ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	7th June 2012
ACTING DIRECTOR	Patricia Cassidy
TITLE OF REPORT	Education, Culture and Sport Performance Report
REPORT NUMBER	ECS/12/025

1.   PURPOSE OF REPORT

The purpose of this report is to:
- provide Elected Members with a summary of performance data up to 31st March 2012 from the Education, Culture and Sport Directorate (ECS)

2.   RECOMMENDATION(S)

The Committee are asked to:
- Approve the ECS Service Performance report for the period up to 31st March 2012 and note the progress toward service plan actions
- Approve the briefing notes on:
  - Scottish Survey of Literacy and Numeracy 2011 (Numeracy)
  - Hazlehead Academy ACC Follow-through Report May 2012
  - Fernielea Primary School and Nursery Class Education Scotland Inspection Report May 2012
  - St Machar Academy Education Scotland Report May 2012
  - Education Scotland Inspection of the learning community surrounding St Machar Academy May 2012
  - ECS Policy Review update 2012

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 performance measurement and reporting is to manage improvement to services to the community. The measures ensure linkage to the Single Outcome Agreement and the themes contained in "Improving Scottish Education." Improvements in the services provided by Education, Culture and Sport impact positively on communities across the City.

5.   BACKGROUND/MAIN ISSUES

5.1   Members will recall that the Education, Culture and Sport Service Plan 2011-16, approved at Committee on 15 September 2011, contained a number of performance indicators classified by the ten Service Plan priorities.

The report attached at **Appendix A** outlines indicators and actions as follows:

- Monthly performance indicators for the period to the end of March 2012

- Progress against actions contained within the Service Improvement Plan 2011-2016 where 16 service plan actions have been identified as overdue (red) and officers are progressing these actions as a priority. 25 service plan actions have been identified as requiring further progress (amber) and 84 service plan actions are identified as either in progress or completed (green).

5.2   Key Analysis
Members should note the following performance this period:

5.2.1   Schools and Educational Establishments
Appendix B outlines the Scottish Survey of Literacy and Numeracy 2011 (SSLN). The SSLN is a national, annual sample survey which monitors national performance in literacy and numeracy in alternate years, for school children at P4, P7 and S2. It also provides information which help to inform improvements in learning, teaching and assessment at classroom level. The 2011 survey focused on numeracy and found that, across Scotland, about 76 per cent of P4 pupils were performing well or very well in numeracy at first level, at P7 about 72 per cent of pupils were performing well or very well at second level and at S2 about 42 per cent of pupils were performing well or very well at third level.

Appendix C outlines the Hazlehead Academy Follow-through Report published by Aberdeen City Council in May 2012 where officers found that the school had made very good progress since HM Inspectors visited the school in February 2010. Officers highlighted the clear vision and strong leadership of the Headteacher and her senior team and the effective plans that were already securing improvement in the quality of young peoples' learning experiences and performance in National Qualifications.

Appendix D outlines the Fernielea Primary School and Nursery Class Inspection Report published by Education Scotland in May 2012 where HM Inspectors evaluated both the primary school and nursery class as very good in 4 out of the 5 indicators and evaluated improvements in self evaluation as excellent. HM Inspectors highlighted the excellent understanding of staff, the outstanding leadership of the Headteacher and the strong partnerships with the children and the community.

Appendix E outlines the St Machar Academy Inspection Report published by Education Scotland in May 2012 where HM Inspectors evaluated 4 out of the

5 indicators as good, with improvements in performance being evaluated as satisfactory. HM Inspectors highlighted a range of key strengths including ethos, leadership and the commitment of staff and partners and agreed three actions including continuing to improve attainment and achievement and will make no further evaluative visits.

5.2.2 Communities and Culture

- Communities Community Centre Management Committee members have engaged in training and networking opportunities organized by the Communities Team during financial year 11/12 (683 learner hours were recorded) . The Streetwork team had 1587 engagements with young people between Oct 2011 and Mar 2012. The numbers of learning partnership meetings is increasing, up to 40 from Oct 11-Mar 12 compared with 15 from Apr 11-Sep11. Numbers engaged in youth work and adult learning have reduced, due to team restructuring, however targeted provision is now engaging a range of dis-engaged and vulnerable learners. **Appendix F** outlines the Inspection of the learning community surrounding St Machar Academy by Education Scotland in May 2012 where HM inspectors evaluated 3 out of 5 indicators as very good with improving services evaluated as good and improvements in performance as satisfactory. HM Inspectors identified innovative practice and highlighted a range of key strengths including highly motivated partners and volunteers, high quality programmes and the positive impact of early intervention. HM Inspectors agreed four actions for improvement including improving performance monitoring for learners and priority groups and strengthening partnership working between the school and CLD partners and will make no further evaluative visits.

- Libraries – Consistent usage of PC terminals across Jan-March 2012, with some decreases attributed to a reduction in down time from PC and network faults. Our use of online resources continues to grow. Consistent numbers of visitors to the libraries network this year both in terms of physical and virtual visits.

- Museums and Galleries - Visitors to Aberdeen Museums and Galleries have increased considerably in January and February. February 2012 usage of our AAGM website is significantly higher compared to the same month in 2011, due to the high level of interest from the public relating to the current 'From Van Gough to Vettriano, Hidden Gems from Private Collections' exhibition. In addition to this, AAGM website usage has steadily increased since the site was upgraded in 2009.

5.2.3 Sports

- Pools - Swimming Pool Facilities attendances in March fell by 33.7% in comparison with 2011 with 24,573 fewer admissions. This decrease in attendances almost exclusively arises from the substantive annual planned preventative maintenance programme delivered across the range of Sport Aberdeen managed premises resulting in building closures. Cumulatively, Pool Admissions concluded the year just below those of 2010/11 (-0.1%) with all but Northfield and Hazlehead presently performing above the

previous year and Bucksburn, (+24.4%) Bridge of Don (+14.2%) Kincorth (+4.7%) and The Beach Leisure Centre (+4.4%) contributing some 42,532 additional admissions between them. The fall in attendances at Hazlehead Swimming Pool over 2010/11 is some 12.3% although, extracting the maintenance closure impact, this would have been likely to have been negligible but continuous reductions in admissions to Northfield have been reflected across the entire twelve month period and resulted in a loss of some 17,000 attendances. However, reviewing the performance of continually managed Sport Aberdeen facilities indicates performance at at a higher level than 2010/11 with some 13,272 additional attendances across the six facilities within the Sport Aberdeen remit which represents a material increase of 1.9% year on year. Taking into account the loss of attendances resulting from the year-end maintenance schedule, and considering the sustained growth trend demonstrated throughout the rest of the year, it would have not been unexpected that this increase could have been higher, at an estimated 3.0-3.5%.

- Dry Facilities - Sport Aberdeen: As a consequence of a partial planned maintenance closures across a variety of sites, Sport Aberdeen admissions for March 2012 recorded a 9.4% decrease on 2011 with just under 6,000 fewer attendances over and a total of 54,647 attendances for the month. The year-end figures data, covering April to March, shows sustained positive movement with an increase of 15.9% over 2010/11. This increase, representing 74,367 additional admissions, can be broken down further to note that of the increase, just over 50% of this has been generated by the Beacon Centre (+131%) and the remainder (37,476) from the other 8 premises. Examining patterns of attendance across the individual facilities for the year, Alex Collie and Jesmond Centres (+19.9% and 7.6% respectively), Kincorth (+10.1%) along with the Linx Ice Arena (+21.7%) are sustaining levels of increased use.Of those faciliities that experienced a downturn in admissions, Sheddocksley, Westburn Tennis Centre and Peterculter saw losses of 5%, 4.6% and 3.2% which equates to a marginal overall loss of 5,558 admissions, some 1% of the overall Sport Aberdeen attendances for the year. The remaining facility, Torry Youth and Leisure Centre, recorded admissions which were almost directly similar to that of 2010/11 with a total of 22,787 attendances for the year.

- Aberdeen Sports Village: Aberdeen Sports Village recorded 66,319 attendances during March 2012, a 7.56% increase in the year-on-year monthly figure. As with February, increases are reflected across all five of the Village's operating areas with Ticketed Activities, Management Bookings and Class Attendances generating the majority of growth and some 4,662 additional admissions. Cumulative year end comparison demonstrates growth of 9.82% (56,545 additional admissions) when compared with 2010/11 and total attendances of 632,001 for the fiscal period. Comparing the Sports Village's operating contract year (August - July), the % increase is slightly higher with 446,823 admissions in the eight months of the new Contractual Period which equates to a 10.0% rise on 2010/11.

5.2.4 Service Wide
- **Appendix G** provides an update on our Policy Review schedule for 2012 and highlights considerable policy development with the majority of areas on track
- The average number of days lost across the service per employee increased by 0.3 to 2.0 days per employee in March.
- The annual figure of the number of days lost per employee over a rolling 12 month period up to March 2012 is 7.7. This continues to compare well against other Council services and shows a commitment from managers to implement the Maximising Attendance policy and to support employees.

6.   IMPACT

Legal
The Council is required to act as set out in the Statutory Performance Indicator Direction.

