employability.
- shift the shared focus away from the most academically minded and develop a more inclusive offer to support young people to access a range of courses across different Scottish Credit and Qualifications Framework (SCQF) levels
- Address restrictive secondary timetables to enable closer collaboration

What did we do? Secondary Head Teachers:

- Aligned secondary timetables so that young people can access courses in different schools easily in order to have access to a broader range
- Reviewed courses available 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.
- Convened Further and Higher Education and partners to consider how best to progress as a whole education system.
- Interviewed young people to learn from their lived experience. Young people told us that:
  - The quality of course information and publicity could be improved.
  - They would welcome a greater measure of consistency in the application process for courses.
  - that course and location induction was really important in giving them confidence.
  - that they are keen for greater consistency in the quality of feedback, tracking and reporting of progress

A set of cross-city working groups were created to develop citywide pathways across a large range of abilities and curricular areas. A set of Higher National Certificate (HNC) courses was 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 the Council's City Growth and People and Organisational Development services to provide opportunities for work placements and a guaranteed job interview upon successful completion.

10

Family information has been made available from February 2023 (link here) to support understanding of the courses available to young people in Aberdeen City. 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.

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.

An incredibly positive outcome of the work on timetable 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 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.

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.

37 courses will be offered as part of ABZ Campus 23-24 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. As of April 2023, **843** young people had registered for the courses.

ABZ CAMPUS

What next? 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.

11

Long term interventions- Aberdeen Computing Collaborative

What problem are we trying to solve? Professor Mark Logan's report, Scottish Technology Ecosystem: Review, highlights how ill prepared local systems are to respond the need for the current and future workforce to have strong digital skills which will increasingly be a necessity for employers. Problems to be solved include:

- The lack of qualified computer science teachers
- The lack of clear digital skills progression
- The need to attract economic investment in Aberdeen City through the ready availability of those with advanced digital skills.

What did we do? 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.

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.

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 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.

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.

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. Collaborative partner, North East Scotland College, will support this development in working with the central team and the staff of St Machar Academy.

12

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.
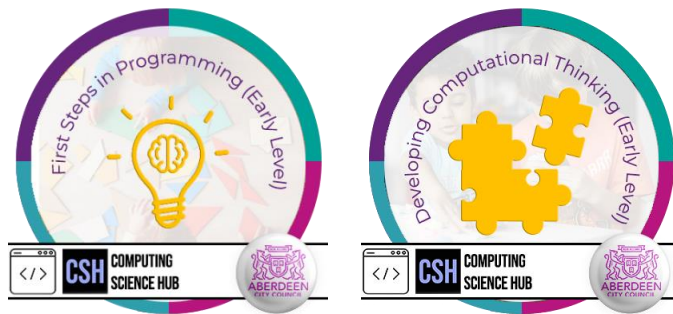

Digital badges for professional learning

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.

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.

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

- Align with ABZ Campus
- develop and deliver extra-curricular Computing Science and Digital activities.
- develop communications 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 professional learning materials and an online delivery platform for with the aim of increasing the number of young people completing courses aligned to support the digital and tech sector by 20% by 2026.
- Utilise opportunities to join this work with that being undertaken by Community Planning Partners on Stretch Outcome 3

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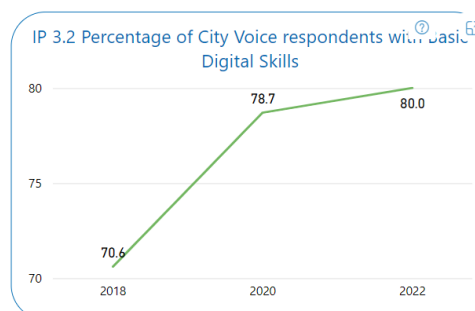
Long term interventions– **ABZWorks**

The ABZWorks website launched in late 2021. The ABZ Works **one-stop-shop** website designed to target young people and their parents, care experienced people and adult job-seekers has been highly effective at supporting these target groups to easily find information about career pathways and broader advice and support. ABZ WORKS

The ABZWorks website is an excellent mechanism to signpost target groups to a range of support and benefits, including housing, financial and mental and wellbeing advice. Aberdeen City Council has seen a significant increase in the number of care-experienced young people participating in employability activity. The blogs on the website also show examples of how vulnerable and marginalised individuals have been supported into sustained outcomes. Blog - ABZ WORKS

The ABZ Works website is also a great way to showcase and promote career pathways and growth industry sectors, such as Health and Social Care.

Fig. 1 Below is an example of one of the resources that is used on the website.
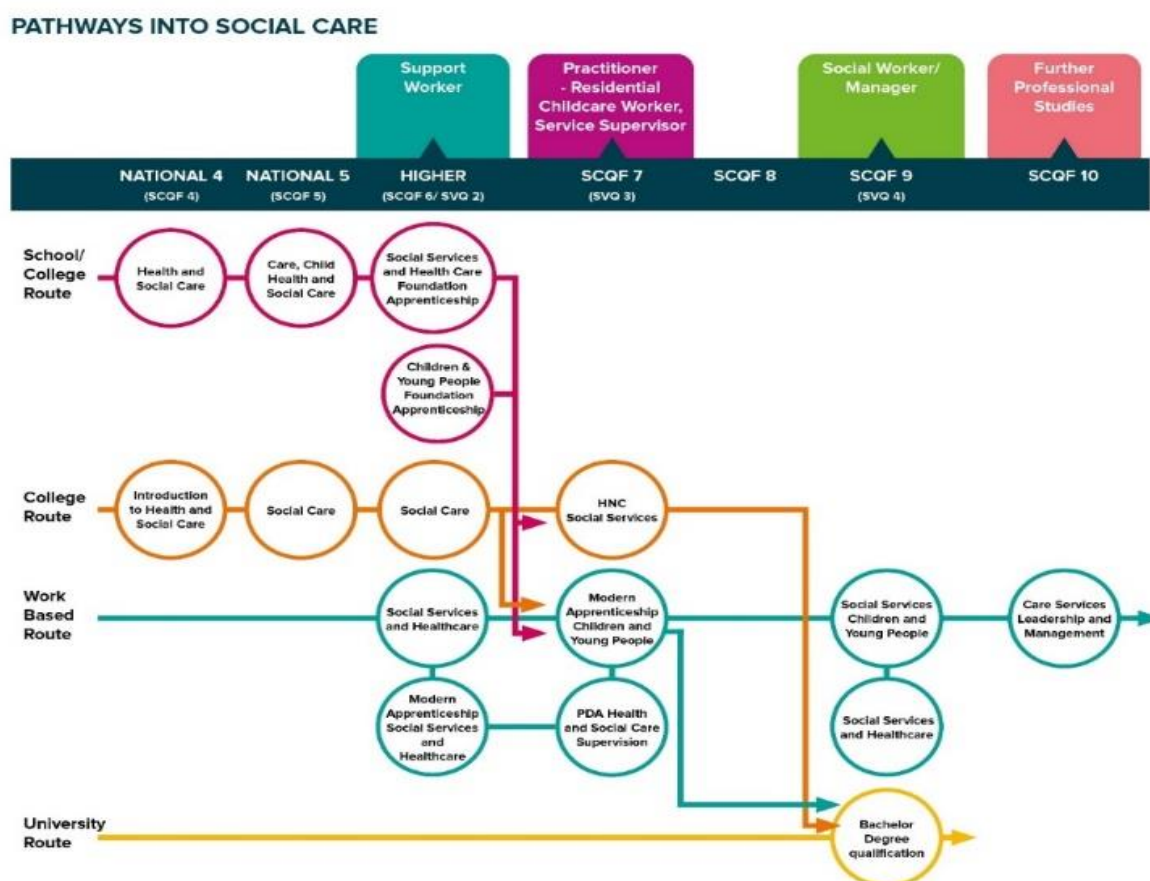
ABZ Works continues to be a relevant and well-utilized resource. Since the beginning of 2023, it has had 6000 "website hits".

14

Other achievements over the reporting period

Employability Programmes

Aberdeen City Council receives funding annually from Scottish Government to deliver a range of employability interventions through both the No One Left Behind and Parental Employability Support Fund streams.   We anticipate on-going investment in this area from Scottish Government and, in line with the actions set out in the Local Employability Partnership (LEP) Delivery and Action Plan, have developed a package of activities which we intend to deliver, subject to availability of funding.

These include:

- the creation of a Child Poverty Co-ordinator post, with a focus on employability,;
- continuation of seed funding to support eligible parents and young people to set up their own businesses;
- Paid work experience programmes with guaranteed interviews for those who complete, aligned to sectors where we know there are skills shortages (we have one underway currently for care experienced young people, and another for eligible city residents of all ages in the health and social care sector);
- Ongoing employability keyworker support, providing a person-centred and whole-family offer to ensure activity meets the needs and aspirations of individuals receiving support;
- Employer Recruitment Incentive Scheme to provide up to £6,000 to employers to offset the costs of taking on new members of staff, and with a particular focus on eligible parents and young people;
- Ongoing programme of jobs fairs and training information events;
- A training fund which parents can access to meet the costs of training provision.
- In-work progression support to assist parents experiencing in-work poverty to upskill, secure more hours, or secure better paid employment.

Referrals for employability support continue to rise. We have just awarded a contract to a third sector agency to provide employability support to parents at stage three of the employability pipeline, and anticipate offering more tendering opportunities when we receive grant funding.

Supporting residents into Fair Work

Increasing training and reskilling opportunities as well as business creation is key to both developing new fair work employment opportunities; reducing the number of people in receipt on Universal Credit and to diversifying the economy. We are taking forward a number of initiatives to supporting people who will be coming off (or significantly reducing) their benefits, such as targeting support to start a business, increasing the number of employers paying the real living wage and increasing access and confidence to use digital devices as described below.

Number of people supported into sustained, good quality employment

15
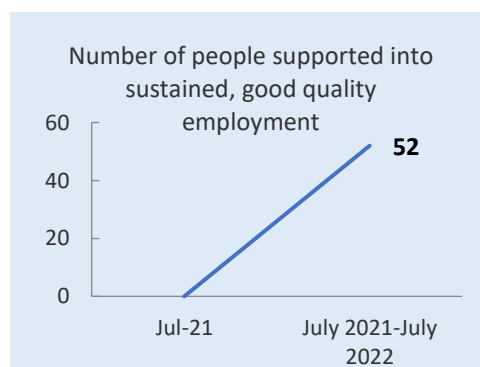
Employability Transition Grant

An employability transition grant, providing £1,000 paid over three months to lone parents who meet eligibility criteria, is helping them transition into employment by removing the financial barriers to work. It is hoped that we will be able to continue to provide this through the Parental Employability Support Funds. The Local Employability Partnership has identified parents and young people as key target groups for employability support. United Kingdom Shared Prosperity Funds (UKSPF) will also be leveraged to provide a range of employability support to eligible individuals, including those who are economically inactive.

Increasing the number of employers paying the real living wage

We are committed to alleviating in-work poverty by increasing employer sign up to the Real Living Wage (RLW), meaning that low-income employees will benefit from a pay rise. This helps tackle pockets of in-work poverty within the city, with the added effect of increasing average earnings, productivity and boosting the wider economy. Considerable progress has been made in increasing the number of employers paying the real living wage. Based on data from Living Wage Scotland, there are currently 84 employers headquartered in the City now Real Living Wage accredited – a 90% increase since we started our improvement work to increase employer sign up to the Real Living Wage and a 21% increase over the last 12 months. 1,695 workers have received an uplift in wages since the establishment of the real Living Wage movement in the city which now covers over 42,800 employees. Further accreditations are in the pipeline, along with initial conversations with employers interested in accreditation.

Number of employers paying the real living wage
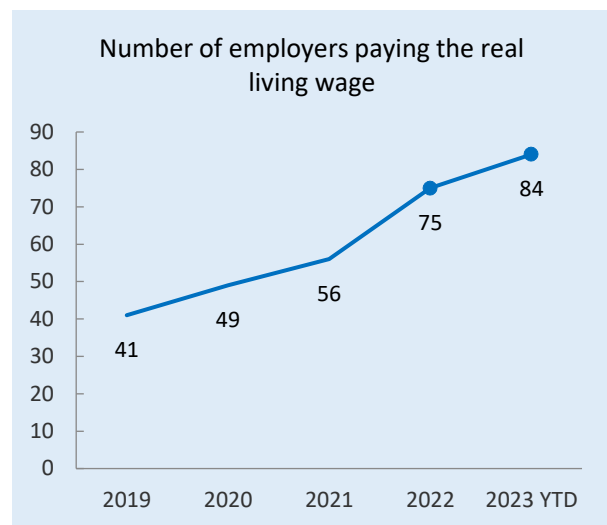
Latest data available as of end of 2022, showed that 93.3% of employees in the city were in living wage employment, a 11.3% increase since 2016 and 6.3% increase since 2021. 80% of all Living Wage employers believe it's enhanced the quality of the work of their staff.

Percentage of employees earning less than the Living Wage, Aberdeen City and Scotland, Time Series

Source: Living Wage: Statistics.gov (Annual Survey of Hours and Earnings). Updated March 2023.

"I spent years working for minimum wage and relying on Working Tax Credits. Financial worries were extremely stressful. Earning a real Living Wage has made a huge impact on my life."- Social

"As an events business, one of the main challenges is recruiting and by becoming accredited I was able to show that a small hospitality business like ours is able to pay a genuine living wage to everyone in the team. Ultimately, becoming an accredited Living Wage employer has helped us to find great talent and it shows we care about the team by paying a fair wage. It has also helped us win business from like-minded clients who understand what it means to be a Living Wage accredited employer. Plus, it shows to suppliers, contractors and customers that we are

Supporting citizens to start a business and reduce their universal credits

In order to take advantage of all policy levers, work has been undertaken to increase the number of people starting a business. Since November 2021, to support all to start a business we have set up a Young Persons Seed Fund to support young people to start up a business. The fund is also targeted at parents out of work or experiencing in work poverty to support them to get back into work or increase their income through self employment. We also now have dedicated Business Gateway Advisers per locality to help increase the number of direct referrals. As a result of these improvements, 104 referrals of individuals in receipt of universal credits who are investigating starting a business since the start of the programme with **39** individuals starting a business which either takes them off universal credits or significantly reduces their universal credits.

No. individuals starting a business within the city who are coming off or significantly reducing their universal credits
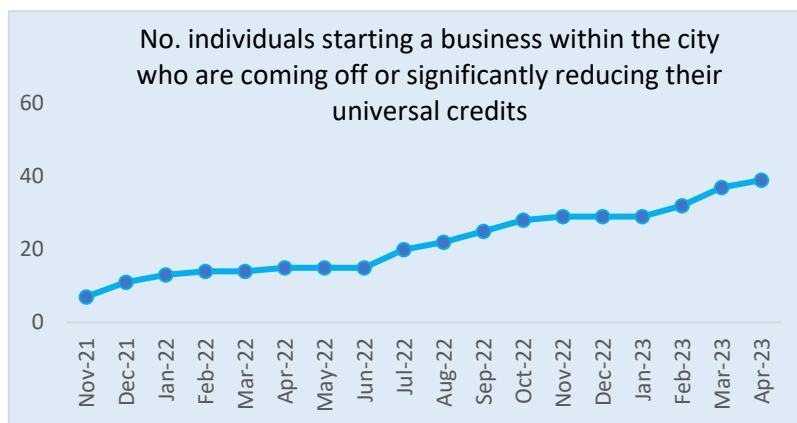
Case Study
During the Covid-19 pandemic, Carly Stewart, qualified beauty therapist, became unemployed. While relying on Universal Credit, she reached out for 'Expert Support' from Business Gateway in starting up a business of her own. Through Business Gateway services, Carly was connected with Aberdeen City Council & successfully applied for start-up funding through the Parental Support Fund. This enabled her to purchase the commercial equipment needed to start & develop her skin specialist business, Karma Beauty.

Carly said, describing her 1-1 adviser support, "My adviser Gillian, was brilliant, and helped me throughout the whole process, advising me on how to plan and prepare my business, to supporting me with funding opportunities."

Over the past 6 months, Carly has continued to develop her business. Now working in the medical aesthetics field with a focus on non-surgical injectable procedures. With Gillian's encouragement Carly "has worked incredibly hard to get to where she is, from being unemployed to launching a business in the height of the pandemic. It is fantastic to see how well Karma Beauty is doing and to have been able to support her."

17

Supporting care experienced young people into sustained employment

Many care experienced young people face significant barriers to employment and the majority will need additional support and mentoring to help them achieve and sustain employment. The range of barriers faced is broad and can seem overwhelming. Positive and early work experience or employment helps with a smoother transition to life beyond care and minimises the risk of homelessness and offending.

Number of care experiences young people (CEYP) supported into sustained employment through public sector funded employability programmes

Year	Value
2021	0
2022	15
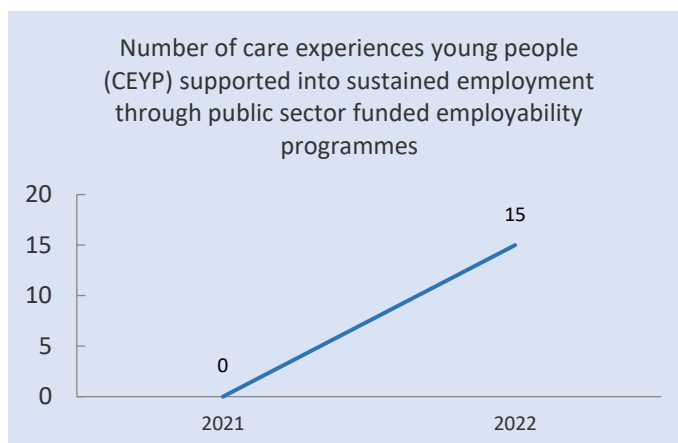
Through our employability support for care experienced young people project we've put in place a range of initiatives to help remove those barriers and provide support and opportunities to help them feel confident and ready for employment. Initiatives have included guaranteed interview scheme, RiteWorks, Kickstart to name a few. Latest data available for 22/23 shows that our tailored employability support programmes have supported 63 care experienced young people, and 100% have achieved a positive destination with 15 securing employment, 37 continuing with the programme, 8 are in further training and enrolled at further or higher education. The programmes have been very successful to date across a number of outcomes, including: sustained engagement; achieving of qualifications; engaging in work experience; progressing into a positive destination; sustaining that destination.

