

## ABERDEEN CITY COUNCIL

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COMMITTEE	<b>Education, Culture and Sport</b>
DATE	<b>15<sup>th</sup> September 2011</b>
DIRECTOR	<b>Annette Bruton</b>
TITLE OF REPORT	<b>Education, Culture and Sport Standards and Quality Reports 2009-10</b>
REPORT NUMBER	<b>ECS/11/054</b>

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### **1. PURPOSE OF REPORT**

The purpose of this report is to:

- provide Elected Members with an update on the Standards and Quality of our education services

### **2. RECOMMENDATION(S)**

The Committee are asked to:

- Approve the Education Service Standards and Quality Report 2009-10
- Approve the Educational Psychology Service Standards and Quality Report 2009-11
- Commend our children, young people, staff, parents and carers for their commitments and achievements reflected in this report

### **3. FINANCIAL IMPLICATIONS**

There are no direct financial implications arising directly from the report.

### **4. OTHER IMPLICATIONS**

There are no direct implications arising from this report however, the purpose of reporting on standards and quality reporting is maintain compliance with legislative frameworks and to secure improvements to services. The measures ensure linkage to the Single Outcome Agreement, the Administration's Policy Statement - Vibrant, Dynamic and Forward Looking. Improvements in the services provided by Education, Culture and Sport impact positively on communities across the City.

## **5. BACKGROUND/MAIN ISSUES**

- 5.1 This report provides Elected Members with a report on the Standards and Quality of education services for 2009-10 and for the Educational Psychology Service for 2009-11.
- 5.2 Each year the education service produce Standards and Quality reports outlining our main achievements. As part of our statutory duty under the Standards in Scotland's (Schools) Act 2000, these reports draw on a range of evidence to show how our services make a difference to the lives of our children and young people every day. It also shows our ambitious plans to improve outcomes in our classrooms, schools, community centres and services.
- 5.3 The reports highlights the national recognition received by our schools, staff and services in 2009/10 and provides answers to the following questions:
- What key outcomes have we achieved?  
How well do we meet the needs of our users?  
What is our impact on staff?  
What is our impact on our community?  
How good is our service delivery?  
How good is our leadership and management?  
And finally what is our capacity to improve?
- 5.4 We would like to thank all pupils, staff, parents and carers for their commitments and achievements reflected in these reports.
- 5.5 The August report consists of 1 appendix as outlined below:
- Appendix 1: Education Culture and Sports Standards and Quality Report 2009-10
  - Appendix 2: Educational Psychology Service Standards and Quality Report 2009-11

## **6. IMPACT**

### **Legal**

The Council is required to act within the legislative frameworks as laid down by the Scottish and UK Governments.

### **Resources**

No additional resources are required to undertake policy development, review and implementation, which is a core responsibility of managers.

### **Other**


There are no property, equipment or Health and Safety implications arising directly from this report.


## 7. BACKGROUND PAPERS

- Appendix 1: Education Culture and Sports Standards and Quality Report 2009-10
- Appendix 2: Educational Psychology Service Standards and Quality Report 2009-11


## 8. REPORT AUTHOR DETAILS

Sarah Gear, Service Manager (Policy and Performance)  
Education, Culture & Sport

 01224 522865


 [sagear@aberdeencity.gov.uk](mailto:sagear@aberdeencity.gov.uk)

Ljiljana Pavlenic, Principal Officer (Education Statistics)  
Education, Culture and Sport

 01224 523241

 [lpavlenic@aberdeencity.gov.uk](mailto:lpavlenic@aberdeencity.gov.uk)

Bill O'Hara, Principal Educational Psychologist  
Education, Culture and Sport

 01224 814632

 [bohara@aberdeencity.gov.uk](mailto:bohara@aberdeencity.gov.uk)



**ABERDEEN**

**CITY COUNCIL**

A City of Learning

**Education, Culture, and Sport**  
**EDUCATION STANDARDS AND QUALITY REPORT**  
**2009/10**

# Foreword

I am delighted to welcome you to our Standards and Quality Report for Aberdeen City Council for 2009/10. The report is a summary of the performance of our education services in Aberdeen. This report shows how, despite the considerable challenges that we face, our services continue to make a difference to the lives of our children and young people every day. Our report also shows that our proactive and prudent approach to planning for reductions in public sector spending is resulting in transformational changes to our services. You will see that we have our ambitious plans to improve outcomes in our classrooms, schools, and communities across our City.

This year's report concentrates on our Education services and shows our performance across all sectors from early years to further education, and how we are meeting the needs of our children and young people in more creative and innovative ways. In addition, our report shows the many and varied wider achievements of our pupils and staff throughout Aberdeen City schools and services and the significant contributions of our Cultures, Communities and Heritage teams.

Using a range of evidence from across our service, our report answers the following 6 questions:

- What key outcomes have we achieved?
- How well do we meet the needs of our stakeholders?
- How good is our delivery of education processes?
- How good is our management?
- How good is our leadership?
- What is our capacity for improvement?

The report also provides an update on our Improvement Objectives for Education for 2009/10 and shows how we made improvements to quality and performance. You can also see where we have identified the need to improve further. I would like to thank all pupils, staff, parents and carers for their commitment and achievements reflected in this report. Together, we are making a real difference to the lives of children and young people in our City.

Annette Bruton  
Director of Education, Culture and Sport

# Our Vision



Our Vision to develop Aberdeen as a City for Learning is set out in our 'Aberdeen Learning Strategy' where we want Aberdeen to be a place:

- *Which recognises, values and celebrates learning;*
- *Where all sectors work together to ensure access to learning;*
- *Where citizens value learning as an essential and integral part of their lives; and*
- *Where citizens take responsibility for learning throughout their lives*

# Our Vision's Promise

For our children and young people, this means that you can expect to:

- Have the best possible start to learning through a high quality play-based curriculum
- Be treated as a partner in your learning and be able to learn about things that interest and affect you
- Be equipped with the basic skills that open doors to a full life and promote your inclusion in the social, economic and environmental wellbeing of Aberdeen society
- Have positive and inspiring learning environments and have enjoyable and motivating learning experiences
- Experience education, training and workplace learning that are tailored to your needs
- Access a wide and varied range of opportunities to participate in volunteering and active citizenship
- Be able to access high quality, responsive and accessible services and facilities and receive support & advice
- Be able to participate in recreational and social opportunities in a safe and accessible environment
- Gain sporting, artistic, musical and outdoor experiences to develop your talents, broaden your horizons and promote your lifelong learning
- Have the right to be consulted, to participate in decision making, and to be heard, on all matters which concern your learning or that have an impact on your life

For our adults, this means that you can expect to:

- Be able to access a wide range of learning opportunities & have the opportunity to participate in volunteering and community activities
- Have the opportunity to improve your basic skills & to gain more formal qualifications throughout your working life and beyond & be able to fully engage in the learning of your child if you are a parent/carer
- Be able to participate in a wide range of physical, recreational and musical activities

## Local context

Our recent inspection report by Her Majesty's Inspectors of Education (HMIE)<sup>[1]</sup>, highlighted Aberdeen as a City of international significance. The commercial hub that drives the regional economy of the North East, the influence of the oil and gas industry over the past 30 years has been considerable, helping to raise living standards and contributing to income levels that have been considerably above the UK and Scottish averages.

Aberdeen has developed into a vibrant and cosmopolitan City. It is a premier centre for business, education, retailing, leisure and culture. There is a wealth of listed buildings, conservation areas and other cultural and artistic assets. Aberdeen is served by established road and rail links, a modern harbour and airport.

One of the largest local authorities in Scotland, Aberdeen City Council services the 3rd largest city in the country with a population of around 210,000. The Council provides employment to over 10,000 people across the region. Our mission to deliver quality services that consistently achieve improved outcomes for customers. Our recent Best Value progress report highlighted a 'very promising base for further improvement'.

There are still considerable challenges ahead of us. A city of contrasts, Aberdeen is ranked the 14th most deprived local authority in Scotland. The context for Education, Culture and Sports services shows that there are significant health, social, educational and economic inequalities across the City. The pupil population (aged 3-18) of the Aberdeen City Council schools is 26,578<sup>[2]</sup>, predicted to fall slightly in the period to 2012. Based on the 2009 census, approximately 12% of those pupils attend independent schools<sup>[3]</sup>. Approximately 9% of pupils have English as an additional language<sup>[4]</sup>. In 2009, 16.9% of pupils in primary schools were entitled to free school meals<sup>[5]</sup>, slightly lower than the overall Scottish entitlement rate of 17.4%. In secondary schools, 10.9% of Aberdeen pupils were entitled to free meals compared to a Scottish average of 12.9%. The destinations of school leavers in Aberdeen in 2008/09<sup>[6]</sup> were broadly similar to the overall Scottish situation. 37% of leavers in Aberdeen went into Higher Education and 24% went into Further Education, compared with Scottish figures of 35% and 27% respectively. The proportion of leavers going into Employment was 19%, compared with 18% in Scotland. Around one in eight Aberdeen school leavers were classed as 'Unemployed and seeking employment or training'. In March 2008, there were 650 looked after children - 1.6% of the city's total 0-18 population. Most of these children are looked after in the community, including 204 who are at home with their parents. Around one in seven looked after children are in residential accommodation, mostly in a residential school or a local authority home.

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[1] HMIE report available at: <http://www.hmie.gov.uk/documents/followup/AberdeenINEAFT.pdf>

[2] Pupil Census 2009

[3] Independent school census, 2009

[4] Pupil Census 2009

[5] Free School Meals Census 2009

[6] SDS Report 2009



# Education, Culture and Sport Profile

The Education, Culture and Sport service employs over 4,000 staff working across the city supporting the following three service sectors:

- Schools and Educational establishments
- Communities, Culture and Sport
- Educational Development, Policy and Performance

The focus of our Directorate is, through new ways of working, to contribute to building a 'City of Learning', an 'Active City' and a 'Vibrant City' which empowers individuals to fulfil their potential and to contribute to the economic, social and cultural wellbeing of our communities. Our priorities encompass the activities and initiatives which we undertake in order to achieve the Council's key strategic objectives. These reflect the national Priorities set out by the Scottish Government, the Concordat and the Single Outcome Agreement in the following 10 priority areas<sup>[7]</sup>:

1. Curriculum for Excellence: implementing the new curriculum for schools
2. Fit for Purpose Schools/Learning Centres: making sure that we have the right facilities in the right place
3. Learning in the wider community: lifelong learning for everyone
4. Technology: using technology for learning
5. Health and wellbeing: helping people to make the right lifestyle choices from an early age and throughout their lives
6. Engagement in arts, culture and heritage: improving the quality of and impact of arts, culture and heritage provisions across the city
7. Helping those with different needs: helping everyone reach their potential
8. Better performing/Value for Money: demonstrate our commitment to continuous improvement
9. Skilled and trained staff: continually developing our staff through training opportunities
10. Working together: making sure services work together in the interests of the learner

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[7] Learning Strategy April 2010

Underpinning our 10 priority themes are the objectives to improve attainment and achievement for all our learners and to close the gaps in learning, health, participation and employment outcomes that exist within the City. Our key priorities are met through the provision of a range of services and activities:

Education services for children aged 0-5 years comprises of 146 part time pre-school nurseries in 46 of our 48 primary schools and in Raeden Centre Nursery School for pre-school children with additional support needs arising from complex health and disability factors. A range of informal services for children 0-5 and their families are delivered in church halls, community learning and development centres and leased community centres. For 3-5 year olds, partnership with the independent and voluntary sector covers a further 55 partner nurseries. The majority of our 0-5 services have been evaluated positively (all indicators rated “satisfactory” or better) by both HMIE and the Care Commission.<sup>[8]</sup>

School education comprises 48 primary schools, 12 secondary schools, 4 special schools and services. The majority of our schools receive consistently positive HMIE school inspections which show parents are positive about their schools and express high levels of satisfaction.<sup>[9]</sup> Our ambitious 3Rs programme of seven new primary schools, two new secondary schools and one primary school refurbishment and our ICT refresh and infrastructure programme are all helping to make Aberdeen schools fit for the 21st century. Our refurbished outdoor learning facilities at Kingswells and Cromdale have supported over 6,600 participants<sup>[10]</sup>. Our Music School at Dyce Academy is a national music school for young musicians all over Scotland and our Music Service helps us to offer music tuition to 14% of our children and young people, the highest uptake in the United Kingdom<sup>[11]</sup>. Our achievement agenda is well supported through the Sport Aberdeen Active Schools team, our Arts Education and Arts Development Teams, our Community Training Unit and Gaelic Education. Community Learning and Development colleagues work throughout the City and include community based adult learning, adult literacy and family learning.

The total number of pupils in September 2010 was 21,558 made up of 11,864 in the primary sector, 9,408 in the secondary sector and 286 in the special sector. Our schools and services are inclusive and make provision for children with a wide range of additional support needs. We provide services for children and young people with additional support needs in the following ways:

- Mainstream schools/nurseries with additional individual support
- Specialist units within mainstream schools
- Two new integrated schools at Mile End Primary and Bucksburn Academy
- Four free standing schools (Cordyce, Hazlewood, Woodlands and the Raeden Centre)
- Citywide services such as Educational Psychology Service, EAL, Sensory Support, Hospital and Home tuition and Pupil Support

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[8] HMIE and Care Commission inspections 2009-10

[9] HMIE School Inspections 2009-10

[10] 2009-2010 participation figures

[11] 2008-2009 participation figures

Communities, Culture and Sport successfully deliver a diverse range of quality provision to people of all ages throughout the City:

- 3 theatre venues operated by the ‘Aberdeen Performing Arts’ trust and were used by 401,225 people<sup>[12]</sup>
- 22 community facilities where 4 learning community inspections have been evaluated as positive<sup>[13]</sup>
- 17 libraries and 1 mobile library, ranked 5th in Scotland for our high borrowing figures<sup>[14]</sup> and 6th for our high usage of Learning centres
- 5 museum and gallery sites ranked 2nd for number of visits to/usages of council funded museums and ranked 4th for number of visits in person<sup>[15]</sup>.
- 33 sports facilities which have recently been successfully awarded Trust status as ‘Sport Aberdeen’ and were used by 1,397,681 people in 2009/10<sup>[16]</sup>

Our most recent user satisfaction survey<sup>[17]</sup> showed fairly high levels of satisfaction across the board with significant peaks within the sectors of culture and libraries:

<b>Satisfaction with services used in past year</b>	<b>Usage of services within sample</b>	<b>Very/Fairly Satisfaction</b>	<b>Very/Fairly Dissatisfied</b>
• Museums and Galleries	54%	93%	7%
• Libraries	51%	92%	8%
• Sports/Community Centres	45%	84%	16%
• Schools	26%	88%	11%
• Adult Learning Facilities	16%	86%	14%

[12] 2009 total attendances

[13] HMIE Learning Community inspections 2008-10

[14] SPI 2009/10

[15] Visit Scotland 2010

[16] SPI 2009/10

[17] Residents Survey Summer 2009

# Our achievements in 2009/10

Some of our key strengths and outcomes this year have been:

- Clear leadership and a more creative and innovative approach to improvement by the Director of Education, Culture and Sport and her newly appointed team of Heads of Service.
- A clear vision for *Aberdeen: City of Learning*
- Highly motivated and very committed centrally deployed officer team
- A clearer focus on improvement
- Improved policy direction including the development of the Learning Strategy, the Sports Strategy and the Cultural Strategy
- A demonstrable commitment to and positive outcomes from partnership working with a range of partners and stakeholder including innovative work in engaging with children and young people
- Leading very good work across services, public bodies and with other local authorities



- An influential approach to 5 year budget setting to maximise public value and maintain improvement
- Improved approach to self-evaluation and quality assurance
- The significant impact on communities of the culture, arts and heritage services
- Improved solution-focussed approaches to meeting the needs of vulnerable learners
- The improvement in numeracy in primary and secondary schools
- The improvement in the early years provision for children and families
- The high quality learning environments in the new schools built in the 3Rs programme

- Airyhall School, our 2nd school in our £120m 3Rs project opened its doors to pupils in August 2009. Staff declared it 'fantastic' and were proud to be offering community and sports facilities as well as a state of the art learning and teaching environment.



- Our Adult learning team reached the finals of the APSE Awards in Cardiff for their Healthwise project, which has helped to increase the skills, knowledge and understanding of learners in relation to health and health care. Active Schools Aberdeen was also a finalist in the Healthy Communities accolade.



- Congratulations to Scotstown pupils who won the SEPA competition by creating an animated on flooding.



- September 2009 saw the return of Techfest, the City's annual festival of Science, Technology, Engineering and Mathematics (STEM) organised by TechFest-SetPoint. The 2009 event which showcased over 170 activities for all ages was declared by one visitor as ***'an excellent programme, so many interesting topics and speakers!'***



- Well done to pupils from Woodside primary school who made it to the Euroquiz final in the Scottish Parliament.
- Congratulations to Dyce Academy for achieving Fairtrade status much to the delight of its pupils.



- October saw the opening of two state-of-the-art secondary schools as another milestone in our 3Rs project. Staff and pupils at the new Cults and Bucksburn academies were amazed by the quality and breathtaking design. Bucksburn Academy was our first secondary school to incorporate unique facilities for children and young people with additional support needs, with inclusion at the heart of the new school.



- The work of our central Streetwork project team was highlighted for its positive outcomes with hard to reach young people.



- December saw the magic of the Beatles taking place at our iconic Beach ballroom as part of the 80th birthday celebrations and the City's Winter festival 2009



- One of our dedicated and intrepid P6 teachers took part in the Global Adventure Challenge in Lapland in March 2010. The 250km trek from North Norway to Sweden saw temperatures as low as -25 degrees and helped to raise much needed funds for the National Autistic Society. Judy Duncan raised over £2,200. Well done, Judy!



- January 2011 saw the start of celebrations to mark the 125th year of Aberdeen Art Gallery.



- Pupils at Walker Road Primary transformed their playground shelters with the help of the Arts development team. They are now bright, colourful places to play and nurtured artistic talent amongst pupils, parents and volunteers alike.



- Well done to Dyce Academy for their successful bid to take part in the Arts extreme project with the National Theatre of Scotland. Involving primary schools throughout the city, there will be events and performance at a number of venues. The project culminated in an unbelievably exciting event entitled Cabaret of Impossible dreams in March 2010 and explored the fascinating world of dreams as experienced through the lives and imaginations of young people.



- Our solution orientated practice was showcased to over 60 teachers in a training for trainers event in partnership with the Educational Psychology Service and the Scottish government Positive behaviour team in May.

- Word 10 , the University of Aberdeen writers festival, was bursting at the seams with readings, debate, film, exhibitions, poetry and science events for all ages. Our own reading Bus launched 3 new publications as part of Word.



Wishes and legends, the woodcarvers of Aberdeen and auld Aberdeen were collaborations with pupils in primary schools from across the City.