Resources
No additional resources are required to undertake performance management 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 A:**   Service Plan progress and monthly performance indicators up to 31st March 2012
- **Appendix B:** Scottish Survey of Literacy and Numeracy 2011 (Numeracy)
- **Appendix C:** Hazlehead Academy ACC Follow-through Report May 2012
- **Appendix D:** Fernielea Primary School and Nursery Class Education Scotland Inspection Report May 2012
- **Appendix E:** St Machar Academy Education Scotland Inspection Report May 2012
- **Appendix F:** Education Scotland Inspection report of the learning community surrounding St Machar Academy May 2012
- **Appendix G:** ECS Policy Review update 2012

8.   REPORT AUTHOR DETAILS
Sarah Gear, Service Manager (Policy and Performance)
Education, Culture & Sport
☎   01224 522865
✆   sagear@aberdeencity.gov.uk

ECS Service Plan - Summary Scorecard

Summary scorecard of service plan indicators against service plan themes
Report Author: Sarah Gear
Generated on: 22 May 2012

Performance Data Traffic Light	
Red	**4**
Green	**1**
Data Only	**8**

Priority 04 - Technology

Performance Measure	February 2012	March 2012	April 2012	May 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
Number of times that PC terminals in Library Learning Centres and Learning Access Points are used	17,845	18,741	16,145				
Number of visits to libraries - virtual	40,640	40,836	44,500				
Number of visits to/usages of council funded or part funded museums - virtual	45,241						

Priority 05 - Health and Wellbeing

Performance Measure	February 2012	March 2012	April 2012	May 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
Health and Safety Reportable Accidents including Incidents	32	42			0		
Compliance with Health and Safety Matrix	65%	67%			100%		
Number of attendances at other indoor sports and leisure facilities excluding pools in a combined	130,929	121,246					

Performance Measure	February 2012	March 2012	April 2012	May 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
complex							
Number of attendances at pools (excluding community pools)	53,927	48,322				📈	🔽

Priority 06 - Engagement in Arts, Heritage, Culture and Sport

Performance Measure	February 2012	March 2012	April 2012	May 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
Number of visits to libraries - person	90,360	95,387	83,491			📈	🔽
Number of visits to/usages of council funded or part funded museums - person	33,673	33,219				📈	🔼
Number of visits to/usages of council funded or part funded museums - outreach	182	302				📈	🔼

Priority 08 - Better Performing/Value for Money

Performance Measure	February 2012	March 2012	April 2012	May 2012	Target	Status	Long Trend
	Value	Value	Value	Value			
Education, Culture and Sport - Current Available Monthly Absence Data	1.7	2.0	1.2		0.8	🔴	🔼
ECS and Corporate Absence showing the Average Number of Days Lost Per Employee Per Service	7.6	7.7	7.7		10.0	✅	🔽
% Enquiries and complaints responded to within 15 working days	57%	38%			95%	🔴	🔽

PI Status	Long Term Trends	Short Term Trends

🔴	Alert	⬆	Improving	⬆	Improving
🔺	Warning	▬	No Change	▬	No Change
✅	OK	⬇	Getting Worse	⬇	Getting Worse
❓	Unknown				
📊	Data Only				

Performance of monthly reportable indicators

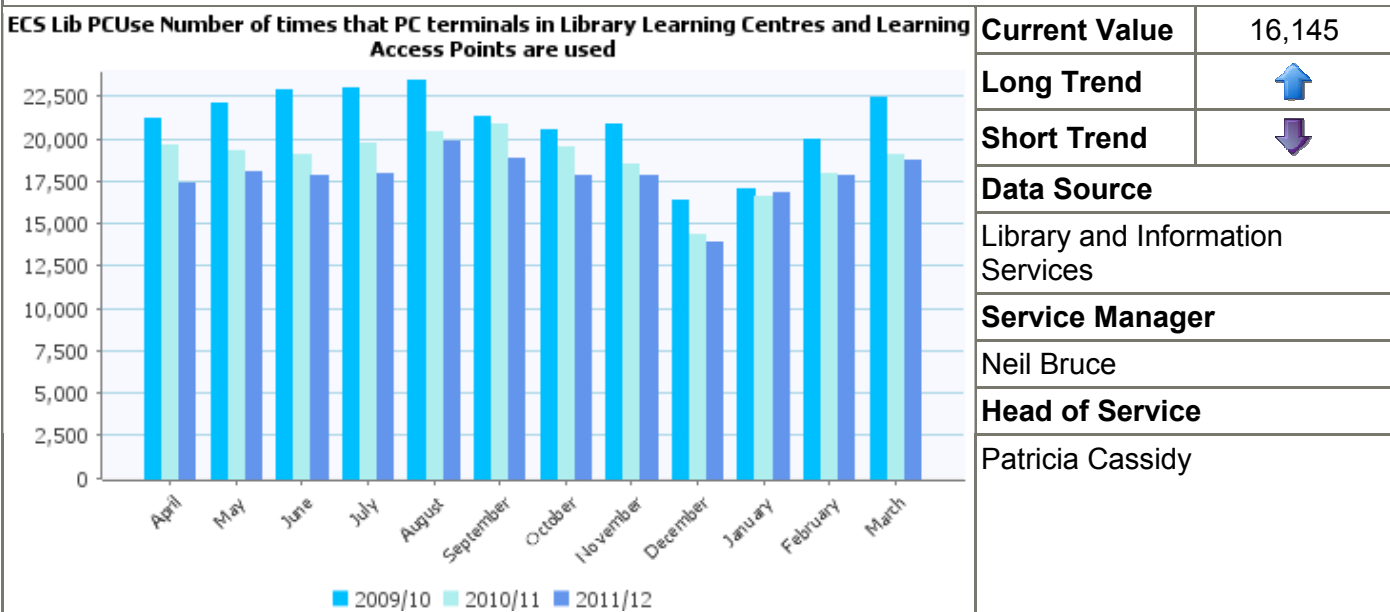Trend Charts demonstrating performance of monthly reportable indicators against service plan themes
Report Author: Sarah Gear
Generated on: 22 May 2012

ABERDEEN
CITY COUNCIL
A City of Learning

Priority 04 - Technology

| **Number of times that PC terminals in Library Learning Centres and Learning Access Points are used** |
|---|
| This indicator monitors the number of times that PC terminals within Learning Centres and Learning Access Points of libraries are used. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period. |

ECS Lib PCUse Number of times that PC terminals in Library Learning Centres and Learning Access Points are used

Legend: ■ 2009/10 ■ 2010/11 ■ 2011/12

Current Value		16,145
Long Trend		⬆
Short Trend		⬇
Data Source		
Library and Information Services		
Service Manager		
Neil Bruce		
Head of Service		
Patricia Cassidy		

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	17,845				📈	PC usage decreased slightly during the month partly due to several disruptions across the city. In particular there were network issues on the 6th February which affected Airyhall, Cornhill, Culter, Dyce and Mastrick from 10am to 2pm. This occurred again at Dyce on the 17th of February for 2 hours and the entire library network was down for 1 hour and 20 minutes on the 20th of February.
Mar 2012	18,741				📈	PC usage across the city saw minimal disruption during the month although there was some down time in the Media Centre when Aberdeen College upgraded their PCs in the Media Centre to Windows 7. PC usage increased on last year in the Information Centre, Bucksburn, Cornhill, Dyce, Kaimhill, Mastrick, Northfield, Tillydrone and Woodside. WiFi usage continues to increase month by month.
Apr 2012	16,145				📈	
May 2012						

Number of visits to libraries - virtual

This indicator monitors the number of virtual visits to libraries. Trend calculation method is year on year-Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.
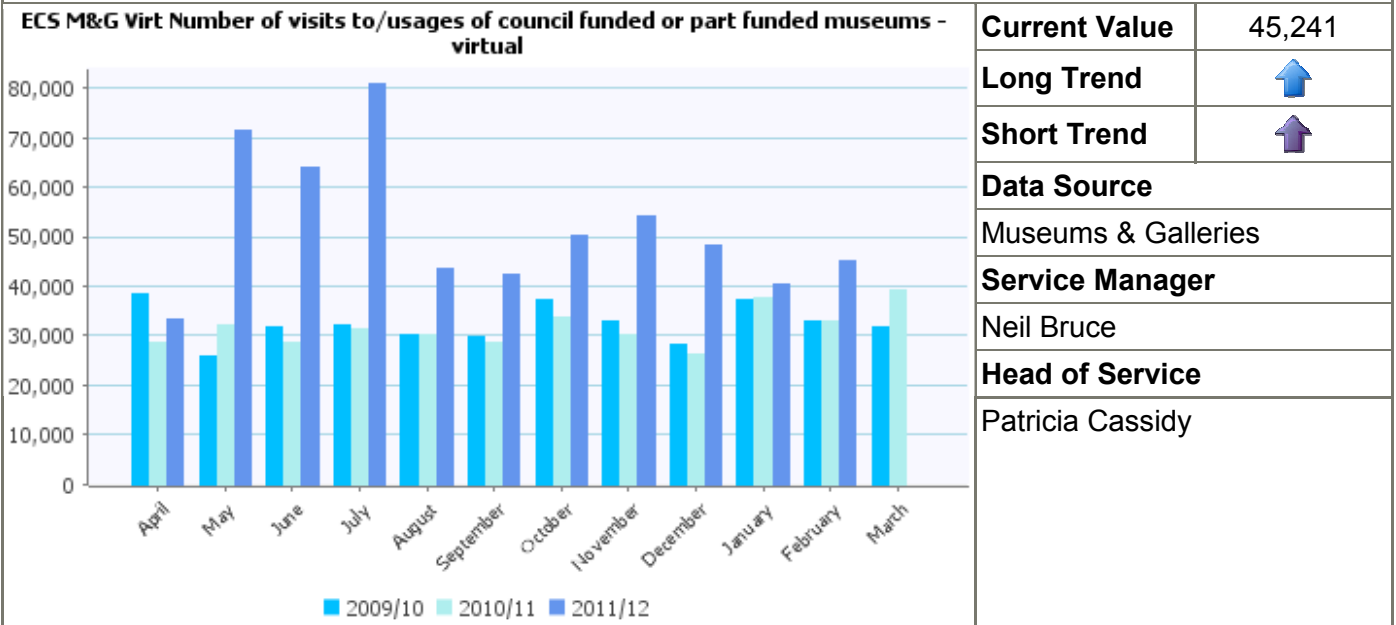

