

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	23 February 2012
DIRECTOR	Annette Bruton
TITLE OF REPORT	Education, Culture and Sport Standards and Quality Report 2010/11
REPORT NUMBER:	ECS/12/005

1 PURPOSE OF REPORT

To advise Elected Members of the Education, Culture and Sport Standards and Quality Report 2010/11

2 RECOMMENDATION(S)

It is recommended the Committee note:

- The Education, Culture and Sport Standards and Quality Report 2010/11
- Commend our children, young people and staff for their considerable achievements

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 The requirement for all education authorities to produce a standards and quality report is set out in the Standards in Scotland's Schools etc Act 2000.

- 5.2 In addition to meeting this requirement, the production of this report is an established part of the Service's performance reporting framework and an annual report on the work of the whole Service.
- 5.3 The Standards and Quality Report is based on the performance indicators and reports which are regularly reviewed by the Education, Culture and Sport Committee as well as Education Scotland inspection reports, attainment in national assessments and examples of good practice identified through self evaluation.
- 5.4 The Standards and Quality Report shows good progress and improvement across Education Services over the period August 2010 to July 2011 and Culture and Sport Services over the period April 2010 to March 2011. It also highlights what we will do next to address areas that have been identified for future development as outlined in our Service Plan for 2011/12 – 2015/16, approved by this committee in September 2011.

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 Sport, Standards and Quality Report 2010/11

8. REPORT AUTHOR DETAILS

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Education, Culture and Sport



Standards and Quality Report 2010/11

A City of Learning

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Introduction

Aberdeen City Council's vision is for a vibrant, dynamic and aspirational City.

The Education, Culture and Sport Service is committed to this vision and will work in an inclusive, innovative and creative way to provide flexible and high quality education in schools, support community development and adult learning where it is most needed and enhance the cultural and heritage provision in the City of Aberdeen.

The focus of our Service is, through new ways of working, to contribute to building a 'City of Learning' which empowers individuals to fulfil their potential and to contribute to the economic, social and cultural wellbeing of our communities.

Our Standards and Quality Report refers to performance across all sectors from early years to secondary school to lifelong learning. It summarises the main achievements of the service over the past year in relation to the themes of our Service Plan which contribute to the wider objectives of our Single Outcome Agreement. The contribution of arts, culture and sport is highlighted throughout the report and demonstrates the high quality services they provide to children, young people and adults across the City.

As our schools develop Curriculum for Excellence we will be working to ensure closer links between schools and these services as it is the responsibility of all to ensure that children, young people and adults develop as successful learners, confident individuals, responsible citizens and effective contributors.

Evidence for this report is gathered from:

- Education Scotland Inspection Reports.
- Key and Statutory Performance Indicators.
- Attainment in national assessments.
- Examples of good practice identified through self evaluation.

The report also evaluates our performance against the high level questions from Education Scotland's quality frameworks.



Context



Aberdeen City Council is one of the largest local authorities in Scotland serving the third largest city in the country with a population of 217,120¹. It provides employment to over 10,000 people across the region. 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.

68,736 (32%) of the City's population is aged 0 – 25: 34,037 children aged 15 and under; 34,700 young people aged 16-25.



2008 based population projections² indicate that there will be a decrease in Aberdeen's 0 - 25 population over the period to 2033. The 0 – 15 age group is however, predicted to rise which will have an impact on the City's school roll.



The City has traditionally attracted 'New Citizens' with overseas migrants especially from Eastern Europe in search of employment opportunities. This trend is likely to continue which will impact on a variety of educational services. Our bilingual population are in varying stages of acquiring English via our schools and community learning establishments.

¹ National Records of Scotland, June 2010

² National Records of Scotland, October 2009

How are we doing?

We have a statutory duty to provide pre-school education places for all children in the school term following their third birthday until they are ready to start school. Across the City, there are 48 local authority pre-school nurseries based within our primary schools. In addition there is pre-school provision in Raeden and Aberdeen School for the Deaf.

- In session of 2010/11, a total of 2,941 places were available and 2,884 were allocated.
- Pre-school children occupied 1,547 places and 1,193 places were occupied by ante-pre-school children.
- Children who were of school age but had deferred entry to primary school, occupied a further 144 places.

We are also in partnership with 55 registered pre-school education centres in the independent, private and voluntary sectors for the provision of funded pre-school education places for 3 and 4 year olds.

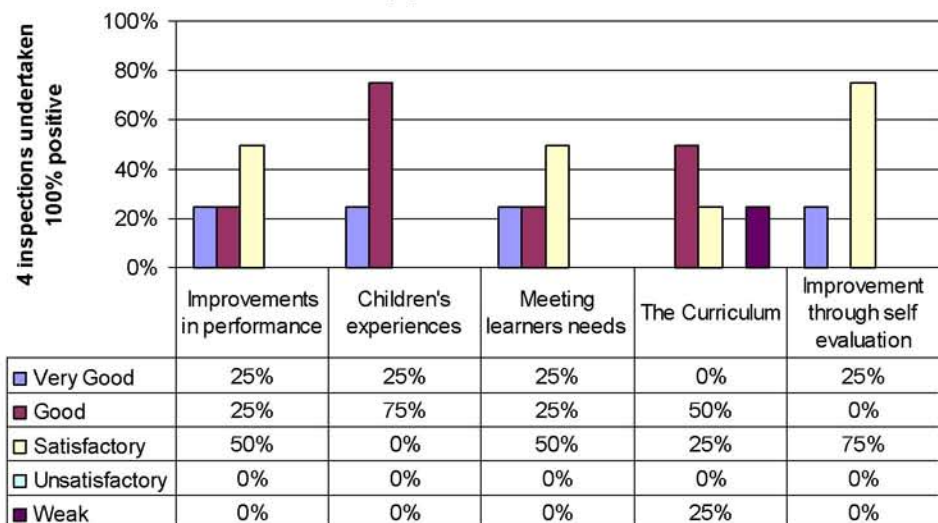
- In session 2010/11, a total of 1,408 children were allocated places with partner providers.
- Pre-school children occupied 568 places and 800 places were occupied by ante-pre-school children.
- Children who were of school age but had deferred entry to primary school, occupied a further 40 places.

Inspections

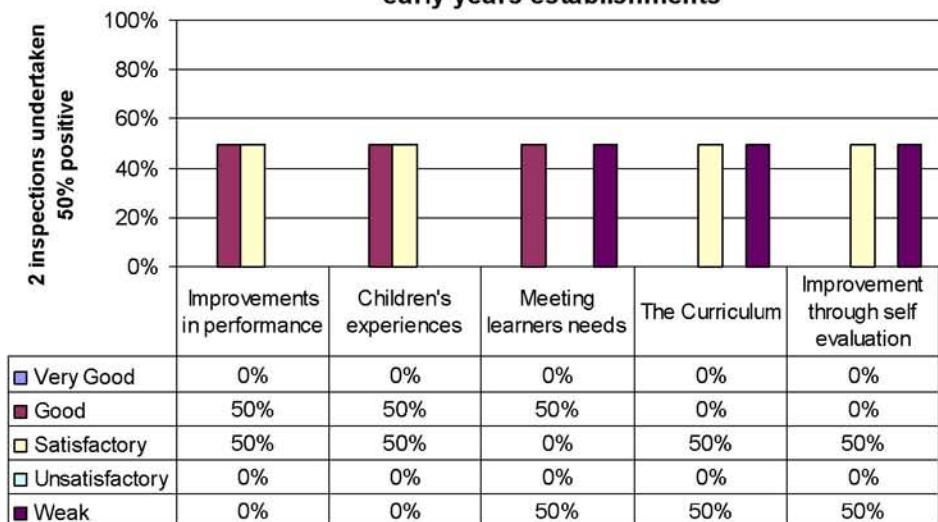
Education Scotland inspects a sample of early years establishments each year.

