

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	24 June 2025
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Inspection Reporting
REPORT NUMBER	F&C/25/154
EXECUTIVE DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne/Graeme Simpson
REPORT AUTHOR	Shona Milne/Graeme Simpson
TERMS OF REFERENCE	1.1.6

1. PURPOSE OF REPORT

- 1.1 This report details the outcome of inspection reports published by His Majesty's Inspectors of Education (HMIe) and The Care Inspectorate since the last meeting of the Education and Children's Services Committee.

2. RECOMMENDATIONS

That the Committee: -

- 2.1 Notes the content of this report; and
- 2.2 Instructs the Chief Officer Education and Lifelong Learning to continue to support Early Learning and Childcare (ELC) settings and schools to implement continuous improvement in keeping with the Quality Improvement Frameworks being considered by Committee today.

3. CURRENT SITUATION

- 3.1 The Education Service utilises a Quality Improvement Framework (QIF) to support schools and ELC settings to achieve the standards expected by external inspection agencies. The QIF categorises schools/ELC settings as needing different levels of support based on internal self-evaluation and external scrutiny from the central team:
- Category 1/Universal includes schools/settings who have self and external evaluation identifying all core Quality Indicators (QIs) as good or better.
 - Category 2 /Targeted includes schools/settings with external and or self-evaluation which has identified one or more of the core QIs as *satisfactory or below*.
 - Category 3/Intensive includes schools/settings with external and or self-evaluation which has identified one or more of the core Quality Indicators as *weak or unsatisfactory*.

3.4 EDUCATION SCOTLAND INSPECTIONS

Education Scotland Return Inspection to Quarryhill School and Nursery

In January 2024, HM Inspectors visited Quarryhill School and Nursery Class. Following the visit a letter was issued outlining a number of areas for improvement. Inspectors returned to the school in March 2025 and reviewed progress against each of the areas.

Area for improvement 1 ELC: *Practitioners should build on their very recent, positive start to improving approaches to learning and teaching in the nursery. This will ensure experiences engage, motivate and challenge all learners appropriately.*

Inspectors found that the staff team in the ELC had made strong progress towards addressing this area with practitioners working well together to create a caring and inclusive ethos where children were offered engaging play opportunities and spaces for rest and relaxation.

Senior leaders have developed robust systems for planning and assessment and have ensured practitioners have access to quality professional learning which is improving interactions in the ELC.

Area for improvement 2 School: *Develop high-quality learning and teaching, using topics which children find interesting. Teachers need to adopt a greater range of approaches to teaching, which motivate children more in their learning.*

Inspectors found that staff are beginning to apply teaching and learning approaches shared through the comprehensive professional learning offered at school and local authority level. However, teachers require to continue to improve the quality of feedback provided to children.

Positive relationships between staff and pupils exist however learning activities need to be better matched to children's individual needs. Inspectors reported that a few children were struggling to regulate their emotions however recognised that the professional learning undertaken in nurturing approaches should, once applied consistently, support children to better understand their emotions.

Area for improvement 3 School: *Develop how teachers evaluate children's progress. Teachers need to use the information they gather to plan learning which provides all children with greater challenge.*

Inspectors recognised that an assessment calendar was in place and staff were beginning to make use of it. Although teachers had participated in moderation activities there was a need to increase opportunities to work with teachers from other schools.

Inspectors noted that attainment discussions are supporting teachers to identify children who may require additional support and senior staff are able to support class teachers to consider how they need to adapt their lessons.

Area for Improvement 4: *Raise attainment in literacy and numeracy across the school. This should include ensuring that targeted approaches to support children are successfully closing gaps in children's learning.*

Inspectors found that senior leaders are collecting information more and beginning to use this to help improve children's progress and attainment. Resources being used to support literacy and numeracy are at the early stages of development and these need to be embedded to increase attainment.