ECS Lib VirtVis Number of visits to libraries - virtual

Legend: 2009/10 | 2010/11 | 2011/12
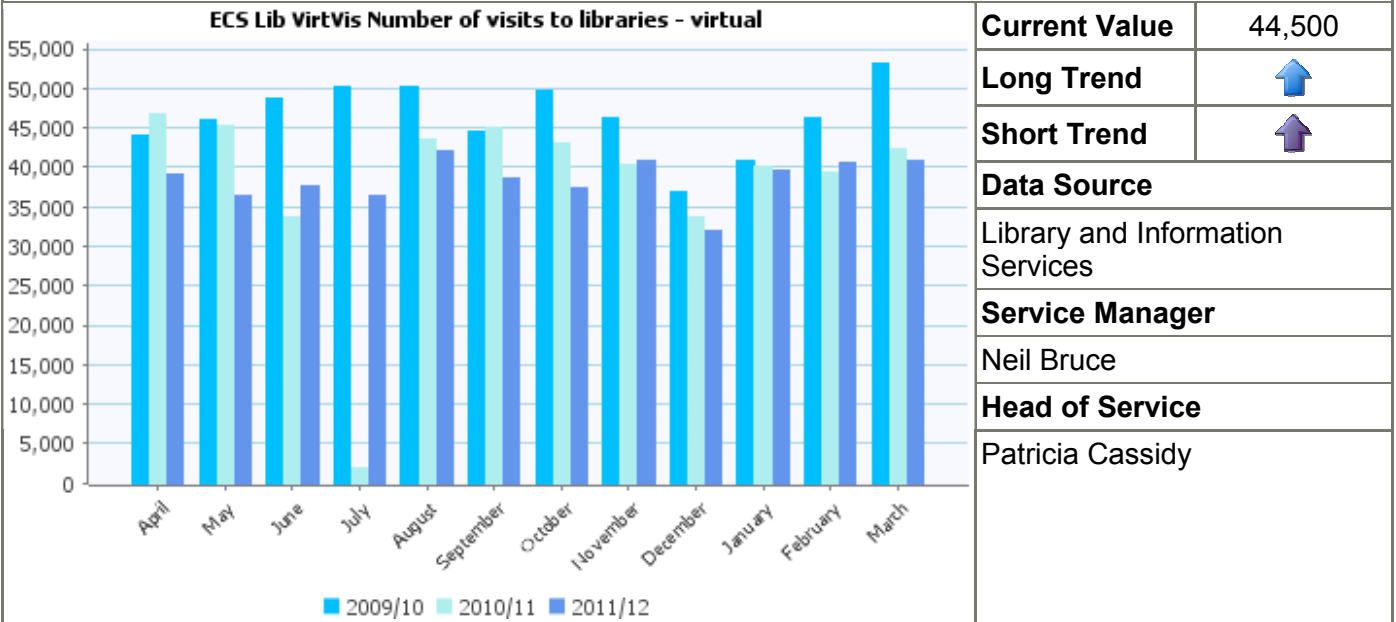
Current Value		44,500
Long Trend		⬆
Short Trend		⬆
Data Source		
Library and Information Services		
Service Manager		
Neil Bruce		
Head of Service		
Patricia Cassidy		

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	40,640				📊	Figures show an increase on the same period last year. Use of online resources continues to grow.
Mar 2012	40,836				📊	Figure slightly up on last month but down on the previous year.
Apr 2012	44,500				📊	
May 2012						

Number of visits to/usages of council funded or part funded museums - virtual

This indicator monitors the number of virtual visits to council funded or part funded museums. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.
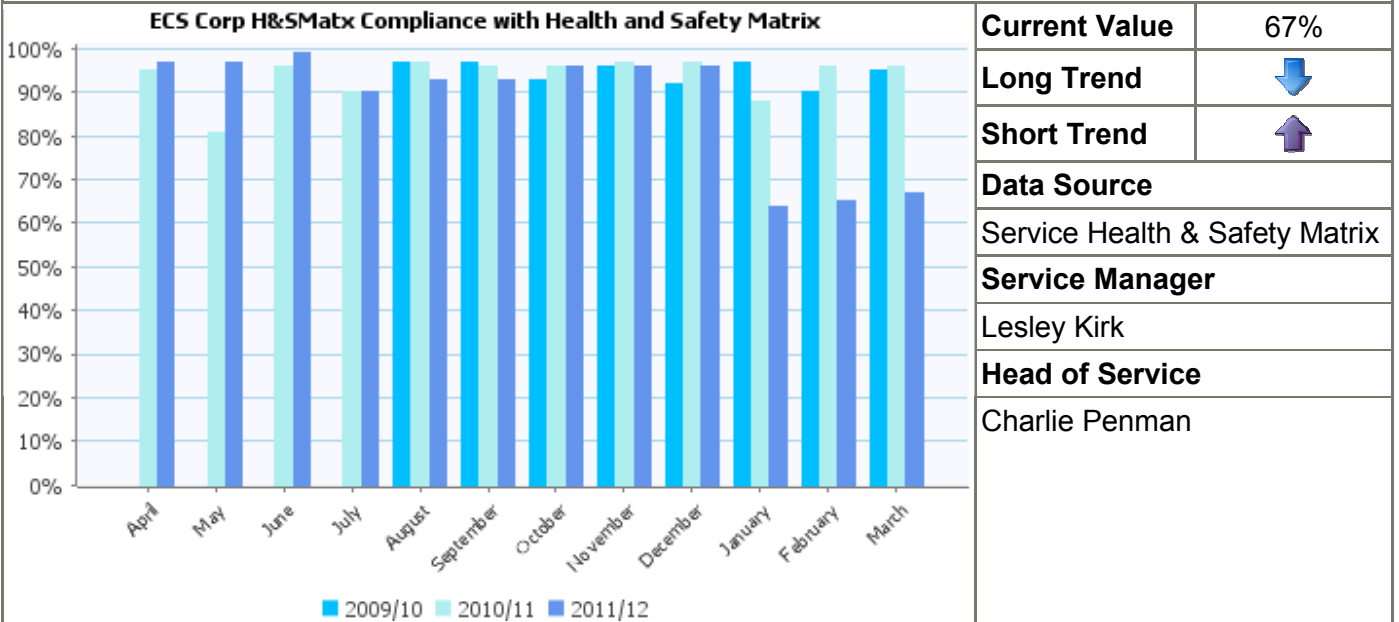

ECS M&G Virt Number of visits to/usages of council funded or part funded museums - virtual

Legend: 2009/10 ■ 2010/11 ■ 2011/12

Current Value	45,241
Long Trend	⬆
Short Trend	⬆
Data Source	
Museums & Galleries	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	45,241					February 2012 usage of our AAGM website is significantly higher compared to the same month in 2011. February 2011 was 7,836 while February 2012 seen an increase to 13,465. We expect this is due to the high level of interest from the public relating to the current 'From Van Gough to Vettriano, Hidden Gems from Private Collections' exhibition. In addition to this, AAGM website usage has steadily increased since we upgraded the site in 2009.
Mar 2012						
Apr 2012						
May 2012						

Priority 05 - Health and Wellbeing

Health and Safety Reportable Accidents including Incidents

This indicator monitors the number of Health and Safety reportable accidents including incidents across Education, Culture and Sport Service. (Schools and Educational Establishments; Communities, Culture and Sport and Educational Development, Policy and Performance). Trend calculation method is ongoing - Short trend calculates current period v previous period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.