- April 2010 saw the opening of 2 new primary schools as part of the 3Rs project.
- Braehead and Mile-End brings the total up to 7 new city schools in less than a year. Balgownie and Upper Westfield Schools came together to form the new Braehead School. New community and sporting facilities made pupils and staff very proud to be part of the new school.
- The new Mile-End school replaces the former Mile-End and Beechwood schools with inclusion as its top priority.





- Adventure Aberdeen launched an exciting new series of activities for adults and young people, children's holiday programmes and its new Go mountain Bike Initiative.
- We were delighted when we won the COSLA Excellence gold award in 2010 for Transition Extreme, an innovative youth charity centred around extreme sports.
- Transition Extreme gets young people involved in extreme sports, arts and music as a way of helping them avoid negative recreation such as drugs, alcohol and vandalism.

- Congratulations to Danestone school for achieving the Health Promoting Schools Excellence Award. Pupils celebrated with a visit by British Champion and Olympic swimmer, Hannah Miley in partnership with Active Schools and the Wells Foundation.
- Congratulations to Hazelwood Special School who became the first special school to achieve an Excellence designation as a Health Promoting School in June 2010.





- Congratulations to Riverbank school for achieving level 2 of the UNICEF rights respecting school award.
- Our Dads project, followed in the footsteps of the award-winning Challenge Dad project by helping dads with healthy eating and parenting skills.



- June 2010 saw us celebrate the outstanding achievements of our children, young people, staff and parents in our 4th annual Children and Young People's Service Awards 2010. With more than 110 nominations over 23 categories, the ceremony celebrates the many and varied successes of our youngsters, together with the achievements of the adults that work with them.
- Summer 2010 saw the start of OUR story, a city-wide summer youth project led by our Arts Development team aimed at developing local skills, confidence and community pride. Over 150 young people and local volunteers planned to work in a range of participatory visual arts projects.



# What key outcomes have we achieved?

## Pre-school

- Throughout 2009/10, inspection reports show that the quality of local authority provision has improved in recent HMIE and joint inspections, with 100% of local authority inspections achieving a positive rating. 90% of partner provider pre-school education centres received positive reports from HMIE and Care Commission joint inspections and 88% received positive reports from Care Commission inspections<sup>[18]</sup>. In the 3 settings that have received negative HMIE/Joint inspection reports, the early years team have provided good quality, intensive support including coaching, modelling, advice and guidance<sup>[19]</sup> and indications from follow-through reports are positive.
- Our parents and carers tell us that they are highly satisfied with the quality of pre-school education and care. HMIE and joint reports also say that the care and welfare of children is consistently at a good standard, that children are given opportunities to take part in active learning and that access to outdoor learning is increasing. HMIE found that all settings were implementing Curriculum for Excellence, were consulting and engaging with parents and making links to the community effectively, and many were also using innovative approaches to involve children in planning their learning. It was also noted that, in most settings, we need to use assessment more effectively and extend the breadth and depth of learning.

Across the early years sector, we have achieved the following positive outcomes:

- Offered 475 hours of part-time nursery and pre-school provision to 88% of our ante pre-school children and 90.5% of our pre-school children who wish to take up a place
- Renewed partnership terms and conditions with pre-school partner providers to set minimum quality standards. Our Early Years and Childcare Partnership continues to be an effective partnership with which to lead the implementation of the Early Years Framework in Aberdeen<sup>[20]</sup>.
- Our award-winning Family Information Service continues to identify and respond to parent and carer demands. Private and voluntary sector pre-school providers continue to be well supported by the early years team

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[18] Refer to Appendix 2 for 2009-10 HMIE and Joint inspection outcomes

[19] Evidence in the follow through report

[20] External evaluation report of the partnership

- Leadership and management training, undertaken in partnership with Aberdeen University, ensures a continuum of training qualifications in order to meet the SSSCR requirements and develop the new Level 9 Standards of Childhood Practice<sup>[21]</sup>.
- Recognising the importance of confident individuals and effective contributors, we have improved the quality of communication in early years settings through our implementation of ICAN early talk programme. This programme has helped 116 early years practitioners and 35 local authority staff to understand the importance of communication, how to identify communication difficulties and how to effectively respond to these difficulties. We have helped our partner providers' settings to be accredited at supporting level<sup>[22]</sup>.
- Supported children with SEBN in family centres and pre-school settings through our nature/nurture programme with Camphill School<sup>[23]</sup>. Our evaluation of Nurture projects in 6 schools in regeneration areas illustrates improved outcomes for children<sup>[24]</sup>.
- Supporting early literacy and language development, our joint work with our Library and Information Service has supported children and their parents and carers to foster a love of books, rhymes and stories with over 7,600 Bookbug Packs
- Our support for the achievement agenda in pre-school has included: Kindergym and swimming programmes in partnership with Sport Aberdeen; pre-school activities as part of our Active Schools programme; pre-school dance classes at Citymoves; and educational programmes with our Museums and Galleries services including successful interactive exhibitions such as author Lauren Child which had 608 participants in the summer 2009.
- The sector can evidence many examples of effective partnership working at service level. Examples include informal parent and toddler groups supported by CLD, Community Childminding Project, wrap around care for children with complex needs, Play Forum, Employers Forum, Family Learning, Leaping Leopards and city-wide crèche facilities at Sport Aberdeen sports centres and the Aberdeen Sports Village.

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[21] Source: Committee report April 2009

[22] Report available

[23] Evaluations show improved outcomes for children

[24] Nurture group evaluation report available on request

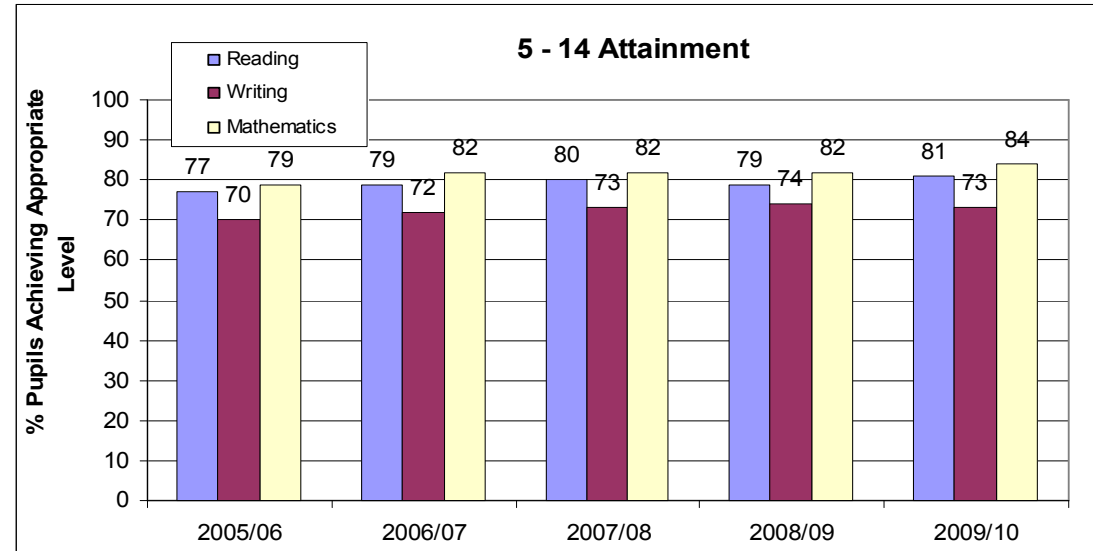
## Primary 5-14 Attainment

### Mathematics

Attainment in primary maths increased by 2% in 2009/10. 84% of pupils reached or exceeded the appropriate level, the highest level since testing began. Out of 48 primary schools, 27 schools achieved an increase of at least one percent, of which 13 schools increased performance by at least 5%. Attainment levels in mathematics in primary schools have improved over last five years but have been consistently lower than Consortium.

### Reading

Attainment in primary reading has increased by two percent from 2008/09 to 2009/10. 81% of pupils reached or exceeded the appropriate level in 2009/10. Out of 48 primary schools, 24 schools achieved at least a one percent increase when compare with previous year's results, and 11 of those schools achieved an increase of at least five percent. Attainment levels in reading in primary schools have improved over last five years but have been consistently lower than Consortium.



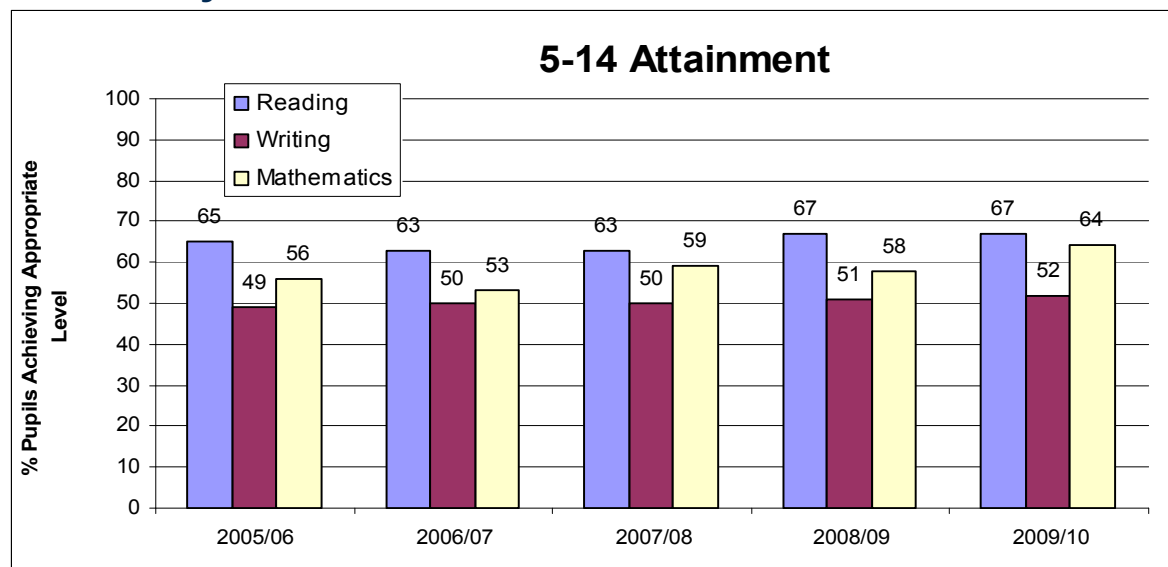
### Writing

Attainment in primary writing decreased in 2009/10. 73% of pupils reached or exceed the appropriate level. Out of 48 primary schools, 18 schools reported an increase of at least one percent of which 11 schools achieved an increase of at least 5% from last year's results. Attainment levels in writing in primary schools have improved over last five years but have been consistently lower than Consortium.



Percentage of pupils achieving appropriate levels by the end of P3,P4,P6 and P7										
Primary 5 – 14 Attainment	2005/06		2006/07		2007/08		2008/09		2009/10	
	Aberdeen	Consortium	Aberdeen	Consortium	Aberdeen	Consortium	Aberdeen	Consortium	Aberdeen	Consortium
Reading	77	82	79	83	80	84	79	85	81	85
Writing	70	75	72	76	73	77	74	78	73	77
Mathematics	79	84	82	85	82	86	82	86	84	86

## Secondary 5-14 Attainment



### Reading

Attainment levels in secondary reading have remained same as in 2008/09. 67% of pupils reached or exceeded the appropriate level in 2009//10. Out of 12 secondary schools, four schools achieved at least a 1% increase and one of those schools achieved an increase of 11%. Five schools reported a decrease of at least 1%, and two schools experienced a decrease of 5 or more percent. Attainment levels in reading in secondary schools have remained stable over passed two years but have been consistently lower than Consortium.

### Writing

Performance level for writing in secondary schools has improved by one percent in 2009/10. There has been an improving trend over last five years. In 2009/10, 52% of pupils reached or exceeded the appropriate level. Five, out of 12 secondary schools, achieved at least a 1% increase and three of those schools achieved an increase of at least 5%. Attainment levels in writing in secondary schools have been consistently lower than Consortium.

### Mathematics

There has been an improving trend in mathematics in secondary schools over past 5 years. In 2009/10 maths attainment has increased by 6% as 64% of pupils reached or exceeded the appropriate level. Out of 12 secondary schools, 7 schools achieved at least a 1% and five of those schools achieved an increase of at least 5%. Three schools reported a decrease of at least 5%. Attainment levels in maths in secondary schools have been consistently lower than Consortium.

Percentage of S2 pupils meeting or exceeding level E										
Secondary 5-14 Attainment	2005/06		2006/07		2007/08		2008/09		2009/10	
	Aberdeen	Consortium	Aberdeen	Consortium	Aberdeen	Consortium	Aberdeen	Consortium	Aberdeen	Consortium
Reading	65	66	63	66	63	67	67	69	67	72
Writing	49	53	50	53	50	55	51	56	52	57
Mathematics	56	60	53	62	59	63	58	63	64	65

*Consortium is a group of authorities that agreed to share 5-14 data*

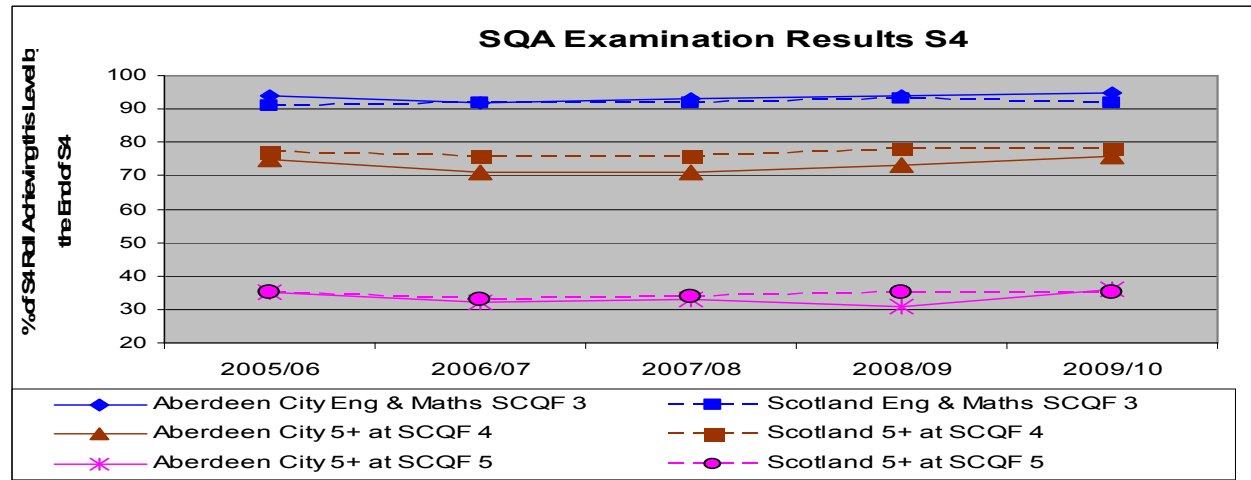
# SQA Examination Attainment

## Attainment in S4

- The percentage of S4 pupils achieving English and Mathematics at level 3 or better by the end of S4 (Foundation level: Access 3 cluster, Standard Grade 5-6) slightly increased in 2009/10. At this measure, Aberdeen results always been equal or better than national average.

- The percentage of pupils achieving 5 or more awards at General level or better by the end of S4 significantly increased in 2010 and is now 2% below the national and comparator authorities' average

- The percentage of pupils achieving 5 or more awards at Credit level or better by the end of S4 significantly increased between 2009 and 2010, and is leveled with the national and the comparator authorities' average.



Percentage of the S4 year group achieving English and Mathematics at level 3 or better by the end of S4 (Foundation level: Access 3 cluster, Standard Grade 5-6)

	2005/06	2006/07	2007/08	2008/09	2009/10
<b>Aberdeen City</b>	<b>94</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>
<b>Comparator Authorities</b>	<b>92</b>	<b>91</b>	<b>92</b>	<b>92</b>	<b>92</b>
<b>National</b>	<b>91</b>	<b>92</b>	<b>92</b>	<b>93</b>	<b>92</b>

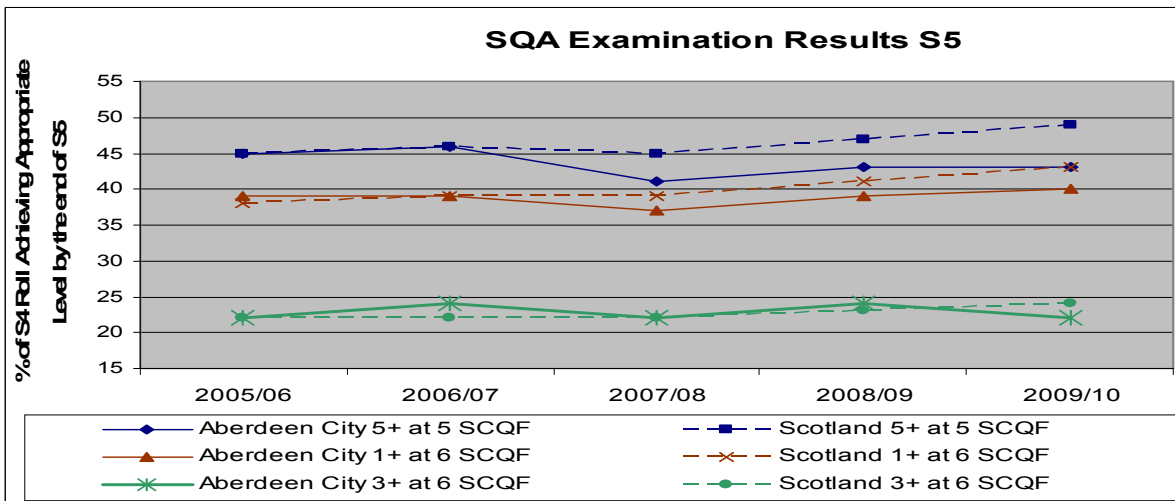
Percentage of the S4 year group achieving 5+ Awards at level 4 or better by the end of S4 (General Level: Intermediate 1 A-C, Standard Grade 3-4)

	2005/06	2006/07	2007/08	2008/09	2009/10
<b>Aberdeen City</b>	<b>75</b>	<b>71</b>	<b>71</b>	<b>73</b>	<b>76</b>
<b>Comparator Authorities</b>	<b>75</b>	<b>75</b>	<b>76</b>	<b>76</b>	<b>77</b>
<b>National</b>	<b>77</b>	<b>76</b>	<b>76</b>	<b>78</b>	<b>78</b>

Percentage of the S4 year group achieving 5+ Awards at level 5 or better by the end of S4 (Credit Level: Standard Grade 1-2, Intermediate 2 A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10
<b>Aberdeen City</b>	<b>35</b>	<b>32</b>	<b>33</b>	<b>31</b>	<b>36</b>
<b>Comparator Authorities</b>	<b>34</b>	<b>33</b>	<b>34</b>	<b>36</b>	<b>36</b>
<b>National</b>	<b>35</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>

# Attainment in S5



Percentage of the S4 year group achieving 5+ Awards at level 5 or better by the end of S5 (Credit Level: Standard Grade 1-2, Intermediate 2 A-C)

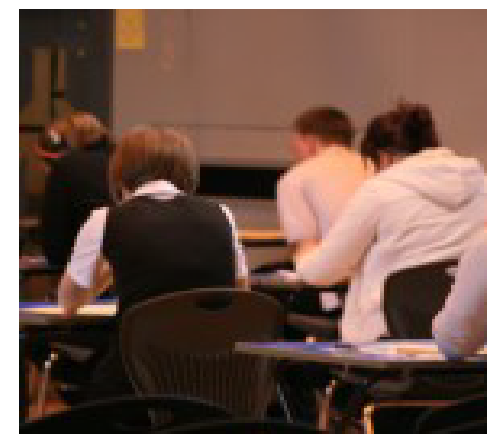
	2005/06	2006/07	2007/08	2008/09	2009/10
Aberdeen City	45	46	41	43	43
Comparator Authorities	45	45	46	47	50
National	45	46	45	47	49

Percentage of the S4 year group achieving 1 or more awards at level 6 or better by the end of S5 (Higher A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10
Aberdeen City	39	39	37	39	40
Comparator Authorities	39	38	40	41	44
National	38	39	39	41	43

Percentage of the S4 year group achieving 3 or more awards at level 6 or better by the end of S5 (Higher at A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10
Aberdeen City	22	24	22	24	22
Comparator Authorities	23	22	23	24	26
National	22	22	22	23	24



- Percentage of S4 roll achieving 5 or more awards at level 5 or better (Intermediate 2 at A-C and Standard Grade 1-2) by the end of S5 has not changed in 2009/10 and is below the comparator authorities and national averages which increased by 2% and 3% respectively.