- In 2010/11, 6 early years establishments were inspected - 4 local authority and 2 partner provider (5 local authority and no partner provider establishments in 2009/10).
- All local authority establishments and 1 partner provider establishment inspected were evaluated as satisfactory or above in each of the three reference quality indicators: *Improvements in performance; Children's experiences; Meeting learners needs.*
- In addition, the following indicators are evaluated upon: *The curriculum; Improvement through self evaluation.*

Education Scotland inspections of local authority early years establishments



Education Scotland inspections of partner provider early years establishments



Both local authority and partner provider early years provision evaluate well on Improvements in performance and Children's experiences. Compared to 2009/10, local authority establishments continue to perform particularly well in the area of Children's experiences with all establishments receiving good and above.

Areas of strength:

- Friendly and motivated children.
- Positive relationships between staff, parents and children.
- The quality of children's experiences in the nursery.

Areas to strengthen:

- Build on the approaches to self evaluation to track and monitor the progress of individuals.
- Ensure consistency in learning and teaching approaches across the school and nursery to improve further the learning experiences for all children.

'Staff work closely with the community centre crèche to ensure children coming from the crèche to the school nursery settle in quickly to nursery life'
Cornhill School and Nursery Class Inspection
HMIE, 24 August 2010

'Staff use praise effectively to encourage and build children's confidence'
Step by Step Nursery Inspection
HMIE, 20 April 2011

What have we done?

- The Family Information Service was identified by the Scottish Government as an example of best practice case study of how the Early Years Framework is being implemented locally.
- Developed the Early Years Framework Implementation Plan which is structured around the ten elements of the National Early Years Framework and seeks to deliver outcomes related closely to them.
- The PEEP (Parents as Early Education Partners) Project is co-ordinated by the Social Care and Wellbeing Service within Aberdeen City Council and aims to develop and support both universal and targeted services to parents/carers and their children aged from pre-birth to five years. Citywide groups are delivered by trained PEEP practitioners from across Health, Education, Social Work and the voluntary sector and are held in a variety of community venues.
- Printfield Community Project celebrated 'Play on the longest day – Scotland's First National Playday' on 21 June 2011. With financial support from Aberdeen Play Forum the first part of the day took place in the large grassy community play park behind the project. Undeterred by inclement weather, activities transferred inside and included games, face painting, drumming and art activities.
- Aberdeen City Libraries work together with health and early years partners to deliver Bookbug which gifts free books to children at around six weeks, 18 months, three years and in Primary One, along with guidance materials for parents and carers. In 2010/11 4,440 bookbug packs were issued and audiences of 3,268 children and 1,080 adults attended 139 bookbug sessions. Seven staff have completed Scottish Book Trust training and are now leading regular, very popular Bookbug sessions in libraries across the City.

What will we do next?

- Implementation of Early Years Framework.
- Redesign of childcare services in communities.



How are we doing?

Aberdeen City Council has:

- 48 primary schools with a combined roll of 11,900 pupils. The primary school population has increased slightly from 11,864 in the previous year having seen a continuous population decrease from 2007/08. A growth in birth rate has resulted in a significant increase in P1 intake in 2010/11 compared to 1,692 in the previous year.
- 12 secondary schools with a combined roll of 9,354 pupils. The secondary school population has continued to drop over the past four years.

Predicted school roll forecasts for primary and secondary school establishments based on the September 2010 school census figures are as demonstrated below.

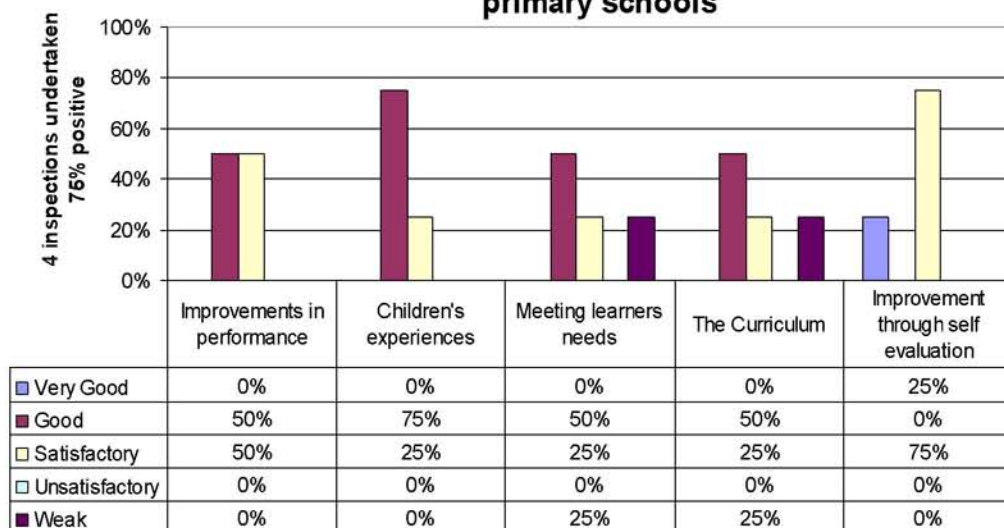
	2012/13	2014/15	2016/17	2018/19
Primary	12,328	13,301	14,174	14,174
Secondary	8,962	8,717	8,566	8,979

Inspections

Each year inspection outcomes are based on the quality of learning in the sample of schools selected annually for inspection by Education Scotland.

- During 2010/11, 6 schools were inspected - 4 primary and 2 secondary (5 primary and 2 secondary in 2009/10).
- 3 primary schools and 2 secondary schools inspected were evaluated as satisfactory or above in each of the three reference quality indicators: *Improvements in performance; Children's experiences; Meeting learners needs.*
- In addition, the following indicators are evaluated upon: *The curriculum; Improvement through self evaluation.*

Education Scotland inspections of local authority primary schools



Primary and secondary schools performed well against the three core quality indicators. Compared to 2009/10 evaluations, primary schools have remained steady whilst secondary schools have improved upon the previous year with increased 'good' evaluations.

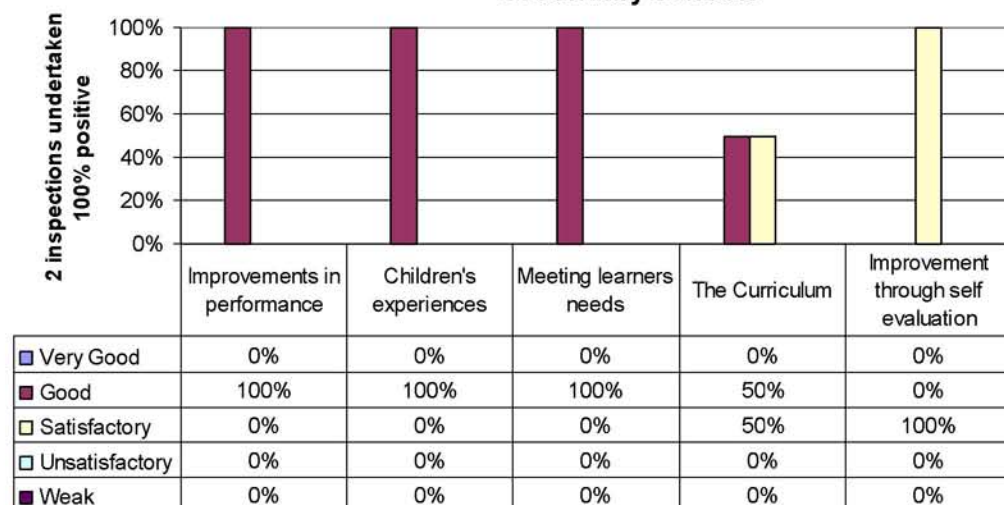
Areas of strength:

- Friendly, motivated children who are well-focused on their learning.
- Staff's progress in developing Curriculum for Excellence.
- Parents' role in supporting children's achievements through clubs, events and other out-of-hours activities.
- Effective integration of children from a range of different cultures.
- Levels of attainment in national examinations at S4 to S6.