ECS Comparator H&S Accidents & Incidents

Legend: ECS Corp Acc&Inc | ECS Rep Accident | ECS Rep Incident
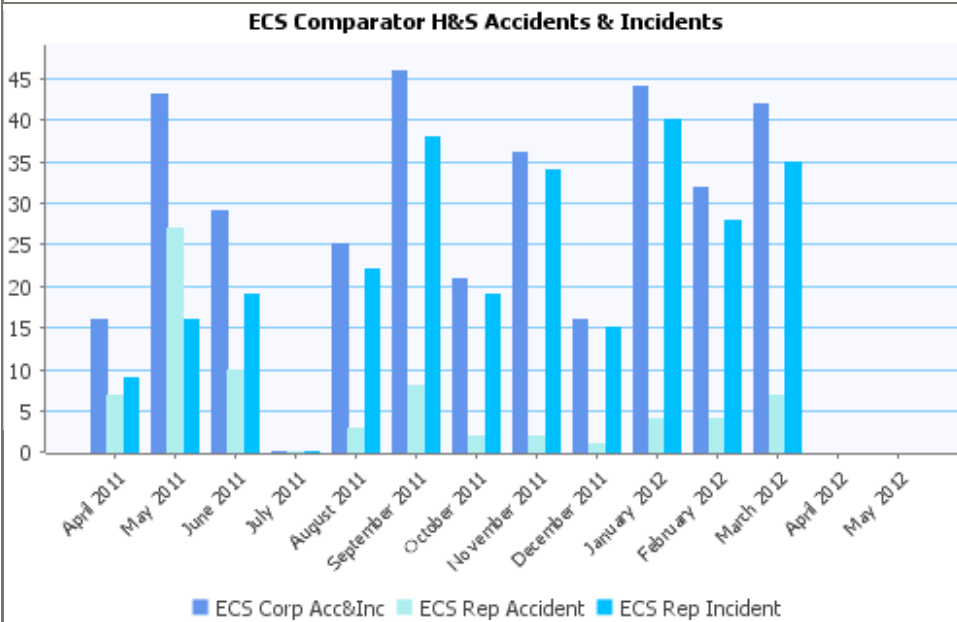
Current Value	42
Long Trend	⬇
Short Trend	⬇
Data Source	
Service Accident & Incident Reports	
Service Manager	
Lesley Kirk	
Head of Service	
Charlie Penman	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	32			0	🔴	
Mar 2012	42			0	🔴	
Apr 2012						
May 2012						

Compliance with Health and Safety Matrix

This data reports on the compliance of the Education Culture and Sport Service with the health and safety matrix. The matrix is made up of the following factors that establishments must carryout as part of a 5 year rolling programme or maintain as part of their service provision; Workplace Inspections, Accident Recording, First Aid Provision and the completion of Fire Regulation Assessments. The chart shows ongoing monthly figures and compares data from the previous 2 financial years.

ECS Corp H&SMatx Compliance with Health and Safety Matrix

Legend: ■ 2009/10 ■ 2010/11 ■ 2011/12

Current Value	67%
Long Trend	⬇
Short Trend	⬆
Data Source	
Service Health & Safety Matrix	
Service Manager	
Lesley Kirk	
Head of Service	
Charlie Penman	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	65%			100%	🛑	The figure of 65% is an accumulative figure for data collated for ECS building inspections complete for January and February 2012. There are no late inspections for education the pending returns are due from community establishments.
Mar 2012	67%			100%	🛑	The figure of 67% is an accumulative figure for data collated for ECS building inspections complete for January, February and March 2012.
Apr 2012						
May 2012						

Number of attendances at other indoor sports and leisure facilities excluding pools in a combined complex

This indicator monitors the collective monthly attendance at indoor sports and leisure facilities excluding those with pools in a combined complex and including Aberdeen Sports Village. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.

ECS Spo AdDryTot Number of attendances at other indoor sports and leisure facilities excluding pools in a combined complex

Current Value	121,246
Long Trend	⬆
Short Trend	⬇
Data Source	
Facility attendance records	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	130,929					Dry Facilities Analysis: Sport Aberdeen Sport Aberdeen admissions for February 2012 recorded an 18.0% increase on 2011 with over 9,100 additional attendances and a total of 60,014 attendances for the month. The accumulated data, covering April to February, shows sustained positive movement with an increase of 18.8% of which 44,541 (55.5% of growth figure) additional admissions have been generated by the 'original' facilities giving a total attendance figure for the year to date of 485,486 which already exceeds the total 2010/11 figure. Looking at patterns of attendance across the facilities for the year to date, both Bridge of Don facilities, Torry and Kincorth centres along with the Linx Ice Arena are sustaining levels of increased use. Whilst it is likely that Westburn Tennis Centre, Sheddocklsey and Peterculter will fall slightly short of the attendance figures recorded in 2010/11 this will have a marginal impact on the annual figures as the combined accumulative loss represents just over 1% of the total admissions to date. Dry Facilities Analysis: Aberdeen Sports

|						
						Village

Aberdeen Sports Village recorded 70,722 attendances during February 2012, a 12.7% increase in the year-on-year monthly figure and the highest monthly total since the facility opened in August 2009. Of this c.8,000 admissions increase across all five of the Village's operating areas, Ticketed Activities (+ 3,546) Management Bookings (+ 2,139) and Class Attendances (+1,466) have generated the majority of growth. On a cumulative fiscal year (April- March) comparison, the Village has recorded just under 566,000 attendances which represents growth of 9.7% when compared with April - February in the previous period and means that the annual admissions figure at year end will, more than likely break the 600,000 'barrier'. Comparing the Sports Village's operating contract year (August - July), the % increase is slightly higher with 380,504 admissions in the six months of the new Contractual Period which equates to a 10.5% rise on 2010/11. |
| Mar 2012 | 121,246 | | | | | Sport Aberdeen

As a consequence of a partial planned maintenance closures across a variety of sites, Sport Aberdeen admissions for March 2012 recorded a 9.4% decrease on 2011 with just under 6,000 fewer attendances over and a total of 54,647 attendances for the month. The year-end figures data, covering April to March, shows sustained positive movement with an increase of 15.9% over 2010/11. This increase, representing 74,367 additional admissions, can be broken down further to note that of the increase, just over 50% of this has been generated by the Beacon Centre (+131%) and the remainder (37,476) from the other 8 premises. Examining patterns of attendance across the individual facilities for the year, Alex Collie and Jesmond Centres (+19.9% and 7.6% respectively), Kincorth (+10.1%) along with the Linx Ice Arena (+21.7%) are sustaining levels of increased use.Of those faciliities that experienced a downturn in admissions, Sheddocksley, Westburn Tennis Centre and Peterculter saw losses of 5%, 4.6% and 3.2% which equates to a marginal overall loss of 5,558 admissions, some 1% of the overall Sport Aberdeen attendances for the year. The remaining facility, Torry Youth and Leisure Centre, recorded admissions which were almost directly similar to that of 2010/11 with a total of 22,787 attendances for the year.

Aberdeen Sports Village |

Apr 2012						
May 2012						

Number of attendances at pools (excluding community pools)

This indicator monitors the number of pool attendances excluding community pools. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.


ECS Spo AdPool Number of attendances at pools (excluding community pools)

Legend: 2009/10, 2010/11, 2011/12
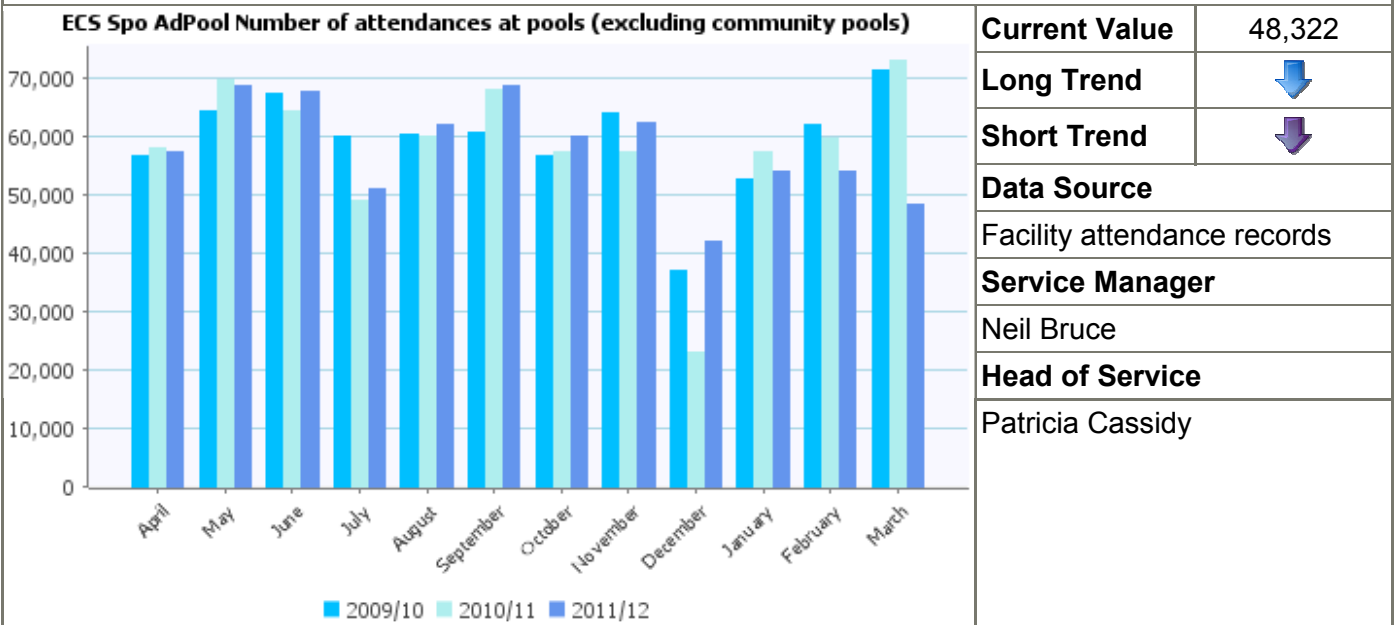
Current Value	48,322
Long Trend	⬇
Short Trend	⬇
Data Source	
Facility attendance records	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	53,927				📈	Swimming Pool Facilities attendances in February fell by 10.4% in comparison with 2011 with 6,180 fewer admissions. The majority of this reduction in admission levels was experienced at Hazlehead and Northfield Pools respectively with reduced levels of school usage at the former and a maintenance closure at the latter contributing towards the loss of attendances. Cumulatively, Pool Admissions continue at levels above those of 2010/11 (+3.2%) with all but Northfield and Hazlehead presently performing above the previous year and Bucksburn, (+30%) Bridge of Don (+32%) Kincorth (+7.5%) and The Beach Leisure Centre (+6.3%) contributing some 55,762 additional admissions between them. Comparison of continually managed Sport Aberdeen facilities indicates performance at a higher level of percentage increase (6.3%), representing 38,308 additional attendances across the six facilities within the Sport Aberdeen remit. Given this general pattern, it is likely that overall, the City swimming attendances KPI will exceed those of 2010/11 by around 2.8 - 3.0% at year end
Mar 2012	48,322				📈	Swimming Pool Facilities attendances in March fell by 33.7% in comparison with 2011 with 24,573 fewer admissions. This decrease in attendances almost exclusively arises from the substantive

Apr 2012						
May 2012						

Priority 06 - Engagement in Arts, Heritage, Culture and Sport

Number of visits to libraries - person

This indicator monitors the number of visits to libraries in person. Trend calculation method is year on year- Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.