Case Study

Rebekah (Bekah) joined the Council as a Kickstart intern, blazing her way into the organisation, making a great impact with her bright blue hair, and really positive first impressions to everyone she met in the course of her six month post with the Talent team. She took a lead role in the development of our ABZWorks Instagram page and impressed everyone with her knowledge, determination to learn and succeed, honesty, and hard-work.

Bekah tells her own story here in her LinkedIn post.

She left Aberdeen City Council at the end of her placement to move elsewhere in the country. She quickly secured work and is doing well.

Another young person, who has faced a number of challenges and lost an apprenticeship due to anger management, has been supported to set up his own business through seed funding we made available through Young Person Guarantee monies. We worked in partnership with Business Gateway to get a business plan and funding plan developed, provided funding in a staged way to gradually equip him for the challenges of business, provided a laptop and phone, driving lessons, other training, and he is now fully established in a self-employed role. This would not have been possible without steady and structured support.

18

Focus on Growth and Volume Sectors

We are working closely with partner agencies and have developed a working group with the Health and Social Care partnership to support parents and other employability participants into roles where the Partnership has gaps, and which suit the needs and aspirations of participants.

In-work support is provided for up to 26 weeks to ensure as far as possible that employment outcomes are sustained. It is standard procedure to refer employability participants, and particularly parents, to the Financial Inclusion Team for support, a benefits check, and advice.

Planning for the future

An Employer Skills Audit is to be issued to identify skills gaps across the city, which will help to not only inform employability services commissioning activity with a view to ensuring our participants are best placed to secure work, but also to identify employers paying Real Living Wage, which offer flexible working opportunities, which may be willing to offer work experience placements, and other avenues which could be explored to support participants into fair and sustained work.

Of the 220 parents registered with ABZWorks since April 2022:
- 72 have secured employment, 49 of whom we know are being paid Real Living Wage, though we believe the actual number to be higher;
- Three have accessed seed funds to set up their own business and are now self-employed, with a further four in the business development stage;
- Mother-of-two Hanna Brock is one of the parents supported, and has agreed that we can share her success story.

Focusing on an improvement in the quality of services to young people

As a Community Planning Partnership, we recognise that the delivery of high quality services directly impacts on positive outcomes for children and families.

The refreshed Children's Services Plan encourages senior leaders from across the Community Planning Partnership to hold each other to account for the quality of services being delivered. Local Government Benchmarking data shows that Aberdeen City's children's services are the most improved over the last year. This focus on improvement will be maintained through the delivery of the Children's Services Plan.

19

Case Study - This is Northfield

Young people at Northfield Academy have told us through a Focus Group that they feel branded by postcode. Young people shared similar concerns with the HMIe team during a recent school inspection. We want to shift the narrative around Northfield and give young people a sense of achievement. We also know that enjoyment is a key component of learning. An important outcome for this project is to make learning more enjoyable for our young people by using creative interventions. In response, we have partnered with the Creative Learning Team to shape four residencies.

The four residencies aim to use creative arts to develop skills, such as creativity, critical thinking and collaboration. The Northfield Academy learners will participate in a range of creative activities and develop their creative arts skills and their confidence while they are working towards an SQA qualification by achieving units from the National Certificate in Personal and Vocational Skills. The project will also feed the creativity of our staff by offering them the opportunity to engage with the creative arts, through our artists, as well as mindfulness meditation and other activities.

Residency 1 – What's Your Treasure?
Northfield Academy learners have been invited to offer new perspectives on artworks and objects in the city's art gallery and museum collection and work towards an exhibition at Aberdeen Treasure Hub.   The young people will have an exhibition on the 17th of June 2023 at the Aberdeen Treasure Hub. https://www.aberdeencity.gov.uk/AAGM/learn/northfield

Residency 2 – Princes Trust Collaboration
The Awesome Tech project will invite Northfield Academy learners to build robots and interactive sculptures in small teams. Young people will be using the creative arts to develop their team working and leadership skills.

Residency 3 – Supporting Health and Wellbeing
Working across the whole school, this residency will explore creative interventions to improve the health and wellbeing of teachers, support staff and learners within the school.

Residency 4 – Resilient Northfield
This residency will focus on improving the perception of Northfield by inviting learners to create a sensory map and lead a community arts project.

The evaluation framework will measure a number of outcomes, including:
Young people will have more confidence.
Young people will feel listened to.
Young people will feel valued.
Young people will learn new skills.
Young people will feel more positive about learning.

Improvement in the quality of learning, teaching and assessment
High quality learning, teaching and assessment directly improves attainment and therefore employability. In order to improve attainment levels in some schools, a Lead Teacher has been appointed and is working with secondary colleagues to provide targeted support to a small number of schools. All schools access the city make use of an agreed Learning, teaching and assessment framework and use it to support Improvement locally.   This remains a focus in the city and is now being focussed on regionally.

Local Government benchmarking data evidences that improvement is being realised but that our focus on this area should continue.

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
20

context for change, describes activities and products before tying these into measurable outcomes that will demonstrate progress and improvement. It is intended that this logic model process will form part of the school improvement process for all secondary schools for session 2023-24.
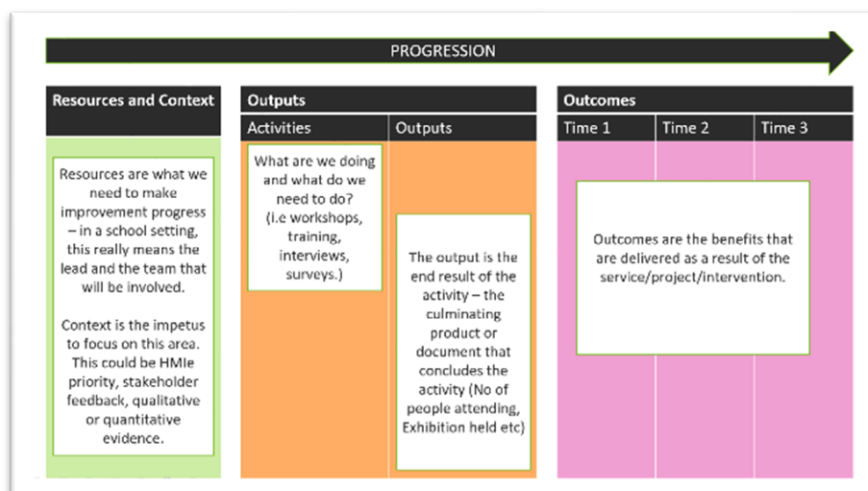
Development of retrieval practice at Aberdeen Grammar School

What problem were we trying to solve? Under the existing examination structure, young people where poverty is a barrier, can find it challenging to prepare for 1 high stakes examination. This is particularly the case for young people with additional support needs (ASN). Our aim was to provide all young people with the skills and resources to support them with preparation for SQA examinations at National 5 and Higher level.

What did we do? We introduced Retrieval Practice sitting alongside staff evaluating their physical learning environment against the CIRCLE framework. The supports we put in place, originally for a targeted group are supporting all young people on a universal level. Resources sitting behind this (flashcards, targeted twilight revision sessions, materials for parents – Planning for Success events, construction of a learning and teaching website) have received positive feedback from staff, pupils and parents.

What happened? Analysis of S4 SCQF level 5 data points to an uplift within the Working Grade for the current S4 cohort. This is looking like a 5% uplift on a universal level. Young people in focus groups report increased confidence in the use of retrieval practice to support retention of information. Dyslexia can be a real barrier for young people with the chunking and retention of information. This group of young people in S4 and S5 were very positive about the "teaching" of strategies to support retention for SQA examinations. As we began to unpick this issue, we felt that a fuller review of our provision for ASN learners was required. We invited colleagues from across ACC with specialist knowledge to support us with this task. We have now interviewed all young people across S1-S3 to populate the ASN Tab with specific strategies which we will share with teaching staff to aid their planning.

What next? Following study leave, meet with all young people in the new S4-S6 with ASN and review the information held for them and adapt with strategies they feel will support them.

Measurable outcomes within the L&T aspect of the new SIP linked to application of learning and feedback

Embedding retrieval strategies/CIRCLE framework/UDL across every classroom to ensure consistency.

21

Delivering services in partnership

> **Case Study Links Hub**
>
> The partnership between health and (early) education sits at the heart of the work undertaken at Links Nursery and Hub. The setting prides themselves on building trusting, therapeutic relationships, which give families the opportunity to voice their needs and the challenges they face. The focus being to reduce referrals to other services out with the Hub and to increase and improve engagement of families within our service.
>
> There is a weekly children's meeting held within the Links Nursery and Hub to promote information sharing and multiagency working. Speech and Language Therapy, Health Visitor, Centre Manager and Excellence and Equity Practitioners are represented. Robust planning support takes place for children and their families who are facing adversity, with Child A providing an example of how this approach is improving outcomes:
>
> Child A's parent was recently diagnosed with a health condition impacting their capacity to parent. The parent was also struggling with Child A's behaviour, which had deteriorated since the onset of their own ill health. Nursery noted this behaviour change, a change of pattern in attendance, and other family member doing almost all pick-ups and drop-offs. These changes prompted a discussion with health visitor, which resulted in a home visit where parent shared her challenges. This information was conveyed at our meeting, which led to structured support from health and education. Parent was offered one-to-one PEEP (Parents as Early Education Partners) sessions with our Excellence and Equity Practitioner (within the hub) alongside behavioural support within the home. Travel support was also offered in order to increase the child's attendance. The parent disclosed that they felt a support network now surrounded them.
>
> Outcomes: there has been an increase in engagement with both health visitor and hub centre manager and an improvement in child A's attendance at nursery and at health-related appointments.
>
> It is important to note that families are involved at all levels of future planning support for their children. This new, collaborative way of working at the Links Nursery and Hub involves children at the heart of decisions made to improve their positive future health and education outcomes.
>
> The centre opened in 2021 with 40 registered children and now has around 110 children supported on a daily basis evidencing the desire of parents to access joined up services.

Co-location and Co-delivery

Building on a model of co-delivered Early Learning and Childcare at our Links Hub, the education service and Lead Nurses have agreed to develop a collaborative learning opportunity to develop consistent understanding of service roles and responsibilities for those working across a locality. Planning for this will begin in late April to provide a platform for stronger partnership working between school nurses, health visitors and education staff.

Work is also progressing to co-deliver a provision for the Northfield Academy community. This unique collaboration will help develop employability skills in young people whilst helping to address the health needs of target groups in the school community. The full project charter for this initiative is available in Appendix A.

Place2Be, an intervention delivered to support family wellbeing through schools, is now funded by NHS within 2 local primary schools and the impact of this work will be reviewed on an ongoing basis.

22

> **Case Study Fit Like Aberdeen to address family wellbeing**
>
> The Hubs have moved from co-existence to collaboration and co-production in order to improve outcomes for children, young people and families.
>
> **Coexistence:** In November 2020 the multi-agency practitioners clarified what practitioners from the different agencies could do and with whom. This helped develop an understanding of the uniqueness that each partner brings to the collective and helped individual agencies move from a single agency agenda to a shared one and developed an openness to doing things differently together.
>
> **Co-operation:** By sharing information and recognising the mutual benefits and values of partnership working, practitioners pulled together collective knowledge and skills which enabled them to develop a shared understanding and ethos that is embedded within the framework of the promise.
>
> **Co-ordination:** By planning together, shaping roles, responsibilities and pooling resource and being open to risk taking, practitioners accepted the need to adjust, to do things differently and make the necessary changes to avoid overlap. Taking a test, learn and develop approach helped increase the capacity of those attached to the Hubs.
>
> **Collaboration and Co-production** has brought about cultural changes with shared leadership resulting in strong multi-agency partnership working to co-deliver effective and early intervention supports to children young people and families

Evidence of improved mental health and wellbeing

We know that financial concerns can be a significant factor in determining the mental health of parents and carers and know that children and young people are impacted by parental mental health.

Two surveys are completed on a yearly basis to help determine the impact of our work on the mental health and wellbeing on our children and young people and more than 8000 young people respond to each survey. The most recent results indicate that children and young people across Aberdeen City are 5% more likely to report positive health compared with the national mean and that all outcomes were improved from the last survey point. Children and young people also reported notably better outcomes when asked about emotional symptoms, conduct, hyperactivity and peer relationships than their peers nationally.

Whilst the survey outcomes are positive and indicative that the interventions put in place have realised improvement, perceptions of affluence impact young people almost twice as much as their peers nationally and there is a need to address this through the Mental Health Collaborative associated with the Children's Services Board.

Scottish Attainment Challenge funding supporting pupil and family wellbeing

Scottish attainment Challenge funding is used to provide youth workers, family learning workers and Financial Inclusion Team support to each Associated Schools group. This resource has a clear remit for early intervention and to target those children, young people and families most at risk of disengaging from education and is helping provide a more responsive, universal offer for more vulnerable learners and their families and prevent escalation of need.

23

A focus on standards at Skene Square Primary School

What problem were we trying to solve? Commitment to raising the standard of learning, teaching and assessment by facilitating our 3rd cohort of teaching staff to participate in yearlong professional learning.

What did we do? Our aim was to ensure consistently high standards across all classes to ensure equity of delivery. The focus of the professional learning was to embed high quality feedback, engagement, challenge and autonomy and included video analysis and coaching sessions for staff participating.

What happened? As a result on the intervention, our evaluation of QI 2.3 is now consistently at a minimum of 'good' with increasing frequency of 'very good'.

What next? We are now working collectively with previous cohorts to create a Learning and Teaching 'strategy'/'standard' in line with ACC Standards but provides more specific detail as to the expectations in all classes at Skene Square.

Youth Work achievements

2074 young people (aged 10-18 yrs) and 689 children (aged 5-9 yrs) engaged in CLD youth work activity and 1648 children and young people report improved mental health and wellbeing as a result of their engagement with the service.

2,459 young people engaged with the Saltire Awards in Aberdeen, these awards, which are for volunteers aged 12-25 and co-ordinated by ACVO, continue to contribute positively to employability skills. 56 children and 16 young people completed nationally recognised awards through CLD activity.

Over 100 young people benefitted from youth work programmes for those identified as unlikely to secure a positive destination. Children and young people in the majority of primary and secondary schools in the City continue to benefit from youth work support through the Education Recovery programme and Scottish Attainment Challenge Funding. Although all ASG's receive an offer from the youth work team most Lochside and St Machar received the most support

Targeting the writing attainment gap at Woodside Primary School

What problem were we trying to solve? We wanted to close the writing attainment gap in P4 and P5.

What did we do? We used Pupil Equity Funding to secure supply teaching staff in order to enable three teachers to attend two whole day CYPIC National Improving Writing Collaborative training sessions and additional development days. This is a sustainable use of PEF as these members of staff will share their learning with the wider team.

What happened? The approach has positively impacted upon the attainment gap in writing within P4 and P5. Within Primary 4 of the 55% of children who have achieved 1st level, 12% of them were 'behind track' at the start of P4. Of the 55% of children who have achieved 1st level, 35% of them are now predicated to achieve 2nd Level earlier than the end of P7. Six children had not achieved Early level at the start of P4 and now have. Of these children, who had been significantly behind track, current predictions for achieving 1st Level show that 71% have closed the gap by at least 1 year.

What next? The next step for the school is to embed this approach to writing and introduce it via the trained staff to two other stages. This will support wider attainment and sustainability, benefiting children in receipt of PEF and FSM.

24

Improved school tracking systems

Significant work has been undertaken to ensure that schools are better able to identify and support families who are impacted by poverty. School profiles have been overhauled to allow schools to drill down into data sets based on both SIMD quintiles and also into groups such as those who are Looked After in order to establish the improvements required as part of school improvement planning work.

During session 22/23 profiles were further updated to include live data and this will enable school leaders to see the impact of changes in real time. This is critical given that some data sets (such as exclusion) are only validated every two years and will enable us to focus more forensically on understanding the needs of our Looked After children, those on the edge of care in 2023/24 and other groups identified to be at the greatest risk of poverty. This will help schools plan based on more robust data for session 2023/24.

The visuals below show the range of data availability and how it can be drilled down into.

Early work to develop One Good Adult to support vulnerable young people

We know that young people make better progress when they have ready access to a trusted adult in school.

The One Good Adult pilot is being further developed by the Education Service in partnership with Education Scotland and People & Organisation colleagues and we are amending job profiles to reflect the changes. This will be shared further with Community Planning Partners to provide an opportunity for colleagues beyond education to benefit from this approach. A group of young people are working with Education Support Officers to develop a bank of questions related to this job profile and support the recruitment of staff going forward.

25

26

Targeted literacy support at Braehead School

What problem were we trying to solve? Whilst our achievement of Curriculum for Excellence Levels (ACEL) is higher than last year in P4 and P7 for Reading and P7 for Writing (with P4 not changing), internally we are recognising that a number of children are being referred to Support for Learning based on low reading fluency, phonological awareness and spelling.

What did we do? To tackle this, we have implemented two interventions, both of which work alongside each other. Firstly, regular reading opportunities are organised for identified learners through discussion between class teacher and support for learning staff. Learners attend reading sessions up to 4x per week, focusing on a range of skills including phonological awareness, reading fluency and comprehension, word recognition and sentence structure. Alongside these reading opportunities, children have been engaging in Nessy, an online learning platform designed to support the development of literacy. Originally designed to support those with dyslexia, it can benefit all pupil through its approach.

Children engage with Nessy for 20 minutes a day, 4 times per week under supervision of the support for learning team, usually before or after any group work.

The PEF funding has been allocated not only towards paying for the Nessy subscription for identified individuals, but towards providing PSA time to facilitate support for learning sessions, guided reading and time for Nessy. This has been invaluable.

What happened? Baseline data in August 2022 demonstrates an average reading baseline of 46% and an average spelling baseline of 36% across 35 pupils. Data from March 2023 demonstrates a reading average of 65% (19% increase) and a spelling average of 43% (7% increase).

Amongst those pupils who attended additional reading sessions, 48% were marked at Early Level, 39% at First Developing and 14% at First Secure in August 2022. By March 2023, we no longer had any learners working at Early level, with 87% working at First Developing and 13% at Second Developing.

What next? Next session, above and beyond continuing to provide the opportunities that we are this session, we plan to build in the capacity for the SfL group by providing additional PSA time. This will allow us to target more children. Additionally, we will be investigating what resources, time and interventions we can put in place in Nursery, P1 and P2 to strengthen children's phonological awareness and reading fluency in order to move upstream.

Removal of the costs of the school day is positively impacting choices
Curriculum costs can restrict the choices that young people make in schools and limit their access to the courses best suited to their aptitudes and interests.