- Percentage of S4 roll achieving 1 or more awards at level 6 (Higher Grade A-C or better) by the end of S5 has increased by 1% in 2010 but is still below the national and the comparator authorities average.

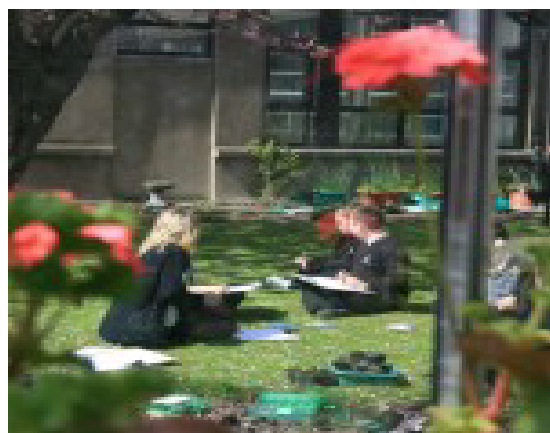
- Percentage of S4 roll achieving 3 or more awards at level 6 or better (Higher at A-C) by the end of S5 decreased by 2% in 2010. Until 2010, Aberdeen was consistently equal to or above the national average in this measure, but now, the authority is 2% below the national and 3.5 % below the comparator authorities' average.



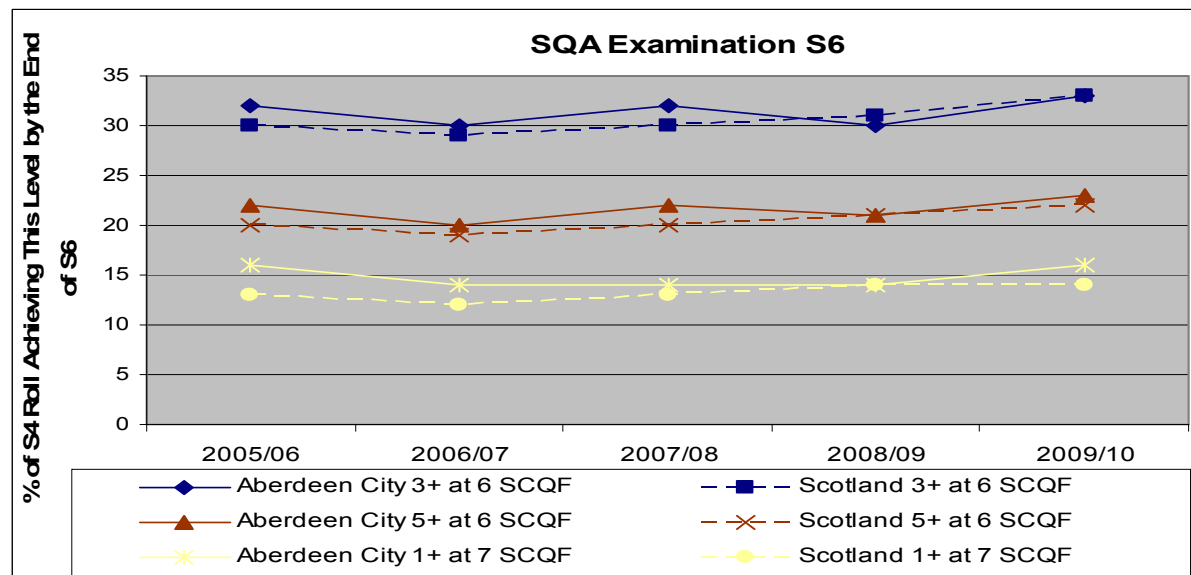
## Attainment in S6

- Percentage of S4 roll achieving 3 or more awards at level 6 or better (Higher at A-C) by the end of S6 increased by nearly 3% in 2010. Aberdeen is almost equal to the national and the comparator authorities' average (33.2%) in this measure.

- Percentage of S4 roll achieving 5 or more awards at level 6 or better (Higher at A-C) by the end of S6 increased by 2%. In this measure Aberdeen is slightly above the national and the comparator authorities average



- Percentage of S4 roll achieving 1 or more awards at level 7 or better (Advanced Higher at A-C) by the end of S6 increased by nearly 3% in 2010. The authority performance in this measure is 2% above the national average and 1% above the comparator authorities' average.



Percentage of the S4 year group achieving 3 or more awards at level 6 or better by the end of S6 (Higher at A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10
Aberdeen City	32	30	32	30	33
Comparator Authorities	30	31	30	32	33
National	30	29	30	31	33

Percentage of the S4 year group achieving 5 or more awards at level 6 or better by the end of S6 (Higher at A-C)

	2005/06	2006/07	2007/08	2008/09	2009/10
Aberdeen City	22	20	22	21	23
Comparator Authorities	20	20	20	22	22
National	20	19	20	21	22

Percentage of the S4 year group achieving 1 or more awards at level 7 or better by the end of S6 (Advanced Higher)

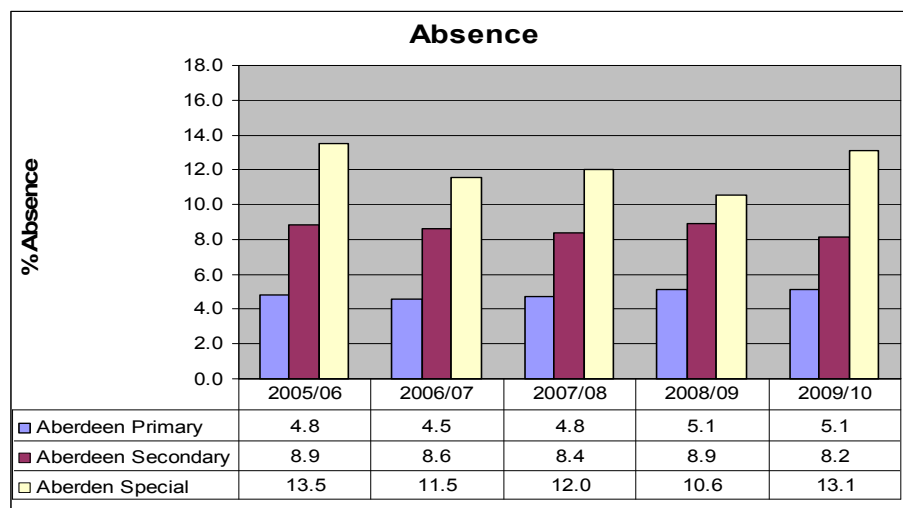
	2005/06	2006/07	2007/08	2008/09	2009/10
Aberdeen City	16	14	14	14	16
Comparator Authorities	14	14	13	16	15
National	13	12	13	14	14

## Attendance

We are committed to increasing pupil attendance, in particularly by reducing long term truancy.

The overall attendance and absence from authority schools slightly improved in 2009/10. The total absence (authorised and unauthorised) at all authority schools was 6.5 per cent a very slight improvement when compared with 6.8 per cent in 2008/09. Absence from schools due to temporary exclusions accounted 0.1 per cent of days and remained the same over past three years.

- The percentage absence from primary schools in Aberdeen remained the same as in 2008/09 and has been the same or lower than the national figure since 2003/04
- The percentage absence from secondary schools in Aberdeen in 2009/10 was 0.7% lower than in 2008/09 and 0.5% lower than the national figures.
- The percentage absence from special schools in Aberdeen was 2.5% higher in 2009/10 than previous year and 4% higher than the national average. The percentage absence from special schools in Aberdeen has been higher than national figure since 2003/04.



### Percentage absence in Scotland

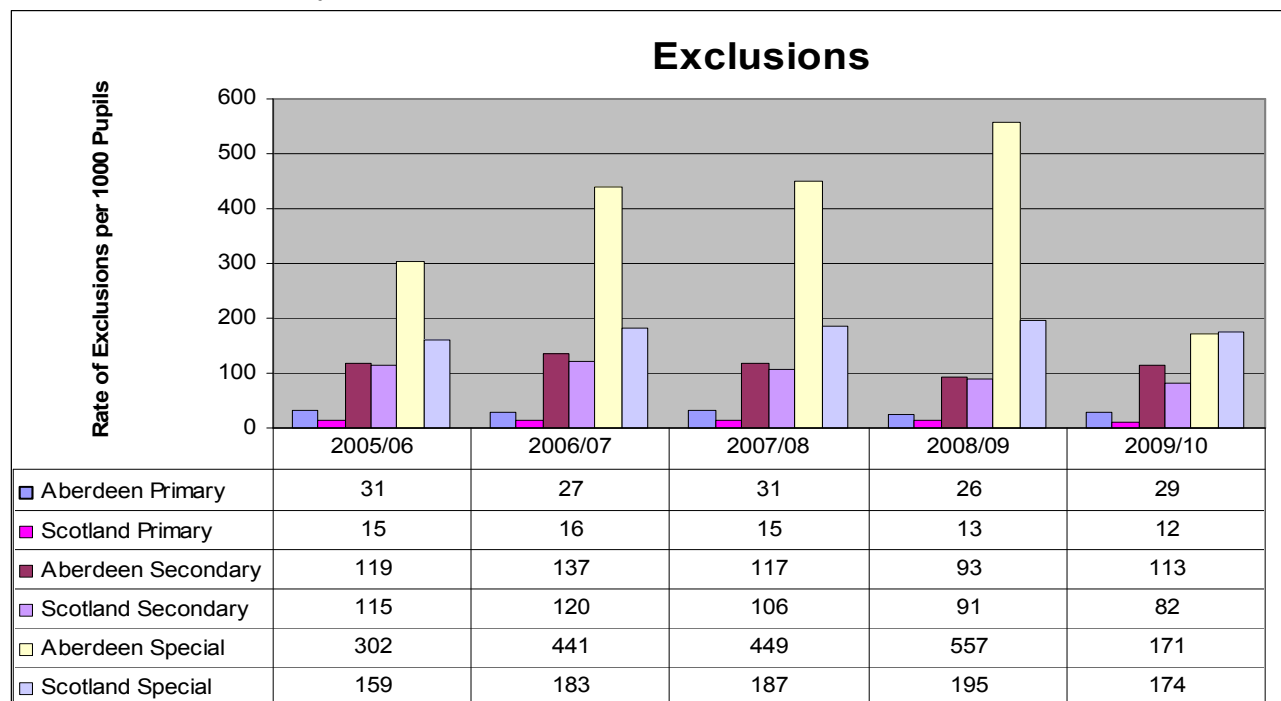
	2005/06	2006/07	2007/08	2008/09	2009/10
Scotland Primary	5.0	4.7	4.9	4.8	5.1
Scotland Secondary	9.6	9.4	8.9	8.8	8.7
Scotland Special	9.3	8.8	8.4	8.4	9.1

## Exclusions

We are committed to reducing pupil exclusions, in particularly repeat exclusions.

### Primary Schools

- The number of cases of exclusions from primary schools has increased in 2009/10.
- There were 343 cases (339 temporary exclusions and 4 removals from register).
- These exclusions involved in total 168 different pupils.
- The rate of exclusion per 1,000 pupils in 2009/10 was 29, an increase from 26 in 2008/09.
- The number of days lost per 1000 primary pupils through exclusion has increased from 58.5 in 2008/09 to 68.6 in 2009/10.



### Secondary School

- There were 1059 cases of exclusions from Aberdeen City secondary schools in 2009/10 (1038 were temporary exclusions and 21 removal from register). An increase of 19.7 per cent when compare to 2008/09.
- These exclusions involved 560 different pupils in total.
- The exclusion rate of per 1,000 pupils in 2009/10, based on pupil census 2009 figures, was 113, an increase from 93 in 2008/09.
- The number of days lost per 1000 secondary pupils through exclusion has significantly increased from 330.5 in 2008/09 to 362 in 2009/10.

### Special Schools

- There were 49 instances of temporary exclusions from special schools involving 24 pupils.
- The number of special school pupils excluded and the number of instances of exclusions in 2009/10 is three times lower then in 2008/09. This could be influenced by merger of two special with two mainstream schools.
- Most of these special school pupils were only excluded on one occasion. The number of days lost per 1000 secondary pupils through exclusion significantly decreased from 1242.6 in 2008/09 to 314 in 2009/10.

## Violent Incidents

Through our zero-tolerance approach, we are committed to reducing violent incidents, particularly multiple incidents, and to supporting our pupils to achieve better behaviour.

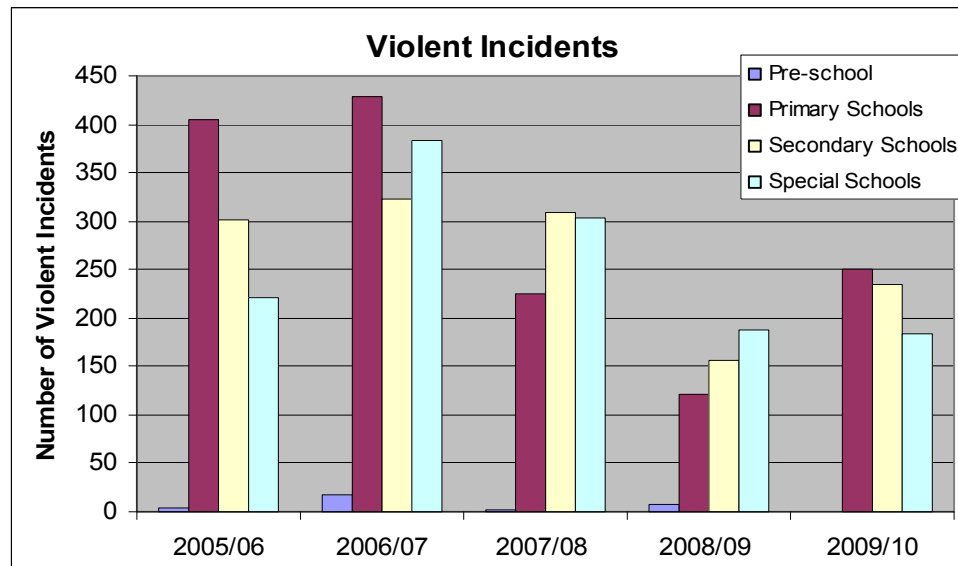
The total number of reported incidents of violence against authority school staff (both teaching and non teaching) in 2009/10 was 668. This is an increase of 41 percent when compare to 473 in 2008/09.

### Primary schools

- The number of incidents of violence reported by primary school staff more than doubled in 2009/10
- The number of reported incidents per 100 pupils increased from 1.1 in 2008/09 to 2.1 in 2009/10
- 80 percent of reported incidents in primary schools involved physical violence against school staff.
- Reported incidents were more likely to involve non-teaching staff (55%)

### Secondary Schools

- The number of incidents of violence reported by secondary school staff increased by 49 percent (157 in 2008/09 to 234 in 2009/10)
- The number of reported incidents per 100 pupils increased from 1.6 in 2008/09 to 2.5 in 2009/10
- Most incidents reported by secondary school staff (66.7) were for verbal abuse.
- Reported incidents in secondary schools were more likely to involve teaching staff (74.4%)

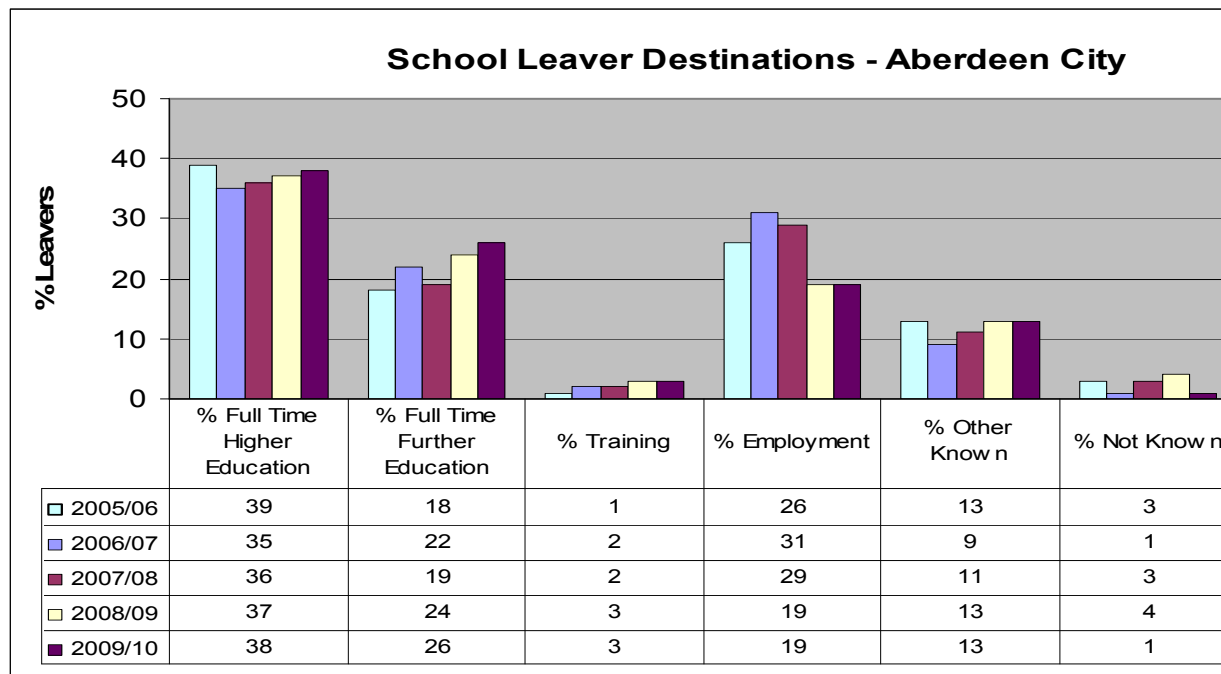


### Special Schools

- The number of incidents of violence reported by special school staff was slightly lower in 2009/10.
- The number of reported incidents per 100 pupils decreased from 68.8 in 2008/09 to 64.3 in 2009/10.
- 79 percent of reported incidents in special schools involved physical violence against school staff.
- Reported incidents in special schools were much more likely to involve non-teaching staff (58%)

## Leaver Destinations

- The percentage of school leavers in Aberdeen City going on to Higher or further education or training continues to increase, as it has in Scotland.
- The percentage of school leavers entering employment has decreased rapidly in the last three years in Aberdeen City and across Scotland.
- The number of school leavers, whose destination is unknown, has decreased while this has remained at a low level nationally.