ECS Lib PerVis Number of visits to libraries - person

Legend: 2009/10, 2010/11, 2011/12

Current Value	83,491
Long Trend	⬇
Short Trend	⬇
Data Source	
Library and Information Services	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	90,360					Visitor figures continue to rise overall by 2.9% on the same time last year. This is partly due to the opening of Kaimhill since last February and the additional day open this year.
Mar 2012	95,387					Visitor figures were disappointingly down overall perhaps due to the unseasonably good weather during the month and the slight decrease in available opening hours. However number of visitors increased at both the Information Centre and Adult Library in the Central Library in spite of the refurbishment works. Visitors also increased at Mastrick and Tillydrone community libraries.
Apr 2012	83,491					
May 2012						

Number of visits to/usages of council funded or part funded museums - person

This indicator monitors the number of admissions to council funded or part funded museums. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.

ECS M&G AdmTot Number of visits to/usages of council funded or part funded museums - person

Legend: ■ 2009/10 ■ 2010/11 ■ 2011/12

Current Value	33,219
Long Trend	⬆
Short Trend	⬆
Data Source	
Museums & Galleries	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	
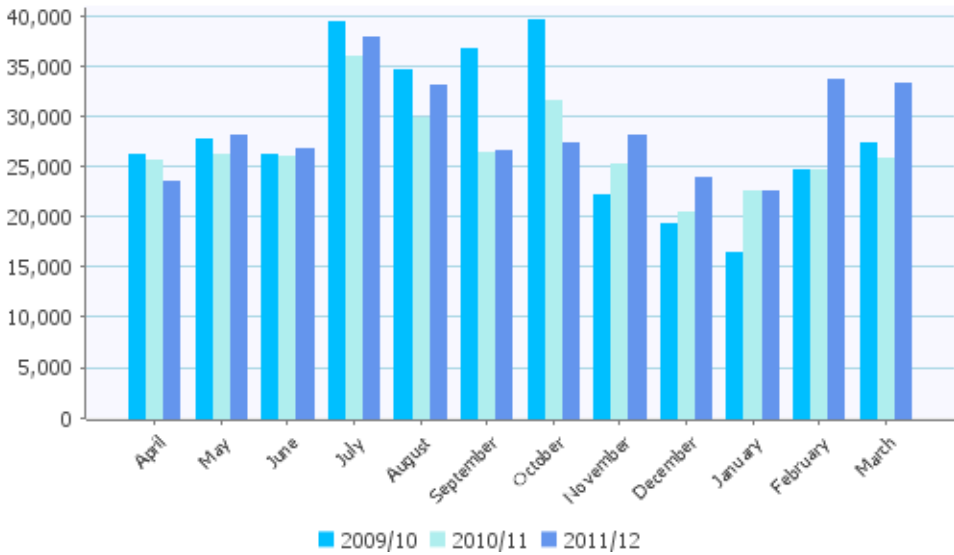
	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	33,673				📈	
Mar 2012	33,219				📈	
Apr 2012						
May 2012						

Number of visits to/usages of council funded or part funded museums - outreach

This indicator monitors the number of outreach visits to council funded or part funded museums. Trend calculation method is year on year - Short trend calculates current period v previous year period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.

ECS M&G Out Number of visits to/usages of council funded or part funded museums - outreach
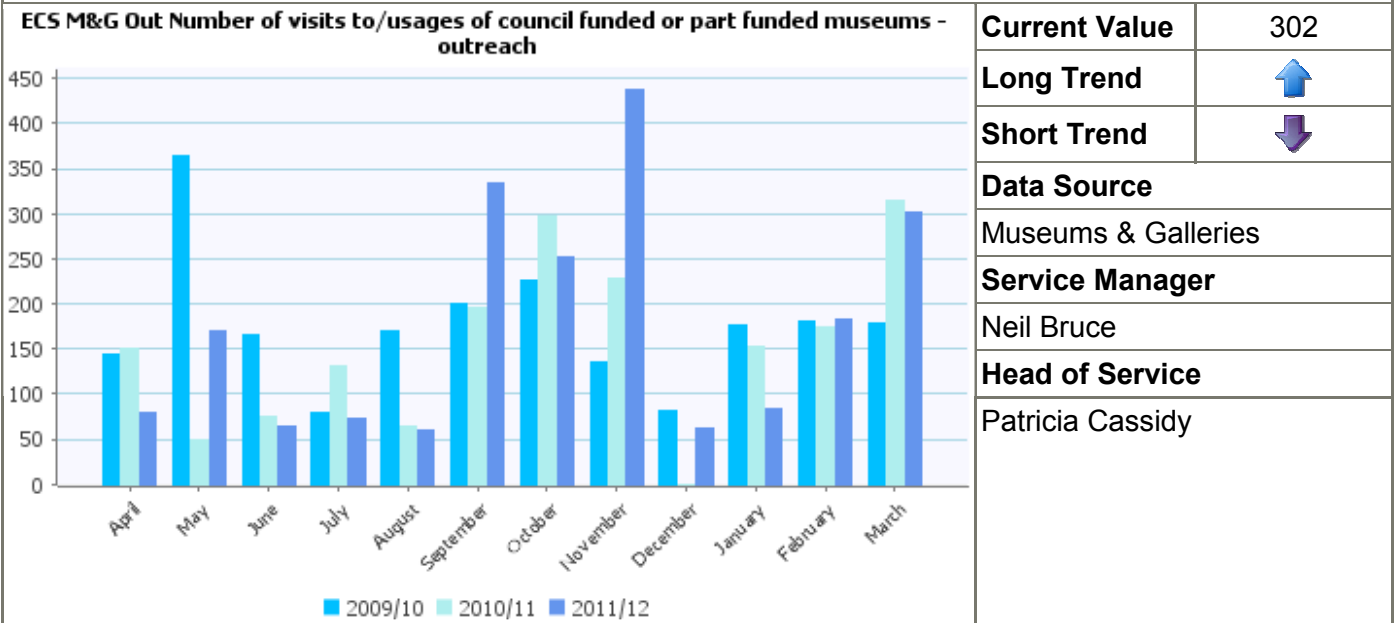
Current Value	302
Long Trend	⬆
Short Trend	⬇
Data Source	
Museums & Galleries	
Service Manager	
Neil Bruce	
Head of Service	
Patricia Cassidy	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	182				📊	
Mar 2012	302				📊	
Apr 2012						
May 2012						

Priority 08 - Better Performing/Value for Money

Education, Culture and Sport - Current Available Monthly Absence Data

This indicator shows absence data for the latest monthly figure in relation to the average number of days lost per employee per month across the Education, Culture and Sport service.
The chart also reflects the annual average number of days lost per employee per month. There has been an increase of 0.7 average days lost per employee in absence across the service comparing 2010/11 and 2011/12 to date.
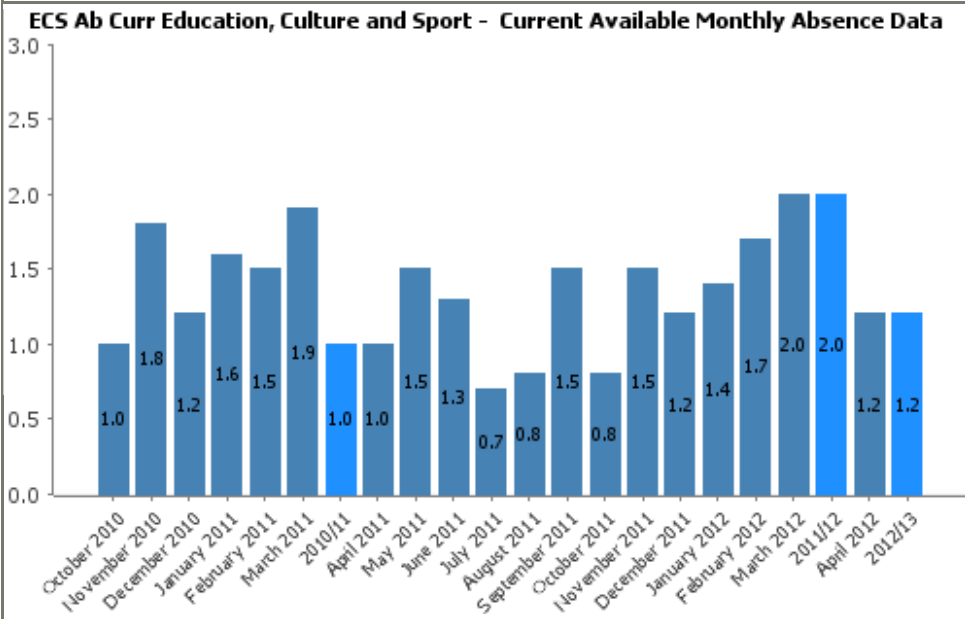
Current Value	1.2
Long Trend	⬆
Short Trend	⬆
Data Source	
PSe (HR/Payroll System)	
Service Manager	
Sarah Gear	
Head of Service	
Charlie Penman	