As a result, Inspectors do not feel sufficient progress has been made to disengage at this stage, and inspectors will return within 12 months to carry out a further inspection. A new headteacher was appointed in August and inspectors were confident in her capacity to lead change commenting that they could recognise that the work she has done with Senior leaders and staff since arriving in August is beginning to have impact.

The school was sitting in Category 3 prior to the return inspection and will remain in Category 3 with central officers having regular contact and visits to the school to check on progress against the Action Plan at Appendix A. A copy of the letter sent to parents can be found [here](#).

3.5 Education Scotland Inspection of Forehill Primary School

During the week beginning 10 February, a team of HM Inspectors visited Forehill school to undertake a full model inspection. They did not visit the ELC as this had been inspected within the last 18 months by the Care Inspectorate. During the visit they talked to parents/carers and children and worked closely with the HT and staff in the school.

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

- The acting headteacher leads the school with passion and a clear vision. She has created a culture of mutual respect, collective leadership and high expectations.
- The happy, well-behaved children are proud of their school and are eager to participate. They demonstrate the school values well and are keen to learn.
- All staff have created a safe, nurturing and welcoming environment. This has resulted in positive relationships within the community, where everyone works well together. They work effectively with their partners to enrich children's learning across a range of contexts.

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

- With support from the local authority, senior leaders need to improve approaches to evaluating the work of the school. They should use more robust evaluations to help them identify key priorities. It is important that

staff are able to demonstrate fully that their actions are improving outcomes for all children.

- Senior leaders and staff should improve the quality of learning, teaching and assessment, including learning through play. This will ensure all children benefit from high quality experiences that meet their learning needs.
- Staff should raise attainment in literacy and numeracy across the school. At all stages, children are capable of achieving more.

Evaluation Gradings for Forehill Primary School

School Quality Indicators	Evaluation
Leadership of Change	Weak
Learning Teaching and Assessment	Weak
Ensuring wellbeing, equality and inclusion	Satisfactory
Raising attainment and achievement	Weak

Inspectors found very positive relationships within the school between staff and pupils. Children in older classes supported younger children well in the playground and within school acting as good role models. Overall behaviour in the school is very good.

When visiting classes inspectors felt there was an over reliance on whole class teaching and a need to better match learning to the needs of individuals. There is a need for staff professional learning on feedback to help children understand what they need to improve particularly in the area of writing.

Inspectors could see there had been work done to increase staff confidence in the use of assessments and interpretation of data however this was not yet supporting staff to make informed decisions about next steps in teaching and learning. There requires to be further work on moderation and the understanding of national standards.

Although children are given opportunities to develop skills these need to be built into a progression framework to allow staff and children to assess progress.

Staff were pleased the work they had done around wellbeing was recognised during the inspection and are keen to progress the action plan across all areas.

The substantive headteacher was on maternity leave during the inspection and will return to post August. She has participated in developing the Action Plan during her keeping in touch days.

HM inspectors will return within 12 months to check progress against the areas for improvement.

The school was in Category 3 prior to the inspection and will remain in Category 3. The school team will receive regular visits from the central team to track

progress against the areas for improvement outlined in the action plan at Appendix B. A link to the full report can be found [here](#).

3.6 Education Scotland Return Inspection to Queens Cross ELC

In March 2024, HM Inspectors visited Queens cross Nursery Limited. Following the visit a letter was issued outlining a number of areas for improvement. Inspectors returned to the school in February 2025 and reviewed progress against each of the areas.

Area for improvement 1: *The manager and practitioners should improve the quality of the learning environments and children's experiences. Children need a wider range of natural materials and everyday objects to explore and investigate. This should support children to develop their curiosity, imagination and problem-solving skills.*

Inspectors could see there had been some improvements made however staff require more time to develop their skills and embed practices further. Improvements had been made to both the indoors and outdoors environments and the quality of experiences had also improved. Despite these improvements inspectors felt continued development was required. Inspectors recognised the high level of support offered by the Aberdeen City Council Locality Lead and highlighted the need for this to continue to ensure practitioners continue to deepen their knowledge. Inspectors also noted the investment made in the outdoors to provide additional space. The report notes practitioners now need to better plan how to use this space most effectively.