Areas to strengthen:

- Continue to raise attainment and broaden children's wider achievement.
- Improve programmes in expressive arts and technologies.
- Improve the curriculum at S5/S6 to meet the needs of all young people.
- Increase opportunities for young people to develop as leaders and have a say in the work of the school.

Education Scotland inspections of local authority secondary schools

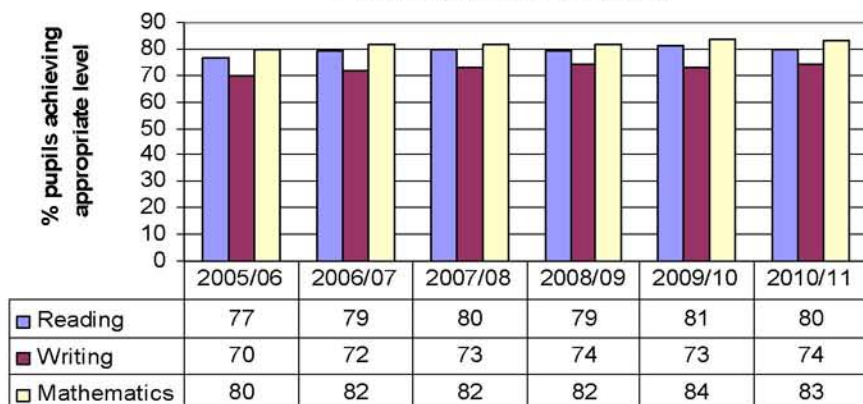


'Staff across the school are increasingly providing opportunities for young people to develop skills in enterprise and citizenship'
Harlaw Academy Inspection
HMIE, 24 August 2010

5-14 Attainment

The 2010/11 session was identified as a year of transition during which Curriculum for Excellence assessment approaches were trialled. It was the final year of 5-14 attainment monitoring with the 2011/12 session being the baseline year for Curriculum for Excellence assessment.

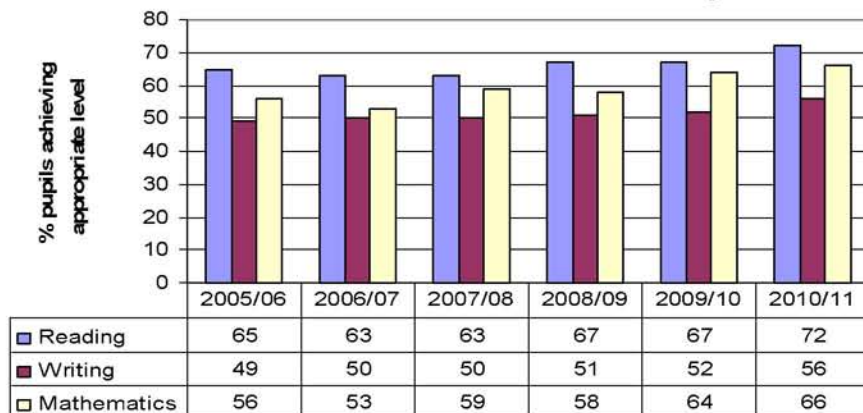
5-14 Attainment - Primary



Percentage of pupils achieving appropriate levels by the end of P3, P4, P6 and P7

- Reading has decreased by 1% from the previous year. 80% of pupils reached or exceeded the appropriate level this year.
- Writing has increased by 1% from the previous year. 74% of pupils reached or exceeded the appropriate level.
- Mathematics has decreased by 1% from the previous year. 83% of pupils reached or exceeded the appropriate level.

5-14 Attainment - Secondary



Percentage of S2 pupils meeting or exceeding level E

- Reading significantly increased by 5% from 2009/10 to 2010/11. 72% of pupils reached or exceeded the appropriate level this year, the highest level since testing began.
- Writing has increased by 4%, a significant increase from 2009/10 to 2010/11. 56% of pupils reached or exceeded the appropriate level this year, the highest level since testing began.
- Maths has increased by 2% from 2009/10 to 2010/11. 66% of pupils reached or exceeded the appropriate level this year.

SQA Attainment by the end of S4

Percentage of S4 year group achieving English and Mathematics at SCQF 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	2010/11*
Aberdeen City	94	92	93	94	95	92
Comparator Authorities	91	91	92	92	93	93
National	91	92	92	93	93	93

- The percentage of pupils achieving English and Maths at Foundation Level or better by the end of S4 decreased by 3%.

Percentage of the S4 year group achieving 5+ Awards at SCQF 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	2010/11*
Aberdeen City	90	88	89	91	92	91
Comparator Authorities	90	90	90	91	92	93
National	91	91	91	92	92	93

- The percentage of pupils achieving 5 or more awards at Foundation Level or better by the end of S4 decreased by 1%.

Percentage of the S4 year group achieving 5+ Awards at SCQF 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	2010/11*
Aberdeen City	75	71	71	73	76	75
Comparator Authorities	75	75	76	77	78	77
National	77	76	76	78	78	78

- The percentage of pupils achieving 5 or more awards at General Level or better by the end of S4 in Aberdeen in 2011 decreased by 1%.

Percentage of the S4 year group achieving 5+ Awards at SCQF 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	2010/11*
Aberdeen City	35	32	33	31	36	32
Comparator Authorities	34	33	34	37	37	36
National	35	33	34	35	36	35

- The percentage of pupils achieving 5 or more awards at Credit level or better by the end of S4 significantly decreased by 4%.

* 2010/11 results are pre-appeal. Previous years results are post-appeal

SQA Attainment by the end of S5

Percentage of S4 to S5 (post Christmas) Staying on Rate

	2005	2006	2007	2008	2009	2010	2011
Aberdeen	60	63	63	60	59	65	67
Scotland	64	64	65	65	67	72	75

- Attainment by the end of S5 is calculated as a percentage of the S4 year group from the previous year.

Percentage of the S4 year group achieving 5+ Awards at SCQF 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	2010/11*
Aberdeen City	45	46	41	43	43	48
Comparator Authorities	45	45	46	47	50	52
National	45	46	45	47	49	50

- The percentage of pupils achieving 5 or more awards at Credit Level or better by the end of S5 in Aberdeen significantly increased in 2011, the highest since 1999.

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

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Aberdeen City	39	39	37	39	40	40
Comparator Authorities	39	38	40	41	45	46
National	38	39	39	41	43	44

- The percentage of pupils achieving 1 or more awards at Higher Grade A-C or better by the end of S5 in 2011 remained at same level as in 2010.

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

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Aberdeen City	22	24	22	24	23	27
Comparator Authorities	23	22	23	24	27	26
National	22	22	22	23	25	26

- The percentage of pupils achieving 3 or more awards at Higher Grade A-C or better by the end of S5 in 2011 significantly increased by 4%.

* 2010/11 results are pre-appeal. Previous years results are post-appeal

SQA Attainment by the end of S6

Percentage of S4 to S6 Staying on Rate

	2005	2006	2007	2008	2009	2010	2011
Aberdeen	45	44	46	42	38	43	46
Scotland	44	44	44	45	45	50	54

- Attainment by the end of S6 is calculated as a percentage of the S4 year group from two years previously.