### Percentage of School Leavers in Scotland

Pupils Leaving School in:	% Full Time Higher Education	% Full Time Further Education	% Training	% Employment	% Other Known	% Not Known
2009/10	36	27	5	19	13	1
2008/09	35	27	5	19	13	1
2007/08	31	25	5	25	13	1
2006/07	30	23	5	28	13	1
2005/06	30	23	5	26	13	2



## Active Schools participation

Our Active Schools team had another successful year in 2009/10 and supported nearly 50,000 participants. The year included fun-filled sporting activities through our Active Schools Summer camps where a wide range of sports including gymnastics, athletics, badminton and football were enthusiastically received by primary school children;



St Machar Academy helped to host the 1st ever Scottish School Sports Week and used the opportunity to celebrate the Olympic and Para Olympic values.

Helped by Gillian Cooke, Olympic Bobsleigh competitor; Go for Gold walking at St Machar Academy for all P7 pupils; the formation of the 1st ever St Machar Basketball league and successful basketball festivals at Oldmachar and Bridge of Don;

Potted sports at Aberdeen Grammar as part of P7 transition activities; good partnerships for rugby at Aberdeen grammar have encouraged S3 pupils onwards to further develop their skills; Touch Rugby transition festival at Northfield Academy with taster sessions from qualified coaches;

the very successful St Machar multi-sports club at Aberdeen Sports Village; Taster sessions in lacrosse at Mile-End, Skene Square and Ashley Road were so well received there are now plans to establish a club; Dodgeball festivals at Bridge of Don and Oldmachar;

the successful Jump2It programme at Scotstown school in partnership with the Scottish Sports Futures; Athletics clubs at Bucksburn; club golf sessions for Northfield primary pupils and good links with Hazelhead golf club for youngsters;

the flourishing rugby club at Harlaw academy; and the successful use of volunteers at Harlaw; Our Active Schools teams have actively supported over 300 children and young people with additional support needs at Aberdeen School for the Deaf, Bucksburn, Cordyce, Hazlewood, Mile End and Woodlands Schools and was highlighted in our recent HMIE report.

## Inspections and Quality Reviews in schools and services

There were inspections of 7 primary, 2 secondary, 2 special schools and 2 learning communities by HMIE in 2009/2010.

Almost all evaluations were positive. Our strengths included:

- ✓ Consistently high standards of attainment in English language and mathematics at Airyhall and in mathematics at Forehill
- ✓ Positive playroom environment and the relationships between staff and children at Raeden
- ✓ Strong partnerships with parents at Airyhall, Forehill and Raeden
- ✓ The headteacher's leadership and the staff's role in school improvement at Seaton, leadership by the senior management team at Westpark, the effectiveness of the headteacher at Newhills, the quality of the leadership by the acting headteacher at the Hospital and Home Tuition Service and the positive start made by the headteacher at Hazlehead Academy
- ✓ The commitment of staff and volunteers in Hazelhead learning community
- ✓ Support for children with additional support needs at Forehill, Hospital and Home Tuition Service and Hazlehead Academy and the partnership with the Vision Support Service at Newhills
- ✓ Breadth and richness of experiences at Newhills, commitment to learning at Westpark and the quality of learning experiences and achievements at Seaton
- ✓ The development of enterprise skills at Westpark
- ✓ The involvement of staff and young people in the wider life of the school at Hazlehead and the work of staff on interdisciplinary projects at Northfield
- ✓ Effective partnerships in Hazlehead learning community and very effective joint working at Raeden
- ✓ Recent improvements in school ethos at Northfield

HMIE identified a range of good practice including:

- ✓ Family learning activities at Airyhall
- ✓ Assessing and promoting effective communication skills at Raeden
- ✓ Active bags and drop in for parents at Seaton
- ✓ Developing partnerships with external agencies, Enterprise activities at Westpark
- ✓ Active 5 a day, the Raeden Way
- ✓ The contribution of the school-based police officer at Northfield
- ✓ Teacher mentoring at Northfield
- ✓ Station House Media Unit work with the Northfield learning community
- ✓ Parenting education project with parents in the Northfield learning community
- ✓ The Smithfield chess project in the Northfield learning community

Some common themes for improvement included:

- Further develop accreditation to better recognise learner achievements
- Greater involvement of young people in decision-making
- Further joint planning
- Ensure that children of all abilities in the nursery are challenged suitably in their learning
- Continue to improve opportunities to develop skills in early literacy and numeracy
- Involve all staff in reviewing approaches to self evaluation and review roles and responsibilities to ensure a shared responsibility to meeting pupils learning needs





## Wider achievement

- Our **recognition of wider achievement** is increasing, with a magnificent 522 awards this year compared to our target of 170. This includes 30 Dynamic Youth, 42 Youth Achievement Awards and 450 Duke of Edinburgh Awards where 230 achieved Bronze, 170 achieved Silver and an amazing 50 youngsters achieved the Gold award. Sports Leadership Awards at Northfield Academy were recognised as a model of good practice by Learning Teaching Scotland. There were an impressive 9978 Fairer Scotland Fund (FSF) activities compared to our target of 7396. A variety of positive outcomes from FSF activities include: under12s work and the Youth Flat in Middlefield; youth work in Fersands, Tillydrone, George Street, Stockethill and Torry; Feeling Great events; a youth drumming band; community sports and activities; Music 4U; youth IT provision; teenage pregnancy per support; alcohol early intervention; Family Liaison Officer in Torry; and health information provided through the Reading Bus. An event aimed at recognising and accrediting wider achievement through CFE impacted positively on 30 participants in February 2010.

Since 2007 we have implemented a range of initiatives aimed at directing, supporting and monitoring the work of city-wide services in order to improve attainment and achievement. Our schools and services are providing children and young people with innovative and exciting opportunities to increase achievement and together we have achieved the following positive outcomes:

- Promoting skills for learning, skills for life and skills for work, our **Children's University project** in partnership with Community Training Unit and Learndirect has helped nearly 500 children to explore lots of different ways of learning and gaining accreditation. Highlighted in the 2007 INEA2 report as an imaginative initiative, the Children's University (UCC) has been helping to improve progression rates into further and higher education from low participation postcode areas in Aberdeen. Our evaluation of the project showed that the Children's University was raising both attainment and aspirations of over 300 students in regeneration areas through the use of learning modules including sports, expressive arts, science, chess, outdoor learning, broadcasting, animation, dancing, culture and traditions, citizenship and skiing. We hope that our plans to provide UCC in the future through a more sustainable partnership with Techfest will continue to make an impact across the authority.
- Our promotion of **Health and wellbeing** continues to be a strength. Our implementation of Health Promoting Schools (HPS) is a good example of partnership working with NHS Grampian. Within the Grampian Health Promoting School Accreditation Scheme, 97% of our schools have now achieved the committed level of accreditation, with 89% at commended and 8% at excellence level.

- Our work within CFE has included the development of Health and Wellbeing (HWB) audit tools for schools, and an audit of current practice, production of the Journey to Health good practice document linking practice to HWB outcomes and experiences and the development of HPS Glow portal. In addition to this, our School Travel Plans have shown a 30% increase in walking rates to and from school, an increase of 42% in cycling to school and a decrease in car usage by 12%. Our leading edge fourth annual travel survey, Hands up Aberdeen, saw almost 18000 pupils taking part. Primary schools throughout the City have also enthusiastically promoted 'walk one hundred days' and 'walk stars' projects as part of active travel to and from schools in the City. Over 150 schools and educational groups and more than 4000 children and young people worked with our Countryside Ranger service at Ranger-led events throughout the countryside.
- Our collaborative work with NHS Grampian as part of the HEAT3 programme is already having an impact on Child Healthy weight and intervention<sup>[25]</sup>. Our CityMoves dance service offers a range of programmes for children and young people of all ages throughout the City.
- **Adventure Aberdeen**, our outdoor education service, is now in a strong sustainable position for core users from 'hard to reach' and vulnerable groups and for additional users within the business community. Service Level Agreements are successfully used to monitor and evaluate service delivery. The Service relocated in 2010 to its new fit for purpose base at Kingswells and, together with Cromdale Outdoor Centre in Speyside, has supported over 6,600 participants in 582 Taster sessions and multi-activity programmes in 2009/10.
- Supporting our literacy agenda, exciting collaborations between schools, our **Curricular Resources and Information Service** and our **Library and Information Service** have seen the National Reading programme and the Olympic Games joining forces with children taking part in storytimes, craft sessions, sports activities, Health Promotion and visits from the Fire and Rescue Service. Our launch of Bookbug involved more than 250 children and their parents in July 2010. 13 Bookbug sessions have already involved over 650 babies, toddlers and parents, with plans to involve up to 9,000 more.
- **Library and Information Services**, recently evaluated as 'good' and 'very good' in a range of Public Library Quality Improvement Matrix indicators, are involved in many and varied ways with our children, young people, schools and services including the National Young Reader programme, Community Learning and Development, Family Learning, NHS Grampian, Aberdeen Football Club (AFC) and their Premier Reading Starts programme. Aberdeen City is the only Scottish local authority to participate in Europe Direct, the European information network.

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[25] Single Outcome Agreement 2009-10

- Supporting our pupils to be **confident individuals** has had particular impact in local, national and international debating. A team of pupils from Aberdeen Grammar School were involved in a national competition chaired by an MSP and two senior pupils went on to win the Europe Schools Direct Debate 2009.
- Our city-wide **Community Learning and Development Service** continues to impact positively, particularly in regeneration areas in the City. Recent HMIE learning community reports have highlighted particularly effective practice including Aberdeen Youth Council and their Read my Lips manifesto, successful engagement with young people through Streetwork and the successful completion of Youth Achievement Awards. Other examples of positive impact include Teenage Mums, Music Project and drop-in facility at the Torry Youth project, Youth Achievement awards incorporated into the curriculum at St Machar Academy, support for Young Carers project offering sessions in 6 schools, and 'Our Northfield' writing project in collaboration with Northfield Academy. Our summer school project at Kincorth Academy was another great example of joint working across schools, community learning and development colleagues and city wardens. The Recognising Achievement report, produced by the Northfield Development Group, involved over 408 children and young people in developing an effective and consistent approach to recognising and capturing the achievements of young people<sup>[26]</sup>.
- Our nationally recognised **Arts Education team** continues to support cross curricular themes and encourage over 6,300 children and young people across the City in all of the 4 CFE capacities. In June 2009 we were delighted to set up our Strategic Music Partnership (SMP). The first such partnership in Scotland and a joint pilot project with Aberdeenshire Council, this partnership will research, guide and shape our provision and direction of music by, with and for our children and young people in the North East. Our Arts Education team also teamed up with the National Theatre of Scotland in the Arts extreme project. Launched in September 2010, the project uses the experience of extreme sports as the inspiration to create new artistic work. Other exciting projects which have resulted in improved outcomes for children and young people include Tale o'Tam and babyO with Scottish Opera, START and Northfield Reads at Northfield, In the Flesh with Ron Mueck, Transform Aberdeen:the cabaret of impossible dreams at Dyce Academy with the National Theatre of Scotland, Works of Art at Aberdeen Grammar and Hazlehead Academy, the every popular annual Arts across Learning festival, Biodiversity in focus with all City secondary schools in partnership with Aberdeen University and many more. The team was recently selected as a model of good practice by Creative Scotland<sup>[27]</sup>. Our **Arts Development team** has also had positive impact across the City and in regeneration areas. Their partnership with Cashback for Communities included work with children and young people at Torry youth café to improve the environment and encourage the development of new skills and technologies. A Learndirect centre, the team work with many partners including the Museums and Galleries Service, Maritime Museum and Working for Families, with 231 workshops impacting positively on over 4000 children and young people.

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[26] Recognising achievement report available on request

[27] Project and activity summary available

- Our **Museums and Galleries service** is playing an increasing part in our achievement agenda, with over 190 school sessions and 90 adult and family learning sessions in 2009/10. The service, recently awarded 'Recognised Collection of National Significance' status, hosted 34 exhibitions, 66 concerts and 78 talks throughout 2009 and over 2,200 participants helped us to celebrate the 125th anniversary of its official opening on 7th July 2010. The exhibition Artists Rooms:Ron Mueck attracted a huge 49,286 visitors and provided an inspired partnership with Artists Rooms On Tour In the Flesh, an Education project. The *Works of Art* project in 2009, paired students from Aberdeen Grammar School and Hazlehead Academy with silversmith Grant McCaig to produce work inspired by the collections of Aberdeen Art Gallery. Displayed as part of our highly acclaimed 'Formed' exhibition, pupils learnt a variety of new skills including routes into careers in the creative industries.

Since 2007, we have worked in partnership with all schools to increase **positive destinations** for children and young people and to reduce the numbers of children not in education, employment or training. Our positive outcomes in supporting the skills for life and for work agenda have included:

- Developing our **More Choices More Chances (MCMC)** action plan. Our latest data told us that between 2007/08 and 2008/09, the most significant increase in positive destinations was in the category of Further Education, an increase from 19% to 24%. Conversely, the largest decline was in the category of Employment which suffered a 10 percentage point decline from 29% to 19%. Our MCMC work supporting young people throughout the City has recently been highlighted as an example of good practice by the Scottish Government.
- Supporting all S4 pupils in work-based placements through our **work experience unit** partnership with all 12 of our secondary schools. Offering all pupils in Aberdeen City at least one week's work experience. Our work experience unit works tirelessly with over 1000 employers throughout the City organising placements for 1700 that meet the needs of our youngsters. Our Community Training Unit launched the award-winning Toolkit for progress which has supported over 115 young people to explore potential employment options. Linking closely with the More Choices More Chances Partnership, the project has increased motivation, encouraged the development of new skills and overcome barriers to employment, education and training. Our Arts Development Team recently received Learndirect accreditation and is supporting pupils with portfolio preparation workshops and progression to Further Education. Our Trades project has improved outcomes for over 15 children and young people and was recently awarded a "Raising Achievement" award at the Children and Young People Awards. Over 150 businesses throughout the city from hospitality to the motor trade, continued to work in successful Enterprise Education partnerships with schools.

- Encouraging enterprising learning and teaching, entrepreneurial learning and work based vocational learning through our creative **Determined to Succeed team**. Almost all P7 pupils have experienced the Junior Enterprise Game, a highly successful six-week programme. Other exciting activities have included P7-S1 transition events organised by local business Fifth Dimension, partnerships with the University of Aberdeen and the Robert Gordon University, The Shell UK InsE&T courses, Engineering and Technology within the Curriculum for Excellence and the Bridges to Schools project with the Institute of Civil Engineers for primary pupils. Our partnerships with a wide variety of organisations and businesses across the City make us very proud. This year in particular, we have assisted all our secondary schools in developing a major link with a business in the automotive trade
- Supporting the development of **vocational courses** in all of our secondary schools. These are now built into the option schemes of all of our secondary schools and all pupils can choose vocational courses in S3 and S4. The wider achievement of pupils was reflected in their participation in 2009-10 of awards such as Skills for Work, Access 3 and Intermediate 1 and 2. Courses include Creative Cake Production, Early Education and Childcare, Engineering skills, Home Economics (Practical Cookery) and Woodworking skills. The rate of pass for the above courses was 93% in 2010, with 57% achieving passes or levels 1 and 2.

## How well do we meet the needs of our service users?

### What is our impact on learners?

- The amazing achievements of our children and young people are an inspiration to us. We showcase them each year at the Children and Young People's Service Awards. 2009 saw our Inspirational Young Person award won by a member of our Northfield XL club for her services to the community and our 2010 award winner, a Looked After Child, for her services to fund raising, including a 2 week trek through the Himalayas.
- In terms of **pupil voice**, schools and services engage with children and young people regularly as part of the learning and teaching process. HMIE noted good interactions between staff and pupils and good opportunities to take account of pupils' contributions. Children and young people felt safe and well cared for, had good ways for raising concerns and generally felt confident that they could approach staff with any concerns. The majority of schools have pupil councils and pupils think that they are good at getting improvements made. There is a need to build on this good practice to ensure that greater account is taken of children and young people's views on the quality of learning and teaching.
- HMIE also noted that anti-bullying work had a high profile and was taken forward effectively. The work of our anti-bullying team of children and young people from Kincorth Academy was showcased at our Improvement Conference in June 2010 where participants were overwhelmed by their commitment, drive and energy to helping their fellow students. In 2010, two pupil engagement events featured 132 children and young people as 'Learning Ambassadors' from 59 schools. With a focus on developing our Aberdeen City of Learning policy and strategy, children and young people used different art forms to gather ideas and opinions. Children with additional support needs were fully involved with these events and our Learning Strategy has benefited from this increased pupil input.
- Our pilot pupil survey, introduced in 2010, was completed by nearly 2,000 P3-P7 pupils. The majority of pupils felt that their schools were helping them to be more confident, were encouraged to do their best and were supported well. Nearly half of pupils felt that had a say in organising their learning better. The majority of pupils took part in extra-curricular activities and clubs and most pupils disagreed that you only learn things by sitting down at your desk. We anticipate that schools will use these findings to support their school improvement planning process and we intend to extend the pupil survey to secondary pupils in 2011.

- Our recently re-established **Student Forum** is helping us to support pupil engagement. Aberdeen Youth Council continues to be an active voice for young people living in Aberdeen and have been enthusiastic participants in the decision-making processes of the EC&S Service and the Council itself including our recent scenario planning event. Their Read my Lips manifesto, strong links with the Scottish Youth Parliament and involvement with projects such as Drugs and Action Peer Education are already having a positive impact.