Area for Improvement 2: *The manager and practitioners should improve approaches to planning to ensure that children are supported to build on what they already know. They should ensure they provide a balance of responsive and planned learning experiences for children.*

Overall, Inspectors felt that there has been limited progress towards addressing this area for improvement. Managers and practitioners will require support and more time to develop approaches further that support planning for children's learning.

Although revised approaches are in place practitioners still require to improve the quality of experiences planned and ensure these come from the children's interests to ensure maximum impact.

Area for improvement 3: *Practitioners need to improve their approaches to understand how well children are learning. This will help practitioners to know where children need the right level of help with their learning to ensure they all make the best possible progress.*

Overall, there has not yet been sufficient progress made towards addressing this area for improvement. Working together, and supported by the local authority, managers and practitioners now need to accelerate progress in this area

Area for improvement 4: *The manager and practitioners should access relevant training to ensure they understand fully their roles and responsibilities in relation to safeguarding children.*

There has been positive progress in addressing this area for improvement. This now needs to be built upon to ensure everyone has the necessary understanding to carry out effectively their responsibilities to keep children safe. Managers and practitioners have all received relevant professional learning. There is still a need for the senior practitioner and managers to receive enhanced training to support them to understand and deliver their child protection lead role.

Following the return inspection there was a change in management at the setting. Staff recognise that although some improvements had been actioned there are still improvements to be made in both practice and the environment.

The ELC was in category 3 prior to the return and Inspectors noted the high level of support offered by the locality lead since the last inspection. The setting will remain in Category 3 and the Locality lead team will continue to support them to overcome the areas for improvement. A copy of the report can be found [here](#) and the action plan can be found at Appendix C

3.7 Inspection of Bucksburn Academy

In March 2025, a team of HMIE inspectors visited Bucksburn Academy to undertake a short-model inspection. During the visit they visited classes, talked with parents/carers, staff, partners and young people, and worked closely with the headteacher and senior leaders. The inspection team found the following strengths in the school's work.

- Young people demonstrate a sense of pride in Bucksburn Academy. Learners benefit from a range of experiences across the school which support and develop their confidence. Staff and young people enjoy trusting relationships and this leads to a calm and purposeful environment for learning.
- Senior leaders and staff have worked together to develop a common framework for learning, teaching and assessment across the school. Teachers use this framework well. This is leading to more consistent learning experiences for young people.
- Young people enjoy a range of experiences and activities which allow them to collaborate, demonstrate their skills and consider their learning well through a wider context of life and work. Young people are very aware of the transferable skills they are developing and understand well how to apply them to their learning and wider lives.
- Learners who attend the ASN wing benefit from high-quality relationships, which help them settle confidently and well into their learning. Learning experiences in the ASN wing are appropriately challenging and matched very well to young people's needs.

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

- Staff should continue to improve consistency in the quality of learning experiences. This should include further use of effective practice to adjust planned learning to better meet the needs of all young people.
- Teachers should work to improve the quality of passes in National Qualifications in order to raise attainment for all young people.

Secondary School Quality Indicators	Evaluation
Learning, teaching and assessment	Good (4)
Raising attainment and achievement	Good (4)

The school are happy that HMIE colleagues recognised that at the centre of Bucksburn Academy there can be found strong relationships, a commitment to improving outcomes through strong learning and teaching and working with partners to develop the skills of young people.

A copy of the letter to parents/carers can be found [here](#).

3.8 Pilot Inspection Using the New Quality Improvement Framework for ELC

Bright Horizons Tree House Early Learning and Childcare provision, based at Robert Gordon's University, agreed to be part of the pilot inspection using the new Quality Improvement Framework for Early Learning and Childcare. HMIE and the Care Inspectorate have worked together to develop this shared self-evaluation framework to support quality improvement in all early learning and childcare (ELC) settings. The new framework was designed to provide a more integrated approach to assessing care, play and education rather than both inspection agencies utilising separate documentation. The new combined framework contains quality indicators(QIs) to support reflection and help settings to identify practices that are going well and those areas which require improvement.