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

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Aberdeen City	32	30	32	30	33	31
Comparator Authorities	30	31	30	32	33	37
National	30	29	30	31	33	35

- The percentage of pupils achieving 3 or more awards at Higher Grade A-C or better by the end of S6 decreased by 2% in 2011.

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

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Aberdeen City	22	20	22	21	23	22
Comparator Authorities	20	20	19	22	22	25
National	20	19	20	21	22	23

- The percentage of pupils achieving 5 or more awards at Higher Grade A-C or better by the end of S6 decreased by 1% in 2011.

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

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Aberdeen City	16	14	14	14	17	17
Comparator Authorities	14	14	13	16	16	17
National	13	12	13	14	15	15

- The percentage of pupils achieving 1 or more awards at Advanced Higher Grade A-C or better by the end of S6 remained at same level as in 2010.

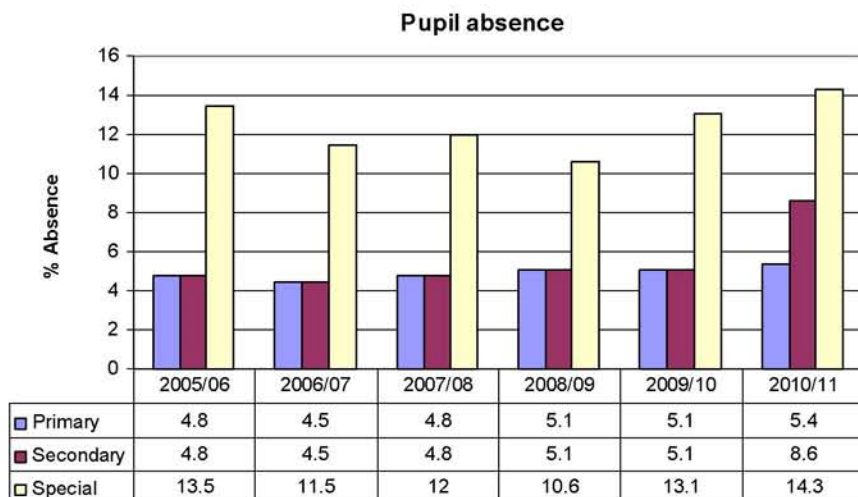
* 2010/11 results are pre-appeal. Previous years results are post-appeal

Attendance

The overall attendance in Aberdeen City schools in 2010/11 was 93%. The total absence (authorised and unauthorised) in the authority schools was 6.9%. Absence from schools due to temporary exclusions accounted for 0.1% of half days and has remained the same over past four years.

Rates of attendance:

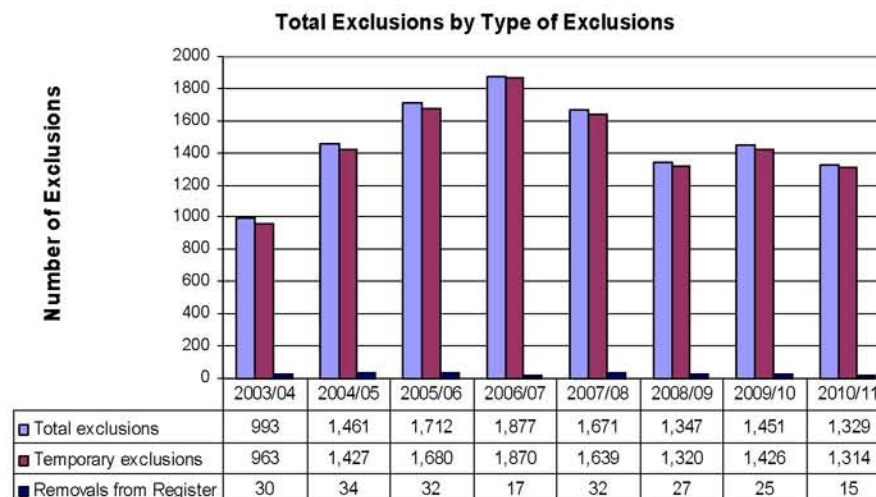
- Primary schools – 94.5% (94.8% in 2009/10).
- Secondary schools – 91.2% (91.6% in 2009/10).
- Special schools – 85.3% (86.6% in 2009/10).



Exclusions

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

- During 2010/11, there were 1329 cases of exclusions from local authority primary, secondary and special schools. 122 fewer than the previous year.
- These exclusions involved a total of 704 individual pupils, 15 of which were removed from the school register.
- The rate of exclusions per 1,000 pupils in 2010/11 was 62.



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 2010/11 was 497. This is a 26% decrease compared to 668 in 2009/10.

Primary

- 30% decrease in number of reported incidents of violence.
- 65% of reported incidents involved non-teaching staff.
- 81% of reported incidents involved physical violence against school staff.

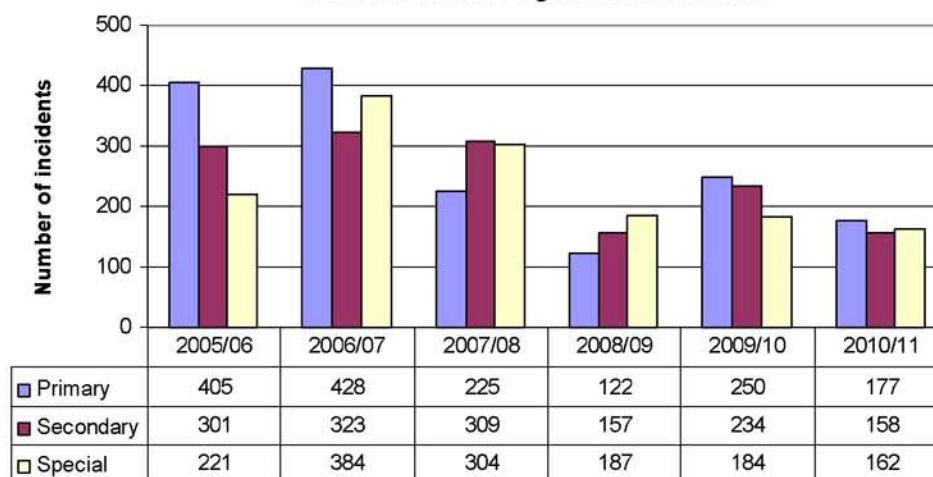
Secondary

- 32% decrease in number of reported incidents of violence.
- 72% of reported incidents involved teaching staff.
- 80% of reported incidents involved verbal abuse against school staff.

Special

- 12% decrease in number of reported incidents of violence.
- 85% of reported incidents involved non-teaching staff.
- 78% of reported incidents involved physical violence against school staff.

Violent incidents against school staff



Leaver Destinations

Assisting young people into positive and sustained destinations is the responsibility of all practitioners and support staff and is a key measure used by the Government when assessing the success of the education system in Scotland. All young people are entitled to a senior phase of Curriculum for Excellence and all young people are entitled to receive a guaranteed offer of a place in post-16 learning. Schools and partners are committed to providing young people with tailored learning packages which are best suited to their interests and ambitions and aim to continue focusing on young people who are most at risk of moving into a negative destination.

A continued partnership approach to working with vulnerable learners best utilises support which is available at the time of a young person's transition from formal education and ensures that all young people are supported in making the most appropriate post-16 learning choices according to their personal needs and requirements.