Schools have removed all curriculum costs to families. There is clear evidence that this has resulted in children taking decisions on courses which are not influenced by the associated costs.

There is evidence that increasing numbers of young people from areas of deprivation are now accessing free instrumental music instruction. Uptake across Associated Schools Groups previously varied from 1% (in areas of deprivation) to 25% (in more affluent areas). The range currently sits at between 5 and 9%. Data will continue to be closely monitored as we continue to address the equity agenda.

27

Barnardo's Northern Star at Cornhill Primary School

What problem were we trying to solve? Pupil readiness to learn, parental engagement, emotional/nurture support, behaviour regulation, P7 transition support – all with the underlying aim of reducing the attainment gap.

What did we do? We have a full-time Barnardo's worker who is fully integrated into school life. Continuity and consistency have been key to the quality and effectiveness of the intervention where relationships are fundamental – we have been working with Barnardo's for over 5 years and have had the same worker for 3 years.

What happened? Over the last year our worker has worked closely with 18 individual pupils and their families, 49 pupils in groups plus a number of pupils informally. Individual attainment has improved in most cases, with wider attainment improving in almost all supported classes. The majority of the work is carefully planned and targeted but the worker has also been invaluable supporting with ad hoc behaviour and 'crisis management'

What next? We aim to further develop pupil and parental relationships to the benefit of individual pupils and the school more widely.

Improving attainment at Quarryhill School

What problem were we trying to solve? 72% of our school population is within the first two SIMD quintiles and in P1 a third of the year group are being supported within our PEF plan. Our aim is to improve attainment generally but also for the pupils within the lower quintiles for reading, writing, listening & talking, numeracy.

What did we do? We embarked on a journey to improve our P1 experience moving towards a play-based approach, considering current research with the aim to raise attainment.
Our journey included:
- Professional learning for both teachers, including visits to other settings, collegiate working, professional reading, and online learning to support the development of our vision, as well as improve staff confidence.
- We resourced both classrooms, changed the physical environment in partnership with nursery staff, and experimented with free-flow learning between classes to increase varied play opportunities, share resources and support differentiated learning.
- An EYP transitioned with the children from nursery to P1 and supported the development of the play-based approach. A PSA then took over from November onwards working with both classes, focusing also on small group interventions. (Our plan was to have the EYP stay the full session but she left post)

What happened? Attainment in listening and talking increased by 1%, reading improved by 24%, writing by 17% and numeracy by 14% over the year.

What next? Our approach needs to further embed in P1 with further opportunities for outdoor learning. Staff will continue to engage with professional learning and network with other settings.

28

Aberdeen School for the Deaf: BSL Emotional Literacy Curriculum

What problem were we trying to solve? Self-evaluation in session 2021-22 highlighted that there were significant gaps (school wide) in emotional literacy. Whilst tracking data highlighted that **almost all** learners were on track for individual milestones, **most** were behind track for national expectations in health and wellbeing. Discussions at tracking meetings indicated that the **majority** of gaps linked to emotional literacy.

What did we do? We commissioned a bespoke Emotional Literacy intervention with our BSL tutor from the National Deaf Children's Society aimed at increasing learner's emotional literacy and developing their understanding of emotions, feelings and strategies for self-regulation.

What happened? Each class received 1 x 45 minute session per week for a 12 week block. By the end of this block, data has highlighted that:

➢ **all** learners display increased confidence when talking about their emotions
➢ All learners have an increased bank of emotion words/signs that they are now using when talking about their emotions
➢ **most** learners are now working in line with national expectations in HWB
➢ instances of dis-regulation have reduced with **most** staff reporting learners are accessing self regulation strategies more successfully

What next? Extend this programme by using Emotion Works resources to:

➢ supplement the work with NDCS in order to embed emotional literacy work into the curriculum
➢ develop staff confidence in delivery of emotional literacy curriculum
➢ consolidate learning and application of knowledge to encourage self-regulation and communication around emotional wellbeing.

Positive early roll out of the CIRCLE framework

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.

29

Developing skills at St Joseph's Primary School

What problem were we trying to solve? We were trying to create extra in-school activity sessions to meet the needs of learners who are bussed to and from school and therefore not always able to engage in immediate after-school activities on site.

Most of our children living in SIMD 1 – 3 are children who arrive by bus and although attainment in literacy and numeracy remains consistent within this group, for the most part, the children need access to a greater range of team and leadership activities with their school peers.

What did we do? We engaged 2 skills-based partners in our work: AFCCT and Ace Voices

What happened? Interim feedback from both the children and the leaders indicates a high level of engagement and participation in the activities.

Each partner is working to develop a different set of skills in children, but both have resilience in unfamiliar territory at their core. The wellbeing assessments and anecdotal data from the children is very positive (currently being updated).

Relationships at the school are very positive and restoration is very successful in the almost all cases where the learners are participating in the activities.

What next? Make the interventions available to younger children to ensure a broader reach and development of skills and tie this work into the development of a skills framework within the school. Explore the potential to Look engage partners in expressive arts to broaden access to a wider range of skills.

Closing the poverty related attainment gap

Quality Improvement Officers continue to monitor the impact of PEF interventions during school 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.

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.

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

30

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.

Hanover Street School working to address the attainment gap

What problem were we trying to solve? Data analysis and ongoing assessment highlighted gaps for the majority of our children in SIMD bands 1 and 2. We focused on core subject areas Literacy, Numeracy and Health and wellbeing. For Health and wellbeing, our aim was to provide further nurture support to give children the platform and supporting strategies to fully access their learning.

What did we do? Invested PEF money into 0.6fte teaching staff and 1.0 PSA to increase our offer of support for learning and nurture to identified groups of learners. SfL focused on Literacy and Numeracy using baseline assessment data to measure against to determine progress.

In Literacy, we have used benchmarking and writing criterion scale data as a tool to establish gaps in children's learning. We then focused support on Reading and aspects of writing (spelling, grammar) using a range of resources such as Nessy (online tool to support reading and writing). Children's progress is assessed on a termly basis for example (Benchmarking for reading, comprehension assessments, individualised teacher made assessments for targeted areas)

What happened? The majority of targeted learners (including our children attending school due to their families fleeting conflict) showed evidence of improved attainment with a few learners making significant progress.

What next? As we approach June, identified learners will be reassessed to determine the level of progress made across the year. The increase in teacher salary means that it will be challenging to continue with our current approach and our plans for next session are currently under review.

Participation in the National Improving Writing Programme
The Education Scotland Attainment Adviser has worked with an Education Support Officer to support 11 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.

31

Family Learning

The primary reason for most of the referrals to the Family Learning service is for support with behaviour, low attendance at school or ASN support. When work begins with families and a trusted rapport is built, other areas in need of support are often discovered, such as poverty, poor mental health and the breakdown of family relationships.

Families being referred for 1:1 support generally present with a higher level of need, with 16% of families currently with social work input, on the cusp of social work support or experiencing child protection concerns. Family Learning frequently support the maintenance of de-escalations from social work and is recognised by colleagues as an essential role in the support received by families. The team have developed strong relationships with a wide variety of partner agencies with the goal of ensuring that families access the right support at the right time.

City Wide — Total learner hours 10926			
Northfield	129	250	Total Activities
St Machar	74	481	Total Participants
Oldmachar	56		
Harlaw	50	1082	Total Enrolments
Lochside	33		
Cults	26	6968	Learner Hours (registered)
Bucksburn	24		
Bridge Of Don	17		
Hazlehead	16		
Aberdeen Gram…	8	10926	Total Learner Hours (incl. unregistered learners & children)
Dyce	6		

FAMILY LEARNING — 0-20% most deprived = 14% of all participants

Improvement in confidence	
Very Much	32%
Some	60%
A little	7%
Not at all	1%

Improvement in knowledge & skills	
Very much	57%
Some	40%
A little	3%
Not at all	0%

Date range August '22-May '23

Family Learning Case Study

Working together with home and school
A child displaying aggressive behaviours at home and in school was referred to Family Learning. The child was only attending school for 2 hours each morning at the time of referral and found it difficult to be in class, spending most of the time in school in the nurture room. The referral outlined the parents' need for support to understand the child's emotions and to establish structured routines and boundaries within the family home. Family Learning began building positive relationships with the parents and supported them to attend an 'Understanding Emotions' group. 1:1 support was offered in the family home, establishing positive routines and encouraging mum and dad to work together to respond appropriately to the distressed behaviours of their child. At the most recent multi-agency meeting for the young person, there has been a marked improvement.

The child is now accessing a full timetable, and most of his timetable is within the classroom with his peers. The child can recognise when he is becoming frustrated, and there is a system in place to allow space for him to deescalate. Mum and dad are noticing that their young person is less heightened at home, and they are seeing a clear reduction in heightened behaviours.

32

Youth Work

Over 2022-23 617 referrals have been received from across all secondary schools. 178 individual 1-2-1 sessions were delivered along with 421 group sessions .

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

Two years of data strongly supports the provision of youth work in schools and Scottish Attainment Challenge funding will be used to maintain this provision. The ability to provide some job security through extending the provision will help to improve outcomes as it allows for relationships to be maintained. Work will continue to align this provision with the Family Support Model over session 23/24.

Youth Work in the community

The youth work team directly runs youth groups and supports volunteers at Northfield community centre run a drop-in group every Thursday for teenagers. The youth work team post-Covid has changed its approach to youth participation and as a consequence the Aberdeen Youth Movement (AYM) has been set up. The AYM aims to provide a place for young people to express their views and use their voice in a less formal environment than was the case with Aberdeen City Youth Council. The group has connected with a range of services and partners and attended the Community Planning event on May 13th.

Scottish Youth Parliament members, who are supported by the youth work team, have as a priority children and young people's rights to food. They recently held a pop-up event where they spoke about the campaign: They also spoke at length around the new SYP campaign and report which is titled 'Young People's Right to Food' Young People's Right to Food (syp.org.uk) This was one of SYP's 2021-23 campaign priorities which was to ensure young people in Scotland can access their right to food. Every person has the right to have food that is accessible, readily available, and adequately meets their dietary needs. As part of our campaign, the membership carried out research to find out about young people's experience in accessing food, and to gather their opinions on different solutions to problems within Scotland's food system. Right to Food - Scottish Youth Parliament (syp.org.uk)

Family Learning at Bramble Brae Primary School

At Bramble Brae the most impactful Intervention has been our Family Learning Worker (0.8) which has been integral to our plans supporting a focus on attendance, engagement and participation. Our worker has provided focused interventions and workshops for families and has provided 1105 learning hours within our school community.

Over the session there have been 25 courses/1 to 1's. Our 1 to 1 support priorities the 6 priority family types with 100% of those supported falling within one of these categories. There have been 62 participants over the session with 92% of those in attendance reporting an improvement in confidence and 97% of participants reporting an improvement in knowledge and skills.

33

Family Learning Case Study - Young Parents Group
Family Learning have been running a support group for Young Parents under the age of 25 in Seaton Community Centre since September 2022. This is a space for young parents to meet other parents their own age and develop a peer support network. Participants have said that they previously struggled to access regular parent and toddler groups due to the difference in age between them and the other parents who attend. Each week they make lunch together and take part in an activity which is decided by the participants themselves. A core group now attend regularly. The group have worked on a variety of creative projects and participants have been able to take part in activities they otherwise wouldn't have enjoyed. The participants have had speakers in from services like St Machar Credit Union, ABZ Works and CFINE and have since signed up to access these in the community regularly. Visits have been undertaken to Aberdeen Art Gallery and SHMU, which group members have enjoyed. Some of the participants are quite vulnerable and have a limited support network.

Through engaging with the Young Parent Group they have been able to access 1-2-1 support from Family Learning workers, Family Learning courses and Grounded Counselling. Two of the group members have children transitioning to primary school after the summer and are now thinking about volunteering opportunities in the community and potentially returning to work. Family Learning staff continue to signpost them to appropriate support and opportunities.

"I go to young parents to socialise with parents who are the same age as me. I've found in other groups with mixed ages younger parents get a lot of judgement but in this group it's very welcoming and no one judges anyone! You can get help and advice or even just an ear to listen to your rant! It's a great environment and I love going every week!"

"Between 'I'm a Parent...' and 'Understanding Emotions', I feel that I have been able to learn so much!"

Using Scottish Attainment Challenge to increase uptake of benefits
In response to the cost-of-living crisis, Money Advisors are funded to support parents and carers experiencing financial difficulties.

In the past financial year, benefit checks have been carried out for 381 families resulting in 57 benefit clams and 12 benefit challenges, ensuring families are accessing the support they are entitled to. A booklet providing a wealth of information on sources of financial supports, grants and benefits has been distributed to all families with children attending our schools and ELC provisions, both electronically and as a hard copy and will continue to be shared with new families enrolling children in school.

April 2022- March 2023	Total
Financial Gains	£1,077,325.24
Debt Cases	194
Total Debts of	£1,129,447.58
Benefit checks	381
Benefit Claims	57
Benefit Challenges	12

34

Youth Work Making a Difference - Case Study Lochside ASG 2022-2023

Cooking skills as part of the ongoing support offered by the Youth Work in Schools Team to young people on Flexible Learning Pathways. The sessions support engagement, contribute to young people's life skills and support positive Health and Wellbeing. Confidence 2 Cook sessions ran from August 2022 and 22 young people have taken part at Deeside Family Centre.

During an initial 4-week Confidence to Cook course young people choose what they would like to learn to cook. They learn about food/kitchen safety and are encouraged and supported to experiment with foods, recipes and flavours. Flexible arrangements support participants to overcome anxiety about going out of the house or provide learning activities off site from school that will further support skills and confidence building based on their interests.

One young person recently completed a Dynamic Youth Award based on their Confidence to Cook sessions, two young people have applied to NESCOL to do Hospitality and one young person will be starting a cooking course through Barnardos employability after Summer. The sessions are based on healthier eating on a budget and young people can make their favourite foods for a fraction of the cost and know the health benefits of reducing sugars and salt.

The engagement and attendance at these sessions is very good and the sessions remain fully booked until October 2023 with young people requesting further sessions. Guidance Teachers have noted the positive impact these sessions have in engaging young people in further learning opportunities and continue to discuss the learning offer with parents and young people and submit referrals to the Youth Work in Schools Team.

The sessions also allow young people and staff to build positive relationships and identify other areas where support is needed e.g safety in the community, offending, relationships or future goals.

Feedback from young people
'*I want to do cooking for working with children, I have taken HE next year*'
'*I have a place at College for cooking'; 'skills for when I am older*"
I know how to make burgers and tacos, my favourite food'
'*helping my mum cook the Christmas dinner*'
'*I want to be a Chef, gaining my confidence to cook certificate will help*'

Parent feedback
'*he is really enjoying the sessions.. thank you': 'beetroot burgers are tasty' 'he has been cooking up a storm in the house over the holidays*'
'*he is at school today and is looking forward to his cooking!*'

'*I've tried all the things and I must say they've tasted pretty good, he's fair chuffed with himself*'

35

Westpark Primary School working with Barnardos to support wellbeing

What was the problem? Some children finding it hard to settle in the school environment.

What did we do? 20 children have attended Barnardo's groups with a focus on peer relationships, building self-esteem and target setting. In addition to supporting children to develop strategies to regulate emotions and manage conflict and challenge.

16 learners and families had 1:1 Barnardo's support from Northern Star worker or student on placement (7% of roll)

What happened? Almost all targeted children now report feeling happy, safe and normal at school. Almost all now identify people who they trust and safe spaces within school. Almost all now identify supports which make a difference to them.

There has been a decrease in the number of reported near miss incidents as children have identified and can use strategies to regulate heightened emotions.

Almost all target children have very good or improved attendance and engagement as a result of feeling more confident and comfortable within the school environment and knowing that support is available for them when needed.

Three care experienced learners have had Barnardo's support for more than a year. As well as increasing their engagement with the curriculum, Barnardos have also acted as a bridge between home and school, supporting families at multi-agency meetings and identifying additional supports (financial, food banks, holiday programs)

The Northern Star worker attended courses on harmful sexual behaviour, safeguarding and emotional abuse, which has allowed her to support staff when engaging in professional dialogue about risk awareness and seeking support from partner agencies.

She communicates daily with senior management and most class teachers, allowing for a dynamic and agile approach to meeting pupil need. The collaborative working model has also supported staff wellbeing and regulation.

Placements offered to social work students this year allowed additional families to benefit from 1:1 support, as well as teachers to request additional targeted group work support.

What next? Barnardo's will continue to work with the school community to develop trauma-informed approaches for meeting the needs of the most vulnerable groups in our community, providing tailored support to individuals and their families, to raise school attendance, engagement and attainment.

Work to develop a Family Support Model
Following analysis of the effectiveness of ASN and Outreach services, the education service began transforming the management and delivery models of ASN and outreach services around 3 years ago.

A generic request for assistance form was developed to function as a single access point for all ASN and Outreach services including the School Nursing Service, Children's Social Work, Autism Outreach and the virtual school. This form is used by Named Persons in health and education and by partners if they wish to request a service. The data is used at three levels; at whole system level to help us determine
36

the success of our current approaches, at category of need level to help shape thresholds and approaches and at individual pupil level to help inform individual planning for children and young people.

Any known Adverse Childhood Experiences are captured. This approach is proving helpful in identifying emerging risks. You will see in the visual that over a quarter of requests for assistance come from those who live in single parent households. This live data helps us target groups easily to help mitigate risk.
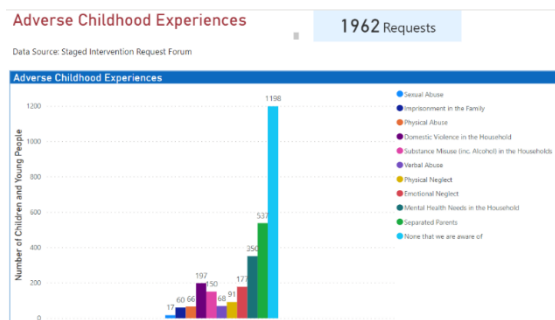
The system has helped transform working practices, resource allocation and our commissioning of internal services and is now being extended to include all services for children as we design our model of Family Support.

The Children's Services Plan provides the direction of travel for working with community planning partners to shape a model based on the 10 principles of Family Support outlined in The Promise.   The delivery of effective early support will be enabled through the provision of an updated Request for Assistance process to extend to help us monitor demand for all interventions for children and families and ensure that resources are prioritised to high demand areas.   We anticipate that the updated request for assistance process being operational from August 2023.