We have worked with our city-wide services and schools to improve the attainment and achievement of our lowest attaining 20% of pupils, particularly in regeneration areas and have achieved the following positive outcomes:

## The Reading Bus

- Our award-winning **Reading Bus initiative**, in partnership with First Bus, has helped us to promote literacy. The Reading Bus Team, working with multi-agency partners, has developed a highly innovative, motivating and successful literacy programme across 10 primary schools and 1 secondary school. Since 31st August 2006, this revolutionary vehicle has impacted positively on over 24,000 excited learners. This ground breaking project has succeeded in promoting reading as a source of lifelong pleasure, raising attainment and achievement of children at risk of early failure, encouraging family learning in a non-school environment and involving and empowering parents in their children's learning.
- Highlighted in our 2007 INEA2 inspection as a feature of good practice, our **Family Learning Team** has continued its innovative work supporting families in areas of deprivation
- Improving our coordinated support for our **Looked After Children**, with 2009-10 SQA results showing promising increases in attainment for 43 of our Looked After Children in S4
- Our innovative **Literacy Project** with Kittybrewster Primary and our Educational Psychology Service had a positive impact on 5-14 reading attainment in the school and is being used as a model of good practice.
- Some of our most significant increases in attainment have been in primary and secondary schools in our regeneration areas, including Bramble Brae who won the most improved primary school of the year award at the Children and Young People's Service Awards in 2010 and St Machar Academy, our School of Ambition.

We have worked with all schools to increase positive outcomes for additional support needs and inclusion:

- HMIE noted that we had examples across all sectors of well organised arrangements for **identifying and addressing needs**. Our Getting it right for every child (GIRFEC) Integrated Assessment Process and our staged intervention model are being used effectively by schools and evidence from HMIE inspections demonstrates that we continue to identify and address needs effectively. The person-centred approach, noted as a feature of good practice in 2007, has been further embedded within our practice, and this has increased the involvement of children and young people with additional needs in discussions and decisions about their own learning. Further, we are confident that we have scope to enhance our support to our more able children and young people.
- **Our overall quality of pupil progress and outcomes** is very good, as evidence from recent school inspections have indicated. There is evidence of pupils with additional support needs making appropriate progress in terms of attainment and achievement, and increasingly recognising achievement by accrediting more experiential learning, for example, ASDAN to recognize and record achievement. Another example is Hazlewood Special School, which is an accredited centre with City and Guilds, and is running a course in collaboration with NHS Grampian Speech & Language Therapy Service to promote the use of electronic talkers with a group of 5 pupils. Our Arts Development team, in partnership with our Pupil Support Service and Cordyce School, offer alternatives to the curriculum for 60 children and young people, including the creation of carved artworks and successful holiday playschemes.
- As part of our support for pupils with **social, emotional and behavioural need (SEBN)**, we maintain one special school (Cordyce) catering for secondary-aged pupils with a range of SEBNs. Examples of improved and effective practice and leadership include improved curricular access for pupils; greater opportunities to access a broader educational experience on a full time basis; a more effective Christmas Leavers Programme called “Making Tracks”, which is jointly delivered in the community by CLD and school staff. Although we have achieved the following positive outcomes for pupils with SEBN, the pace of change is slower than we would wish:
  - An effective SEBN provision in Cordyce School with a strong leadership team driving further improvement
  - A draft behaviour management policy
  - A clear authority focus on developing and embedding solution orientated approaches
  - A completely revised Anti-Bullying Policy
  - Development and promulgation of a violent behaviour risk assessment procedure
  - A management and leadership restructuring of our Pupil Support Service (PSS) to drive service improvement
  - Joint work with our social work colleagues to reduce placements in out of Authority provision
  - The establishment of a new Intensive Community Support & Learning Service with a focus on reducing the number of children entering the care system



- In developing our **provision for children and young people with complex additional support needs (ASNs)**, we have promoted inclusive practice in mainstream and specialist provision. A priority for us is to provide for as many children and young people, as is appropriate, in a mainstream setting. Our provision is available in the following way:

- 1st tier: mainstream provision, with 20 bases in primary schools, 12 bases in our secondary schools and 5 of our secondary schools supporting an additional MICAS Base (Mainstream Integration for children on the Autistic Spectrum) supporting pupils with ASNs in those schools and communities. Some of the bases/units within mainstream schools provide a service to children from across the city eg. our language units.

- 2nd tier: mainstream extended specialist provision. This consists of the two new schools mentioned above. The two schools cater for significant numbers of children with multiple ASNs from across the city.

- 3rd tier: free standing special schools. Currently we maintain Cordyce School catering for pupils with SEBNs and two schools catering for pupils with complex and profound needs (Hazlewood and Woodlands Schools); in addition we have the Raeden Centre Nursery School which provides pre-school education and support for children with complex needs. Our MOVE training is managed and delivered via Woodlands School and has been accredited as a Regional Centre of Excellence (one of only two in Scotland).

- Our journey is continuing with our current work on developing, jointly with NHS Grampian, a new school for children with complex and profound needs on the Raeden site. This will result in a major service redesign both with the Authority and the NHS. The latter has been piloting the establishment of three Child Development Teams (CDTs) covering the city. The CDTs and the new provision on the Raeden site represent complementary support involving a culture of joint working that helps to drive forward our GIRFEC agenda. As a result of the new school, it is planned the current Raeden, Woodlands and Hazlewood Schools will close by 2013.

- In 2007, inspectors noted that we had undertaken extensive preparation and staff training in **meeting our duties and responsibilities** arising from the implementation of the Additional Support for Learning Act (ASL Act 2004). Our implementation of the ASL Act has been particularly effective in terms of guidance<sup>[29]</sup> and CPD opportunities. There is effective staff support for children and young people with a wide range of additional support needs in mainstream schools, as well as catering for the needs of specific groups such as those who are interrupted learners, for whom English is not their first language, who require assistive technologies, or who are hearing or vision impaired. More recently, the advent of the new ASL Act 2009 is helping us to re-examine certain issues such as our training and support to school staff.

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[29] ACC ASL manual

- We can demonstrate further our culture of inclusion through our work with new arrivals from overseas. The Authority has worked with its schools to make sure that we have particular regard to the needs of migrant workers and families with **English as an additional language** (EAL) requirement. Positive outcomes for 2009-10 have included:

- Supporting more than 1691 bi-lingual pupils (7% of our pupil population) with specialist language and curriculum access through our EAL Service
- Supporting the teaching and learning of 540 pupils who were new to English across city schools
- Working in partnership with parents, teachers and schools to support the assessment, translation and settling in of 672 pupils

A further example is our work for **looked after children and accommodated** (LAAC). Through our work with all our schools to improve our support, positive impacts have included:

- Improved understanding of the needs of looked after children through training for schools and by further developing the roles of their senior managers
- Identifying issues in data recording and accuracy for our looked after children through our LAC research
- Reviewing our looked after children pilot projects and finding that addressing self-esteem and behavioural issues has had a positive impact on rates of attendance and a small improvement in rates of attainment
- Working more closely with our Designated Senior Managers (DSMs) in schools and services across the City
- Encouraging more collaboration with our Social Care and Wellbeing Services

Sharing the experiences of our looked after children and working in partnership with Arts Development to create the 'We Can and Must Do Better' DVD

- Extending this successful collaboration with the 'Freshstart' project, our arts outreach programme in Children's Homes, highly evaluated by the Scottish Government
- Helping our elected Members to be clear about their role in setting and scrutinising policy
- Making sure that we work closely with the Children's Reporter so that our looked after children get the best possible support

- The Authority has since 2007 revised and updated its guidance and support to schools on developing effective **Individual and personalised learning and support through the development of Individualised Education Plans** (IEPs). This has included a focus on setting SMART targets. Currently the Authority is piloting an IEP toolkit to enhance further the

effectiveness of IEPs and to provide a school based ownership for capacity building through exemplar CPD sessions that school staff can deliver within their own institutions. Evidence from recent RIFs indicates that whilst progress has been made we need to maintain our focus on developing effective IEPs to ensure that all children who would benefit from an IEP do have one. Nonetheless, where children do have an IEP, evidence indicates that these are developed and pupil progress reviewed in collaboration with both children and their parents/carers.

• In 2007 inspectors noted that exclusion rates had increased and faster than for comparator authorities. In the most recent nationally reported data, we have achieved **reductions in exclusion rates and have improved behaviour**. This has resulted from the impact of a number of complementary actions and processes and the challenge is to now sustain this success. Our approach has been centred on building and sustaining positive relationships and an inclusive ethos. Focussing on building skills and capacity we have:

- Revised and updated our Exclusions Policy and Procedures to reflect more strongly our inclusive approach.
- Begun auditing effective behaviour management practices within schools, with a view to sharing expertise and good ideas
- Developed a new Positive Relationships Policy
- Introduced Solution Orientated Approaches as a key Authority approach to the development of positive relationships
- Worked closely with Scottish Government's Positive Behaviour Team to plan, develop and jointly deliver training to all schools
- Ensured that key staff such as Quality Improvement Officers (QIOs) and Educational Psychologists (EPs) are working together to support schools in the development of positive relationships
- Deploy personal action planning to support learning
- Developed more effective guidance on IEPs to support learning and the meeting of children's needs
- Have developed a risk assessment framework and process to help schools identify children and scenarios which may lead to aggressive behaviours
- Support escalation approaches, via capacity building of school staff
- Monitor exclusions closely via our QIOs with follow-up visits to schools where required and support for children at risk of exclusion e.g. outdoor learning
- Used a short life working group to review our support for schools on Violent Incidents. The group has monitored the numbers of violent incidents and made sure that the incidents are managed effectively<sup>[30]</sup>.

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[30] Refer to Appendix 1 for Violent incident data

## What is our impact on parents?

- Our parents and carers tell us that they are highly satisfied with the quality of pre-school education and care and our award-winning Family Information Service continues to respond to and support parents and carers.
- Following the establishment of **Parent Councils** in 2006, all our schools now have parent Councils. Our Parental Involvement Strategy in 2008 set out our plans to work more closely with parents, carers and families. Our new Aberdeen City Parent Forum has, from May 2010, enhanced parent/carers representation and voice further and has been an important sounding board for the development of strategies and policies. Since 2007, parental voice has been particularly important throughout the development of our Learning Estates Strategy including consultations and reference groups as part of our 3R's project and statutory consultations on schools closures. In HMIE reports, parents are positive about their schools and express high levels of satisfaction.
- Since 2007, we have recognised that the quality of contact with parents of pupils attending special schools or services could be improved. Having tried a variety of approaches, in 2009 we set up an **Additional Support Needs Parent Forum**. This ASN Parent Forum is developing from an information exchange into a discussion forum which is creating a real voice for parents. Recently parents and officers have agreed to establish a joint group to review and enhance the written information provided for parents/carers on additional support needs. In a separate but related piece of work officers and parents/carers have worked to develop information about Attention Deficit Hyperactivity Disorder (ADHD).

## What is our impact on staff?

- The commitments of our hard working **staff** are celebrated each year at our Corporate Awards ceremonies and at our Children and Young People's Service Awards. In 2009 we highlighted the work of a visually impaired Bridge of Don RME teacher as our Inspirational Adult award winner. This year's Inspirational Adult had a real impact on the reading habits of pupils at Northfield Academy. All of the 20 award categories are a real celebration of the achievements of young people but also of the Council staff and others who work so hard to support them.
- Following a series of surveys of employees, a range of initiatives have been introduced to address the issues and challenges face by our staff, including:
  - A more strategic approach to workforce planning through out People First workforce strategy<sup>[31]</sup> and subsequently our 'Development Strategy – Building for Change 2009-2013'<sup>[32]</sup>
  - All new staff understanding our goals and how they can contribute through a revised corporate induction process
  - Increased understanding and participation of headteachers and services through their involvement in regular meetings such as Line Managers briefings, city-wide and sector headteacher meetings and an annual programme of Improvement conferences. Our Best Value progress report highlighted that staff felt that corporate communication had improved
  - Maximising activity, impact and resourcing of city-wide services such as Arts Education and Outdoor Education by undertaking Service Reviews
  - Improving the communication of and access to our Continuing Professional Development Directory which is now fully online via Glow and improved self awareness as the CPD on audit, standard and quality, school improvement planning. Some of our CPD is integrated and planned in a consortia approach with neighbouring authorities, an approach which has been particularly successful in our CFE implementation. Staff have also been supported through our change programme to enhance financial and budget monitoring systems such as collaborative planning and PECOS although the systems are not yet fully embedded
  - Modernised job descriptions and conditions of service through our implementation of Equal Pay and Modernisation where 97% of staff voluntarily accepted their new contracts
  - Collaborative and productive working relationships with our Union colleagues through our regular Union meetings. Our Best Value progress report highlighted that staff and Trade Union representatives indicated improvements in staff morale
  - Regular communications through face to face briefings with over 2,200 staff, on-line bulletins, one to one supervision and a programme of regular management visits

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[31] May 2008

[32] March 2009

## What is our impact on our community?

### Partnerships with the local community

- Positive outcomes of partnership working were recognised as part of the **Best Value and Community Planning progress report** on Aberdeen City. In particular, the positive impact of the new leadership of the Council in respect to business partnerships, Single outcome Agreement partners and local authority partnerships<sup>[33]</sup>. The report also highlighted the commitment of the all-party leadership to drive forward council improvements since 2008 and the council's ability to take difficult financial decisions. Together the chief executive and the leadership board promoted a culture of openness and transparency that focuses on clarity of purpose, accountability openness, empowerment, support and challenge.
- Our **Community Planning** partners have been enthusiastic participants in challenge forums including Lifelong learning, Active Aberdeen and Vibrant Aberdeen since 2007. Through partnership and collaboration, positive outcomes have been reflected in our Single outcome Agreement over the past three years. Our launch of Vibrant Aberdeen's cultural strategy for the City was a partnership between Aberdeen University and Creative Scotland and has already been successful in raising the level of debate in the city around the value of culture in the city.
- From a school perspective, strong partnerships have been identified in **HMIE** school and learning community reports. Our skilled and committed community members continue to have a positive impact on communities across our City. From a child protection perspective, in the HMIE follow-up report on our services to protect children in Aberdeen City, HMIE were encouraged by the very positive response from Chief Officers and the successful laying of effective foundations for improvement. Partnerships with the police, health service and the Children's Reporter had made a significant contribution to these improvements.
- Our **sporting partnerships** have increased since 2007, culminating in July 2010 with the successful transition of our sports facilities and services into our sports trust, Sport Aberdeen. Our Regional Sports Partnership has been successful in agreeing North East-wide priorities for sports and physical activity. Our Active Schools teams have expanded their partnership work this year, with existing partners from sports facilities now in the Sports Trust and new partners such as the VSA Young Carers project, February 2009 saw the first golf festival in an Active Schools partnership with the Paul Lawrie Golf Foundation, rowing with Fairfield Energy, RGU: Sport, Glasgow Rocks, Aberdeen Sports Village, Linx Ice Arena, Aberdeen College, Banks O Dee Sports centre, Aberdeen Football Club and the Food Standards Agency to name a few. Sport Aberdeen is continuing their successful partnerships with Scottish Disability sport and the Grampian Institute of Sport.

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[33] Accounts Commission report July 2009

- We are lucky to have **very supportive business partners**. With well over 150 businesses working with schools throughout the City from the hospitality trade to the motor trade, our Enterprise Education team is increasing contributing to the Four capacities of CFE. Business partnerships such as our Tapestry Partnership are supported our leadership development programme 'Leaders of Learning' over the next 2 years. Our skills for work and apprenticeship partnerships have been successful, with Dyce Academy being selected as an example of good practice by Learning Teaching Scotland. 2 pupils were recently awarded top marks in the new Scottish Baccalaureate Science in partnership with BP. S4 pupils from all schools gain confidence in work environments through Work Experience placements offered by our nationally recognised Community Training Unit. ARAMARK, the biggest facilities management company in the world, recently provided 100 volunteers and £30k to revitalize Northfield Community centre and gardens and utilize employee skills for the benefit of the community. This has had a positive impact on the community and has further developed pathways to employment. Mansfield are developing partnerships with Cummings Park Community Flat, creating employment opportunities and providing a safe and welcoming environment in the community flat
- The multidisciplinary Pupil Inclusion Group at St Machar Academy has worked to reduce truancy. Grampian Police, CLD and the St Machar Pupil Support Project have worked with the school to introduce a range of strategies to work with the community to increase attendance and improve attainment and achievement.
- Successful **cultural partnerships** where our Arts Education teams have had positive outcomes for well over 6,300 participants. The team successfully attracted funding of £180k for a Strategic Music Partnership in collaboration with Aberdeenshire Council and £250k for Arts Extreme in partnership with Transition Extreme. In addition, our Arts Development team have worked with over 4,000 participants across the City and in partnership projects with over 1,000 children and young people in Northfield, Torry, Bramble Brae, Walker Road and Tullos.
- Our joint working with **Further and Higher Education**. Our Curriculum Resource and Information Service (CRIS) continued, for the 6th year running, the successful Northern Writes conference in partnership with Aberdeenshire and the University of Aberdeen. Our Arts across the Curriculum Festival has built on the hugely successful Storytelling festival and links seamless with the University of Aberdeen collaboration as part of the Word 2010 Festival. Our HE partnerships are supporting our leadership development programmes with 25 participants approved for the MSc 'Leadership in Professional Settings' course this year. Partnership with the AU have also resulted in a post graduate CLD course, where 2 graduates have successfully graduated and been employed. The undergraduate programme has recently achieved validation and is planned to start in 2010.

- **Community Learning and Development partnerships with schools** are having positive outcomes for literacy, numeracy and communication including increased confidence. Examples include Chess in School project in primaries; Northfield Skatepark; Youth Achievement Awards at Mastrick Young People's project; Graffiti Art and Fire Football with Northfield Academy; Moving On partnership with Corydce and Hazelhead; XL clubs at Northfield, Bucksburn and Oldmachar culminating in an XL civic celebration; MCMC sessions at SMHU; One Big Step at Hazelhead with 7 Youth Achievement awards; Citizenship and Youth achievement awards at St Machar Academy; St Machar Parent Support Project; REHIS certificates at Aberdeen Grammar; Dynamic Youth and John Muir awards at Tullos Primary and Northfield Academy; Reading and homework activity at Hanover Street; transitions work at P7 and S4; Street football at Stockethill; Partners have involved Aberdeen College, WEA, SHMU, Drugs Action, Pathways, Princes Trust, NHS Grampian, Transition Extreme, Music 4 U, SACRO, Grampian Police, PEEP, Grampian Fire and Rescue, Church of Scotland, YMCA, Aberdeen Youth Council. Learning partnerships are under construction in 10 areas of the City. Outcomes so far have included engaging partners in developing core groups. Some partnerships are about to hold their 1st meeting.