Percentage of school leavers in Aberdeen

	2007/08	2008/09	2009/10	2010/11	2010/11 National
Higher education	35.6	37.1	38.3	35.6	35.8
Further education	18.9	24.3	25.6	25.9	27.1
Training	1.9	2.5	2.9	2.5	5.6
Employment	29.2	18.6	18.6	21.4	19.3
Voluntary Work	0.1	0.1	0.2	0.2	0.5
Activity Agreements	n/a	n/a	n/a	0.0	0.5
Unemployed seeking	9.6	12.6	12.0	11.3	9.6
Unemployed not seeking	1.5	0.7	1.1	1.2	1.2
Not known	3.1	4.0	1.4	1.9	0.3
Overall Positive destinations	85.6	82.6	85.6	85.6	88.9
Overall Negative destinations	14.4	17.4	14.4	14.4	11.1

School leavers who do not achieve a positive destination on leaving school are part of the More Choices, More Chances (MCMC) group. These school leavers fall into two groups:

- Unemployed seeking: leavers who are in contact with Skills Development Scotland and are known by them to be seeking employment or training.
- Unemployed not seeking: leavers who are not seeking employment or training for a number of reasons e.g. sickness, prison, pregnancy, caring for children or other dependents.

The City's 'Successful transitions to Adulthood' outcome group is committed to working towards creating opportunities for young people in the More Choices, More Chances category and have developed a local MCMC Strategy which aims to assist in decreasing youth unemployment in the City for young people aged 16-19 years.

Work Experience

The Work Experience Service provides a facility to schools which promotes the role of employer work placements as an effective way of developing S4 pupils' skills for learning, life and work. The programme is highly valued by pupils, schools and local companies who regularly welcome young people into their organisational environments.

- During 2010/11, 1,656 pupils received a work experience placement.

Pupils who would benefit from a more customised approach to employer work placements are offered a 'Toolkit for Progress' placement. 'Toolkit for Progress' aims to support young people in school who need additional support or are disengaged from the mainstream programme of work experience and school leavers who require support to prepare them for the world of training and employment.

- During 2010/11, 194 young people secured a 'Toolkit for Progress' placement.



Outdoor Education

Outdoor education creates opportunities to inspire and develop children and young people as part of a wider education programme and forms part of the Curriculum for Excellence framework.

	Events	Participants
August	47	743
September	46	440
October	32	675
November	26	256
December	6	6
January	26	126
February	45	300
March	42	780
April	23	165
May	42	650
June	40	350
July	36	350

- During 2010/11, the facilities at Adventure Aberdeen at Kingswells and the Cromdale Outdoor Centre in Speyside hosted 411 events which were attended by 4,841 participants.
- Activities undertaken included:
 - Mountain and land sports.
 - Snow sports.
 - Team challenge activities.



Engaging Young People



Aberdeen City Council has a leadership role to promote engagement and has established a range of structures to formally involve children and young people in the democratic life of the City. They include:

- Aberdeen City Youth Forum.
- Neighbourhood Youth Forums.
- Student Forum.
- School Councils.
- Scottish Youth Parliament.

What have we done?

- Work commenced on the introduction of Curriculum for Excellence in schools with an initial focus on improving literacy and numeracy.
- Aberdeen City Parental Forum was established which complements termly meetings of parent councils and facilitates effective representation and communication between parents and the local authority.
- We recognised and celebrated the successes and achievements of children and young people along with the achievements of adults who work with them at our annual Children and Young People's Services Awards.
- 6 young people were elected in Aberdeen to the Scottish Youth Parliament in March 2011, 2 each for Donside, Central and North & South Kincardine.
- In association with the North East Confucius Classroom Hub, three students from Hazlehead Academy participated in a three week immersion course in China. A teacher from our partner school in Tianjin, Haihe High School, joined the hub from September until June.
- Northfield Academy were joint winners of the British Food Fortnight Secondary School Challenge along with Greencroft Business and Enterprise Community School based in Durham.
- Torry Academy was placed first in the Go4set Engineering Challenge Week at RGU. This was the first time the school had entered this competition.
- St Peters RC Primary School P6 class performed well in the online Mathletics Challenge - 2nd in Scotland, 4th top school in the UK and 8th top class.
- Cults Academy won this year's Europe Direct Schools debating competition taking on teams from Banchory Academy, Bucksburn Academy and Robert Gordon's College in the British Parliamentary style debates on European topics.



What will we do next?

- Continue to implement Curriculum for Excellence.
- Develop Pupil Involvement Strategy.
- Develop Parental Involvement Strategy.
- Enhance our youth voice and youth participation through schools and Aberdeen Youth Council.
- Implement action plans to support young people under More Choices, More Chances Strategy and 16+ Learning Choices.
- Work with young people, including those in the MCMC group, to support them in their transition into employment particularly via work experience opportunities.
- Implement Outdoor Learning and Educational Excursions policy and guidance.



How are we doing?

During 2010/11, 3 new primary schools were opened across the City. Seaton and Manor Park primaries opened their doors in October 2010 followed by Kaimhill primary in April 2011, marking the successful achievement of the £120m 3Rs project which saw the completion of 10 top quality schools in less than two years. Significant community and sports facilities are a key part of each school build project.

There are currently 51 community centre type facilities throughout the City which are owned by the Council. Of these, 24 centres operate under a leased type model. The remainder are currently classed as community learning centres which are in transition towards being leased type centres.

In addition to the Central Library, library members have full access to 16 local libraries and 1 mobile library. Our libraries provide a large selection of books and media for adults, young adults and children as well as access to PCs and online resources.

We have 5 museum and gallery venues across the City centre. Preparatory work is ongoing to redevelop the Art Gallery with a new vision, improved exhibition spaces and educational facilities. The redevelopment project will reduce the current ongoing and remedial expenditure on the fabric of the Art Gallery. Development of a Museums Collection Centre designed to improve public access to museum, heritage and cultural collections is also underway.

The delivery and management of Aberdeen City Council's sports facilities transferred to Sport Aberdeen in July 2010. Sport Aberdeen is a charitable trust, a new and vibrant organisation, committed to providing a rewarding sporting experience for every age and ability. The quality and range of services provided remains at the same high standard, with Sport Aberdeen staff striving to constantly improve the customer experience.

What will we do next?

- Move community centres to a 'Leased Model'.
- Development of culture and sport facilities.
- Develop a strategic approach to the management of our buildings and land.
- Develop a learning estate strategy to ensure an affordable and sustained learning estate.

Priority 03 Learning in the wider community

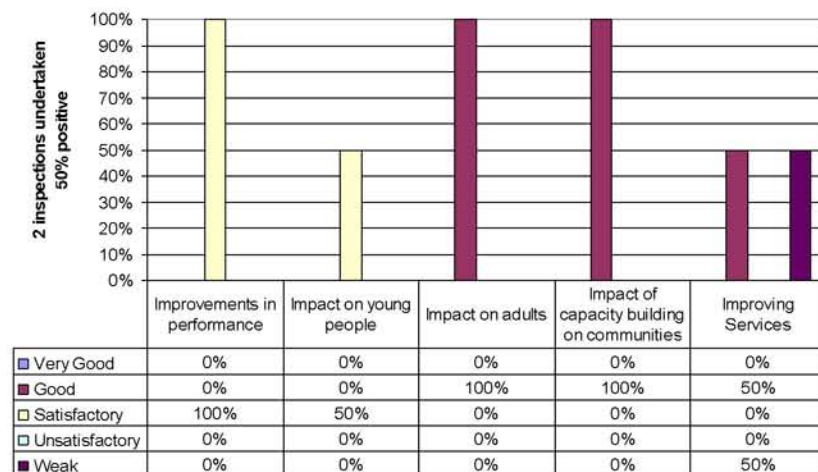
Learning in the community

How are we doing?

Community learning centres across the City provide a range of learning opportunities for people of all ages. We assist adults improve their core skills and provide opportunities to gain qualifications in partnership with Aberdeen College and the Workers Educational Association. In addition, our libraries are centres of wider community learning and activity based learning.