Youth Diversionary Hub
The youth diversionary hub in the Mastrick area of the city continues to provide young people with opportunities to meet up out-with school time and take part in sports and arts activities. Antisocial behaviour in the area continues to decline. As an offshoot of the Hub a group for primary 6 and 7's was set up which runs from the local community centre.

The group recently took part in a very successful residential at Cromdale outdoor Centre. We asked young people, 'on a scale of 1-10 how much have you enjoyed taking part in your activity?'

The average response was 8+ indicating it was a very good experience for the young people.

In addition to finding out if they enjoyed themselves young people were asked for their comments on what they enjoyed; what they didn't enjoy; what they learned; and what were you good at.

They enjoyed: **All, everything, biking, canoeing.**

They didn't enjoy: **Nothing, walk, going up hills, food.**

In the main respondents were very positive about the residential experience but found new experiences challenging which is to be expected, no one gave up on an activity showing resilience and determination.

They learned: **Canoeing & what plants are safe to eat in the woods.**

37

Young people from urban areas can miss out on experiences in wild places that enrich an individuals life, learning to travel self-sufficiently on water for the first time or finding out about foraging helps young people broaden their horizons and take on bigger challenges.

They were good at: **Canoeing, team work, cycling and being kind.**

In a mixed group not everyone can be athletic and team members all bring different skills and attributes that makes them important. Being able to work with others and recognising kindness are positive attributes for good mental health.

Adult Learning continues to support our communities

2314 adults engaged in CLD adult learning activity and 446 adults (and their 389 children/young people) have engaged with engaged with Family Learning.

495 families with complex needs were supported by community projects through the Fairer Aberdeen Programme.

818 adults reporting improved mental health and wellbeing outcomes through CLD activity

54 adults receiving completed nationally recognised awards through CLD activity (SCQF levelled and awards such as Adult Achievement Award)

487 people took part in adult learning activities through the Fairer Aberdeen Programme.

386 people took part in adult learning opportunities provided by funded community projects.

Adult Learners are equipped to meet key challenges and transitions in their lives – to include Digital inclusion, literacy, numeracy, ESOL and financial resilience.

Targeted learning packages developed and delivered for those whose employment opportunities have been hardest hit by Covid-19

Numbers of accredited learning across CLD groups and development of learning pathways

Use of outdoor learning across all services to deliver employability and confidence building opportunities

Healthy Minds Learners moving on to volunteering and employment opportunities CLD offer that supports learning in STEM subjects

Community learning employability programmes

Rapid and significant increase in ESOL demand - 900 refugees assessed for English for Speakers of other languages (ESOL) and 197 ESOL classes delivered by CLD ol,Adult Learning

38

Community Development
The Fairer Aberdeen Programme funded 38 initiatives across Community Learning and Development providers, tackling poverty and supporting 35,610 people.
567 people took part in employability programmes and 236 people moved into work.
3032 people received money and income maximisation advice, with 1059 of them receiving a total financial gain of £5,941,710 the equivalent of £5,610 per person.
557 tonnes of free food distributed the equivalent of 1.6M meals.

Supporting initiatives for the most vulnerable and disadvantaged people in the city, Fairer Aberdeen projects such as Pathways to get people back into work, shmuTRAIN to support young people into employment, education or training, CAB Outreach Service and CFINE SAFE TEAM to provide money advice, and the provision of affordable loans through St Machar Credit Union.

Home-Start improves the outcomes for families with complex needs, Mental Health Aberdeen provides counselling for young people, Choices delivers an early intervention programme to break the cycle of gender-based violence, and Befriend A Child provides accessible group activities for children.

Community Flats are supported in Cummings Park, Tillydrone and Seaton, to support people with a range of issues. They support people with welfare reform issues and help to address isolation.

CFINE provides services to tackle food poverty, working with a range of organisations across the city, providing food and free sanitary products, as well as supporting beneficiaries to access financial support to improve their situation. They support community food outlets in priority areas and are developing pantries as a more sustainable and dignified response to food poverty.

286 adult and young people taking part in influencing and engagement activity through CLD – including community planning / participatory budgeting / local and national consultations / co-production and influencing service design.

171 Community Groups receiving capacity building support through CLD activity

1064 adults and young people reached and engaged with through one off promotional events/drop-ins/community events/engagements

39

CLD supported over 100 volunteers to help housing to bring properties to standard to welcome refugees - Over 65 properties completed and cleaned by volunteers and allocated totalling upwards of 2000 of volunteer hours..

Supporting proactive responses to cost-of-living crisis with a focus on those most effected by Covid 19 e.g., young people, minority ethnic communities, disabled people,

Providing capacity building support to communities to create, develop and sustain programmes and activities which address emerging priorities and provide increased opportunities for citizens

Supporting community representatives to take the lead in setting Priority Neighbourhood Partnerships (PNP) agendas through agenda setting meetings. Further, develop a clear and coherent framework to support volunteers and volunteering within communities and across community groups and organisations

Increased levels of community volunteering have been harnessed to increase levels of community volunteering to build greater resilience - support communities to develop resilience plans and groups to build greater resilience

Community management/ownership of green spaces and the development of food growing spaces and projects have been supported

Crisis response, particularly work with displaced Ukrainians has taking priority with other areas of work on hold.

On going work with a wide number of community groups across the City, following Covid-19, supporting them to re-establish programmes and activities for children and families and develop new activities to respond to the cost of living crisis – including warm spaces, food pantries/banks, community meals and access to information and advice.

Wider achievement in schools
Schools actively reintroduced the aspects of outdoor learning which were halted during the pandemic, these include P7 residentials, day visits using coach transport, and Duke of Edinburgh's award camping expeditions. Secondary schools started planning overseas visits in late 2022 when restrictions were lifted, with most of these scheduled to take place in summer 2023 and beyond due to need for a long lead in time.

The Duke of Edinburgh's award programme has returned to pre pandemic levels across the city with new groups at Oldmachar Academy, the Virtual School and the Open Award Centre who are now based at Northfield Academy. There are currently 992 pupils active in DofE across the city.

The JASS (Junior Award Scheme Scotland) has restarted in primary schools along with the citywide restart of the John Muir awards, Saltire awards, Dynamic youth awards and Youth achievement awards.

40

The AMPED (Aberdeen Motorcycle Project for Educational Development) has now been relocated to Northfield Academy and will work collaboratively with Nescol who will be delivering Automotive courses at the school.

As part of the digital transformation strategy, ACC collaborated with Evolve, an existing web based, digital platform for the planning, approval and management of educational visits, sports fixtures and extracurricular activities. The system was set up in autumn 2022 and following on from some testing went live in October 2002. Training and familiarisation sessions were organised and undertaken online and also upon request from individual schools. Evolve has the reporting capabilities to develop performance analysis of participation and attainment inclusive of wider achievement awards (including DoE.). The Evolve team are currently developing in-system links to secure payment systems such as Parentpay which ACC currently use. 6 months after the launch of Evolve in Aberdeen we have 2165 active users, 1239 registered off site visits, and 26,908 participant days recorded.

Smart Start at Northfield Academy

What was the problem? The emerging need of pupils with social and emotional anxiety issues which are leading to dysregulated behaviour, issues between peers, self-confidence and self-esteem issues. These issues have emerged since the pandemic and are across year groups and gender and are impacting on pupil attendance and peer relationships.

What did we do? We created an in school resource called Smart Start which is staffed by a Teacher of Social Emotional and Mental Health, a Family Wellbeing worker and a Health and Wellbeing Pupil Support Assistant. This facility provides a targeted intervention to its caseload of pupils which are referred to them by the Guidance team. Support is offered in a number of different ways and incudes some wrap around support to the family of pupils also particularly around restorative work and support strategies.

What happened? The work of the Smart Start team uses a variety of different approaches including nurture principles, counselling, physical self-care and challenge, life skills and nutrition to support young people. Taking a more holistic approach to meeting the needs of children and families is realising greater attendance for targeted young people.

What next? Next steps are to improve the measurement of impact on pupils and look to see if we can use some of the work to create a more universal model of support

41

Next steps in supporting young people and their families to benefit from income from employment

The following work is being driven through the Children's Services Plan:

- Continue to develop ABZ Campus to deliver a broader range of qualifications and pathways for young people which are aligned to growth sectors to enable them to secure employment in the longer term.
- Continue to work to close the gap between the attainment levels of those living in poverty from those who do not by implementing the Pupil Equity tracker and sharing best practice
- Deliver Aberdeen Computing Collaborative to ensure long term employability
- Continue to address the cost of the school day
- Improve transition planning from child to adult services for those with a disability and increase the number of disabled young people In full time education
- Ensure that the voices of children (including those who use alternative communication systems) are central to processes and Plans
- Improve the health outcomes of expectant and new mothers
- Continue to support families facing redundancy
- Continue to support the mental health of children, young people and their families

42

5.2 COSTS OF LIVING

Long term interventions - Housing strategy

The Local Housing Strategy 2018-2023 identifies six strategic outcomes including adequacy and improvement of housing supply; the prevention of homelessness; improvement in private sector renting, and reducing fuel poverty. These are supporting outcomes which create the right conditions for tackling child poverty through a focus on mitigation for all families.

In 2021/22 there were 692 affordable housing completions which is the highest number of affordable homes delivered in Aberdeen through the affordable housing supply programme which also includes part of the council's ambitious plans to deliver 2,000 new social rented homes. 653 units are projected for completion in 2022/23.

During 21/22 we implemented our new model of Housing & Support to help people sustain their tenancies in Aberdeen City Council housing. This role is specifically designed with a view to reducing risk escalating to child or adult protection status. Each Housing & Support Officer now has a smaller patch size to help them get to know households in the area better, and work in-coordination with other services to support families and children. During 2021/22 99.31% of anti-social behaviour cases resolved in the year.

There has been decrease in the use of temporary accommodation arrangements. As of 31st March 2022 there were 51 households in temporary accommodation with dependent children, a total of 83 children.

Council approved the Housing Domestic Abuse Policy in 2021. This is a key policy to reflect the aims of the Domestic Abuse (Scotland) Act 2018 that came into force in April 2019. This Act makes domestic abuse involving a partner or ex-partner, whether physical or emotional or coercive control a criminal offence. It reflects the aims of Aberdeen's Local Outcome Improvement Plan (LOIP) as well as Aberdeen's Violence Against Women Partnership action plan and strategy. The focus of early intervention in the policy aims to support and protect those fleeing or experiencing harm and also provide an avenue to remove the perpetrator from the tenancy, as opposed to the victim having to flee.

The Council spent £22.6M on meeting Scottish Housing Quality Standards in 2021/22. Over the course of 2021/22 we fully rewired 599 properties, installed 3852 hard wired smoke detectors, 1739 heating systems and 1222 crime check doors. We also replaced 61 windows and 163 kitchens. The national council average for homelessness applications sits at 290 with the Aberdeen City average considerably above this level (390 as of early 2022). This equates to around 1.7 applications per 1000 citizens which is aligned to the national average.

Nationally 9% of families are in rent arrears. The level was considerably higher in Aberdeen (14%) in early 2022. There is evidence of a steady increase in rent arrears over the course of the last 2 years.

Youth Homelessness 2020/21, 21/22 and 22/23
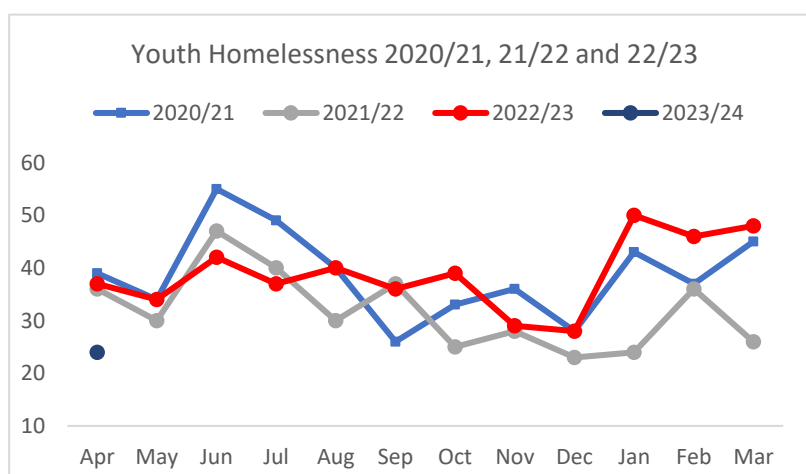
Experiencing homelessness is known to have a damaging impact on people's health. Youth Homelessness is caused by family breakdown, physical and mental health, previous exclusions from school, other education, training and employment.

Our data is showed an 18% reduction in youth homelessness for 16-24 year olds from 465 in 2020/21 to 383 in 2021/22, more than 3 times our aim original aim of a 6% reduction. However, data 22/23 to date is showing an 21% increase amongst young people (18-24 year old) compared to the same period in 21/22, and although this is concerning it is lower that then 23% overall increase in homelessness in Aberdeen this year. To address this we are testing a community hosting model to prevent young people from presenting as homeless; whether provision of continued support to 16 and 17 year olds who leave the homeless process without a tenancy or completing their time in supported accommodation to reduce the repeated youth homeless presentations.

Long term interventions - Holiday programmes

Following the success of previous programmes (Summer of Play 2021, Easter of Play 2022, Summer in the City 2022 and Easter in the City 2023) the Council allocated £100,000 for holiday programmes to be delivered over school holiday periods (summer and autumn 2023 and spring 2024).

In line with the aims of the previous 'In the City' holiday programmes, 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 programme will continue 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 will also continue to target the 5-14 years age group with some activities still being made available for those not in this age range. Bookable opportunities for priority families will take the form of short, family, half-day and full-day session.

To date the programmes have provided more than 39,000 bookable opportunities, including weeklong / multiday camps and childcare camps, day long and short activities being offered, as well as numerous drop-in activities in parks, museums, galleries and local communities and bespoke programmes for those with complex additional support needs.

The enjoyability rating as provided by children and young people for the most recent programme (Easter in the City, 2023) was 9.7 out of 10. More data from the last 'In the City' programme can be found on the below infographic.

44
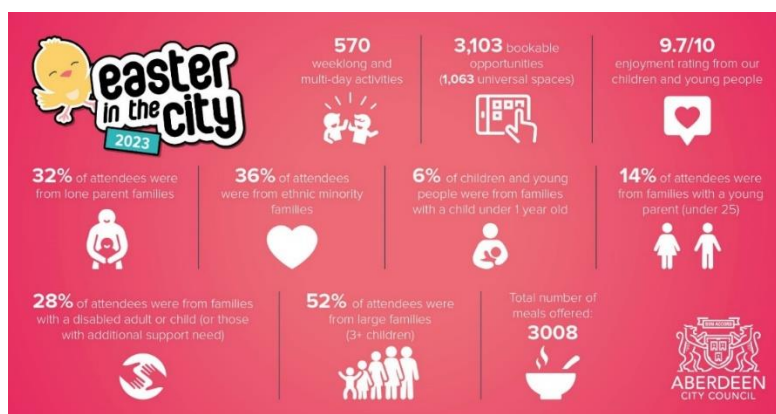
Long term interventions - **Food pantries**

We are committed to reducing food poverty and increasing access to affordable food by increasing membership of community pantries which provide a more dignified and sustainable alternative to foodbanks.

What improvements did we make? Through our multi agency improvement project we are testing the following improvements:

- Targeted support to people receiving emergency food parcels to help them to become pantry members
- A booking system to help remove any barriers from stigma & ensure COVID restriction protocols in place to keep all safe
- A mobile pantry to increase access to affordable food across the city
- Opportunities & support for volunteers to manage the pantries

What have we achieved? 55% increase in total pantry membership between April 2021 & May 2022
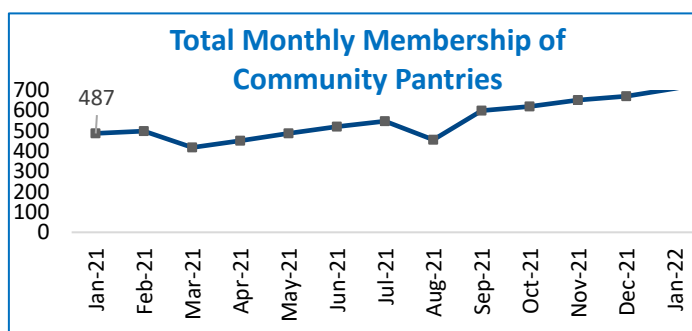
A **250%** increase in pantry volunteers since Jan 2021

As of May 2022, the mobile pantry has **94** members and available in **8** neighbourhoods, namely: Kincorth, Middlefield, Sheddocksley, Tillydrone, Seaton and Bucksburn, with Hilton and Northfield having been recently added.

Feedback from one mobile pantry member was:*"I thought I would be embarrassed coming, but I actually really enjoy it. I always get at least 2 meals covered. In the holidays the kids came and was excited at getting veg! They are not enthusiastic about fruit and veg, but they are if it's from the van."*

Feedback from our pantries members have been positive, with feedback stating:

- *"One thing I really love about visiting the pantry is that from day one of visiting I was treated like a person. You are never judged or looked down on and you are always made to feel welcome."*
- *"The Pantry is brilliant, such value for money. You pay £2.50 and leave with over £20 of food. I tell all my friends to join. Even with the new system, it is great, I feel really safe and everything is done so well with the one-way system, but it's a shame we aren't allowed in the coffee bar, I really miss that. "*
- *"Less worry and stress about where the £ is coming from for our next shop!!"*

What Next CFINE has a commitment to launch a further four pantries out in the community and development is underway to make sure this happens.

45

Other achievements over the reporting period

Access to Free sanitary products has improved

A survey of school pupils in July 2022 showed that a significant number of pupils were still unaware that Free period Products (FPP) were available in school to anyone who needs them. Around 50% pupils requested re-usable products in various forms. Overwhelmingly, pupils wanted products to be available in a toilet or designated place where they didn't have to ask for them.

A number of activities undertaken have been 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 School Health leads
- Launch of FPP posters in schools
- Health & Wellbeing network input from Hannah Miley focusing on Demystifying Menstruation
- Parent Newsletter update provided for parents about how and where to access resources

In the latest 6 monthly period, 157 boxes of period products were delivered to schools.