#### **Partnerships with the wider community**

- Increasingly **good partnerships with Scottish Government** including our Concordat and our 3 year School of Ambition in partnership with the Scottish Government and St Machar Academy which came to an end in March 2010 and has had a positive impact. Our work with the Scottish Government on the More Choices, more Chances agenda was recently highlighted as good practice.

- Increasing participation in **national networks and initiatives** such as the Association of Directors of Education, VOCAL and SOLACE.

- Partnerships with **neighbouring local authorities** continue to have a positive impact and are a strength. In June 2009 we were delighted to set up our Strategic Music Partnership (SMP). The first such partnership in Scotland and a joint pilot project with Aberdeenshire Council, this partnership will research, guide and shape our provision and direction of music by, with and for our children and young people in the North East. Respect 2 working and learning together monies has 2 locations in the city and shire where community activists in Northfield and Mastricht are undertaking research into strong and resilient communities. Those involved are valuing the opportunity and it is anticipated that the communities across the City will impact positively.



## How good is our service delivery?

We wanted to actively support our schools and services to **revise and modernise the curriculum in line with 'A Curriculum for Excellence'**. Work so far has included:

Since 2007, our work to revise and modernise the curriculum and to implement Curriculum for Excellence has included a range of initiatives aimed at improving curriculum structure and offering targeted support in priority areas such as literacy and numeracy, health and wellbeing and assessment (please also refer to Section 3:Attainment and Achievement and Section 5:Quality Improvement). We have achieved the following positive outcomes:

- Giving our staff the flexibility to focus solely on Curriculum for Excellence through our CPD and In-service (INSET) from 2008 onwards have been really important milestones for us. A wide range of activities and staff development have taken place in schools throughout the City. Our most recent CPD in August 2010 helped all schools to develop their plans for assessment and moderation on an Associated Schools Group (ASG) basis. Successful headteacher seminars since 2008 have helped us to work together with colleagues on key publications such as Building the Curriculum 3, 4 and 5, testing the frameworks and the new national qualifications framework. Our integrated planning and joint working, in particular with Aberdeenshire and Moray has meant that we have worked closely with the Aberdeen City CPD (Schools) team, Curriculum Support Teachers and Learning and Teaching Scotland to plan and deliver training on Curriculum for Excellence, Curriculum architecture, assessment and national trialing of outcomes.
- Developing leadership capacity has been a priority for us. Twenty seven participants on the Leadership in professional settings with Aberdeen University and 29 participants on the Tapestry Partnership 'Leaders for Learning' programme are already having an impact, with all recent HMIE inspections evaluating leadership positively, with some very good evaluations in the primary sector. In addition, one of our secondary headteachers won the lifetime achievement award at the Scottish Education Awards in 2008.
- Headteachers, deputies and teaching staff, along with community learning and development colleagues, our early years team and education officers are all playing key roles in change management for Curriculum for Excellence and are enthusiastic participants in our strategic groups, including the chairing of key implementation groups. Subject leader groups for Biology, Chemistry, Drama, English, Geography, Mathematics, Modern languages, Music, Physics, Physical Education and Religious and Moral Education have also had positive impacts in the sharing of good CFE practice and in preparing INSET.

- We challenged our schools to develop a vision of what they wanted their schools to look like in the future. Our Curriculum for Excellence Core Group develops guidance and a Curriculum Strategy. With this support all our schools have curriculum maps, with some primary schools being highlighted as good practice by Learning Teaching Scotland. These maps will now be quality checked by an authority validation group.
- Our Associated Schools Group (ASG) Representatives Group has been a great help in representing views, sharing information to ASG colleagues, identifying and sharing good practice and supporting the delivery of CfE events in the ASG. They have also helped to keep staff up to date with the latest developments through our Curriculum for Excellence termly newsletter and our GLOW page. Our GLOW schematic framework has allowed staff to be involved in sharing practice in learning and teaching, engage in dialogue, share practice and has helped to prompt reflection.
- Our Literacy and Numeracy groups made a satisfactory start in looking at the progression of literacy and numeracy across the curriculum. Our Numeracy group is publishing their work in October 2010. Our Literacy group now needs to increase the pace of progress. A recent audit of practice highlighted that most primary schools were secure in their promotion of literacy and numeracy but were looking for support in assessment and tracking. Our secondary schools have asked for more clarity on assessing literacy and numeracy. We have highlighted these as priority areas for our joint work with HMIE for the rest of 2010 and hope that these will have a positive impact.
- We have been enthusiastic advocates of Assessment is for Learning since 2007. Our Assessment group recently oversaw the first ASG In-Service on Assessment in August 2010. This was done using the wider learning community and should ensure a coherent approach to assessment. We are now increasing our pace in response to our recent audit and the group are now planning their 2nd In-Service in October 2010. This will continue our focus on Assessment and moderation including new reporting formats particularly for S1.
- Our support for Health and Wellbeing continues to be a strength. Our **Health and Wellbeing Network** has built on their success as the Health Promoting Schools Partnership highlighted in the 2007 INEA2 HMIE report. The network has just issued 'Journey to Health' and has highlighted 20 examples of good practice throughout the City in primary and secondary schools. The examples link practice to Health and Wellbeing (HWB) outcomes and experiences. The network has also had a positive impact in auditing HWB current practice and in developing a Health Promoting Schools Glow portal. Our curricular support for Physical Education in partnership with our Active Schools team now means that all P5 pupils take part in Club Golf and some schools are taking up rugby, football and curling development within their curriculum time. Our partnership with Sport Aberdeen is also helping to maximize curricular time and our sports facilities. Torry Academy has been using Torry Outdoor Sports Centre and Oldmachar and Bridge of Don Academies have used the Alex Collie Sports Centre.

- Our secondary schools have worked together in the Secondary Implementation Group to ensure consistency and coherence with their new curriculum structures, Bridge of Don Academy's inclusive approach to building the curriculum was highlighted recently as good practice by HMIE.
- Our Primary Schools Implementation Group have developed a principles of Curriculum design toolkit which has helped to plan and support effective learning in our classrooms. Plans for the curriculum at Danestone, Kittybrewster, Kingsford, St Joseph's RC and Cults Primary schools have been highlighted as good practice by Learning Teaching Scotland.
- Our Curriculum for Excellence team has worked with schools to embed Assessment is for Learning, approaches to Numeracy and Skills. This seconded team has helped our ASGs and working groups, but due to staffing changes, has not been able to provide consistent support. It is anticipated that recent secondments to the team, new, flexible approaches to curriculum support and a clear strategic direction will revitalise this team again.
- Curricular work within our schools is now nationally recognised. St Machar Academy has been featured in Leading Change 2: Learning from Schools of Ambition for curriculum enrichment through the Learning Wall and Paths to health, an interdisciplinary project with all S1 pupils. Dyce Academy's work with the National Theatre of Scotland on Transform: the Cabinet of Impossible Dreams has been showcased nationally.

We wanted to **improve our information and communications technology (ICT)** and make sure that ICT impacts on learning and teaching and administration in our schools. Work so far has included:

### **Schools Management Information System**

We were delighted to approve a supplier for our new Schools Management Information System(MIS). Our ambitious Implementation Plan sees local authority training, presentations and schools being implemented in three phases throughout 2010-11. We anticipate that the new MIS will highlight the needs for new policies and procedures and for new partnership arrangements.

**Wireless Wide Area Network**

Our teams have been working tirelessly to introduce wireless wide area networks across the City. An added benefit to this large scale technical project has been to reduce our telephone revenue costs.

**Education Rolling Programme**

Our ambitious rolling programme for education is on track for completion. This includes increases to the capacity of ICT suites to allow larger teaching groups which has proved popular with our schools. Further work involves the renewal of switches, internal wireless networking and essential refresh to ensure good contexts for teaching and learning.

**ICT Learning and Teaching**

Our main focus has been on Glow developments and interactive whiteboard training. Our ICT Education team continues its support of schools in the new aspects of Glow such as Glow Light, blogs, wikis and the new resources. Our plans include access to GLOW for all pupils. We have been very lucky to be involved with the Glow National Team who are supporting four secondary schools with two projects. Interactive whiteboard training continues and games based projects are underway in several schools.

## Policies and initiatives in 2009/10

The following are some examples of our work:

- August 2009 saw the launch of Fit for the Future, our Sports and physical activity strategy. Our plan set out to:
  - promote and increase opportunities for everyone in Aberdeen to take part in sporting and physical activity;
  - provide a high-quality range of sports facilities in Aberdeen;
  - maximise the social, educational, health and economic benefits of sport and physical activity in Aberdeen;
  - nurture local, regional and national sporting people to reach their potential.

- Our Learning Strategy was approved in August 2009 and set the direction for the Education, Culture and Sports service. The Strategy

- Vibrant Aberdeen, Our Cultural Strategy was launched in 2009 and set out to:

- Regenerate the City and its communities
- Enhance cultural resources and staffing
- Offer artists further development and opportunities
- Promote cultural tourism & investment in cultural venues
- Develop cultural links and networks



- The Learning Estates Strategy in October 2009 highlighted our priorities for fit for purpose schools, high quality buildings, community facilities, reductions in climate change, a flexible estate and opportunities for engagement

- Outdoor learning and educational excursions policy January 2010 which highlighted that learning outside and experiencing the outdoors was integral to our implementation of Curriculum for Excellence

- The important Anti poverty strategy and Single Equality Action Plan in January 2010 and our continued commitment to closing the gap in educational achievements and ensuring access to learning opportunities for all

- Our MCMC Strategy in April 2010 outlined our plans to work in partnership to ensure that our young people achieved their full potential and made positive contributions

- Important developments for children with complex additional support needs throughout 2009-10 including changes to our ASN estate and further enhancements to our inclusive practice

- Our Health promotion policy gave practical solutions to enhancing food and drink in our schools settings

## What is our capacity to improve?

We have significantly extended our capacity for continuous improvement and are confident that our ability is now good and in some cases, very good. In order to continue this success, we will ensure a focus on the following areas:

- A service wide focus on impact, outcomes and achievement;
- Make sure that all areas of the Service embed the VSE approaches to self evaluation
- Ensure that improved leadership and management at all levels results in positive outcomes for learners

### Our high-level challenges for the future

- Utilise our increased self-evaluation capabilities to focus on improving literacy and attainment for S4 pupils
- Successfully implement Curriculum for Excellence and ensure that learning and teaching consistently at a high standard across all schools
- To extend and refine approaches to ensuring continuous improvement
- Increase our pace of progress to support children and young people with Additional Support Needs
- Build on the work on the school estate to provide high quality and efficient school building
- Build on the work on learning communities and the approach to learning hubs
- In addition to work already undertaken to manage budget reductions, we will engage in finding new and creative ways of running our service to meet our anticipated financial constraints
- Ensure we have the right leaders at all levels to take our service forward

The Council and its Corporate Management Team are totally committed to continuous improvement through self evaluation. Our Director of Education, Culture and Sport, together with her recently appointed Senior Management Team, is providing strong leadership and is developing the service's capacity for improvement, and our motivated and enthusiastic teams are all helping to deliver on our new agenda for change. They are clear of the strengths of the service and very clear of the challenges that they face in securing further improvements. The VSE process will help us to enhance and share our approaches to improvement through self evaluation, and we are confident that our new structure, combined with new ways of working will enable us to deliver against our challenging agenda.

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Reyna Stewart 01224 523826



***Aberdeen City Educational Psychology Service  
Education, Culture & Sport***

***Standards & Quality Report 2009- 2011***



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## **1. INTRODUCTION**

The Educational Psychology Service (EPS) has produced the first Standards and Quality Report for the service, for the academic years 2009 / 2011. It brings together a number of key themes at a point in time when the service is establishing a new structure, refreshing the professional team and engaging in the transformational change running through Council and Education, Culture and Sport (ECS) Service, in particular.

Economic challenge resulting from the recession and professional challenge via the Her Majesty's Inspectorate for Education (HMIe) follow - through evaluation, have been drivers influencing the activities of team and service. The Authority's aspirations for the people of Aberdeen and the Aberdeen Learning Strategy: City of Learning, are embedded in the Educational Psychology Service delivery of key functions.

Capacity for improvement reflects the evidence informed practice of professional educational psychology and will continue to guide discussions with key stakeholders in developing the service skills, capacity and knowledge base.

## **2. VISION, VALUES AND AIMS**

### **VISION**

We are committed to working collaboratively with others to promote positive change and provide every child and young person with the opportunity to achieve. Our focus is on encouraging, empowering and supporting success and well-being for all. Operating within local authority and national policy contexts, the child/young person is always at the centre of practice.

### **VALUES**

*The shared values of our Service are:*

- Early intervention
- Collaborative working with all stakeholders
- Engagement / participation of parent and child/young person
- Inclusion
- Equality
- Diversity
- Integrity
- Respect



### **AIMS**

*We aim to:*

- be an equitable and accessible service with transparent practice.
- contribute to the identification of, and advise on, children and young people's additional support needs.
- to enable all children and young people to achieve positive outcomes and reach their full potential, by working collaboratively with partner agencies, school staff, parents/carers and children/young people.
- support the wider aims of the local authority.

*We do this by:*

- operating a Consultation model of service delivery.
- applying models and theories of psychology (e.g. social constructionism, ecological theory, systems theory, solution-oriented thinking).
- committing to evidence-informed practice and an ongoing process of monitoring effectiveness and self-evaluation.
- specifying, promoting and fulfilling all five professional roles (consultation, assessment, intervention, training and research) across the three related levels of child and family, school/establishment, Local Authority.
- capacity-building through sharing skills and good practice.
- partnership working.

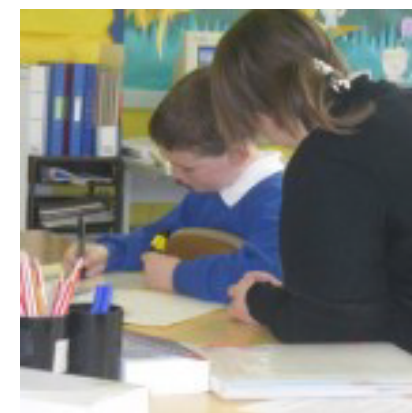
### 3. KEY PROCESSES – IMPACT ON STAKEHOLDERS

#### 3.1 CONSULTATION AND ADVICE

**The overarching principles of Aberdeen City EPS consultation model of service delivery are:**

- All aspects of service delivery (e.g. individual work, groupwork, training, research, project work) are collaboratively negotiated through the consultation framework.
- An emphasis on providing indirect support for pupils where possible, through working closely with those most directly involved with the situation.
- Collaborative work with teachers, parents and other professionals.
- Focus on the school and classroom as the context for investigation, intervention and change.

*“Very happy with this way of working.... has allowed the Educational Psychologist (EP) to provide valuable support and advice to staff”.*  
(Head Teacher)



#### Full Consultation Meetings

Full Consultation meetings for new referrals:

2009-2010	2010-2011
477	349

#### Follow-up Consultation Meetings

- Were introduced in Summer 2010 in order to evaluate strategies agreed at full consultation meetings and plan further interventions as appropriate.
- Will take place between 6 weeks and 6 months after the full consultation meeting.
- Contribute to the service’s quality assurance processes.

2009-2010	2010-2011
-	174

Team Capacity at Individual Casework Level

Academic Session	New Cases
2008-2009	463
2009-2010	460
2010-2011	434

Academic Session	Active Files
2009-2010	2002
2010-2011	2139

- The service has a record of 9,602 files of children and young people under the age of 25 with additional support needs.
- 2,139 files are currently active.
- 434 are new entries in the last academic year.

#### Children's Home pilot

- A consultation model of service delivery was piloted with a Children's Home in Summer 2010, with a view to providing advice and support on systemic issues that interact with the education of looked after young people.
- An evaluation of this service will be completed by Summer 2011.

#### Project work

Throughout 2009-11, Educational Psychologists were involved in a number of projects which drew on the psychological theories underpinning the consultation model to improve teaching and learning in schools.

#### Examples include:

- Working on What Works Well (WOWW) project: Working with school staff to improve classroom behaviour and relationships using a structured solution-oriented framework in two primary schools. Publication under review.
- Solution Circles: Training workshops delivered to a range of schools across Aberdeen City during a Local Authority In-service day. The Solution Circles approach is a flexible problem-solving tool which can be used by school staff as a peer support mechanism to explore issues in a positive, solution-oriented way. Publication in press.
- Working in partnership with the Positive Behaviour Team to deliver training to all schools across Aberdeen City on Solution-Oriented practices.
- Training to one of the City's Children's Homes on Solution-Oriented practice.

### **3.2 ASSESSMENT**

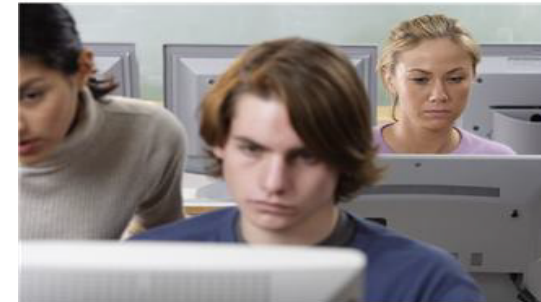
*“Things have moved forward for children who have been awaiting EP involvement....staff are getting advice on what’s possible for children and doing this within the resources available to them”.*

*(Head Teacher)*

Educational Psychology assessment in Aberdeen City is based upon the national guidelines (2005) developed by the Association of Scottish Principal Educational Psychologists (ASPEP), the British Psychological Society, Scottish Division of Educational Psychology (BPS, SDEP) and the University training programmes at Dundee and Strathclyde. The guidelines specify that the purpose of assessment is to gain an understanding of a child’s cognitive, emotional and social needs to inform intervention. This involves gathering information over time and from a variety of sources in collaboration with parents, carers, teachers, and children or young people.

Examples of assessment tools currently used by Aberdeen City EPS include:

- Consultation meetings with those who know the child or young person well
- Dynamic Assessments
- Solution Oriented interviews
- Person Centred Planning
- Video analysis
- Motivational interviews
- Work samples
- Checklists
- Standardised assessments
- Questionnaires



The Educational Psychology Service recognises the importance of consistent good practice across the team in order to ensure equity of opportunity for children and young people in Aberdeen City. With this in mind, the following steps have been taken to develop and disseminate good practice:

- All Educational Psychologists have been trained, or are in the process of being trained, in Dynamic Assessment.
- All Educational Psychologists have been trained in Solution-Oriented practice.
- The Educational Psychology Service is leading a multi-agency working group responsible for developing authority-wide guidelines in Dyslexia assessment and intervention.
- Team development time has been used to share good practice in assessment across the service.

### **3.3 INTERVENTION**

Intervention:

- is a core role for all educational psychologists.
- is dependent on a needs analysis carried out as part of the assessment process.
- can be at an individual, school and/or authority level.
- can include direct input or be through consultation with other key stakeholders.