- 409 adult speakers of other languages learning English up to intermediate level.
- 1,787 adults received support with core skills.
- City libraries were visited by 1,127,236 people who enjoyed 124 exhibitions; 16 author talks/workshops and 24 outreach events.
- Our libraries network had 32,000 adult borrowers, 23,000 child borrowers and issued 943,027 items.

Community Learning and Development services are reviewed as part of the learning community alongside our secondary schools. During 2010/11, 2 learning communities were inspected, the same number as the previous year. One inspection was evaluated as satisfactory or above in each of the five reference quality indicators: *Improvements in performance; Impact on young people; Impact on adults; Impact of capacity building on communities; Improving services.*



Areas of strength:

- Motivated learners.
- Positive impact on community.
- Good range of learning programmes.

Areas to strengthen:

- Improve collection and use of performance information.
- Increase involvement of young people.

What have we done?

- Learning Partnerships have now been established within each associated schools group (12 within the City). Membership of the learning partnerships comprise all stakeholders within that geography who have a role in planning or delivering learning opportunities. This includes head teachers, librarians, uniformed organisations, community centre representatives, third sector providers, church groups, community learning staff etc. The learning partnerships are each supported and facilitated by a Capacity Building Officer from the Council's Communities team. Learning Partnerships are still in their early formative stages, so may not all be delivering on the full range of desired outcomes at the current time, however all are working towards that position.
- Healthy Minds Team and Adult Literacies Team received Good Practice in Adult Learning Awards sponsored by Scotland's Learning Partnership.
- PLQIM (Public Library Quality Improvement Matrix) external review in October 2010 upgraded March 2010 evaluation of Q1 'Access to Information' from 4 (Good) to 5 (Very Good).
- Communities in the north regeneration areas of the City are growing in confidence when it comes to creating attractive, accessible local open spaces to improve local quality of life. Working with neighbourhood planning, communities have identified nine sites for investment and working together with partners have already produced improvement plans, secured funding and commenced works on the ground for many of them.
- Community Learning and Development staff have, in partnership with the Multi-Agency Team at Northfield Academy, developed three short courses that aim to enable senior phase pupils to take on duties within their own schools that support the transition of Primary 7 pupils to S1 and beyond (Buddies Training); address issues of bullying (Bully Busters Training); increase the opportunities for Prefects to support school staff and their peers (Prefect Training).
- Members of a Youth Group supported by Community Learning and Development at Rosemount Community Centre achieved high marks in completing a Dynamic Youth Award.



What will we do next?

- Develop and sustain first step programmes which provide skills for life, learning and work.
- Work in partnership with key stakeholders to develop and sustain employment programmes.
- Provide support to overcome barriers to access to learning, training and employment.
- Creation of integrated communities team.
- Creation of citywide Literacy Strategy working in partnership with key stakeholders.
- Provide support, training and advice for voluntary management committees to develop capacity to run community centres and support adult learning programmes.
- Develop partnerships to ensure effective delivery of service in communities.
- Support effective continuation and development of learning partnerships to improve experiences and outcomes for all learners, particularly those with additional support needs.
- Investigate and develop opportunities within the wider community and via other learning providers to enhance learning within schools and communities.
- Work in partnership with representative community fora to support effective engagement and representation.
- Improve the quality and sustainability of culture and sports programmes as an integral component of lifelong learning in the City.



How are we doing?

Technology has a key role to play in the delivery of council services. Within Education, Culture and Sport we have widened access to learning through the flexible use of technology. Technology supports Curriculum for Excellence and ensures that all our pupils are able to participate in an increasingly information and communication technology (ICT) literate society.

We have 4 library based learning centres set up in partnership with Aberdeen College enabling students to undertake courses in computing, the Internet, desktop publishing and digital photography. Each unit has 12 Internet enabled PCs.

We use smart card technology to provide access to a wide range of services. The Accord Card was originally developed to address issues related to social inclusion particularly the stigma associated with pupils receiving free school meals. Use of the Accord Card has been extended to include:

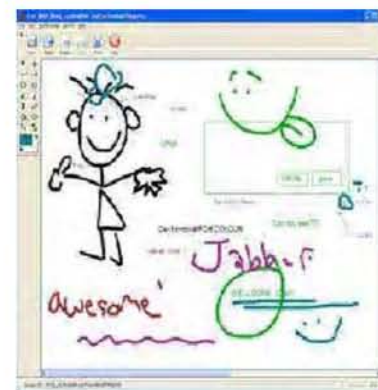
- Cashless catering and vending in all secondary schools.
- Young Scot.
- Access to Leisure.
- Membership and access card to Aberdeen Sports Village.
- Membership card for libraries.

Increased use of the Internet and social media is an excellent means of engaging with key stakeholders and hard to reach audiences such as young people and has helped to turn communication into interactive dialogue.

What have we done?

- Museums and Galleries relaunched their website enabling improved access to collections information and an increased number of images. Website hits for the Library and Information Service continue to increase due to further development of online services. Facebook and Twitter sites have been developed enabling communication with a wider audience particularly the 16-24 age group.

- Free WiFi for library members was launched at the Central Library, Aberdeen Art Gallery, Airyhall Library and a further 6 community libraries. During 2010/11, 16,740 WiFi hours were utilised.
- 193 people attended 116 computer taster sessions hosted by the Library and Information Service.
- The Local Studies Service participated in a digitisation project with the National Library of Scotland providing access to 600 street directories from 1773 to 1911 covering 28 of Scotland's towns and counties.
- A number of pilot projects of mobile devices have been developed in many of our schools. Netbook projects have been ongoing since 2007 and in Spring 2011, P6/7 pupils from Hazlehead Primary commenced a project using iPads.
- All of our schools including early years establishments are Glow enabled. Focus has been on a national development project using blogs for e-portfolios and Glow Learn, a virtual learning environment in secondary schools. Primary schools have been encouraged to develop e-portfolios using blogs and the number of schools involved has grown significantly.
- All primary schools have been provisioned and received training in Pearson Fronter e1, our new school management information system. This application will streamline work and ensure data is accurate and accessible.
- 99% of teaching areas in City schools have an interactive whiteboard and data projector allowing interactive teaching and learning. The remaining 1% will be complete in session 2011/2012.



What will we do next?

- Develop a Technology Strategy for Education, Culture and Sport.
- Maximise the use of new technology to increase efficiency and effectiveness.
- Embed the use of ICT to enhance learning and teaching and to widen participation in culture and sport activities.

How are we doing?

Health and Wellbeing starts the moment a child is born. Pre-school and school establishments have a crucial role to play in encouraging children, their families and indeed the wider community to make informed choices which will provide healthy individuals for our next generation. We seek to cultivate an active city by encouraging people to get involved in leisure and recreational pursuits.

Health Promoting Schools

The concept behind the Health Promoting Schools initiative is that health promotion is not only taught in the classroom but is encouraged throughout all aspects of school life and via partnership working with the local community. A health promoting school aims to provide children and young people with the confidence, skills, knowledge and resilience they need to make healthier lifestyle choices, cope with challenges and embrace opportunities throughout their lives.

- 63 out of 64 schools are registered in the Health Promoting Schools Initiative. Working in partnership with NHS Grampian, all registered schools have achieved Commitment status; 59 have achieved Commended status and 7 Excellence status.

School Meal Uptake

School meals in Scotland underwent a transformation due to the Hungry for Success initiative. The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 builds on Hungry for Success ensuring that food and drink provided in schools complies with specified nutritional requirements specified. Our primary schools menus are planned to provide plenty of choice whilst offering a nutritionally balanced diet over a week. Our secondary schools offer cafeteria services where a range of meals and snacks which meet the nutritional requirements are provided. Vegetarian and special dietary needs are accommodated where possible.