Culter Primary Partnership with Aberdeen Football Club

What problem were we trying to solve? Through attendance data, teacher observations and pupil comment we noted that a number of children were arriving at school with factors impacting on their readiness to learn and engage. Some children were complaining of not having breakfast or morning snacks resulting in their first nutrition of the day being school lunch. Additionally, a number of children were continually arriving significantly late or displaying poor attendance. Class teachers also identified a number of children with "high energy" appearing unsettled or restless first thing in the morning. Valuable learning time was being lost and additional staffing resources were being deployed to support the children struggling to engage

What did we do? Through our partnership with Aberdeen Football Club Community Trust (AFCCT) we began two free breakfasts clubs from 8-9am offering high energy games and fun football activities followed by a free varied, nutritious breakfast and access to morning snacks supplied by CFine. We opened up bookings to all pupils but prioritised our targeted identified/PEF pupils for places.

What happened? Pupils/Parents welcomed the breakfast club and it has become a regular fixture. This session, we have served over 450 free breakfasts and seen positive feedback/attendance from pupils and parents. Teachers report an improvement in high energy pupils seeming more settled and ready to learn following attendance at breakfast club. Some pupils have seen an improvement in punctuality and attendance on the days they are attending breakfast club. We are reassured that all pupils who attend have received a healthy nutritious breakfast and access to extra fruit/water for morning snack.

What next?
We plan to continue running two Breakfast Clubs next session offering priority for our PEF pupils and target families. We will continue to encourage engagement from our pupils displaying poor attendance/punctuality and look at ways to incentivise their attendance. We hope these strategies will ensure greater equity for all and minimise the impact of child poverty on our pupils learning, engagement and achievement.

46

Families welcomed the use of the Aberdeen Gift card

Aberdeen City Council was awarded £2.85M from the Local Authority Covid Economic Recovery Fund, administered by the Scottish Government. In July 2022 the City Growth and Resources Committee agreed that £1.9M of these funds would be allocated towards the Aberdeen Gift Card Scheme, to relieve hardship and to boost the local economy. This project was designed to support low-income households by circulating pre-paid gift cards to be spent at participating businesses within Aberdeen City (including local and national retailers, entertainment and leisure venues, cafes and restaurants), to provide immediate financial relief.

Households entitled to Council Tax Reduction (CTR) as of 21 June 2022, were identified as eligible to receive the Scotland Loves Local Aberdeen Gift Card. By December 2022 14,172 gift cards were issued to eligible households, with £125 of credit on each card. In mid-January 2023 further gift cards will be distributed to those households eligible for CTR since the initial extraction of the data in June to date.

The cards must be activated within 3 months of receipt and customers have 12 months from activation to spend their credit. A support line was implemented to assist customers, the majority of calls relate to customers asking for help with activation or general digital literacy support and / or access to the internet. As at 9 January 2023, 8819 (62.2%) of gift cards had been activated by customers, with £606K spent locally.

The intention had been to provide the gift cards in time for them to be used over the Christmas period but due to Royal Mail strikes in December some cards or activation codes were not delivered in time. This was the only major issue encountered in the roll out of the project and its impact is low as the cards are valid for 12 months from activation.

Artist in Residency at Glashieburn School

What problem were we trying to solve? The impact on attendance, participation and engagement based on emotional resilience, self-confidence, anxiety/fear, general resilience and ability to cope with change.

What did we do? We worked with Creative Learning to put an Artist in residence in place across 3 terms.

What happened? The recommendation from Creative Learning was that the children were involved at all stages, including the interview process, this allowed full ownership of the project. The children based those selected for interview on how interesting their art project was, how engaging they thought it would be for their peers- would it have a 'hook and how would it support them in becoming more resilient. The children worked with school staff to create a set of questions for interview and sat in on these across a day. The children selected to interview had been part of the Resilience residency funded by Creative Learning last session as part of the return from Covid, so they had an understanding of what the project outcome needed to be.

Three Artists were selected to work across the 22/23 session- each with a different art approach but all with a focus on improving resilience, confidence and self-esteem. The children selected to work with each artist were based on data, including attainment, attendance data and SHINE survey data, as well as parental and teacher concerns. We also selected a whole class to work with an artist where we have a high level of need, looked after or care experienced children, low engagement with out of school activities, and three

47

children who are finding it difficult to cope with returning to the classroom after periods of school closure.

The work our first artist allowed children to see the benefits of change and how to put strategies in place to deal with the negative emotions change brought about. As these groups were mixed, they also supported friendship and relationship building. One child benefitted from the residency in terms of communication and providing evidence in support of professional judgement of a level in Talking and Listening. The children involved spoke of the artist being calm, approachable and a good listener, and for one particular child the artwork allowed them a space to work anxiety free, where they felt no pressure for their work to be 'correct'.

The second residency was based with a class and used the outdoors with links to mindfulness and linking with nature. The children have commented on how calming these sessions have been, providing a clearer headspace and a level of freedom to explore, supporting confidence. The class teacher involved has commented on how being outdoors in nature has allowed them to see a different side to some of the more introverted children, commenting on a growth in confidence which some have transferred into the classroom.

Our third Residency has just started this week, and is providing opportunity for children with a range of additional support needs to cope with change and work as a team, developing tolerance and respect.

What next? Our plan is to work with Creative learning to analyse the reports from all 3 artists and consider pupil feedback and broader education data sets.

Food insecurity remains
CFINE, an Aberdeen based charity, is the delivery partner operating FareShare Scotland regionally with 7 local authority areas across the north of Scotland supplying over 300 charity and community groups with surplus and donated food. The number of food parcels being distributed is steadily rising.

The impact of the cost of living crisis on the provision and affordability of food is more acute than the impact of the COVID-19 pandemic. The chart below compares the period of recovery from the pandemic, and the impact of the subsequent cost-of-living crisis.

The number of food emergency food parcels being issued continues to cause concern and has led to the establishment of community pantries

SO1 Percentage of City Voice respondents who reported that there was a time during the last 12 months when they were worried they would not have enough food to eat

and community growing gardens. There is a need to better understand and mitigate the impact of food insecurity on child nutrition to do what we can to address the likely and long term impact on child wellbeing

Participatory Budgeting approach has been used to support local organisations to deliver support to local communities through the £1.6m Fairer Aberdeen Fund

The current cost of living crisis has escalated need which was already heightened following the COVID-19 pandemic, this is leading to increased demand across the whole system as resource is reducing. There is a need to think very carefully about

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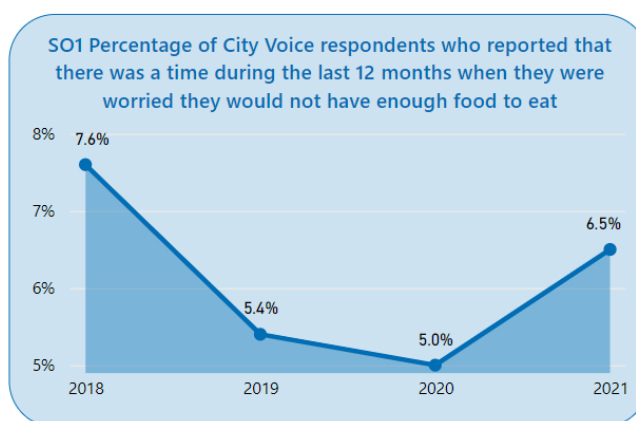
our use of collective resource and continue to integrate and co-deliver to enable Community Planning Partners to effectively mitigate risk.

We recognise that addressing child poverty is everyone's responsibility and poverty is the key driver in our Local Outcome Improvement Plan. We have embedded work to address child poverty in all Action Plans designed to support the delivery of this Plan. We hope that simplifying the strategic planning landscape will support more effective and aligned service delivery arrangements and enable more holistic reporting of our work. See the case study below on how we are increasing provision of food pantries.

Increasing uptake of Early Learning and Childcare 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. In 2022-23 the number of care experienced parents accessing an eligible 2's place for their children has increased by 50%.

The Scottish Government is in the final stages of rolling out a data sharing pipeline project. This will ensure that LA's are aware of who may eligible and can contact families to support applications. Aberdeen City Council has signed the data sharing agreement and is awaiting the first cohort of contacts to enable us to send them eligible 2s information and encourage them to apply for a placement.

Orchard Brae School working to help families with the cost of living crisis

What problem were we trying to solve? Reduce the impact of cost of living on families with children with disabilities living in areas of deprivation. Focus on food, personal care items and clothing to increase pupil focus, engagement and attendance.

What did we do? Clothing bank set up by a class with information sent out to all parents within this group. Request for donations for reusable school clothing asked from parents/carers/staff Clothing, personal care items and food purchased. A meal of the fortnight launched for families – families could request a pack which included an easy read, easy make recipe card and basic ingredients to make a meal for four. Purchased supermarket vouchers to send to PEF families to support with everyday items and clothing.

What happened? Our evidence is somewhat anecdotal - increased attendance for overall group, slight increase in engagement levels. One of our best outcomes was the engagement from the parents as we had a 100% return/positive acknowledgement after receipt of the vouchers. This has had a positive impact on our ability to further develop the engagement. Some of this group of parents will now be involved in our family engagement leadership group to support all aspects of school life.

What next?

Continue with the clothing bank

Re-launch meal of the fortnight to make more sustainable and varied

Vouchers to be purchased again to support with everyday items

Explore possibilities of a family area to support families to charge phones, do washing, get a warm drink and access to support.

49

Increased access to childcare is positively impacting parents

The expansion of early learning and childcare has resulted in far greater uptake in places. The expansion focussed in part on making provision more accessible and the accessibility of services and broader range of delivery models have helped realise a significant rise in uptake.

Most parents and carers who responded to the last survey could identify clear improvements to their child's development as a result of the expansion. We asked parents and carers what impact the expansion of Early Learning and Childcare (from 600 hours to 1140 hours) has had on them and their family:

- 65.4% (nearly two-thirds of respondents) stated that they access an ELC setting to enable them to facilitate the working day.
- 10.3% required the service to support their further education or training.
- 51.2% of respondents stated that they had more time for other responsibilities as a result of the expansion of Early Learning and Childcare.
- 38.7% of respondents indicated that they had more money/disposable income as a positive impact on their family.
- 26.1% stated improved wellbeing /respite as a positive impact from the expansion of ELC, with 24.3% of respondents finding they now have more time to themselves.
- 28.5% are now considering a return to work or study.

As well as improving outcomes for children, the expansion of ELC aims to support parents into work, study or training by making it more affordable. Over one quarter of respondents said they were now considering a return to work or study and feedback from parents around the impact on families is positive.

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

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

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

We will be consulting with parents and carers again between June and September 2023 and work will soon progress to better understand the long term impact of the expansion on families to help reshape the offer for maximum impact.

There are an increasing range of breakfast clubs/wrap around supports for families

We have a mixed model of Breakfast Provision in the city which can broadly be divided into the following three categories:

1. Registered provision – A Breakfast Club registered as childcare with Care

50

Inspectorate and for which a fee is paid by parents / carers. (23 primary schools)

2. Unregistered provision – A free Breakfast service provided directly by the school. Often funded via Pupil Equity Funding (PEF) to give children and young people a nutritional start to the day. (7 primary schools & 2 secondary schools)

3. ACC Catering service – A Breakfast service provided directly by Aberdeen City Council Catering Service at no or low cost to families, again to ensure children and young people start the day with some breakfast. (7 primary & 7 secondary schools)

Nationally, there are planned developments to extend wrap around care for school age children and, in particular, to deliver this free for low-income families. Breakfast Club provision will be considered as part of this programme. We await further guidance and look forward to working with partners across the city to deliver this. Meantime we have a good supply of Breakfast Provision to meet the different needs of families in the city.

Children have access to good provision of IT and community connectivity
There has been considerable investment in community connectivity over recent years alongside investment in Chromebooks. 500 data connections have been provided to families in need and over 14,000 Chromebooks have been purchased to support learning in school and at home. In addition, the Connecting Scotland programme provided a further 461 Chromebooks and iPads with mobile connectivity to vulnerable families in our communities. More recently, 200 Chromebooks with data connections have been provided, through Connecting Scotland, to support our Ukrainian families. This investment has ensured that almost all children and young people from P6 – S6 have access to a digital device now.

The Scottish Government commitment to a device for every child will help increase the number of children and young people who have access to a suitable device from the 41% of the school population to 100%.

86% of young people recently reported that they are supported to know how to feel safe on line with 10% stating that they didn't know.

Next steps in supporting young people and their families with the cost of living

The following work is being driven through the Children's Services Plan:

- Better understand how the needs of the 6 groups identified as most at risk differ in need so that we can respond proactively
- Increase access to emergency formula and food for infants
- Continue to allocate food vouchers over holiday periods for those in receipt of free school meals on account of household income and better understand the low uptake of free school meals and address this
- Implement an extended out of school care offer in line with national policy and continue to promote uptake of ELC placements
- Increase awareness and take-up of the Best Start Foods Grant and disability benefits

51

- Continue working to ensure school clothing grants are automatically given to low-income families by linking to payment of their Housing Benefit/Universal Credit Social and leisure activities
- Increase awareness and take-up of concessionary travel for young people and of Discretionary Housing Payments and the Council Tax Reduction

As the LOIP is being refreshed, The Anti-Poverty Outcome Group is looking to:

- How to move away from emergency food aid towards more sustainable ways of preventing and reducing food insecurity.
- How to increase awareness and take-up of family and friends rail cards

52

5.3 INCOME FROM SOCIAL SECURITY AND BENEFITS IN KIND

Long term interventions – Money Advisors in schools

The Council has attached Money Advisors to schools to help support families within their own communities through the use of £136,497.12 Education Recovery and then Scottish Attainment Challenge funding. As the Advisors have become established they have become more familiar with the scenarios facing families and as awareness of the service has grown the added value has increased.   This has been a targeted approach by life stage.

Over the last year the 4 Money Advisors who are attached to the Financial Inclusion Services have helped families achieve:
- Financial Gains of £1,077,325.24
- Assisted/Assisting 194 households with debt issues
- Helping with total debts of £1,129,447.58
- 381 households given full benefit checks
- Assisted 57 households to claim benefits
- Assisting 12 household to challenge being turned down for benefits

Families who have accessed the Financial Inclusion Service independently of the school Money Advisors have been helped to achieve further:
- Financial Gains - £324,916.45
- Assisted/assisting 119 household with debt issues
- Helping with debts of £908,660.99
- 233 household given full benefit checks
- Assisted 67 household to claim benefits
- Assisted 23 household to challenge being turned down for benefits.

Data from the online benefits calculator shows that families have been assisted to help claim an additional £246,157.03** per week of new benefits
**This does not confirm if they went onto claim the benefit and has this anonymised this could be people doing several calculations.

Over the last year, 2,919 free school clothing grants have been approved. This equates to grants for 2,890 Primary pupils and 1,634 secondary pupils.

Despite the proactive approach taken, there is evidence that SIMD quintile still has a disproportionate impact on health and educational outcomes and promotion could continue to be targeted to each of the 6 groups most likely to be impacted and by life stage to maximise uptake.

53

Other Achievements over the reporting period

We continue to work on maximising the uptake of benefits
There has been a proactive promotion of new benefit entitlements including promotion of the increased child payment through the universal services and through social media channels. We continue to monitor update to help determine the effectiveness of approaches. Targeted communications to those in priority groups have been tested over the last year.

Cost of Living support continues to support household costs with additional funding for Scottish Welfare Fund to support medium priority applications, along with a further 500 food pantry memberships providing an affordable and more dignified weekly shop. This also includes provision of benefit and financial advice, as well as further support to ensure the provision of adequate emergency food. In addition, support is being provided through the Lone Parent support fund to help lone parents with the costs if transitioning to employment.

The development of an infant formula pathway will ensure a supply of food for infants as well as mothers and families, as well as the provision of further benefits and financial advice.

There has been an increase in the number of discretionary housing payments awarded and effective systems are in place to allocate community care and crisis grants to those who need them.

Provision of free bus passes
The provision of free buses passes for children and young people has been promoted since the launch of the Under 22 Free Bus Travel Scheme. All 5-21 year olds resident in Scotland are eligible for Young Persons' Free Bus Travel, using a National Entitlement Card with the free bus travel product on it. The scheme has been promoted through multiple channels both locally and nationally and through schools to increase awareness of the benefits of free bus travel and to maximise uptake. As of January 2023, over 22,500 young people have applied for and obtained a National Entitlement Card with free bus travel and are benefiting from this service.

Bus fares in Aberdeen are relatively comparable to those in other Scottish Cities, with the following fares as of May 2023:

	Adult Single Fare	Child Single Fare	Adult Day Ticket	Child Day Ticket
Aberdeen (First Aberdeen)	£1.95 - £3.05	£1.50	£5.10	£3.00
Dundee (Xplore Dundee)	£2.20 – £2.75	£1.50	£4.40	£3.30
Edinburgh (Lothian Buses)	£2.00	£1.00	£4.80* / £5.00	£2.50
Glasgow (First Glasgow)	£1.95 - £2.85	£1.45	£5.40	£2.50

Tap and cap using same contactless card

The most recent fare increases in Aberdeen (April 2023) saw fare increases of between 7-15% compared to 2022, and across other cities in Scotland, bus fares have increased by an average of 12%.

54

The Scottish Child Payment Bridging Payments were previously known as the COVID Hardship Grants. Families with children in receipt of free school meals due to reasons of low income are eligible for the Scottish Child Payment Bridging Payment. The number of children eligible for this grant has increased significantly since winter 2020.

Season	Number awarded
Winter 2020	2872
Spring 2021	3633
Summer 2021	2882
Autumn 2021	4552
Winter 2021	4398
Spring 2022	4683
Summer 2022	4676
Autumn 2022	4548

We are now looking to provide more targeted information for particular groups to ensure that families are aware of all of the potential benefits that may be available to them as shown by this targeted communication for those supporting children with a disability or caring responsibilities.

Family Wellbeing Fund
Family Wellbeing Fund provides support to families through the provision of advice and to develop a support plan linked to topics such as money advice, fuel payments and employability. As these households are identifiable, this provides an initial payment of £100 to the household, with a second payment of £150 as an incentive to engage with services to maximise their income. This will help support those that need further support but are just above the thresholds for mainstream help available. A review is being undertaken to look at expanding the criteria to reach out to more families.

Free school meal registrations have increased but uptake is too low
Schools encouraged families to register for free school meals and the number of registrations has increased. The universal roll out of free school meals has made close tracking of uptake for direct comparison challenging.

Scottish Government have committed to completing the roll out of universal free school meals to all Primary School pupils within the current parliamentary term. Enabling works in school kitchens and dining spaces are required to ensure schools are suitably equipped to deliver the expected increase in meal numbers. Some capital funding has been allocated by Scottish Government in 2022/23 with further funding to follow in 2023/24. The funding that has been identified will be used to take forward the most pressing priority projects identified by those officers.