	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	1.7			0.8	🔴	There was an increase of 0.3 in the average number of days lost per employee for February
Mar 2012	2.0			0.8	🔴	There was a further increase of 0.3 in the average number of days lost per employee for March across the ECS Service
Apr 2012	1.2			0.8	🔴	There was a decrease of 0.8 in the average number of days lost per employee for April across the ECS Service
May 2012						

ECS and Corporate Absence showing the Average Number of Days Lost Per Employee Per Service

ECS and Corporate Absence showing the Average Number of Days Lost Per Employee Per Service for a 12 Month Rolling Period

ECS CORP Absence Comparator

Legend: ECS Abs CG | ECS Abs ECS | ECS Abs EP&I | ECS Abs H&E | ECS Abs OCE | ECS Abs SC&W

Current Value	7.7	
Long Trend	⬇	
Short Trend	▬	
Data Source		
PSe (HR/Payroll System)		
Service Manager		
Sarah Gear		
Head of Service		
Charlie Penman		
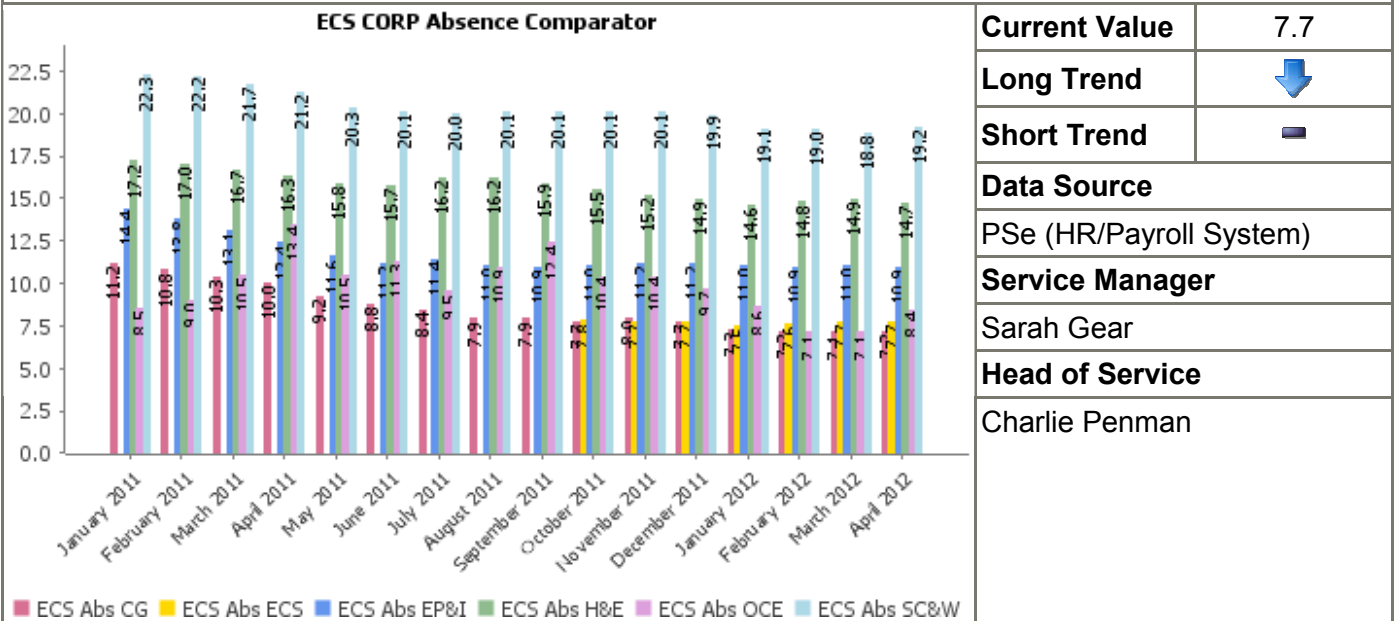
	Value	Numerator	Denominator	Target	Status	Note
Feb 2012	7.6			10.0	✅	
Mar 2012	7.7			10.0	✅	
Apr 2012	7.7			10.0	✅	
May 2012						

% Enquiries and complaints responded to within 15 working days

This Education, Culture and Sport performance indicator monitors the percentage of formal enquiries and complaints received from the MP's, MSP's, government agencies, members of the public, elected members and the press which require a response within the corporate standard of 15 working days. On a day a to day basis the service also responds to a significant number of informal enquiries from these agencies.

The chart shows monthly data and also annual comparative data for the last 2 financial years. Trend calculation method is ongoing - Short trend calculates current period v previous period; Long trend calculates average over 12 month period. Annual value = cumulative monthly values. Annual long trend is calculated over a 3 year period.

ECS Corp EnqCom % Enquiries and complaints responded to within 15 working days

Legend: ■ 2009/10 ■ 2010/11 ■ 2011/12

Current Value	38%
Long Trend	⬇
Short Trend	⬇
Data Source	
Enquiries database	
Service Manager	
Lesley Kirk	
Head of Service	
Charlie Penman	
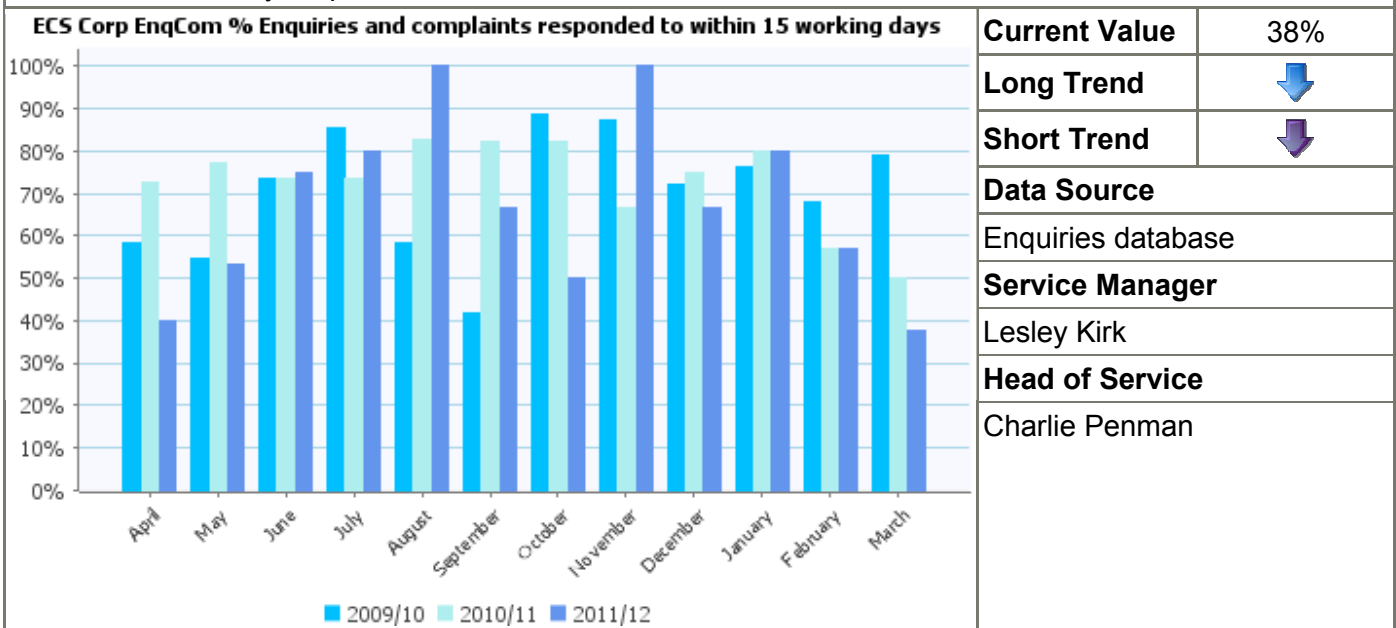
	Value	Response in 15 working days	Total Received	Target	Status	Note
Feb 2012	57%	4	7	95%	🛑	7 formal enquiries/complaints were received during the month of February. Of these 4 were responded to in full within the corporate standard of 15 working days. The year to date figure for 2011/12 is 67% which equates to receipt of 92 enquiries/complaints, 62 of which received a full response within the prescribed timescale.
Mar 2012	38%	3	8	95%	🛑	8 formal enquiries/complaints were received during the month of March. Of these 3 were responded to in full within the corporate standard of 15 working days. The year to date figure for 2011/12 is 65% which equates to receipt of 100 enquiries/complaints, 65 of which received a full response within the prescribed timescale.
Apr 2012						
May 2012						

PI Status		Long Term Trends		Short Term Trends	
🔴	Alert	⬆	Improving	⬆	Improving
⚠	Warning	➖	No Change	➖	No Change
✅	OK	⬇	Getting Worse	⬇	Getting Worse
❓	Unknown				
📈	Data Only				