- In February 2011, 16% of primary and 9% of secondary schools pupils were entitled and registered for free school meals. The uptake across these sectors was 88% and 52% respectively.

Active Schools

Active Schools is the term given to all schools in Scotland that provide pupils with sufficient opportunities to get active to the extent that it makes a positive contribution to their health. The Active Schools Team works in partnership with local and national agencies to deliver events and partnership programmes to the highest standards.

- During session 2010/11, the Active Schools team delivered almost 83,000 participant sessions³ (64,881 primary and 18,048 secondary) via school ASG and citywide organised events.

Active travel to school

The Hands Up Scotland Survey is the largest national dataset to look at mode of travel to school across Scotland. The Survey is a joint project between Sustrans and Scottish local authorities. The survey has been conducted over the same one week period in September since 2008, and asks the question 'How do you normally travel to school?'

- The results of the 2010 survey indicate that 63.2% of our primary and secondary school pupils travel to school in active way via either walking, cycling, using a scooter or a skateboard).

Eco-Schools

The aim of the Eco-Schools programme is to make environmental awareness and action an intrinsic part of the life and ethos of the school for both pupils and staff and to engage the wider community. There are three levels of award – Bronze, Silver and Green.

- As of July 2011, 61 out of our 64 schools are registered eco-schools (47 Primary; 11 Secondary; 3 Special). A total of 27 Green flags were awarded – 13 schools received their first green flag award, 9 their second, 4 their third and 1 their fourth.

³ *Participant sessions is the term utilised by sportscotland's Active Schools national monitoring and evaluation framework which is distinct from individual participants*

What have we done?

- PasSport, the new holiday programme launched by Sport Aberdeen provided sports sessions for children and young people at its centres across the City during Easter, Summer and October holiday periods.
- In February 2011, a new Health Point was established within the Central Library offering a range of leaflets and publications on various health matters in partnership with NHS Grampian.
- 20 youngsters representing 10 secondary schools across the City were inducted into the Aberdeen City Sports Leadership Academy. This was a new and unique opportunity with the objective of developing and growing young people as leaders and volunteers of the future.
- The Confucius Institute for Traditional Chinese Medicine (CI TCM), London delighted audiences in seven schools in Aberdeen City with a programme of “Chinese Wellbeing” activities.
- Muirfield School celebrated the launch of the RHS Britain in Bloom and RHS ‘It’s Your Neighbourhood’ campaign by rolling up their sleeves to be part of a tree planting movement to double native trees and woodlands in the UK.
- Within the Eco-schools programme, Cornhill Primary achieved Bronze award status; Kaimhill, Loirston, Westpark and Woodside primaries achieved Silver award status, Scotstown Primary achieved its 2nd Green flag and Airyhall Primary its 4th Green flag.
- Eco-schools Green Flag winner, Danestone Primary School, worked with the Waste Aware Team to recycle 90 pumpkins weighing over 200kg following Halloween.
- In May, our Service hosted a ‘Big Picnic’ event for children, young people and their parents on the theme of Health and Wellbeing. Whilst children were engaged in a range of supervised activities, parents took part in a conference at the Beach Ballroom. This was the first event of its kind and we were overwhelmed with the response with over 220 families applying to attend.



What will we do next?

- Co-ordinate health and safety activities across the Directorate.
- Ensure robust incident and emergency planning procedures are in place.
- Improve the health and wellbeing of children and young people via Health Promoting Schools.
- Improve the health and wellbeing of the City.
- Encourage and increase active travel to school.
- Increase the number of eco-schools within the City.
- Increase the quality and participation in cultural and sports participation.
- Increase the number of opportunities for children to participate in sport within schools and wider community.
- Support the development of quality public spaces to enhance quality of life.



How well do we meet the needs of our stakeholders?

How good is delivery of our key services?

How are we doing?

'Vibrant Aberdeen' is the Cultural Strategy for Aberdeen which has been developed by the Cultural Forum for Aberdeen. The Strategy aims to provide the strategic framework to drive culture in the City towards achieving a shared vision and meeting the identified objectives which lie behind this. Within this, the strategy presents the challenges Aberdeen faces in developing culture and the opportunities which must be taken in order to achieve this vision.

Fit for the Future is Aberdeen City's Sport and Physical Activity Strategy which defines the strategic direction for sport and physical activity in Aberdeen until 2015. The vision for sport and physical activity in Aberdeen is: "More people, more active, more often".

- Council funded museums and galleries were visited by 319,941 people.
- 1,651 children visited Aberdeen Art Gallery, Aberdeen Maritime Museum and Provost Skene House.
- 1331 people participated in informal learning activities at Aberdeen Art Gallery and Provost Skene House.
- Citywide admissions for pool facilities were recorded as 594,771.
- Citywide admissions to indoor sports and leisure facilities were recorded as 1,327,521.

What have we done?

- In October 2010, the Museums and Galleries Service launched new Teachers Resource packs for all venues marking the start of the way of delivering services for schools.
- Aberdeen Art Gallery worked with the British Museum and National Museums Scotland to feature Unmasking the Lewis Chessmen which cast fresh light on one of the most important archaeological discoveries ever made in Scotland. In collaboration with Charleston Primary School we created a radio drama re-interpreting the story of the Lewis Chessmen which was promoted through National Museums Scotland and distributed to partners in Shetland and Lewis.

- Members of Oil & Gas UK pledged in excess of £350,000 to improve the Energy Exploration Galleries at Aberdeen Maritime Museum. TAQA Bratani pledged funding for the creation of a 3D virtual tour of one of their platforms to be shown in a permanent 'cinema-style' area in the Maritime Museum. Maersk Oil North Sea UK Limited (Maersk Oil) donated £90,000 to help fund the refurbishment of the Education Suite at the Maritime Museum.
- From the Recognised Collections Fund, we received £39,754 towards the cost of employing external documentation assistants to carry out essential work in cataloguing the Recognised Collections. A grant of £39,992 was received towards the purchase of new display cases for Aberdeen Art Gallery. £64,651 was also received to create a flexible space within Provost Skene's House for promotion of the collections through exhibitions, talks, participatory workshops and interactives.
- Celebrate: 125 Years of Aberdeen Art Gallery saw all curators of subject areas across Museums and Galleries working to together to highlight the breadth and significance of the City's collections. A History of Aberdeen Art Gallery, telling the story of the foundation of the building and the collections, was published as part of our 125th anniversary celebrations.
- 17 new purchases for the Collections were made covering a diverse range of artworks and objects. In recognition of the Art Gallery's 125th anniversary, The Friends of Aberdeen Art Gallery & Museums presented the Gallery with a gift of a portrait of a lady by William Dyce, who originated from Aberdeen.
- The World's most prestigious portrait competition, the BP Portrait Award 2010, returned to Aberdeen Art Gallery for its only Scottish showing.
- Our Story, a year long intergenerational art project led by the Arts Development Team, involved seven regeneration communities in Aberdeen and was funded through Fairer Scotland. The culmination of this exciting project was highlighted in the Our Story Exhibition, which ran from 7 May to 18 June at Aberdeen Art Gallery Studio Workshop.



- Leafing the Green, a two-year writer in residence project designed to engage local people in the historic urban environment of the Green, was co-ordinated by the Arts Education Team. Writer Raman Mundair worked with pupils and teachers from Torry Academy, Walker Road and Tullos primary schools using the urban environment as inspiration. The *See the Green?* exhibition showcased the children's work which was displayed in unexpected places by local businesses supporting the project.
- The Arts Across Learning Festival 2011, co-ordinated by the Arts Education Team, offered over 200 individual workshop and performance opportunities in schools and venues across the City and welcomed participation from 8,120 pupils and 719 adults. Cited as an example of best practice in the Scottish Government's Action Plan for Education and the Arts, Culture and Creativity, the festival fostered learning partnerships between pupils, teachers and professional arts and cultural bodies.