During the pilot inspection, a member of the local authority quality improvement team joined the Tree House inspection to gain an understanding of how the new framework will be implemented.

Although Education Scotland did not produce a report following the pilot, Care Inspectorate were required to report on findings. There were no evaluations given, however, the feedback from both HMIE and Care Inspectorate was very positive. The team at Treehouse and the Local Authority were given the opportunity to feedback on the quality indicators and to challenge questions and the inspection process itself. This information will support the evaluation of the framework and inform the inspection methodology prior to the full national implementation planned for September 2025.

The key messages given at feedback included;

Children were cared for by staff who were motivated and enthusiastic in their professional learning and who worked well as a team. Children experienced nurturing and loving care. They experienced positive snacks and mealtimes. Children's wellbeing was supported through effective personal planning. Strong connections with families impacted positively on children's experiences.

The full report can be read [here](#)

3.9 CARE INSPECTORATE INSPECTIONS

Where a setting has been subject to a return visit from the Care Inspectorate, we have included the date of their previous visit and the gradings for reference.

- 3.10 **ALC** (formerly known as Aberdeen Lads Club), a funded provider located in the Tillydrone area of Aberdeen, received an unannounced Care Inspectorate inspection on 12th and 13th March 2025. Inspectors noted that children benefitted from warm and nurturing care which supported their confidence and wellbeing. They had fun and participated in a balance of planned and spontaneous play experiences. Children were made to feel welcome and valued in a bright, stimulating and well-maintained environment. Staff were reflective of their practice and adopted an ethos of continuous improvement to promote positive experiences for children. Children and families had a strong connection to the established and experienced staff team.

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

The team are delighted with the inspection feedback and have clear plans in place outlining how they will continue to develop the setting. The Locality Lead will continue to offer universal support, as the setting will remain in **Category 1** of the Quality Improvement Framework.

The full report can be read [here](#)

- 3.11 **Broomhill @ Cults**, a funded provider setting in the Cults area of Aberdeen, received an unannounced Care Inspectorate inspection on 17th and 18th March 2025. Inspectors noted that children were happy, confident and having fun. They experienced warm, caring and nurturing approaches from staff who knew them well. Children experienced an environment which was comfortable and promoted independence. Children's natural curiosity and creativity were promoted through high quality play experiences. Children and families benefitted from a service committed to continuous improvement. Staff were well deployed and worked well together to meet children's needs

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

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

The team are delighted with the inspection feedback and have clear plans in place outlining how they will continue to develop the setting. The Locality Lead will continue to offer universal support, as the setting will remain in **Category 1** of the Quality Improvement Framework.

The full report can be read [here](#)

- 3.12 **Kingsford ELC**, a Local Authority setting, received an unannounced inspection on 15th and 16th April 2025. Inspectors noted that staff were kind, caring and nurturing in their approach with children. Staff knew the children well and supported their individual needs. They had developed good relationships with parents who felt well informed and involved in their child's experiences and learning. Staff were passionate about their role and were keen to extend their professional development to further improve outcomes for children.

The setting should now use their success criteria to evaluate improvements and consider the impact of these on outcomes for children and families. Parents and children would benefit from improvements being shared to support their understanding of developments.

Aspect being inspected	Previous evaluation April 24	Recent Evaluation April 25
How good is our care, play and learning?	Adequate (3)	Good (4)
How good is our setting?	Good (4)	Good (4)
How good is our leadership?	Adequate (3)	Good (4)
How good is our staff team?	Good (4)	Good (4)

Staff are pleased that their improvement journey has continued to impact positively on children and families. The setting will move from **Category 2** to **Category 1** of the Quality Improvement Framework.