When looking at the number of children (including those who are now automatically entitled in P1-P5), the number of children registered for free school meals has increased from 4281 to 4678 over the year 2021/22, an increase of just over 9%. While there has been increases at schools in priority neighbourhoods, increases have been seen across schools in the city, including those in areas out with priority neighbourhoods.

55

Improvement in registrations has been realised through changes to benefits awarding systems. Claimants of housing benefit and council tax reduction are now automatically awarded the free school meal benefit.

Uptake of free school meals varies considerably from school to school and the school catering service are working with local schools to better understand the factors guiding children and young people to not take up their entitlement. According to the most recent data from the Healthy Living Survey, the percentage uptake in Primary schools currently sits at 69.6% and only 47.7% in secondary schools.

Work is in progress to establish a food hub at either St Machar Academy to test an alternative approach. The food hub will be outwith the main school building and provide 'grab and go' food provision, allowing pupils to be outwith school to meet their friends but still uptake their free school meal entitlement. Learning from this trial will be used to determine next steps.

Vouchers have been distributed to families who are eligible due to low income during holiday periods and these continue to be welcomed by families.

Free school meal vouchers issued to families on low incomes during holiday periods
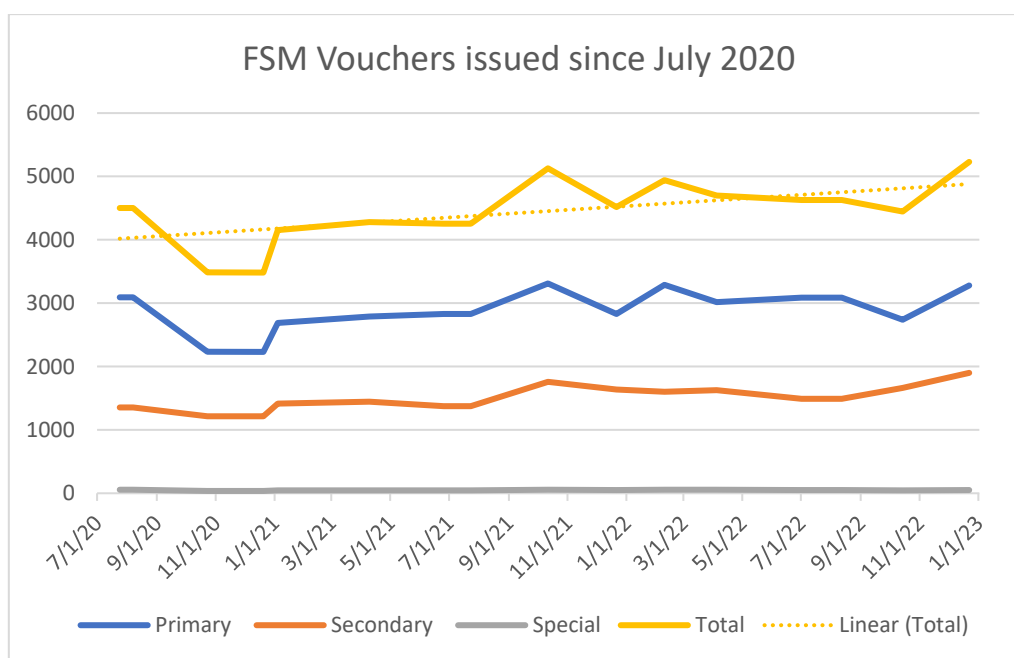
Next steps in increasing income from social security and benefits in kinds

The Children's Services Board are working to:

- Enhance formal financial inclusion and income maximisation referral pathways in healthcare settings
- Develop and deliver poverty training to increase knowledge of referral pathways for all staff working with families and ensure that all professionals have easy access to a benefits calculator

56

As the LOIP is being refreshed, The Anti-Poverty Outcome group are working to:

- Increase uptake of benefits including the Best Start Grant and Scottish Child Payment
- Increase awareness and take-up of the Scottish Welfare Fund
- Harmonise the use of language used to describe financial services

57

Appendix 1
Project Charters being taken forward by the Children's Services Board

Improvement project title: Access to emergency formula and nutritional support	
Executive sponsor: Eleanor Sheppard, Chair of Children's Services Board	
Project Lead: Emma Williams- Advanced Public Health Practitioner (NHS Grampian)	
Aim Statement- 100% of urgent requests for first stage infant formula and nutritional support for pre-school children are met by 2024.	
Link to local outcome improvement plan- Stretch Outcome 4: 95% of all children will reach their expected developmental milestones by their 27-30 month review by 2026	
Link to locality plans There are no community ideas from the locality plans aligned to this project.	
Why is this important and issues with the current system- In Aberdeen, Around a third (34%) of families with a child under the age of 1 experience relative poverty compared to just less than a quarter (24%) of children overall. As of January 2023 the Family Nurse Partnership had 68 mothers under 25 enrolled in Aberdeen City with 33% requiring additional support for essential goods and equipment. UNICEF identified throughout the pandemic and in this current cost of living crisis, families that were struggling financially were lasting their infants longer between feeds or diluting feeds. In Grampian a pathway was tested for health professionals to use so that there can be timely assistance with emergency formula and further support to maximise the family income. It is unfair to expect foodbanks to rely on donations to help families in urgent need and there is a risk that the formula that is available from donations is unsuitable, e.g. second stage or hungry baby formula. From the UNICEF guidance [Supporting families with infants in food insecurity - Baby Friendly Initiative (unicef.org.uk)](), NHS Grampian and Aberdeen City local authority have a duty of care to safe guard children who are at risk of food insecurity. Baby formula is only one aspect, in a recent [study](), care and concern to feed nutritious food to their children were also commonplace but with the admission that it was difficult to buy what they wished because healthy food cost too much to buy. The impact of the cost of living crisis on the provision and affordability of food is more acute than the impact of the COVID-19 pandemic. The number of food emergency food parcels being issued continues to cause concern and has led to the establishment of community pantries and community growing gardens. There is a need to better understand and mitigate the impact of food insecurity on child nutrition to do what we can to address the likely and long term impact on child wellbeing. The current issues that arise across Aberdeen City is that health professionals & emergency food providers do not have the ability, via an official pathway, to deliver a cash first approach to assist with urgent first stage formula & then support family to maximise income and have access to nutritional support. Provision of first stage infant formula rather than cash, creates a number of issues and potential waste and does not comply with the UNICEF guidance. Data on current provision and demand is not available, however a data system is being established.	
Measures Outcome measure- • % of urgent requests for first stage infant formula met (broken down by locality) • % of urgent requests for nutritional support for pre-school children met Process measures- • Number of families being supported by the emergency pathway for first stage infant formula • Number of families referred to the SAFE Team at CFINE • £ income identified for families referred to SAFE Team • Number of families being referred for nutritional support • % of relevant multi-agency staff reporting that they are aware of and confident to use the relevant pathways • Frequency of the referrals for emergency formula for the same families. • Feedback from health professionals and families that utilise and are supported by the pathway. **Balancing measure** • Increased breastfeeding due to extra conversations about infant feeding.	
Change ideas • Adapt the "Pathways to Support" live document to include an infant feeding early years section where urgent first stage formula support, nutritional support and early years income maximisation can be added https://sway.office.com/DBYRe6fKzyDxsFGq?ref=Link	

58

- Establish a pathway where health professionals & emergency food providers can access a cash first approach for urgent first stage formula for the baby, nutritional support for the whole family and income maximisation support
- Develop a reporting system that collates amount of referrals and repeat referrals for emergency first stage formula and nutritional support

Location/test group

Families with children under 1 year with first stage infant formula and families with children under 5 years for nutritional support. Test the pathway with priority neighbourhoods health professionals and CFINE initially with the potential to expand throughout other charity food providers.

Resources – changes can be delivered within current resources.
Pathway for staff to use and keep for reference
Pathways for support document
SAFE Team leaflet

Potential barriers-

Reluctance to engage with our staff for fear of escalation
Staff time at appointments/staff time if family phone for urgent help
Opening times of CFINE

Project Team

Emma Williams- Advanced Public Health Practitioner (NHS Grampian)
Fiona Murray- Public Health Researcher (NHS Grampian)
Paul Tytler- Locality Inclusion Manager – Central (Aberdeen City Council)
Fiona Rae- Chief Executive- CFINE
Graeme Robbie- Senior Development Manager- CFINE

Lisa Lawrie- Deputy Chief Nurse (Aberdeen HSCP)
Nicola Dickie- Deputy Chief Nurse (Aberdeen HSCP)
Sarah Boslem- Health Visitor/Team leader, South Pink Team
Mhairi McFarlane- Family Nurse Supervisor (Grampian)
Megan Bland- Senior Charge Midwife- Community Midwifery
Versha Hurry- Social Security Scotland

Community/User representation/engagement

Local research was undertaken last year; Midwives', health visitors', family nurse practitioners' and women's experiences of the NHS Grampian's Financial Inclusion Pathway in practice: A qualitative investigation of early implementation and impact. Results of this study have informed the change ideas.

The changes above will be tested with families and from the feedback received from families who are supported by the referral pathway the project will make any required adaptations before rolling the pathway out citywide. Families will co-design the "Pathways to Support" live document.

Community ideas for improvement status

There are no community ideas for improvement in the Locality Plans aligned to this project

Outline Project Plan

Project Stage	Actions	Timescale
Getting Started (Project Score 1-3)	• Create a project group • Develop the charter	May 2023
Designing and Testing Changes (Project Score 4-7)	• Develop an Aberdeen specific pathway • Agree a standard operation procedure • Design further changes to be tested • Commence testing of changes	May to December 2023
Implementation (Project Score 7-10)	• Project end report • Recommendations for permanent implementation of changes to sustain the gains	February 2024
Spreading Changes (Project Score 9-10)	• Subject to recommendations of end report	March 2024

59

Improvement project title: Early Years Financial Inclusion Pathway Aberdeen City

Executive sponsor- Eleanor Sheppard, Chair of Children's Services Board

Project Lead- Emma Williams, Advanced Public Health Practitioner (NHS Grampian)

Aim Statement:
Increase by 10% the no. of parents with children under 5 who are completing a full benefits check by 2024.

Link to local outcome improvement plan:
Stretch Outcome 4: 95% of all children will reach their expected developmental milestones by their 27-30 month review by 2026

Link to locality plans:
There are no community ideas for improvement in the 3 Locality Plans that are aligned to this project given timing, however the ideas aligned to LOIP 1.3 "Increase the uptake of unclaimed benefit across Aberdeen City by 2023" are also relevant to this project.

Why is this important and issues with the current system:
Nearly 13% of our children, young people across the city live in the most deprived data zones, with 21.8%, around 5500 children in the city identified as experiencing child poverty in 2021. Around 50% of households experiencing poverty have dependent children driving children and young people to be a key consideration as we work to combat poverty. As at the end of 2022, 152, families with children under 5 have completed a benefit check. Maximising income for families, where possible, is vital and supports the early years of children and to enable them to reach developmental milestones.

The groups most likely to be impacted by poverty are:
- lone parent households
- Minority Ethnic Families are less likely to be employed with the rate of employment on average being 63% in
- Families with a disabled adult or child
- Families with a younger mother (under 25)

We also know that the levels of child poverty varies considerably from community to community, with the highest % in Tillydrone/Seaton/Old Aberdeen at 26.3%.

Local research was undertaken last year with Midwives', health visitors', family nurse practitioners' to understand what was currently happening with families who require financial inclusion support, and identify any potential barriers with the referral process and suggestions for improvement. Staff identified the need for a feedback loop to know if the families they referred to the pathway have been supported. Some staff also identified that they did not have a pathway and used signposting instead. Income maximisation staff survey

A recent local survey of Aberdeen City families identified that they would like simple and easy to understand information about benefits and income maximisation, their health visitor should be the man source for raising family awareness of potential benefits, among others. Family financial inclusion survey

The main issue that the Early Years Income Maximisation Pathway is trying to resolve is to cease signposting to a service and the ability to refer direct into a service that can assist the family, with the least amount of barriers possible and for the staff referring into a service gain feedback that the family have been supported.

There is a need to ensure that all staff that work with families of children under 5 have the confidence to have financial conversations with all families and must have the ability to refer direct, not just signpost, into a financial service that can assist the family to maximise their income and ensure that they are in receipt of all relevant benefits/payments. The families most at risk of children living in poverty can be supported by staff at each potential touchpoint that they may come into contact with by a referral system. It is important that all families in Aberdeen City are in receipt of the benefits/payments that they qualify to receive and be able to use them.

The aim supports the actions in the Locality Plans – North, South and Central - Community Planning Aberdeen;
Aberdeen City Local Child Poverty Action Plan 2022 – 2026 and the NHS Grampian Child Poverty Action plan 2023-24.

Measures
Outcome measure
- No. of parents with children under 5 completing a benefits check (reported by citywide and by locality/group)
  Baseline data- 152 Financial Inclusion Team)

Process Measures
- No. of families referred into either of the financial services (FIT or MTT) for support to complete benefit check (reported by citywide and by locality/group)
- No. of families supported to complete benefit check
- Total amount of money secured for families.

60

- No. of families declining direct referral
- Staff and family feedback.

Balancing measure
- No. families requiring urgent help with money worries.

Change ideas
1. Establish a new direct referral route with Health visitors/Family Nurses/Midwives to the Financial Inclusion Team
2. Establish new direct referral route with Allied HP, Childsmile, Breastfeeding Peer Support Volunteers, and Healthpoint staff into the Money Talk Team.
3. Develop and hold staff training sessions from the FIT/MTT & Social Security Scotland
4. Co-design and test news ways of promoting how to access support to families with children under 5 & pregnant women, such as social media promotion, via their health professionals and community groups.
5. Test a feedback look from FIT/MMT and the staff that refer to the teams.

Location/test group-
Aberdeen City- Pregnant women & families with children under 5- initial testing in the priority neighbourhoods where we are testing a whole system approach for Maternal & Infant Nutrition (Sheddocksley, Summerhill & Mastrick)

Resources- changes can be developed within existing resources.
Worrying About Money Leaflets
Access to the referral forms for both FIT & MTT

Potential barriers-
Families unwilling to discuss finances or to consenting to a referral for full benefit checks
Overwhelming the financial teams with referrals
NHS Grampian staff time during face to face engagements
Stigma for families identifying the need for help

Project Team-
Direct team members-
Emma Williams- Advanced Public Health Practitioner (NHS Grampian)
Fiona Murray- Public Health Researcher (NHS Grampian)
Angela Kazmierczak Financial Inclusion Team Leader (Aberdeen City)
Kristi Kelly- Bureau Manager CAB- Money Talk Team (Aberdeen City)
Versha Hurry- Social Security Scotland
Lisa Lawrie- Deputy Chief Nurse (Aberdeen HSCP)
Nicola Dickie- Deputy Chief Nurse (Aberdeen HSCP)
Mhairi McFarlane- Family Nurse Supervisor (Grampian)
Lorraine Johnston- Interim Community Midwifery Team Manager

Other satellite members
Breastfeeding Peer Support Volunteers (Aberdeen City)
Pippa Robbie- Childsmile Coordinator (Aberdeen City)
Allied health professionals (speech & language, dietetics, for example)
Maternity Voices Partnership (Aberdeen City parents)
Local mums within the City (Sheddoscksley Peer Support Group)
Families will be involved in the design and testing of the changes

Community/User representation/engagement
Survey was undertaken with health professionals and families with children under 5 years, feedback from which has developed the change ideas above. Summary below. Throughout the project engagement will be undertaken at key stages and families (from different localities) will be involved in the testing of the changes and from their feedback adaptations will be made, as required to ensure that it meets their needs. Families will co-design information to ensure it is provided in a user friendly manner.

Feedback from survey of health professionals
Half of the Health professional's responses in the City currently use the Financial Inclusion Team others sign post to various other financial teams.
Most respondents would like a feedback loop to know the family have been supported.
Respondents identify limited time with client & time completing the referral are an issue.
Gaining consent to refer was also an issue and they would like a leaflet to hand out to families if consent not given.

Feedback from survey of Aberdeen Families with children under 5 years
Responders have a mix of knowledge of the benefits and payments they may be entitled to and how to apply.
They asked us to be clear about what payments are available. Do not complicate it.

61

None of the responders were in receipt of Best Start Foods for us to explore any issues with using the card. Further exploration is required. One responder asked for us to review the language we use around finances and being aware of our attitudes and comments.

Face to Face feedback in Central Aberdeen
Three mums from a local breastfeeding group when asked about Best Start Foods card, reported anecdotally, that they had issues with using a PIN and receiving a PIN for the card. This led to lots of money building up on the card that could not be used. There was also stigma from shop staff around splitting payment from Best Start Card and their own card.

Community Ideas for Improvement Evaluation/Status
There are no community ideas for improvement in the 3 Locality Plans that are aligned to this project

Outline Project Plan

Project Stage	Actions	Timescale
Getting Started (Project Score 1-3)	• Create a project group • Develop the charter	May 2023
Designing and Testing Changes (Project Score 4-7)	• Develop two EYFIP pathways • Engagement and co-design with families • Agree a standard operation procedure • Design further changes to be tested • Commence testing of changes with families and staff • Adapt changes on basis of feedback from testing	May to December 2023
Implementation (Project Score 7-10)	• Draft project end report • Recommendations for permanent implementation of changes to sustain the gains	March 2024
Spreading Changes (Project Score 9-10)	• Subject to recommendations of end report	March 2024 onwards

62

Improvement Project Title
Increase the breadth of courses available to young people in the Senior Phase (S5/S6) of ACC schools

Executive Sponsor Eleanor Sheppard, Chair of Children's Services Board

Project Lead

Mark Jones, Quality Improvement Manager, Education & Children Services

majones@aberdeencity.gov.uk

Aim Statement

Increase by 10% the rate of completion of NPA/FA/HNC courses available to young people across the city by June 2024.

Link to Local Outcome Improvement Plan

95% of children living in our priority neighbourhoods (Quintiles 1 & 2) will sustain a positive destination upon leaving school by 2026.

Link to Locality Plans

There are no community ideas from the Locality Plans aligned to this project.

Why is this important and issues with the current system

Attainment in National Qualifications (NQ) is and will continue to be a very important part of the way in which young people in Aberdeen City secondary schools demonstrate a culmination in their learning. However, NQs form just a part of the way in which young people can have their learning recognised through certification at school.