*“There were many positive examples of where the service had continued to improve outcomes for children and young people at individual, school and authority levels. For example, the training of teachers in Solution Oriented Approaches (SOA), and Cognitive Behavioural Approaches (CBA), both designed to help support vulnerable children and young people”.*

(HMIe follow-through evaluation 2010)

Key intervention approaches which have been utilised by the EPS to support vulnerable learners include:

#### Attachment-based interventions:

EPS staff have been involved in supporting schools to recognise the needs of children with difficult home backgrounds and ways that they can best be supported. The EPS recognises the importance of attachment for children and young people’s social and cognitive development. Work in this area includes:

- Nurture groups: The EPS has been involved in supporting six pilot schools to develop nurture groups. EPS staff have contributed to the evaluation of the nurture group pilot, results showing the intervention to be successful in supporting vulnerable children.
- Children’s Home: The EPS has provided a consultation service to one of the Children’s Homes to support them to develop systems and practice best suited to the needs of the young people. This is currently being evaluated. An Educational Environmental Checklist for use in Children’s Homes has also been developed by one of the trainees with the EPS.
- Fostering & Adoption panel: Two EPs currently contribute to the fostering and adoption panel. The impact has been positively evaluated by the panel.
- Children’s Specialist Services Forum: In addition to senior management team on the panel, EPs regularly contribute to applications and attend panel meeting discussions to decide on the most appropriate interventions for children who are LAC and at risk.
- ‘We Can and Must Do Better’: the EPS has been involved in joint training to education staff.

### Solution Oriented Approaches (SOA):

The EPS recognise SOA as a very valuable way to support vulnerable learners to engage in learning and develop positive relationships. The EPS has taken a lead role in supporting the development of the approach across the education authority and working with the Authority Policy Officer for Inclusion. Examples of work in this area include:

- Delivering training to education staff in conjunction with Scottish Government Positive Behaviour Team. Phase 1 involved a one day training input to 90 education staff November 2009, followed-up by another day session May 2010. The phase 2 session occurred in February 2011 to start initial training for 50 more education staff. Evaluations have been positive.

*"I can see the ideas today being extremely beneficial to our children and their needs, it gives great hope for a more positive future for all staff and pupils".*

(Primary Teacher)

- EPS staff have also been part of development groups to extend the scope of SOA and develop a toolkit to support staff in this area. A set of guidelines will also be available August 2011.
- EPS staff have supported schools to utilise WOWW (Working on What Works) to improve classroom behaviour and relationships. This was shared as an example of good practice on the In-service day May 2010.

### Cognitive Behavioural Approaches (CBA):

The link between thoughts-feelings-behaviour is recognised by the EPS and an interest group was formed within the Service to look at research and practice in this area. This led to:

- An article being published in the Professional Development Programme for EPs on how services can utilise CBA.
- EPs embedding principles of CBA across their work.
- Joint training with clinical psychology colleagues to extend resources and awareness of CBA.
- One EP delivered training on the use of self-help booklets to a secondary school and piloted their use.
- Many EPs shared practice on CBA within their schools.

### Person Centred Planning (PCP)

PCP has been utilised by the EPS for several years as a way of engaging children and young people in decisions which effect them and allowing their voice to be heard:



- The EPS are all familiar with the PCP approach and have utilised this to support pupils to have their say in meetings. The EPS supported the introduction of PCP approaches to meetings in Cordyce School and evaluated the impact which was positive.
- The PCP reporting format is a child-friendly accessible medium which was recognised as an area of good practice by the EPS by HMle (2010).
- Listen, think, communicate' programme nestled within a person-centred approach was delivered in 2 Primary Schools by trainees with the service.



### Examples of Other Interventions:

- EPS as part of a wider working group with health produced Selective Mutism practice guidelines.
- Supporting literacy: The EPS took a lead in developing Dyslexia guidelines. A paired reading project in a primary school, supported and evaluated by the EPS, led to gains in reading fluency and comprehension across the school.
- Group work: A P7- S1 transition group for vulnerable learners was delivered jointly with a transition teacher from a secondary school and was evaluated positively.

### 3.4 DELIVERY OF PROFESSIONAL DEVELOPMENT AND TRAINING

All Educational Psychologists within the team have been involved in making an active contribution to Continuing Professional Development (CPD) and strategic development work within the Authority, and the service has established links with the Authority CPD co-ordinators.

Training has been provided at a wide range of levels:

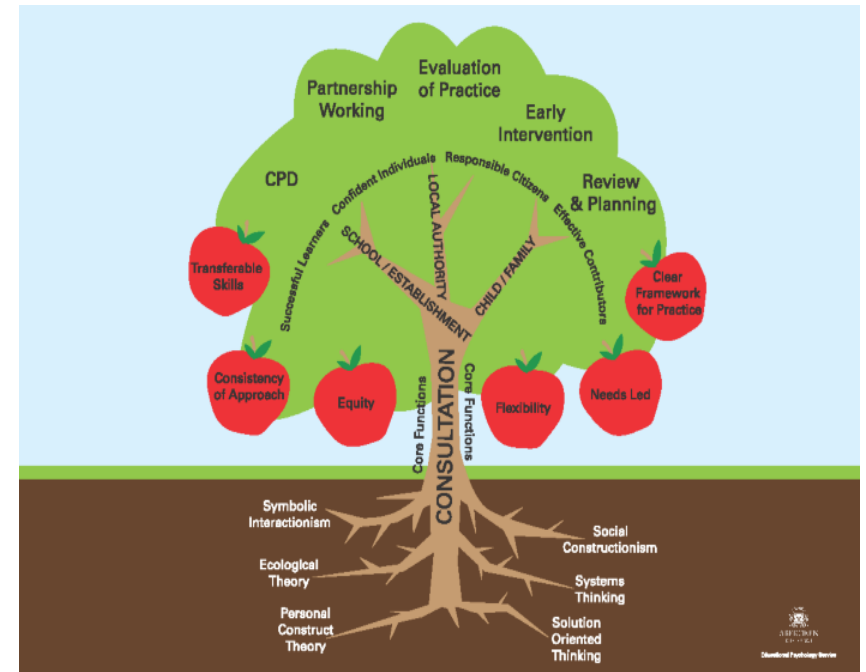
- National
- Local Authority
- Associated Schools' Group (ASG) / Schools
- In partnership with other agencies.

The main areas of impact, at Authority level, have involved the EPS:

- taking a lead in the roll-out of Solution Oriented Approaches (SOA).
- delivering the 'We Can and Must Do Better' Looked After Children (LAC) training materials.
- contributing to nurture group training.
- Getting It Right for Every Child (GIRFEC) implementation training.
- taking a shared lead in the implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009).

Training for schools and ASGs has included the following themes:

- Follow up and embedding of SOA in schools.
- Mediated learning, dynamic assessment and Bright Start.
- Attachment and trauma/nurture groups.
- Working on what works (WOWW) project.
- Positive behaviour management/behaviour policy.
- Support for Learning – literacy and numeracy.
- Promoting emotional well-being/resilience.
- The role of the Educational Psychologist.
- Introduction to autism/understanding and supporting children with Autistic Spectrum Disorder (ASD).
- Playground projects.
- Paired writing/cued spelling. • Dyslexia.
- Person centred planning • Video interaction guidance.



*“The service had made **very good progress** in contributing to professional development and training within the authority”.*  
(HMIe follow up December 2010 report)

Training Delivered	Number of Training Sessions 2009-10	Number of Training Sessions 2010-11
<i>Provided to schools (primary /secondary/ special sectors) and to the Pupil Support Service</i>	51	29
<i>Provided jointly with colleagues from Health, Community Learning, Autism Outreach, Social Work and LAC teacher, and Aberdeenshire EPS</i>	8	16

Training with other agencies has included:

- Mental Health & Well-Being for schools, along with Primary Mental Health Team.
- Curriculum for Excellence (CfE) Building the Curriculum 4, along with Community Learning & Development and Aberdeen College.
- Autistic Spectrum Disorders (ASD), along with Autism Outreach Service.
- We Can and Must Do Better, along with LAC Teacher.
- Motivating Reluctant Leavers, at Aberdeen College, along with Aberdeenshire EPS.
- PATH, with Raeden Nursery School.
- SOA, with Kingsfield Children's Home.

*"Thank you for your informative session. Your personal teaching style kept them alive and on their toes".*

(Social Worker)

National contributions:

- Annual Educational Psychology Conference October 2009 (joint work with Speech & Language Therapy).
- Local Authorities Research + Intelligence Association (LARIA) Conference, October 2009 (Bright Start).
- Working on What Works (WOWW) project presented at Annual Educational Psychology Conference October 2010.

In terms of the impact of this training, collated evaluations/views of delegates specifically revealed a very positive response to training sessions on:

- Role of EP (for probationer teachers, social workers in training and for Additional Support Needs (ASN) network group)
- ASD
- Introduction to SOA
- Mediated learning and dynamic assessment

*"Useful advice and strategies to help with behaviour in the classroom".*  
(Teacher)

*"Helping me to think about how I interact with children e.g. the questions I ask".*  
(Teacher)

### 3.5 RESEARCH AND STRATEGIC DEVELOPMENT

Educational Psychologists have been involved in extending the Educational Psychology Service role in research and strategic development within the Authority. Contributions to Authority policy development areas include:

- Dyslexia Guidelines
- Co-ordinated Support Plans
- Individual Education Plans
- Solution Oriented Approach
- Review of Inclusion
- 16+ Learning Choices

The Educational Psychology Service has participated in:

- Curriculum for Excellence Core Group
- Curriculum for Excellence working groups (Literacy/Numeracy/Skills)
- also supporting development of the key area of Health & Well-Being

The Educational Psychology Service has played a part in Authority strategic and operational groups including:

- Research Network (including Universities and 3<sup>rd</sup> sector partners)
- Learning Team
- Communities Culture and Sport Team
- Children's Specialist Services Forum
- Admissions to ASN Base and Specialist Provisions
- Pre-school ASN review

The Educational Psychology Service Research Development Group has produced a:

- Research Booklet of projects 2008-2010 across all school sectors and at Authority level.
- Research Strategy.

The Educational Psychology Service is involved in a number of research projects:

- STRIVE test programme for looked after children and young people.
- Impact of video feedback on pupils' group problem solving skills.



*“The service had made **very good progress** in contributing to the research and strategic development within the authority”.*  
(HMIe follow up December 2010 report)

## 4. POST SCHOOL PSYCHOLOGICAL SERVICES (PSPS)

Aberdeen City Educational Psychology Service:

- Commenced PSPS working in 2008, scoping and meeting with relevant stakeholders.
- 2009-2011 embedding PSPS partnerships and strategies.

Four levels of engagement in PSPS have been established, to mainstream service delivery:

- 1) Base level of EP working activity, with all EPs contributing to 16+ Learning Choices and post-school transition planning, under the ASL Act 2004 as amended (2009).
- 2) Sharing resources and skills with partners.
- 3) Developing key contact points.
- 4) Strategic embeddedness of PSPS within the Authority and with post-school partners.

Participation in authority level working groups includes:

- More Choices More Chances (MCMC) Strategy Group
- Successful Transitions to Adulthood Outcome Group
- Activity Agreements Steering Group
- 16+ Learning Choices Implementation Group
- Fairer Scotland Fund allocation
- 16+ Learning Choices local network
- Transition Pathways (transition planning with SW Children with Disabilities Team and SW Adult Services)
- Partnership Matters Group (with Aberdeen College)
- Curriculum for Excellence Core Group and Skills Group (partnership working in the CfE Senior Phase)

PSPS networks regional and national:

- North and East of Scotland Network
- National PSPS Network, with presentation about our local model of PSPS service delivery

A training and development portfolio has been produced by Aberdeen City EPS, Aberdeenshire EPS and Aberdeen College:

- CPD has been provided for College staff in motivating reluctant leavers, including follow-up
- Support provided in establishing the Bridge the Gap course for Looked After Children & Young People
- Further developments in training for Training Providers (Get Ready for Work) and for Skills Development Scotland

The Educational Psychology Service has carried out a telephone survey, interviewing carers of special school leavers 2009.



*“The Educational Psychology Service has a seat at the tables, helping bring the tables together”.*  
(Scottish Government Strategic Officer)

## **5. PROFESSIONAL DEVELOPMENT OF EDUCATIONAL PSYCHOLOGY STAFF**

In order to support our key stakeholders well and provide a quality service, planning and development of the skills of the EPS staff team is vitally important.

### **Support and supervision**

Support and supervision is provided in a number of ways to develop skills and quality assure the service:

- Peer group supervision
- One-to-one supervision with line manager
- Annual staff review and development sessions, which links into Continuing Professional Development Planning for the EPS

Clear roles and responsibilities have been developed for all grades of staff which HMle(2010) recognised had contributed to better leadership across the Service.

### **Training and development**

Staff development sessions are aimed at developing the skills of EPs to support schools taking account of:

- the needs identified by schools through their Planning and Review meetings
- Service Review and planning
- authority and national priorities

For staff development, the EPS utilises the skills of:

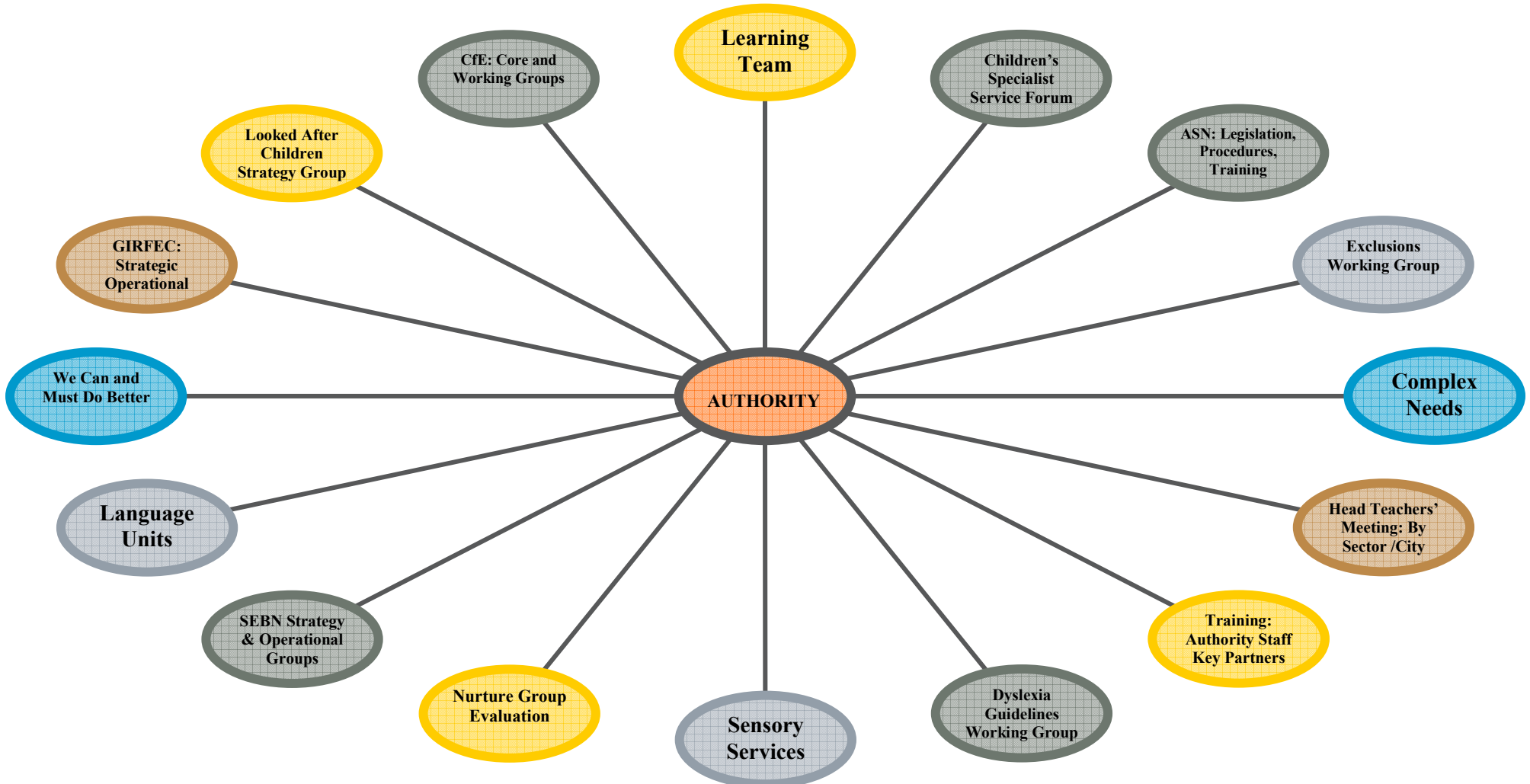
- it's own team
- other council staff and Scottish Government
- related agency staff
- external training providers

Examples of development sessions for all EPs and some specific CPD for individual EPs include:

- Cognitive Behavioural Therapy/ Approach (CBA) training delivered by clinical psychology
- Dynamic assessment
- Speech and Language Therapy: A joint presentation on this work was delivered at the Annual Conference for EPs 2009
- A member of staff has been trained and provided an overview of the Autism Diagnostic Observation Schedule (ADOS)
- Critical Skills: An overview and example of practice was provided by an Acting Quality Improvement Officer
- Four EPS staff undertook formal training from the Nurture Group Network along with education staff in 2009 and 2011
- Three members of staff have undertaken specialist training on attachment

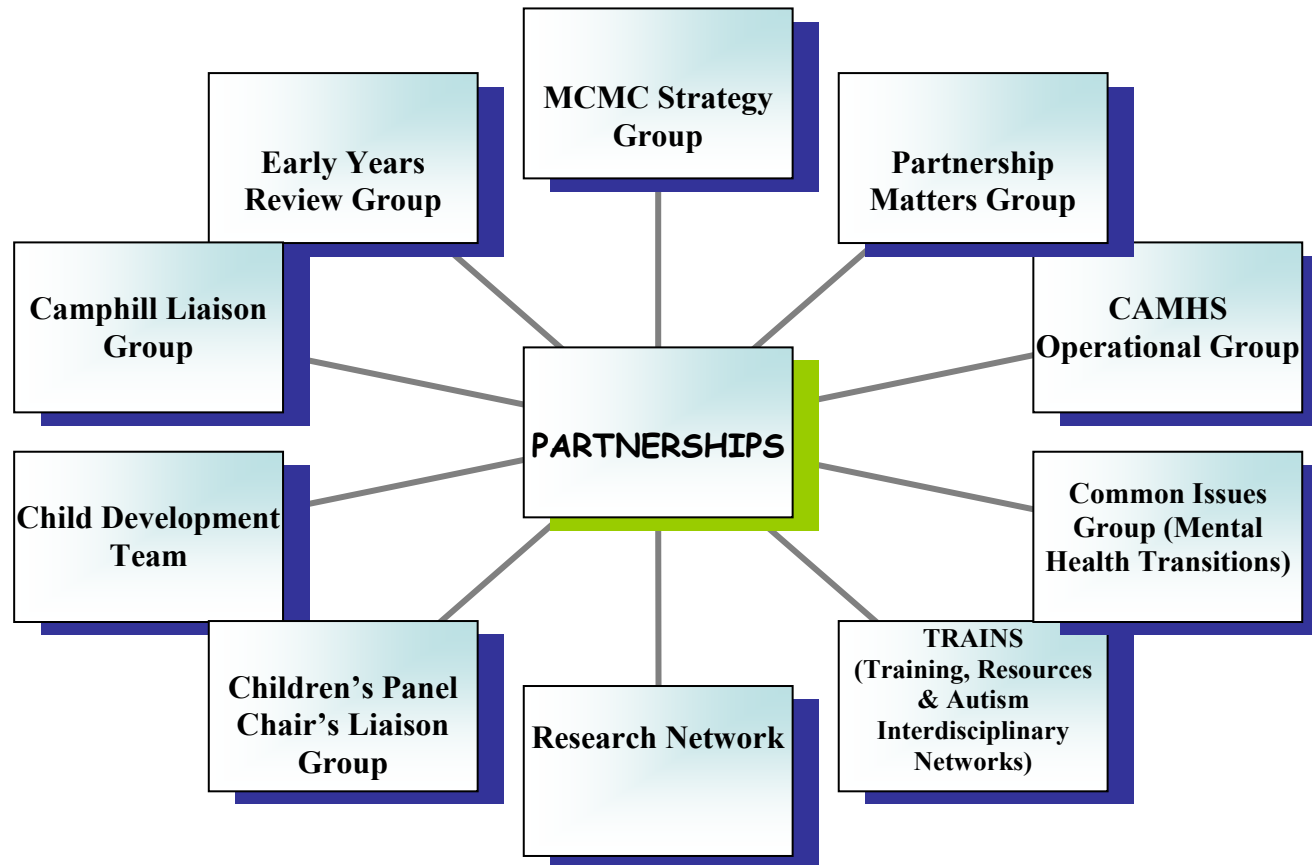
## 6. CONTRIBUTION TO AUTHORITY/ STRATEGIC WORKING GROUPS

The service provides a valued contribution to partnership working within the council and across a number of statutory and third sector partners. Consultation with internal and external stakeholders is a development theme which has been identified. Active engagement, professional advice, training and evidence informed practice have generated positive partnerships, adding capital to the authority's key priority areas, highlighted in the Single Outcome Agreement.