ECS Service Plan - Progress of Actions

Performance scorecard of service plan actions
Report Author: Sarah Gear
Generated on: 22 May 2012

ABERDEEN
CITY COUNCIL
A City of Learning

Priority 01 - Curriculum for Excellence

01.01 - Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential

01.01a - Implementation of Early Years Framework

ECS Edu 001	Development and delivery of Early Years Framework Plan 2011-12					
Description						
Managed by	Liz Gillies	**Lead Officer**	Stuart Patterson	**Progress**	✅	100%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2012	**Completion Date**	31-Jan-2012	
Progress update						
2011-12 Plan developed and approved by AEYCP in June 2011. Implementation of action plan ongoing through the year, progressed reviewed January 2012 by AEYCP at annual planning day. Multi-agency input agreed and successful implementation of actions achieved. Planning process related to 2012-13 developed from input at the planning day in January 2012.						
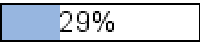
01.01b - Implementation of A Curriculum for Excellence

ECS Edu 002	Implement A Curriculum for Excellence					
Description	Curriculum for Excellence is the new national framework for Scottish education to ensure that our young people are successful learners, confident individuals, effective contributors and responsible citizens.					
Managed by	Derek Samson	**Lead Officer**	Derek Samson	**Progress**	⚠️	29%

Start Date	01-Aug-2010	Due Date	31-Jul-2013	Completion Date	

Progress update

All nurseries and primary schools have fully implemented a curriculum which meets the entitlements expected under Curriculum for Excellence. In secondary schools, all schools have implemented a curriculum for pupils up to and including S2. Plans are well advanced for implementation of the curriculum for these pupils as they move into S3 in 2012.
Further planning will be required for subsequent years. Various aspects require further development including: review of curricular delivery, assessment and reporting etc. A communications plan for parents is under development. Liaison with other partners is well advanced and will continue to be developed.

ECS Edu 002a	Revision of Overarching Learning & Teaching Policy					
Description	Amendment of policy published in November 2007					
Managed by	Derek Samson	**Lead Officer**	Derek Samson	**Progress**	⚠️	22%
Start Date	16-Jun-2011	**Due Date**	07-Sep-2012	**Completion Date**		

Progress update

A productive workshop at our Improvement Conference in April 2012 has helped to develop our draft ACC Learning & Teaching Policy further.

ECS Edu 027	Development of Assessment Strategy					
Description	To produce policy documentation to support the assessment strategy					
Managed by	Sohail Faruqi	**Lead Officer**	Val Steele	**Progress**	🛑	33%
Start Date	18-Aug-2011	**Due Date**	23-Feb-2012	**Completion Date**		

Progress update

Our work to develop our assessment strategy is ongoing.

ECS_E11	Redesign of senior secondary school towards a City campus
Description	A virtual campus where pupils would learn in a variety of environments is a phased process. In year one (2011/12) introduce 4 travel afternoons each week for S5 and S6 pupils, when pupils would attend another establishment to study a course. This will provide a greater equity of curriculum choices for S5/S6 Higher and Adv Higher pupils in all schools. Aberdeen College to provide a range of courses, many vocational, within the travel afternoon arrangements, extending the range of courses. In year 2 (2012/13) consortia arrangements will be formalised for all secondary schools. A consortium will comprise 2 or 3 secondary schools in a given geographic area. The schools in the consortia will jointly plan the snr curriculum to ensure a breadth of choice and pupils will travel between schools to access provision. From year 1 onwards planning will begin for the introduction of a "blended learning" approach for the new Curriculum for Excellence S5 and S6 courses. This approach includes the development of e-learning options for approx 20% of each new course. Education for the snr phase is planned to be delivered on a city-wide basis by schools, further and higher education.

Managed by	David Leng	Lead Officer	Derek Samson	Progress	⚠	21%
Start Date	01-Apr-2011	Due Date	31-Mar-2016	Completion Date		

Progress update

Our redesign of the senior secondary campus is ongoing.

01.01c - Develop pupil involvement strategy and use pupil views to inform and improve service delivery

ECS Edu 003	Development of Pupil Involvement Strategy					
Description						
Managed by	Sohail Faruqi	Lead Officer	Sohail Faruqi	Progress	🛑	0%
Start Date	01-Apr-2011	Due Date	31-Mar-2012	Completion Date		

Progress update

The development of our Pupil Involvement Strategy is slower than we would wish and is now due for development in 2012/13.

01.01d - Develop parental involvement strategy and use parent/carer views to inform and improve service delivery

ECS FVL 001	Development of Parental Involvement Strategy					
Description						
Managed by	Sheila Sansbury	Lead Officer	Jackie Thain	Progress	⚠	0%
Start Date	01-Apr-2011	Due Date	31-Mar-2013	Completion Date		

Progress update

Existing parental involvement strategy due for renewal in the autumn 2012.

01.01e - Enhance our youth voice and youth participation through schools and Aberdeen Youth Council

ECS CLD 001	Enable young people to overcome the barriers to achieving their full potential through the delivery of high quality Youth Work
Description	

Managed by	Gail Woodcock	Lead Officer	Craig Singer	Progress	▶	2%
Start Date	01-Aug-2011	Due Date	31-Mar-2016	Completion Date		

Progress update
Zone Youth LGBT attended a residential to Cromdale outdoor centre on the 11th and 12th Feb 2012. There are seven of them working towards their Bronze YAA.

01.02 - Improve the outcomes for all our children and young people

01.02a - Implement action plans to support young people under More Choice More Chances Strategy and 16+ Learning Choices

ECS FVL 002	Implementation of the More Choices, More Chances Action Plan					
Description	Action plan to reduce the proportion of young people not in education, employment or training and supporting young people under More Choices, More Chances Strategy and 16+ Learning Choices Framework					
Managed by	Sheila Sansbury	Lead Officer	John Cairns	Progress	▶	50%
Start Date	01-Apr-2010	Due Date	31-Mar-2016	Completion Date		

Progress update
MCMC Action Plan reviewed February 2011. All actions up to date.

01.02b - Work with young people, particularly those in the More Chances More Chances Group, to support their transition into employment particulary via work experience opportunities

ECS CLD 002a	Engage the business community in the development of supported route ways into employment for pupils via work placements and the provision of work related training/learning					
Description	Engage the business community, including the public sector, in the development of supported route ways into employment via work placements and the provision of work relation training/learning					
Managed by	Linda Murray	Lead Officer	Gerry Dawson	Progress	▶	5%
Start Date	23-Jan-2012	Due Date	31-Mar-2016	Completion Date		

Progress update
Discussions a re on going with the Business community and will link to those which are taking placing in the CSR group formed recently within the Communities Team . A

meeting was held in May with Aberdeen Chamber of Commerce to explore potential options for joint working .

01.02c - Implement Outdoor Learning and Educational Excursions policy and guidance

ECS CLD 003	Implementation of Outdoor Learning and Educational Excursions policy and guidance					
Description						
Managed by	Gail Woodcock	**Lead Officer**	Jonathan Kitching	**Progress**	⚠	25%
Start Date	01-Apr-2011	**Due Date**	31-Jul-2012	**Completion Date**		
Progress update						
Postholder now in place and Excursions policy and guidance due for implementation in 2012.						

01.02d - Redesign of childcare service in communities

ECS CLD 004	Improve quality and impact of childcare services in communities					
Description	Provide high quality childcare services in communities; review requirements for childcare services and childcare development opportunities within communities					
Managed by	Gail Woodcock	**Lead Officer**	Caroline Brain; Fiona Gillilan	**Progress**	▶	66%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2016	**Completion Date**	13-Dec-2011	
Progress update						
Improvements underway which is resulting in some Care inspections receiving more positive reports. Additional venues have been registered with the care inspectorate.						

Priority 02 - Fit for Purpose Schools, Learning Centres, Cultural and Sporting Facilities

02.01 - Everyone will have access to high quality learning environments and facilities supporting them to achieve their full potential

02.01a - Move Community Centres to 'Leased Model'

ECS CLD 005	Support local communities to run and manage community centres
Description	

Managed by	Gail Woodcock	Lead Officer	Linda Clark	Progress	🔺	5%
Start Date	01-Aug-2011	Due Date	31-Mar-2016	Completion Date		

Progress update
Supporting first tranche of transition free standing community centres to transfer to leased centre status early summer.

02.01b - Development of Culture and Sport Facilities

ECS CulSpo 001a	Redevelopment of Aberdeen Art Gallery					
Description	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					
Managed by	Neil Bruce	Lead Officer	Christine Rew	Progress	▶	50%
Start Date	01-Nov-2009	Due Date	31-Dec-2013	Completion Date		

Progress update
Preparatory work ongoing alongside work on the Service Asset Management Plan

ECS CulSpo 001b	Develop and implement proposals for Museums Collection Centre					
Description	Development of a Museums Collection Centre designed to improve public access to museum, heritage and cultural collections					
Managed by	Neil Bruce	Lead Officer	Christine Rew	Progress	▶	25%
Start Date	01-Apr-2010	Due Date	31-Dec-2013	Completion Date		

Progress update
Currently drafting Project Briefing Form AF/B/01. Museums Collections Centre not on the Capitol Programme for 2012-13 but the Project Briefing Form AF/B/01will provide the information required to move the project on to the next stage.