The full report can be read [here](#)

- 3.13 **Culter ELC**, a Local Authority setting, received an unannounced inspection on 25th and 26th March 2025. Inspectors noted that children's overall wellbeing was supported by staff who knew them well. Mealtimes were unhurried, and children benefited from the relaxed and homely atmosphere created. Effective personal planning, created in partnership with families, reflected the needs of each child which supported their wellbeing. Children were having fun with lots to do and explore. They moved confidently between the indoor and outdoor spaces and were regularly out playing in the nursery garden. Families had a variety of ways to become involved in influencing change within the setting. There were some opportunities for children to influence change however this was in the early stages of development and should continue to improve. There was a good mix of skills and experience across the staff team which contributed to positive outcomes for children

Aspect being inspected	Previous evaluation January 24	Recent Evaluation March 25
How good is our care, play and learning?	Adequate (3)	Good (4)
How good is our setting?	Good (4)	Good (4)
How good is our leadership?	Adequate (3)	Good (4)
How good is our staff team?	Good (4)	Good (4)

The team were pleased that improvements had been recognised. The staff will continue to focus on the quality of observations and assessments as these are not yet consistent to ensure progress for all children.

The setting will move from **Category 2** to **Category 1** of the Quality Improvement Framework.

The full report can be read [here](#)

- 3.14 Heathryburn ELC, a local authority setting, received an unannounced inspection on 8 and 9 May 2025. During the inspection inspectors spoke to staff, parents and children accessing the service as well as reviewing documentation and observing practice. Inspectors noted that children benefitted from positive, nurturing interactions with staff, the needs of children were met effectively through well planned activities which were balanced with spontaneous learning which captured children's interest and enthusiasm. Families reported that they felt well supported.

Aspect being inspected	Previous Evaluation September 23	Previous Evaluation May 24	Recent Evaluation May 25
How good is our care, play and learning?	Weak (2)	Adequate (3)	Very Good (5)
How good is our setting?	Adequate (3)	Good (4)	Very Good (5)
How good is our leadership?	Weak (2)	Good(4)	Very Good (5)
How good is our staff team?	Weak (2)	Adequate (3)	Good (4)

Staff were delighted the work they had done on improving the environment, planning and use of personal plans was identified as good practice. The team has worked hard to build relationships with families to ensure personal plans captured all the needs of children and this was evident in the plans reviewed by the team. New arrangements for mealtimes are supporting children to build relationships with each other and staff. The setting was in **Category 3** of the Quality Improvement Framework prior to this inspection and it will now move to **Category 1**.

A copy of the report can be found [here](#)

- 3.15 **Copper Pots Nursery**, a funded provider setting in the Wooside area of Aberdeen, received an unannounced Care Inspectorate inspection on 13th and 14th May 2025. Inspectors noted that Children were very well supported by staff who were consistently responsive to their needs. The staff approach was very caring and nurturing which helped the children to feel loved, safe and secure.

Children benefitted from a variety of positive play and learning opportunities supported by skilled staff and a rich, stimulating and challenging learning environment. Staff had worked hard to ensure children received consistently high quality learning opportunities which followed children's interests and deepened their knowledge. Strong leadership and a whole team commitment to improvement had led to the continued development of the service which impacted very positively on children's wellbeing, play and learning. Children benefitted from a motivated and committed staff team who demonstrated high quality engagement with children at all times

Aspect being inspected	Previous Evaluation July 23	Previous Evaluation April 24	Recent Evaluation May 25
How good is our care, play and learning?	Weak (2)	Adequate (3)	Very Good (5)
How good is our setting?	Weak (2)	Good (4)	Very Good (5)
How good is our leadership?	Weak (2)	Adequate (3)	Very Good (5)
How good is our staff team?	Adequate (3)	Good (4)	Very Good (5)

Management and staff are delighted that their hard work to make improvements has been recognised. Copper Pots previously sat in the **Category 3** level of support in the Quality Improvement Framework and will now move to **Category 1**.