National Progression Awards (NPA), Foundation Apprenticeships (FA) and Higher National Certificates (HNC) form some of the wider qualifications that are also recognised through SCQF. For example, secondary schools in Aberdeen City contributed towards 114 out of the total national picture of 4430 Level 6 NPA awards in session 2021-22. More widely, improving the number of completed NPA, FA and HNC awards at Levels 4 to 7 will allow young people in the local authority to better demonstrate a complete picture of their success and this will also allow our secondary schools to demonstrate an improved attainment picture against virtual comparator data.

Chart 1

Table 2

2022	
No of L6 NPA Awards in Scotland	4430
No of L6 NPA Awards in ACC	114
No of ACC L6 NPA Awards as a percentage of National	2.57%
Percentage cohort population – ACC versus National	3.17%

Table 1

	Year	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Aberdeen City	2022	211	985	1897	1525
Virtual Comparator	2022	225	1028	2046	15250
The Northern Alliance	2022	241	993	1944	8270
The National Establishment	2022	237	1022	2010	48348

Chart 1 (data from INSIGHT) shows the tariff points for S5/S6 leavers in 2022 in Aberdeen City by lowest 20%, middle60% and highest 20%.

Table 1 (data from INSIGHT) shows the same data as in Chart 1 but in tabular form, demonstrating that in 2022, Aberdeen City figures for this measure were behind the virtual comparator by 14, 43 and 149 tariff points respectively.

Table 2 (data from INSIGHT) uses Level 6 National Progression Awards from 2022 as an example to demonstrate that the number of wider awards is not proportionate to the cohort.

Measures

Outcome Measures

Rate of completion of NPA/FA/HNC courses available to young people across the city by June 2024.

Baseline data 2022 Total Tariff Points for S5/S6 as shown in Table 1 above – L20 211, M60 985, H20 1897.

Process Measures

- % of young people participating in ABZ Campus courses (as compared against City Campus in 2022-23).
- No. of NPA/FA/HNC courses available to young people
- % increase of young people completing non SQA courses via SEEMiS during session 2023-24 (*note that this data will only be available upon release of INSIGHT data in September 2024*).
- % of staff participating in professional learning events during 2023-24 in curriculum development
- Participation and feedback from the voluntary open events offered to ABZ Campus young people.

63

- Withdrawal rates for young people engaged on Foundation Apprenticeship courses delivered by partners.

Change Ideas
- Introduce Phase 1 of ABZ Campus, increasing the number of collectively offered courses (including NPA, FA and HNC) compared to the City Campus offer in 2022-23 to young people in Aberdeen City.
- Create a termly professional learning offer for staff in curriculum development to encourage a continuation in the broadening of pathway options for young people in Aberdeen City.
- Develop and offer programme of support (informed by young people) (including induction) for young people taking ABZ Campus courses that will enhance their experience and reduce withdrawals.

Location/Test Group
- Young people in the Senior Phase in Aberdeen City secondary schools.

Resources
Changes can be developed/tested within existing resources.

Potential risks and/or barriers to success & actions to address these
- Risk of a lack of uptake by young people in applying for ABZ Campus courses will be addressed by; working closely with school and delivery partners, providing quality publicity to support choice and creating a bespoke application portal with a smooth process and access to quality data.
- Risk of a lack of commitment or buy-in from school staff will be addressed by seeking support and commitment from Secondary HT's and ensuring that a quality professional learning product is on offer.
- Risk of not providing the support that young people want will be addressed by the creation of a focus group and regular opportunity to gather feedback from young people.

Project Team
Mark Jones (QIM), Dale McKinnon (Employability Lead), ABZ Campus Manager (TBC), Stuart Craig (QIO), ?Joanne Hesford? (HT Oldmachar Academy), ?Matt Reid? (ESO), Robert Laird (NESCOL), Parent Rep, Young Person Rep.

** Sitting underneath the Project Team will be engagement and collaboration with a range of delivery partners for specific courses ensuring project is multi-agency.

Community/User Representation/Engagement
Bi-annual feedback at a Parent Council Chairs meeting.
Bi-annual focus group of young people. Young people will co-develop the programme of support

Community Ideas for Improvement Evaluation/Status
There are no community ideas from the Locality Plans aligned to this project.

Outline Project Plan

Project Stage	Actions	Timescale
Getting Started (Project Score 1-3)	• Project team established • Development of Project Charter	April 2023 April 2023
Designing and Testing Changes (Project Score 4-7)	• Design changes to be tested • Commence testing	April 2023
Implementation (Project Score 7-10)	• Project end report • Recommendations for permanent implementation of changes to sustain the gains	September 2024
Spreading Changes (Project Score 9-10)	• Subject to recommendations of end report	TBC

64

Improvement Project Title
Co-location and delivery model – Northfield Healthy Hub (provisional – setting name to be decided following consultation with young people)

Executive Sponsor
Eleanor Sheppard, Chair of Children's Services Board

Project Lead
Name: Allison Horne
Job Role and Organisation: Interim Quality Improvement Manager, ACC
Email Address: AHorne@abrdeencity.gov.uk

Aim statement
Increase to 3 the delivery of co-located and delivered services by health and education by 2024.

Link to Local Outcome Improvement Plan
Stretch Outcome 7: 95% of children living in our priority neighbourhoods (Quintiles 1 & 2) will sustain a positive destination upon leaving school by 2026.
This project aims to empower the community of Northfield to determine the services provided by The Healthy Hub (name tbc) linking directly to Stretch Outcome 16. *'Increase no. of community ideas identified within locality plans being tested by CPA and partners where communities are involved in the design process to at least 50% by 2024'.*

Link to Local Outcome Improvement Plan
There are no community ideas from the Locality Plans aligned to this project.

Why this is it important
National and local research would identify that those living in areas of deprivation have been most impacted by the pandemic and their wellbeing has been most adversely affected. At present we have 1 co-located and delivered service at Links ELC. From review of this targeted partnership integration and delivery, it is evident that we now need to build on this positive start and co-designing and delivering more integrated services with partners, children and young people and their families in the heart of their community will be critical to supporting children and young people regardless of their circumstances to achieve the same health and education outcomes as their peers. Feedback from families to date reinforces the value of agencies being co-located delivering integrated services and support.

Northfield – Initial Test Area

90% of young people at Northfield Academy are categorised as being in SIMD quintiles 1 and 2.

Educational outcomes across Northfield are lower than their virtual comparator. In S4, 49% of learners achieve at least one SCQF Level 5 award compared to the city average of 80%. Only 13% of young people at Northfield achieve at least one Level 6 award in S5 compared to the 57% average across Aberdeen City.

Increasing post-school participation
Percentage of School Leavers in a Positive Destination

Positive destinations at Northfield currently sit at 85% compared to the city average of 94%.

SHINE data confirms that only 59% of young people surveyed at Northfield Academy self-report positive health compared to 73% of secondary pupils across the city.

The uptake of the HPV vaccine in S3 girls is 74% in Northfield, lower than the city overall figure of 80%. There is a high proportion of younger mums (14% first time mums under 19) and older people in the community. Life expectancy at birth for Northfield is78.9 for females and 74.8 for males compared to 81 for females and 76.9 for males citywide.

There is a need to look at how we can work with community planning partners to improve health and educational outcomes for young people and their families. Given above, the project will start testing changes at Northfield Academy and develop and test a co-delivery model to:

- promote healthy lifestyle choices to support physical and mental wellbeing
- help support young people through a (vocational) pathway (in hospitality or care for example) and into a positive and sustained destination.

Measures

65

Outcome measures
Number of co-located and delivered services by health and education (baseline 1: 2022)

Process measures
- Number of young people participating in the delivery of services in the Healthy Hub
- Number of young people accessing services in the Healthy Hub
- Number of partner/third sector/community groups participating in the delivery of services in the Healthy Hub
- % of young people who begin to work towards a qualification as a result of their participation in the Healthy Hub (from August 2024)
- % of young people self-reporting positive health (Northfield initially) (baseline 59%: aim 66%)
- % of young people attaining at least one Level 6 award in S5 (Northfield initially) (baseline 13%: aim 25%)
- % of young people who utilise a Healthy Hub pathway to secure a positive destination (Northfield initially, session 2024/25) (aim 75%)

Change ideas
- Co-design with young people and partners a Healthy Hub model to be located within Northfield Academy that could then be spread to other areas
- Work with young people to explore community data in order to help identify target groups and support required to be provided/available through the Healthy Hub and to produce modern child friendly communication plan to launch and to encourage young people to attend the Hub
- Co-design a programme of support for the target groups, which is supported by professionals but delivered in part by young people at Northfield Academy who are working on a vocational qualification.

Location/Test group
Northfield; Groups will be identified in collaboration with NA learners

Resources
Space identified in Northfield Academy to accommodate Hub which includes a kitchen area

Catering equipment

Literature and support materials re. health promotion

Potential risks and/or barriers to success and actions to address these
- Young people and their families may not engage with the Hub – young people and families to develop the supports and programme to ensure the services provided meet local need
- There may be stigma of attending the hub – young people to be at the heart of designing Hub programme and services; communication to their peers and delivery of the programme
- If demand exceeds capacity having to wait for support could see young people disengage – look for various partners to engage and support the delivery of services within the Hub

Project Team
Allison Horne (Project Manager), ACC

Shona Milne, ACC

Fiona Mitchellhill, ACHSCP

Lisa Lawrie, ACHSCP

Stuart Craig, ACC

Doug Watt/ SLT representative, ACC

TBC, Skills Development Scotland

TBC, NESCOL

TBC, Community Member(s)

TBC, Young people

Community/User Representation/Engagement
Consultation with young people on the name of the "Healthy Hub"
Consultation with young people and families on the range of offer from health/education in the Healthy Hub.

Outline Project Plan		
Project Stage	Actions	Timescale
Getting started (project Score 1-3)	• Project team established • Development of project charter • Identification of suitable space at Northfield Academy • Consultation with young people on the name of the "Healthy Hub"	April 2023 May 2023 May 2023 June 2023

66

		• Young people to be engaged on the target groups and support to be available at the "Healthy Hub"	June 2023
Designing and testing changes (Project Score 4-7)		• Design changes to be tested and look at who can support delivery of the programme for the groups	August 2023
		• Identify and support young people to participate in the delivery of the programme	October 2023
		• Identify how best to align to a qualification pathway for young people	April 2024
		• Look at testing the co-delivery in another location	April 2024
Implementing and sustaining changes that demonstrate improvement (Project Score 7-10)		• Project end report • Recommendations for permanent implementation of changes to sustain the gains	June 2024 September 2024
Spreading changes (Project Score 9-10)		• Subject to recommendations of end report	November 2024

Project Charters being progressed under the LOIP

SO	Project Ref.	Project Aim and Link to Charter
1	1.1	Increase the number of people using community pantries by 20% by 2023.
1	1.2	Reduce by 50% the number of homes with an EPC rating of F&G by 2023, leading to 100% by 2026.
1	1.3	Ensure 100% of people presenting as homeless have a full financial assessment and access to all appropriate benefits by 2023.
1	1.4	Increase support for those who have been most disadvantaged through the pandemic by 2023.
1	1.5	Decrease the number of households in extreme fuel poverty in Aberdeen by 4% by 2023; and reduce the rate of socially rented households in fuel poverty in Aberdeen by 8% by 2023.
1	1.6	Increase the uptake of unclaimed benefits by 10% across Aberdeen City by 2023.
2	2.1	Increase employer sign up to the Real Living Wage by 5% year on year to 2023 to achieve Real Living Wage City Status by 2026.
2	2.2	Supporting 50 people to start a business in Aberdeen who will be coming off the benefits system or significantly reducing their benefits through starting a business by 2023 and 100 by 2026.
2	2.3	Support 15 care experienced young people progress to employment through public sector funded employability programmes by 2023.
2	2.4	Support 50 people into sustained, good quality employment by 2023, and 100 by 2026, with a particular focus on; those from priority neighbourhoods and people over 50.

67

3	3.3	Increase the number of people within Aberdeen City qualified with ICT and Digital skills at SCQF Levels 7 and above by 10% by 2023
10	10.2	Increase to 30 in total, the number of individuals who are on a custodial sentence, on a Community Payback Order with a Supervision Requirement, on Unpaid Work Orders, on Remand or who have been Diverted from Prosecution who are being supported to make progress on the Employability Pipeline by 2022
11	11.5	Reduce youth homelessness by 6% by 2023.
11	11.7	To support 50 low income families in priority neighbourhood to improve eating behaviours and adopt positive lifestyle choices to help towards a healthy weight by 2023.
12	12.1	100% of vulnerable young people, who are at-risk of developing problem substance use, have access to evidence-based Prevention & Early Intervention (incl Universal, Selective & Indicated Prevention support) by 23.
15	15.2	Increase community food growing in schools, communities and workplaces by 12 2023.

68

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APPENDIX A

Case Study 1

From the start, young person A and mum were supported to share the story of their journey from their perspective. This included where they felt things had gone wrong, where they felt they hadn't been listened to and what they needed.

Young person A had struggled over an extended period of time following bereavement in the family, had become involved in negative behaviours in the community accumulating a number of charges in 2021 and disengaged with education. He had not been in school since the start of the academic term 21/22 but had started to engage with 2 professionals to access input for literacy and numeracy, however, this engagement was sporadic during that academic session with the young person saying he did not want to return to school.

Targets were set with the young person once the relationship had been built. This was about what he wanted to achieve with the support from the team around him.

A relationship was built with one member of the team initially, and this led to increased engagement with the young person attending almost all sessions with his key workers. He has engaged with new workers from Sport Aberdeen who have links to the pilot through the Virtual School, so building up his curriculum and developing strategies and approaches to support him back into school. The young person is now demonstrating increased motivation for learning, and this can be seen through his ask to have "earlier sessions to help him to get better at getting up for when he comes back into school". He has also achieved qualifications through working with a 3rd sector organisation and now wants to be in school as he is keen to engage in a career in engineering or energy. There has also been a reduction in risk taking behaviours in the community with no police reports for this academic session.

The relationship with Mum was built through weekly contact with a member of the team developing the education plan. Mum has built trust and therefore has been able to open up and share other worries e.g. financial, which we have been able to address by connecting her with other supports. Mum has an increasing number of positive relationships with members of the team.

Through the weekly operational meetings, family learning were able to provide information on support for mum that could then be further explored through the Barnardo's worker who held the relationship. This then supported additional funding and gifts for Christmas which relived some of the financial pressures. There was also signposting and support in relation to ongoing financial support.

Through discussion with the team it was also highlighted that there could be a role for youth work given the young persons needs. This was then offered to the family who took this up and has been developing a relationship with the worker with a view to supporting work towards a Dynamic Youth Award.

Initially all sessions with the young person took place outwith the school building in community settings as this was where he felt most comfortable. Gradually over time, he has returned to the school setting and has now been offered a college place as part of the ABZ Campus. He will be supported to attend this by an identified key person in the team around him.

The young person and mum were supported throughout the school holidays with check ins from the Barnardo's worker and continued sessions for with the 3rd sector organisation and Sport Aberdeen

Case Study 2

Person B was referred to the Pilot Project in November 2022 following concerns from school and social work that his attendance at school was adversely impacting his academic achievement and future positive destination. Person B is an S4 pupil who could potentially leave school in May 2023. Person B's anxiety at being in school is the biggest barrier to his attendance. At the beginning of the academic year 2022/23, he did not feel able to return to his existing classes and his timetable was reduced to English and Employability. He could manage to attend some English class, but his Employability classes were more problematic. Person B was not attending and if he did, he often left the class and went home.

Through discussion with the operational team, it was agreed by all that the most appropriate person to link in with Person B and his Gran (carer) was the Barnardos worker due to her particular skill set and personality. She linked in with Person B alongside his Guidance teacher to get a better understanding of what they felt the barriers to school were and what his hopes would be. Person B made the decision that he wanted to work with the Barnardos worker.

Since starting the Pilot Project in November 2022, Person B has been working on the Let's Investigate Anxiety Management (LIAM) with his Barnardos worker. This has looked at the impact of anxiety on Person B and better coping strategies for managing anxiety. This has helped him access more of the curriculum.

Person B is also now completing his Employability lessons in the team space and has been introduced to other members of the team. This is now seen as a safe space for Person B and he has others in the team he can go to if needed. Person B has also started to work with the Outreach Teacher on his Nat 3 Maths. His attendance for his English lessons has improved and he is motivated to achieve his Nat4 English, Nat4 Employability and has already achieved 2/3 outcomes for his Nat3 Maths and is hoping to achieve Nat4 Maths

Person B's views are that working with the Pilot Project 'Means I can do my Employability lessons in school'.

Person B and his grandmother arranged to visit the NESCOL open day supported by the Brnardos worker, to explore whether he wished to continue with his education post 16. Person B has a lot of potential academically but lacked confidence.

Work has also focused on looking at Person B's strengths and Person B was able to say being 'clever' was a strength of his.

Person B has now been able to start to talk to the school's career advisor (Skills Development Scotland) again with support from his Barnardos worker and start to explore his options for post 16.

Person B's social anxiety is his biggest barrier to his inclusion in his community and wider world. His friendships tend to be mostly on-line gaming. Before being part of the Pilot Project, Person B was not able to attend a Pet Therapy session organised by his social worker. His anxiety meant he could not interact at all, and he left the session without any engagement despite really wanting to participate.

LIAM sessions were started to support Person B with his anxiety. A work experience was found with the help of DYW at Northfield Academy at a dog groomer's. Person B was supported with this initially and gradually was able to attend himself. He is really enjoying the work experience.

The weekly operational meetings with the multi-agency team provided insight from all agencies and as the team are based within the partnership area of the school, key links and relationships were built with both SDS and DYW to explore opportunities for Person B.

Person B lives with his grandparents and describes his current home as a safe space. His poor attendance at school however was impacting his relationships at home. His grandmother was frustrated by Person B leaving school when he was overwhelmed, and his younger sibling resentful that Person B could leave school and that he had to attend.

Since starting the Pilot Project, Person B's grandmother has described his worker as a 'Comfort blanket' in school. Some discussions with Grandmother have also been undertaken around understanding LIAM and how to support Person B at home when he is anxious. There is less stress now within the family around Person B's attendance at school.

Family Learning have also met with gran to support her to find a network in her community. At present, gran does not feel she needs this but is aware support is available.

The Barnardos worker continues to provide check ins for person B and gran through the holiday periods to maintain the relationship and also support the transition back into school

Page 321

after a break as this can be an additional barrier for some young people with a high level of anxiety.