What will we do next?

- Establish a strong brand for the City.
- Attract major cultural and sporting events to the City.
- Develop partnership networks and links with both cultural and non cultural bodies.
- Work with local and national partners to develop revenue and capital streams to invest in arts, culture, heritage and sport.
- Develop and deliver key culture and sport priorities.
- Move to cultural trust.
- Root and branch review of commissioned art and sports services.
- Create, preserve and interpret our tangible and intangible cultural heritage.
- Provide and facilitate a comprehensive programme of professional platforms, opportunities and investment.



Priority 07 Helping those with different needs

Inclusion

How are we doing?

Aberdeen City Council has 4 special schools with a combined roll of 152. Across the City there are 20 Additional Support Needs (ASN) bases in primary schools and 12 in secondary schools. There are 5 mainstream integration for children on the autistic spectrum (MICAS) bases, two languages units and one dyslexia unit.

Other service provision includes the Educational Psychology Service, Sensory Support Service, English as an Additional Language (EAL) Service, Pupil Support Service and Hospital and Home Tuition Service.

The Education (Additional Support for Learning) (Scotland) Act 2009 which came into force in November 2010, automatically deems that all looked after children and young people have additional support needs unless the education authority determines that they do not require additional support in order to benefit from school education. The table below highlights the percentage of primary and secondary pupils being reported as having additional support needs at the time of the 2010 school census.

	2008/09	2009/10	2010/11
Primary	6.4	6.3	7.3
Secondary	4.0	4.0	7.5

As at 31 July 2010, Aberdeen had 690 looked after children⁴. 91% were looked after within a community setting either at home with their parents or relatives or with council provided foster carers. The remaining 9% were in residential accommodation.

The total estimated number of young carers in Aberdeen is 2,340⁵. Scotland wide trends suggest that the majority of these are caring for parents or siblings. This is also reflected by the work of the Young Carers Project run by Voluntary Services Aberdeen.

⁴ Scottish Government, *Looked After Children Statistics, February 2011*

⁵ *Mapping of Service to Young Carers in Scotland - Summary Report May 2009, Princess Royal Trust for Carers*

Attainment

Percentage of looked after children achieving SCQF level 3 in English and Maths

	2007/08	2008/09	2009/10
Aberdeen City	56	42	53

Percentage of looked after children achieving SCQF level 3 in any subject

	2007/08	2008/09	2009/10
Aberdeen City	83	69	73

What have we done?

- Produced the Children and Young People's Audit 2010/11. The purpose of the Audit is to ensure that the Integrated Children's Services Partnership has information to enable it to plan and deliver services for children, young people and their families. It examines the key characteristics of the 0-25 population to support planning for children's services.
- Developed The Integrated Children's Services Plan 2011-15 with the Integrated Children's Services Partnership which represents all key public and third sector agencies that deliver services for children and young people in the City.
- Four pupils at Hazlewood School achieved Entry Level 2 certificates in Effective Communication through City and Guilds. Hazlewood School is now a satellite centre for City and Guilds and works in conjunction with the Community Training Unit.
- Since achieving Level 2 of the Rights Respecting School Award in June 2010, Riverbank School have continued to promote the award with other schools and groups.



What will we do next?

- Implementation and delivery of Integrated Children's Service Plan.
- Raise awareness and provide early intervention and support to help children and young people within the requirements of GIRFEC.
- Early identification and assessment of children with additional support needs.
- Review and development of Inclusion Strategy.
- Multi-disciplinary implementation of Joint Child Protection Action Plan.
- Reduce the number of out of authority placements by redesign of existing local services.
- Develop a programme of support for young carers.
- Identify and support vulnerable learners.
- Provide up to date and accessible information via the Family Information Service.



How are we doing?

In December 2010, Education Scotland published the findings of their follow-up inspection of the education authority. The report stated that the clear and agreed educational vision and strategy, along with a more stable financial position and significant structural changes, had all served to improve council services. Their report highlighted:

- very good progress in achievement.
- good progress in early years.
- satisfactory progress in additional support needs and inclusion.
- satisfactory progress in attainment.
- satisfactory progress in quality improvement approaches.
- steady enhancements to the curriculum.
- good, effective and innovative partnerships.

Changes in the way we plan financially have been vital in ensuring we are able to rise to the economic challenge affecting the entire UK public sector. Work carried out on Priority Based Budgeting has identified options to deliver services in a sustained manner. The commitment and hard work of staff to achieve spend within the adjusted budget and manage the impact of budget constraints is commendable and fully recognised.

Planning and performance management developments have been taken forward at both team and service levels ensuring demonstrable linkage between strategic objectives and priorities. Increased use of Covalent, performance management software, has enabled robust performance monitoring and reporting.

What will we do next?

- Identify and explore shared services delivery to achieve best value and better outcomes.
- Delivery and achievement of efficiency savings and transformation options.
- Explore options for alternative service delivery models for culture and sport.
- Introduce rolling cycle of validated self assessment.
- Effective monitoring, evaluation and reporting of performance against quantitative and qualitative measures.

How are we doing?

Aberdeen City Council is committed to the development of its employees and to the retention and management of its internal talent. As an organisation, we believe that through investing in the personal and professional development of our people, we can continuously improve our services to the citizens of Aberdeen and in so doing deliver on the overarching values and vision of the organisation.

In 2010/11 the Continuous Personal Development (CPD) Team delivered 145 face to face events in its main training programme for school staff. These were attended by 3,185 members of staff and 89.8% of participants rated the events attended as either Good, Very Good or Excellent.

The CPD programme included a successful Pupil Support Assistant (PSA) conference, which was attended by 318 pupil support assistants. The conference led to the development of a tailored programme of CPD for PSAs, which will run throughout the year alongside the main CPD programme. Our New Teacher Induction Programme for probationer teachers included 65 face to face training events. 94.5% of participants evaluated these as either Good, Very Good or Excellent.

In 2010/11, we launched our Professional Exchange Programme, which provides funding for teachers to be released from class commitments in order to focus on a specific area of their professional development. 66 teachers took part in this programme, visiting colleagues or hosting visits for whole days or half days.

During 2010/11, 12 teachers, principal teachers and depute head teachers were supported by the local authority to participate in Aberdeen University's Leadership in Professional Contexts MSc Programme, which leads ultimately to the award of the Scottish Qualification for Headship.

What will we do next?

- Ensure officers have the knowledge and skills to become effective leaders.
- Develop and deliver comprehensive, high quality professional development programmes.
- Develop an enabling culture throughout the workforce.

How are we doing?

The fundamental importance of good and worthwhile dialogue between the service and its stakeholders was brought into renewed focus during the formation of the Corporate Business Plan with services adopting a proactive and inclusive approach to making sure that as many people as possible had the opportunity to contribute their views on service priorities.

Partners involved in the delivery of learning in Aberdeen include but are not limited to:

- Public Sector e.g. NHS Grampian; University and Colleges; Grampian Police, Grampian Fire and Rescue.
- Communities e.g. Community Councils; Neighbourhood Networks.
- External Agencies e.g. Skills Development Scotland; sportscotland; Creative Scotland.
- Third Sector e.g. Voluntary Organisations; Charities.
- Business Sector e.g. local and national companies and organisations.

What will we do next?

- Develop network of partnerships with the public, private and third sector and define shared visions, aims and goals.
- Encourage participation of all our stakeholders in service planning and development.



Published in February 2012 by:

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