The full report can be read [here](#)

3.2 Children's Social Work

- 3.2.1 Registered services in children's social work are inspected by the Care Inspectorate on a regular basis. The frequency of inspections are risk based, taking account of data from a range of sources. This includes service type, complaints, data provided by the service to the Care Inspectorate but fundamentally the outcome of past inspections – positively evaluated services are inspected less frequently, with the opposite for weaker services.
- 3.2.2 All inspections are unannounced and registered services need to be "inspection registered and ready" at all times. As part of the inspection the Care Inspectorate undertake a range of activities to evaluate "How well does the service support children and young people's rights and wellbeing."
- 3.2.3 In April 2025 the Care Inspectorate undertook an inspection of Gilbert Road Children's Home service. The service was positively evaluated and graded as "very good" (5) based on a 6 point scale. The inspection spoke very encouragingly about the quality of the relationships between staff and the young people they care for and support provided. "Young people experienced relational nurturing care, which promoted their emotional and physical safety." Inspectors recognised that staff appeared to know the children and their needs well. In addition Inspectors positively recognised the extent to which both services ensured a rights based approach to the care provided to the young

people. The inspection identified no 'requirements', with two 'recommendations' made:

- i) Policies and procedures should be developed which ensure that robust safeguards are in place for young people spending time in the family homes of adults outwith their family, including staff members,
- ii) Documents which identify young people's support and risk management needs should be in a format which is accessible to young people and available at all times.

3.2.4 These recommendations have been actively progressed and will build on the existing activity. The "Write Right About Me" initiative seeks to support all professionals around a child/young person write about them in a manner that is accessible and easily understood. The Promised recognised there should be no barrier to young people maintaining relationships that are important to them. This practice was evident to the Inspector. It was the opinion of the inspector a minor adjustment was needed to existing guidance. This is being actioned across all of our residential care homes. The report can be accessed [here](#). (insert link)

3.2.5 Recruitment of staff to our residential services is challenging and we are currently operating with a number of vacancies across our service. All roles in our residential care structure are recognised as being 'hard to fill'. This context reinforces very positively on the leadership and commitment of all our residential staff reflected in this report.

4. FINANCIAL IMPLICATIONS

4.1 There are no financial implications arising from this report.

5. LEGAL IMPLICATIONS

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

6. ENVIRONMENTAL IMPLICATIONS

6.1 No negative environmental impacts have been identified.

7. RISK

Category	Risks	Primary Controls/Control Actions to achieve. Target Risk Level	*Target Risk Level (L, M or H) *Taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
Strategic Risk	Risk of not improving	Positive engagement with Inspection	L	Yes

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

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
<p>Aberdeen City Council Policy Statement</p> <p>Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices.</p> <p>Commit to closing the attainment gap in education while working with partners across the city.</p>	<p>External scrutiny provides helpful assurance that there is sufficient focus on helping young people recover from the pandemic and that the school self-evaluation and improvement plan is well positioned to support a closing of the poverty related attainment gap.</p>
<u>Aberdeen City Local Outcome Improvement Plan</u>	
Prosperous People - 95% of all our children, including	Engagement with inspectors provides an opportunity to learn from national best practice and

those living in our priority neighbourhoods, will sustain a positive destination upon leaving school by 2026.	validate self-evaluation evidence available. The support and challenge received by Inspectors helps to shape improvement plans for the coming sessions in keeping with the LOIP stretch aims.
Regional and City Strategies Regional Cultural Strategy Prevention Strategy Children's Services Plan National Improvement Framework Plan	Engagement with the Inspectorate is fully aligned to the city prevention strategy. Work to address poverty and improvement in the Children's services plan, the Child Poverty Action Plan and the National Improvement Framework Plan is also supported through external scrutiny.

9. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	No assessment required. I confirm this Shona Milne , Chief Officer Education and Lifelong Learning
Data Protection Impact Assessment	No DPIA is required.
Other	

10. BACKGROUND PAPERS

None

11. APPENDICES

Appendix A - Quarryhill Action Plan

Appendix B – Forehill Action Plan

Appendix C - Queens Cross Action Plan

12. REPORT AUTHOR CONTACT DETAILS

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