## 7. Contribution to Partnership Working

Assisting the authority to build capacity in partnership working relationships, the service has played significant roles in key groups.



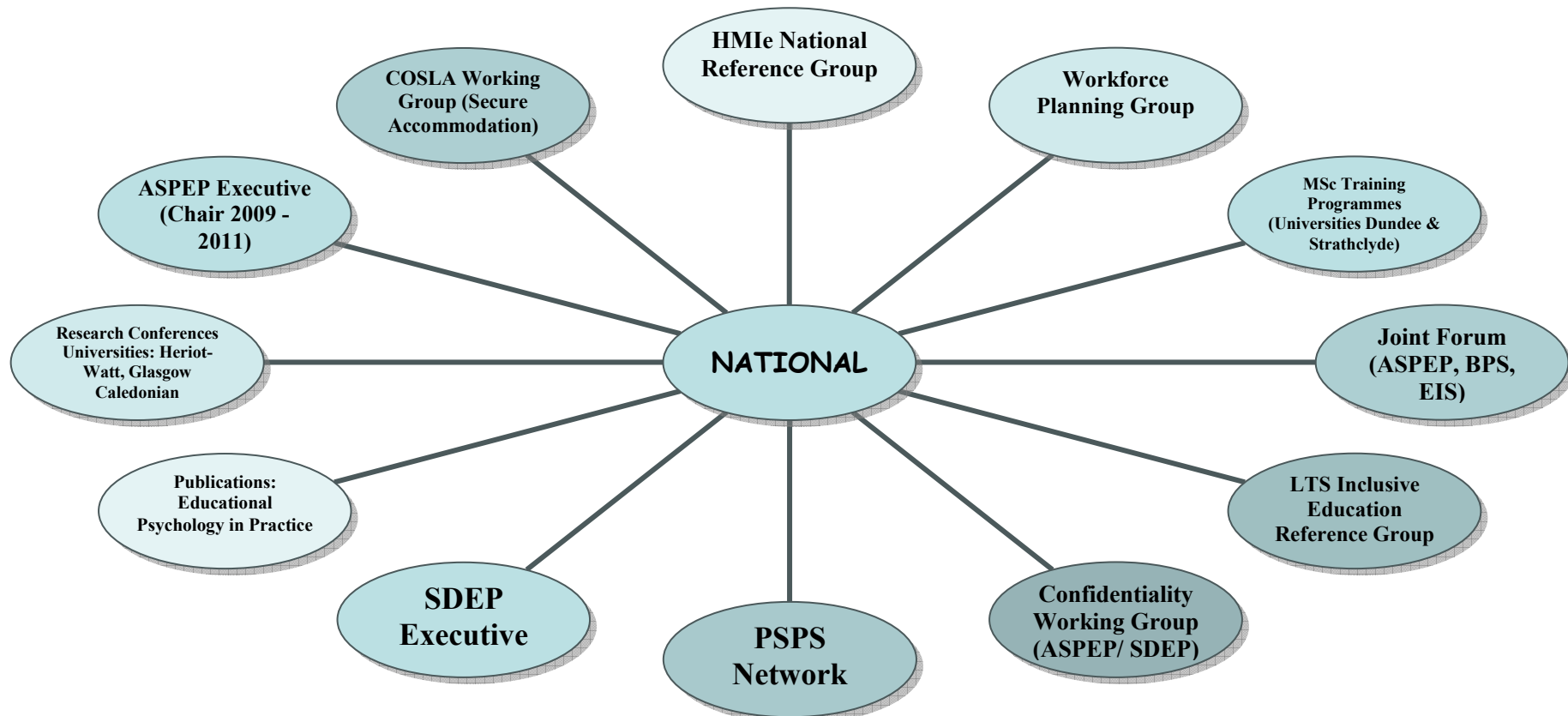


## **8. CONTRIBUTION TO NATIONAL DEVELOPMENTS**

In the context of City and Region the service has been a major contributor to the \*North and East: Principals' Network, PSPS Network and the North Social Work Training Network. This has allowed exchange of training, practice and local boundary issues, supporting learners and their families to make smooth transitions across authority areas.

At national level, the authority's presence has been well represented and regional contextual factors have been able to be tabled with Scottish Government, Association of Directors of Education Scotland (ADES), Convention of Scottish Local Authorities (COSLA), Health, professional bodies and agencies associated with Education and Psychology.

(\* Aberdeen City, Aberdeenshire, Moray, Orkney, Shetland, Highland [- Western Isles by correspondence])



## **9. HMIe FOLLOW THROUGH EVALUATION SEPTEMBER 2010**

The service had continued to improve its practice in consultation and advice, assessment, intervention, training, and research and strategic development. Staff had planned an appropriate focus on the two main areas of improvement, training and research.

### **Training and Research**

- The service had made very good progress in contributing to professional development, training and to research and strategic development within the authority.
- A growing portfolio of training to other stakeholders such as the College sector, Health service and other staff within the Council was developing.
- There was a clear plan for extending the role of the EPS in research and development.
- High quality reports of research undertaken by the service had also been produced.
- The research strategy should now be developed more strategically to inform a wider audience.

### **Partnership and Service Delivery**

The service had made good progress in improving partnerships with schools. All schools now had Service Level Agreements and Review and Planning format: this set out the activity which the EPS provided to school over the year.

- All staff are now more involved in service planning and evaluation of service delivery.
- They were clear about their role and responsibility in relation to continuous improvement.
- The service and Education Authority still needed to work together to embed the service more effectively within the Education Authority to ensure that it added value to the Council's improvement agenda.

### **Stakeholder Engagement**

- Important improvements in stakeholder engagement in continuous improvement had been made.
- The service is now planning to seek young peoples', parents'/ carers' views and those of external stakeholders.
- Stakeholder views will be sought at an early stage in the service's development of planning, processes and engagement strategies.

## **10. CAPACITY FOR IMPROVEMENT**

The new Corporate Management Team, established over the last two years, has focused on City wide services, delivering an agenda of achieving best value and deliverable outcomes. Account has been taken of national and local priorities through service planning in collaboration with stakeholders. Budgeting constraints are universal to all services. The authority has streamlined services, identified roles and is improving communication channels. Engagement in the change process and innovative ways of working have been encouraged.

Since the original statement of September 2006, a number of service aspirations have been achieved in Educational Psychology.

Resources Management Committee of November 2006 approved the service re-structuring and was endorsed by Education and Leisure Committee in February 2007. Management posts were able to be advertised in November 2007, with post holders in place by January 2008.

This change allowed the service to address leadership, supervisory and capacity issues to fulfil statutory duties. Distributive leadership has been more effective as the team has grown and stabilised over time. The service is mindful of the risk to continuity of service delivery to schools by named staff, and therefore, keep directorate and senior authority managers apprised of workforce planning.

Challenges have been created by the current economic climate, but the service welcomes the opportunities to assist in strategic planning with the authority to identify effective learning opportunities in appropriate environments for children and young people.

Delivery of integrated services through partnership working, in the context of GIRFEC, is central to service aims. Partner engagement in planning, assessment and interventions remain high on the list of priorities.

In divesting the service of the role of gatekeeper to resources through admission processes, better value has been attained for the authority and better outcomes achieved for children, young people and parents. Time for psychology, reflected in the Review of Educational Psychology Services in Scotland, endorses the principles of the role changes. Implementation of the time allocation model evidences the best value outcomes, with respect to meeting the range of expectations, stakeholders associate with the service, regarding the 5 core functions.

Bespoke consultation and planning addressed through tools such as person centred planning and solution oriented approach, have led to stakeholders feeling more engaged and better listened to, by the service.

Capacity building over a realistic timeframe of 3-5 years within Council services and in association with external partners, remains both a target and a challenge in fully consulting all stakeholders. Consultation opportunities exist through a number of fora for children, young people and parents within the City's corporate structures to express their views. The service will be able to capture stakeholder views efficiently through and in association with these mechanisms via collaborative consultation.

A proposed research observatory in association with the universities (Aberdeen and Robert Gordon's) and the local authority, provides an opportunity for the service, to add value to this research pool.

Service capacity has significantly improved with respect to management structure and size of establishment. This has resulted in overall, much improved planning. Staff support and consistency of service delivery to key stakeholders. Being embedded in the authority's strategic and operational planning has been progressively achieved over time. Distributive leadership has been and is possible as the team has refreshed and staff have become established in the team and wider authority structures. Training and research capacity have similarly benefitted from the workforce planning and greater retention of staff in the team. Overall, the direction of travel has been affirmed and supported by directorate and service managers within the authority.

## **11. STAKEHOLDER FEEDBACK**

*“A lot of positive outcomes with individual cases have been achieved”.*

(Head Teacher)

### **Head Teacher Focus Group**

Primary, secondary and special school Head Teachers took part in a focus group in Summer 2009. The following feedback was given on the consultation and advice offered by the Educational Psychology Service:

- Consultation in relation to the nature of the service offered by Educational Psychology is valued.
- Stakeholders value the range of interventions which can be implemented following EP consultation (e.g. strategies, direct work, group work, partnership working, access to specialist resources).
- Consultation with EPs around the ASL Act and Co-ordinated Support Plans (CSPs) was felt to be an important support for schools.
- Stakeholders recognised the value of EP consultation and advice taking place at both the level of the individual child and at the strategic planning level within the local authority.

### **School Review & Planning Meetings**

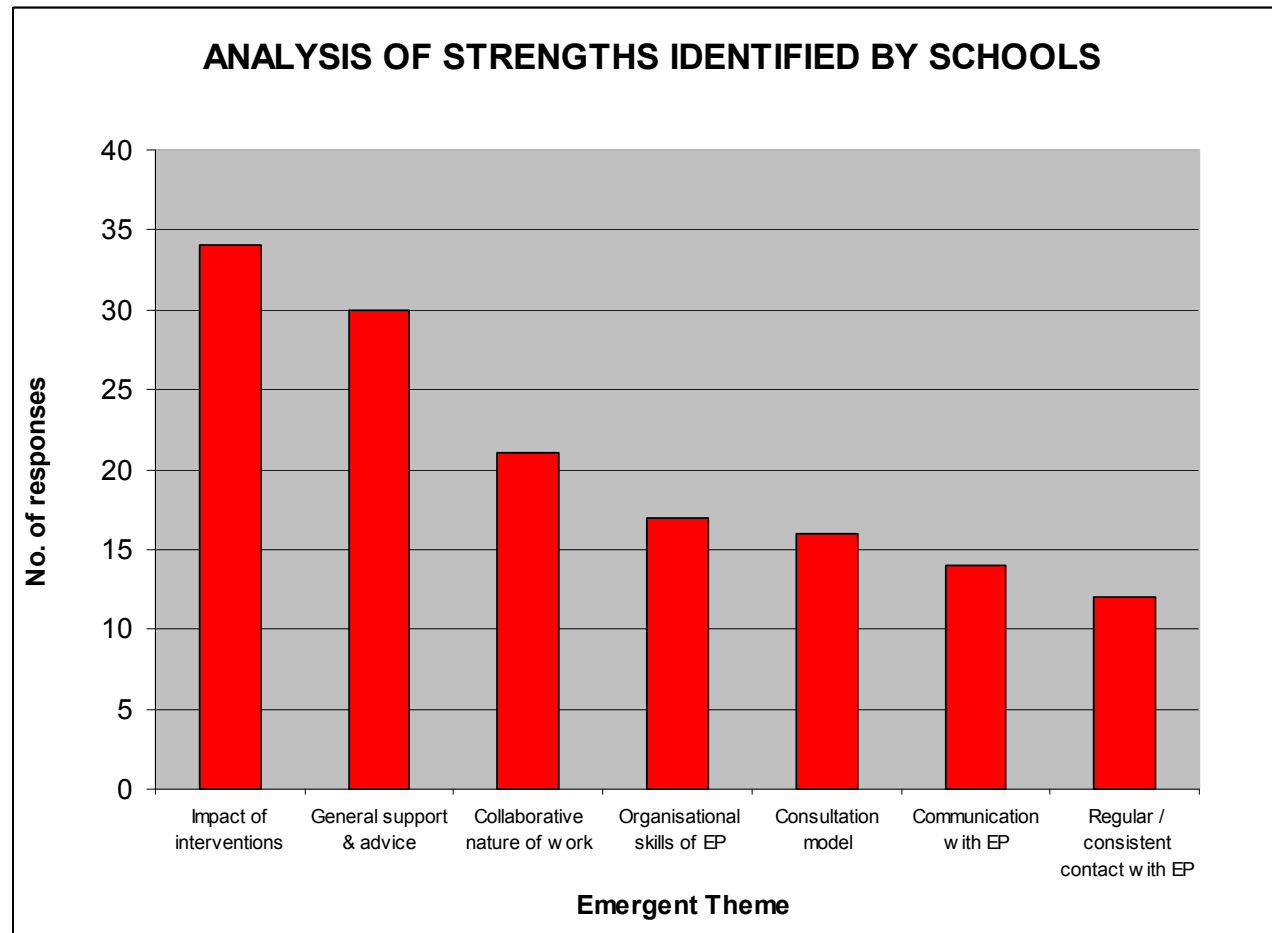
In May 2010, all schools were invited to discuss their work with the Educational Psychology Service over the course of the year. 43 out of 67 took part.

#### **Consultation model:**

On a scale of 1-10 (1 = lots of room for improvement; 10 = working really well), the average rating given was 8.11. This average rating was an improvement of 1 point from the previous academic year.

Strengths of Educational Psychology Service:

An analysis of the strengths identified by school staff during the review and planning meetings revealed a number of emergent themes, which are depicted in the graph below.



Systemic work:

A high number of schools gave examples of systemic work that had been delivered by their Educational Psychologist.

Examples included:

- Training to Teachers and Probationer Teachers
- Training to Pupil Support Assistants
- Group work with pupils
- Whole class projects
- Support with ASL legislation
- Support with tribunal and dispute resolution preparation

The ratio of casework to systemic working taking place varied across schools, but the general view expressed was that **EP time was used effectively regardless of the range of work taking place in an establishment.**

## 12. SELF-EVALUATION CYCLE

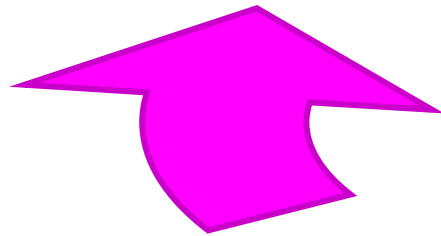
### Summer

#### June

- Collation of information gathered through Review & Planning process
- Collation of Staff Review & Development information
- Review of structure and content of staff development slots by team
- Review of Service handbook

#### July

- Revise Time Allocation model
- Update Service Improvement Plan



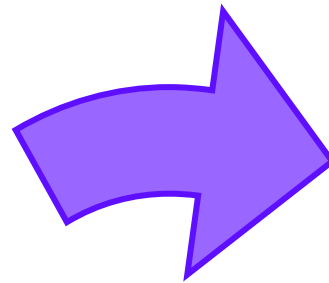
### Spring

#### April

- Random sample of casefiles reviewed by Service Management Team
- Review & Planning meeting with schools

#### May

- Staff Review & Development with team
- Self-evaluation using PIs with team



### Autumn

#### August

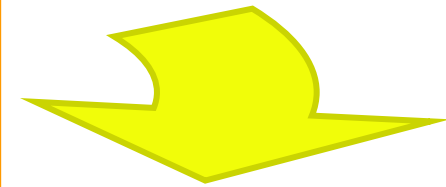
- Planning meetings with schools- Service Level Agreement & review actions from June Review & Planning meeting
- Feedback Staff Review & Development outcomes to team- map these onto development plan, development slots and working groups as appropriate

#### September

- Review of SLA/ School Review & Planning processes by team

#### October

- Review Staff Review & Development process by team



### Winter

#### November

#### December

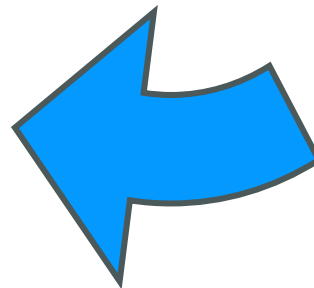
#### January

- Begin process of eliciting feedback from a stakeholder group using a range of approaches (young people, parents, schools & other agencies in rotation)

#### February

#### March

- Review of Time Allocation model by the team
- Review supervision arrangements



### Continuous

- Evaluation of training, research & project work
- Monitoring Service Improvement Plan
- Policy development and review Service handbook
- Evaluation of casework through follow-up consultations