Case Study 3 – Lochside Academy

Person C is an S1 pupil commencing her time at Lochside in August 2022. In October 2022 Person C first began working with pilot staff. She had been excluded from school for fighting with another pupil. Her behaviour in school was also reportedly rude with her often spending time out of class. She was a risk for running away from school having done this previously. School felt at the time that it was difficult to manage Person C's behaviour in school to keep her and other young people safe. It was felt that for her to return to school safely she would require a high level of support.

Initial contact was made with Person C through the Virtual school Education Support Officer who discussed with Person C what had been shared by school and to get her perspective on events. It was also an opportunity for her to then talk about what she felt she wanted in terms of any help / support.

Through discussion at the weekly operational meeting, it was agreed that the best placed members of the team to provide support to Person C would be the Barnardos workers.

Person C has four sessions weekly with the Barnardo's workers and one session with a youth worker in the team from the pilot.

A reduced timetable was agreed for Person C with pilot staff (Barnardos) seeing her 4 days a week with additional input from a Children 1st worker being scheduled for the other day. This was reviewed on a regular basis in order to adapt according to her needs.

Targets were jointly set with Person C with the main focus of work to date being on peer relationships and managing conflict as well as exploring feelings and emotions, how she expresses these and positive ways to help manage them. Person C has engaged with much of the support offered to her. She has only missed pilot sessions due to illness choosing to attend all other sessions. She has also been supported to attend CAHMS appointments

Person C is sometimes not keen to fully engage with focused work but due to strong relationships forming with staff she is more open to exploring different techniques and strategies at her own pace. She is not yet in a place where she can put techniques learned into real life situations due to her very impulsive responses.

Person C's kinship carer had commented on the additional strain having Person C at home was having while she was on a severely reduced timetable and it was felt that some additional time with a youth worker could support Person C's carer with some

additional respite from her caring responsibilities. It was felt this would benefit the home stability. It was also felt that the youth worker, would be a positive male role model for Person C and offer her calm time every week to engage in crafts or similar which she enjoys giving her some peaceful down time.

Weekly discussions with the team and school link meant that the plan for Person C could be very responsive to need and information could be shared with school staff to ensure everyone was working to the same plan.

Person C wanted to be in in school and has commented on several occasions that without that input she may have run away from school as she felt she could not cope alone. She has also sought support directly from pilot staff when she has felt overwhelmed.

Pilot staff have been required to work flexibly with Person C and when possible respond to school requests for support when Person C is not managing in the school environment. There have been occasions when she has been supported in challenging situations which she would not have previously managed independently.

Person C does continue to face difficulties in school. However, her timetable has been altered with support of the pilot to include more English and maths lessons at her request. Person C has been supported by pilot staff alongside school staff to engage in restorative conversations with other young people in the school with an aim to helping her take responsibility for her behaviours, reflect and consider different ways of dealing with difficult situations in the future.

Person C was offered continued support during holiday periods but chose not to take up this offer.

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ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	4 July 2023
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Kinship Care Service Planning
REPORT NUMBER	CFS/23/183
DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Isabel McDonnell
TERMSOF REFERENCE	1.1.1

1. PURPOSE OF REPORT

1.1 The purpose of this report is to inform committee members of the plans to enhance multi agency support to kinship families and use of the Whole Family Wellbeing Fund to improve outcomes for children and young people living within a kinship arrangement.

2. RECOMMENDATIONS

That Committee:

2.1 note the improvement planning in relation to supporting kinship carers is fully aligned to the Children's Services Plan and the development of our Family Support Model (agenda item 11.1 of Education and Children's Services Committee 4 July 2023); and

2.2 instruct the Interim Director Children and Family Services to report progress on the impact of delivering improved multi-agency support to Kinship Carers through the Children's Services Plan annual progress report.

3. CURRENT SITUATION

3.1 **What is kinship care?**

3.1.1 Kinship care is the term used to describe the placement of a child/young person with family members/family friends when the child/young person is unable to remain in the care of their birth parents. There are two forms of kinship placements.

a) Formal kinship placements – In these circumstances the child is subject to a legal order (ie deemed a looked after child) via the children's hearing or is placed with the kinship carer with the consent of the parent(s), under Section 25 Children (Scotland) Act 1995, in recognition that they are not able to keep the child safe.

b) Informal kinship placements – In these circumstances, the child having been placed by the Local Authority via a) following which the kinship carers have been granted a Kinship Order by the Courts. This removes the child from the looked after system and empowers the family to normalise the care and upbringing of the child.

3.1.2 In both scenarios the local authority has a legal duty to provide support (financial, emotional and practical) to kinship carers. There are currently 225 kinship families who are caring for Aberdeen children, largely situated within Aberdeen City or Aberdeenshire.

3.1.3 The regulation of kinship care, reflecting the familial nature, is less than that of children placed within foster care or adoptive placements. However, the needs of the children and their carers have a broad alignment.

3.1.4 Our kinship families are great grandparents, grandparents, siblings, aunts and uncles and connected persons. Some have children from birth to adulthood and some may have had previous social work involvement. The children and young people they care for have all experienced some form of loss and many have experienced trauma of varying degrees. All should expect to be loved and nurtured in a family network of carers, who are also nurtured and cared for. In consideration of this our service provision cannot be a "one size fits all approach", we need a diverse multi agency approach which matches the diverse nature of our carers.

3.1.5 The support provided to kinship carers is within the continuum of Aberdeen City's developing Family Support Model. It ensures effective early intervention support to kinship families mitigating the need for children to be cared for out with their family. This report should therefore be read alongside the report shared with members in relation to 'Developing a Family Support Model and the Edge of Care Pilots'.

3.2   What does our data tell us?

3.2.1 Our data has told us that caring for a child within a kinship family is complex and challenging. The range of emotions involved mean that carers have to balance a range of competing practical and emotional demands;
- care and safeguarding the child;
- assuming a parental role often at a point in their life when such was not planned;
- concern for the birth parent(s) – a recalibration of relationships.

3.2.2 Locally the number of children living within a formal kinship arrangement is 133 while those living an informal arrangement is 154. Only those living in a formal arrangement feature within data in relation to looked after children. Analysis of our data indicates that the percentage of looked after children living in a kinship family (22.7%) is lower than that of comparable local authorities and the national figure (33.2%). Our data has broad alignment to the other North East local authority areas Aberdeenshire and Moray.

3.2.3   There are many reasons for this position. Local practice has strongly supported kinship carers to care for their kin out with the formal looked after system (this does not alter the financial, practical or emotional support provided by the local authority). It does however promote a sense of normality for a child and their family. Engagement at a national level indicates that our emphasis on this has been stronger than in other areas. Children cared for within an 'infomral arrangement' are not reported within looked after data.

3.2.4   However, differential is also recognised due to evolution of kinship care over the last decade and the associated funding. The level of support provided to kinship carers compares less well to that provided to foster carers. To address this staff from the Kinship Team, in the initial months of 2023, undertook a series of engagement activities with kinship carers. The aim was to better understand their views on the support currently provided and where there were gaps or where improvements could be made.

3.3   **Consultation with Kinship Carers**

3.3.1   The Kinship Team in February 2023 undertook consultation with kinship carers, social work colleagues, and a range of third sector providers. The consultation of kinship carers was based on a survey. The aim of consultation was to increase the understanding of the varying agencies and teams that were providing support to carers, in addition to communicating with carers to ascertain what the overall experience of being a carer was like, and to identify where the gaps in provision were, to ensure there is a shared and understood appreciation of the range of support that is required and commonalities. The survey of carers resulted in the following themes, as illustrated below:

3.3.2   Feedback from carers unsurprisingly highlighted the joy and love they have for the role and ensuring their kin remained within their family. It also highlighted the following:

Most challenging aspects of being a Kinship Carer:
- Juggling work and caring duties
- Relationships with parents of child(ren)
- Supporting the child with their experiences
- Financial concerns

Most helpful support provided by the kinship team
- Having someone to talk to

- Emotional Support
- Signposting
- Financial Support

Identify gaps in support/where more support would be helpful
- Practical Support involved in the caring task
- Wellbeing/Emotional Support
- Self-help – (peer support/enhancing knowledge and skills etc)
- Financial Support

3.3.3 The learning from the engagement activity has been drawn together within an Improvement Plan. The aim of the plan is to address the gaps and challenges noted above but also to reduce the number of kinship placements that sadly breakdown while simultaneously reducing the number of children placed in Out of Authority Placements (foster care and residential care).

3.4 Alignment to The Promise and our Children's Services Plan

3.4.1 In 2020 the Scottish Government made a commitment to thousands of care experienced children and adults to *#KeepThePromise*. This included 'where children are safe in their families and feel loved they must stay – and families must be given support together to nurture that love and overcome the difficulties which get in the way'.

3.4.2 Scotland's vision is for a society where children's human rights are embedded, protected, and upheld, wholly and meaningfully, across every aspect of their lives. Every child has a right to respect for family life, including with siblings (Article 16 of the UNCRC). Children who are unable to live with their family have a right under Article 20 of the UNCRC to special protection and assistance, because of the additional support they require securing all their rights.

3.4.3 The Promise states "Whatever the mode of arrangement, Scotland must ensure that children living in kinship care get the support they need to thrive. Kinship must be actively explored as a positive place for children to be cared for.

3.4.4 Kinship carers must be supported to continue to care for the children they are looking after and this must include, but not be limited to, financial support. Too often, children have been placed with an 'auntie' or 'granny' or other relation with insufficient ongoing support to manage a complex set of circumstances. Finding a biological relation to place a child with is not enough to ensure that a child grows up in the context of love and kindness. These families are often managing the impact and pain of the biological parent not being able to care for their children. There must be no barriers for children to have regular, positive childhood experiences.

3.4.5 In addition to our Corporate Plan, our Corporate Parenting responsibilities are reflected in our Children's Services and Local Outcome Improvement Plan where the following objectives are set for Corporate Parenting under stretch outcome 6: *"Stretch Outcome 6 Increase by 100% the number of partners supporting kinship carers by 2023".*

3.5   The Whole Family Wellbeing Fund

3.5.1   The Scottish Government has committed to providing £500m, over the course of this Parliament, to support delivery of The Promise. The Whole Family Wellbeing Fund (WFWF) is intended to help families overcome challenges before they reach crisis point. The Fund aims to significantly reduce the number of children and young people in care by 2030. More broadly the outcomes expected from the WFWF are:

   i.   Improved family wellbeing
   ii.   Reduction in gap in wellbeing outcomes for disadvantaged communities
   iii. Reduction in families requiring crisis intervention
   iv.   Reduction in children and young people living away from families
   v.   Increase in families taking up wider supports

3.5.2   To better meet the needs of kinship carers, £150,000 has been earmarked from the WFWF, for the next three years. This investment will support the team with a programme of activities to improve the multi-agency support offer to kinship carers. In developing support for kinship carers, service provision needs to be available to all families who need it and so a multi-agency, cohesive and trauma informed approach is needed to support our families. However, any development of service provision needs to hold kinship carers and the children they care for at the centre of any decision making for it to nurture meaningful change.

3.5.3   This investment will have three strands fully aligned to the principles of the Intensive Family Support noted in The Promise.

Strand 1 – Community Based and Non-Stigmatising Support.
Further developing relationships with the Family Learning Service, the Kinship Team will align a Community Development Officer worker to work with kinship families. This will further develop our preventative support offer and focus on building the capacities of kinship carers. The focus will be to:
   • further develop self help and support groups for formal and informal support opportunities.
   • identify carers who feel isolated in their caring role and build connections with them.
   • enhance advocacy
   • develop learning and development opportunities with a strong focus on trauma recovery, enhance the knowledge and skills of kinship carers to better meet the needs of the child in their care.

Strand 2 – Holistic and Relational Support
Kinship carers recognise that the relational dynamics around kinship families are frequently complex and conflictual. For kinship carers to navigate the grandparent (or other) relationship but deliver on the parenting task is challenging. Doing so whilst navigating the changing relationship with the child's mother and father can be experienced as conflictual.
Realigning resource from existing CSW services will add capacity to the Family Time Hub (supporting family time between children and their birth parents). This will provide additional support to help children and young people understand family relationships, support children to better understand the reasons for their

care arrangements as well as supporting parents and kinship carers to manage their relationships.

Strand 3 – Flexible, Responsiveness and Timely Support

Kinship carers identified the need for increased "flexibility' and the 'responsiveness and timely' nature of support. To respond to this, a family resource worker will enhance the support offer from the Kinship Team.

Assuming responsibility for a child within a kinship arrangement can be daunting for many families. Kinship carers have highlighted the criticality of the support at the outset of any child moving. The enhanced support will ensure the service is able to meet all new kinship carers immediately following a child being placed in their care to:

- explore immediate support needs,
- ensure financial support is provided for in a timely manner
- explain the role and remit of the kinship team
- signpost and connect to other services
- supporting kinship carers to progress the various statutory checks

3.5.4   Kinship carers have told us that it can be overwhelming trying to navigate the legal context of having a child placed in their care whilst dealing with the emotional and practical upheaval such a placement can bring. Having a consistent person with whom they can build a relationship with is identified as important.

3.6   Multi-agency Support to Kinship carers

3.6.1   Separate to the improvement activity detailed in 3.5 the Kinship Team has actively engaged with partners (CAMHS, 3rd Sector) to develop opportunities for kinship families to access therapeutic support. Building the resilience of carers and enabling the child or young person to begin to recover from past trauma is critical to improving outcomes. Data would indicate that a significant percentage of children living within a kinship family have neurodiverse needs. The team is continuing to develop the knowledge and confidence of staff to support carers who are caring for children with this level of need.

3.6.2   This has recently been enhanced through a partnership with CAMHS who are supporting kinship carers and young people living within these placements by agreeing the placement of an Assistant Psychologist within the kinship team. The value of this placement will be evaluated and inform future support opportunities.

3.6.3   The service have actively engaged with local and community partners to raise awareness of the needs of kinship carers as well as children and young people in these placements. The interest from partners was very encouraging and will contribute to kinship carers being able to access a range of responsive supports without the stigma of having to be referred by Children's Social Work or other agencies. Kinship carers require a timely and appropriate response to ensure that they are afforded a level of support appropriate to their identified needs enabling them to feel emotionally supported to care for the children in their care.

3.6.4   The increased accessibility and coordination of support will ultimately contribute to the stability of caring arrangements and mitigate against breakdowns that often result in children requiring to be accommodated in foster care including out of authority placements, at significant financial cost. Unfortunately, this can

also lead to children requiring to be separated from their siblings if they cannot be accommodated together because of a lack of provision. These placements are often not in the children's locality, which breaks links to family connection and existing supportive relationships in education and wider community.

4. FINANCIAL IMPLICATIONS

4.1 There are no direct financial implications arising from the recommendation of this report. The identified investment in the kinship service will come from the WFWF, enabling a realignment of staff on a cross cluster basis.

4.2 The Scottish Government have confirmed that Aberdeen City's share of the £32m is a multi-year commitment up to 2025/26. Aberdeen City's share of this funding is £1.025m per year. The funding is to be spent and delivered according to the collective agreement and direction of the local Children Services Planning Partnership with accountability resting with the Children's Services Board.

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 The Promise and Plan 21-24 impacts on a range of statutory duties on the Council in relation to vulnerable and care experienced children, including those contained in the Children (Scotland) Act 1995, Children's Hearings (Scotland) Act 2011, Children & Young People (Scotland) Act 2014, Child Poverty (Scotland) Act 2017 and Children (Scotland) Act 2020.

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	Many of the requirements of Plan 21-24 are already built	The Children's Services Board and Community Planning Management Group have oversight of the delivery of the relevant	M	**Yes**

	into a variety of strategic plans. It is expected that gaps will emerge as the Council and partners scrutinise the requirements of Plan 21-24 in detail.	strategic plans in this respect. They are ensuring that the terms of Plan 21-24 are incorporated into current and future strategic planning.		
Compliance	No significant risks identified.	Services across all multi-agency partners identified are aware of legislative requirements and ensure compliance.	L	**Yes**
Operational	The aims of Plan 21-24 are ambitious and will require our people, equipment and buildings to change in order to drive on the plan. This may impact on morale as the change process is undertaken.	Leadership supports participation and planning across the multi-agency partnership in the delivery of Plan 21-24 to best ensure operational support for changes identified.	M	**Yes**
Financial	No significant risks identified.			**Yes**
Reputational	No significant risks identified.	The council and partners are committed to keeping The Promise and implementing Plan 21-24.	L	**Yes**
Environment / Climate	No significant risks identified.			**Yes**

8. OUTCOMES

COUNCIL DELIVERY PLAN 2022-2023	
	Impact of Report
Aberdeen City Council Policy Statement **Working in Partnership for Aberdeen**	Plan 21-24 has direct relevance to the delivery of the following policy statements contained within the Council Delivery Plan for People: • UNICEF Child Friendly City accreditation • Commit to closing the attainment gap in education while working with partners across the city • Continue to promote diversion activities for youths and adults in our city with enhanced focus on our three locality areas • Reduce fuel poverty across our most deprived communities through combined heat and power schemes, including the Energy from Waste Plant, and supporting community owned energy solutions
Prosperous People Stretch Outcomes	Plan 21-24 has direct relevance to the following stretch outcomes in the LOIP and will help support delivery of these: • 95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of Children and young people will report that their experiences of mental health and wellbeing have been listened to by 2026. This is reflected in interactions, activities, supports and services. • As corporate parents we will ensure 95% of care experienced children and young people will have the same levels of attainment in education, health and emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority neighbourhoods will sustain a positive destination upon leaving school by 2026. • Child friendly city where all decisions which impact on children and young people are informed by them by 2026. 9. 30% fewer young people (under 18) charged with an offence by 2026.
Regional and City Strategies	Plan 21-24 is relevant to Aberdeen City Council Delivery Plan, the Local Outcome Improvement Plan, and the Children's Services Plan

9.   IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	This report does not require a full Integrated Impact Assessment to be completed.
Data Protection Impact Assessment	Not required
Other	None

10.   BACKGROUND PAPERS

https://www.carereview.scot/wp-content/uploads/2020/03/The-Promise_v7.pdf

https://thepromise.scot/plan-21-24-pdf-standard.pdf

https://www.gov.scot/publications/statutory-guidance-part-9-corporate-parenting-children-young-people-scotland/documents/

11.   REPORT AUTHOR CONTACT DETAILS

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Exempt information as described in paragraph(s) 8 of Schedule 7A of the Local Government (Scotland) Act 1973.

Document is Restricted

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