ECS CulSpo 001c	Deliver regional aquatic centre (50m pool and diving pool) in partnership with Enterprise Planning and Infrastructure Directorate, Aberdeen University and Aberdeen Sports Village
Description	

Managed by	Neil Bruce	Lead Officer	Trevor Smith	Progress		57%
Start Date	14-Apr-2009	Due Date	31-Jan-2014	Completion Date		

Progress update

Project management has been transferred to Aberdeen Sports Village with representation from Trevor Smith Environment Planning and Infrastructure. Works on the site have commenced, demolition is complete and ground works underway within schedule.

ECS CulSpo 001d	**Refurbishment of Beach Ballroom**					
Description	Refurbishment of Beach Ballroom will open opportunities to new markets, relaunching to business and conference market. Refurbishment programme will generate savings on heating and lighting					
Managed by	Neil Bruce	Lead Officer	Ray Douglas	Progress		21%
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date		

Progress update

Many of these items are wishlist items which we are pursuing through clerk of works and building services

02.01c - Develop a strategic approach to the management of Education, Culture and Sport buildings and land

ECS A&F 001a	**Agree projects for inclusion in to condition and suitability budget programme for forthcoming year**					
Description						
Managed by	David Wright	Lead Officer	David Wright	Progress		33%
Start Date	01-Apr-2011	Due Date	30-Apr-2012	Completion Date		

Progress update

Consulted across the service on priorities for condition and suitability programme for 2012/13. Priorities were finalised for Finance & Resources Committee in March 2012.

ECS A&F 001a	**Develop Asset Management Plans for all Directorate service areas within Education, Culture and Sport**					
Description	Develop long term vision and priorities for service built assets					
Managed by	David Wright	Lead Officer	David Wright	Progress		50%

Start Date	04-May-2012	Due Date	31-Mar-2014	Completion Date		

Progress update

Initial Service Asset Management Plan reported and approved by Education, Culture and Sport Committee in September 2011. Plan to be reviewed and updated on an annual basis. Detailed work underway on Sports & Leisure Asset Plan, as key component of the Service Asset Management Plan

ECS A&F 001c	**Review school security and develop action plan**					
Description						
Managed by	David Wright	**Lead Officer**	David Wright	**Progress**	🔺	57%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2013	**Completion Date**		

Progress update

Designs and costings developed for new secure entrances for priority granite primary schools, and work taking place by Easter 2012. School Security survey undertaken across all city schools - Oct - Dec 2011. Survey analysed and action plan developed - Feb - March 2012.

ECS A&F 001d	**Ensure building health and safety assessments are undertaken in accordance with scheduled cycle**					
Description						
Managed by	David Wright	**Lead Officer**	David Wright	**Progress**	🔴	75%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2012	**Completion Date**		

Progress update

These are ongoing, and actions incorporated into Repair and Maintenance, or Condition and Suitability work programmes.

ECS A&F 001e	**Reduce energy usage and apply energy saving measures across Education, Culture and Sport properties**					
Description						
Managed by	David Wright	**Lead Officer**	Sandy McPhee	**Progress**	▶	60%
Start Date	08-Feb-2012	**Due Date**	31-Mar-2013	**Completion Date**		

Progress update

Energy budgets now being managed centrally to ensure greater consistency and more robust monitoring of trends. A number of properties have had insulation works to

improve energy efficiency. Investigating installation of Photo Voltaic Solar technology on a range of Education, Culture and Sport properties.

02.01d - Develop a Learning Estate Strategy to ensure an affordable and sustainable learning estate which makes best use of resources, ensuring focus on areas of greatest need

ECS A&F 002	Development of an affordable and sustainable learning estate which makes best use of resources, ensuring focus on areas of greatest need					
Description						
Managed by	Charlie Penman	**Lead Officer**	David Wright	**Progress**	▶	20%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						

Comprehensive engagement exercise undertaken and report presented in October 2010 to Education, Culture and Sport Committee on Secondary School Estate setting out short, medium and longer term options. Following the statutory consultation exercise, Education, Culture and Sport Committee approved closure of Raeden Nursery, Hazlewood and Woodland Special Schools in March 2011. Raeden Nursery closed in June 2011 and the service relocated to 3 new Developmental Nurseries at Ashgrove Children's Centre, and Kaimhill and Seaton primary schools.   We have since begun a review of the key issues and challenges for the Primary School Estate. We have developed detailed Business Cases for the proposed new School for Children with Severe and Complex Needs, (on the site of Raeden); the new primary school to replace Bucksburn and Newhills Schools; and an extension for Riverbank School, for consideration as part of the Non Housing Capital Programme. We have vacated and declared un-needed properties surplus to requirements, wherever possible, in order make best use of resources. We are negotiating with housing developers and planners to secure developer contributions towards education provision, wherever appropriate.

02.01e - Develop and implement an improved approach to managing Directorate facilities

ECS A&F 003a	Review and provide training on tenant landlord agreements					
Description						
Managed by	David Wright	**Lead Officer**	David Wright	**Progress**	⬢	20%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2012	**Completion Date**		
Progress update						

Started work on review of tenant/ landlord agreements, though this will progress further over Spring and Summer 2012, with training taking place in Autumn 2012.

ECS A&F 003b	Develop and implement Service Level Agreements with Enterprise, Planning and Infrastructure in relation to their building related responsibilities

Description						
Managed by	David Wright	**Lead Officer**	David Wright	**Progress**	🔴	40%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2012	**Completion Date**		
Progress update						
Detailed discussions have taken place with Enterprise, Planning and Infrastructure about the content and format of SLAs. We are on track to complete SLAs by end of August 2012.						

ECS A&F 003c   Develop robust procedures for the management and monitoring of 3Rs facilities

Description						
Managed by	David Wright	**Lead Officer**	David Wright	**Progress**	🔴	85%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2012	**Completion Date**		
Progress update						
Established fortnightly 3Rs liaison meetings. Identified requirement for regular reports on service failures, (from Feb 2012). Established quarterly 3Rs Headteachers Forum, to discuss problems and share experiences between schools. Set up meetings between Robertsons Facilities Management and Sport Aberdeen's Lettings Team.						

Priority 03 - Learning in the Wider Community

03.01 - Support learners to access employment opportunities

03.01a - Develop and sustain first step programmes which provide skills for life, learning and work

03.01b - Work in partnership with key stakeholders to develop and sustain employment programmes

ECS CLD 002b young people employability to be amended						
Description	To engage with learners and raise awareness of the benefits to returning to learning					
Managed by	Linda Murray	**Lead Officer**	Shelley Brandie; Colin Lemmon; Craig Singer	**Progress**	▶	5%
Start Date	23-Jan-2012	**Due Date**	31-Mar-2015	**Completion Date**		

Progress update
Development Officers now in post. Milestones being developed early 2012

03.01c - Provide support to overcome barriers to access to learning, training and employment

ECS CLD 002c Provide support to access to learning and training which increases employability

Description						
Managed by	Linda Murray	Lead Officer	Gerry Dawson; Jennifer Ewing; Carol Gray; Susan McGregor; Karen Quinn	Progress	▶	5%
Start Date	08-Feb-2012	Due Date	31-Mar-2015	Completion Date		

Progress update
Communities team development managers and officers now in post. Milestones will be developed early 2012

03.02 - Encourage people of all ages to play an active role in their learning in order to maximise their potential

03.02a - Creation of Integrated Communities Team

ECS_C01 Integrated Communities Team - Implementation of a revised staffing structure to focus on delivering key services related to young people; lifelong learning; employability and community capacity building on a citywide integrated basis

Description	New structure to be developed and implemented within revised budget					
Managed by	Gail Woodcock	Lead Officer	Gail Woodcock	Progress	✅	100%
Start Date	31-Mar-2011	Due Date	31-Mar-2016	Completion Date	01-Feb-2012	

Progress update
New structure developed and implemented.

03.02b - Create a citywide Literacy Strategy working in partnership with key stakeholders

ECS Edu 004 Create a citywide Literacy Strategy working in partnership with key stakeholders

Description	to create a strategy which will plan to improve the literacy abilities and capacity of Aberdeen City citizens.					
Managed by	Derek Samson	Lead Officer	Penny Morton	Progress	⚠️	36%

Start Date	13-Jan-2012	Due Date	30-Jun-2013	Completion Date	

Progress update

Work on our Literacy Strategy is progressing well.

03.03 - Improve engagement and sustained involvement in the learning process

03.03a - Provide support, training and advice for voluntary management committees to develop capacity to run community centres and support adult learning programmes

ECS CLD 005a   Provide support, training and advice for voluntary management committees

Description						
Managed by	Linda Clark	Lead Officer	Kate Anderson; Alan Mulvie; Alona Murray; Elaine Sinclair	Progress	▶	36%
Start Date	01-Aug-2011	Due Date	31-Mar-2015	Completion Date		

Progress update

CAN Day (come along and network) held during March 2012 with participants representing 12 centres. Range of one-off workshops held as per Centre's requests. Informal finance training/support meetings developed and held with three Centre's representatives May 2012, will be rolled out to all other transition Centres.

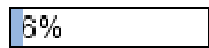### 03.03b - Develop partnerships to ensure effective delivery of services in communities

ECS CLD 010   Work in partnership with services and community groups to ensure effective delivery of services in communities

Description	Work with partners to ensure high quality learning services delivered in communities.					
Managed by	Gail Woodcock	Lead Officer	Linda Clark	Progress	▶	0%
Start Date	01-Aug-2011	Due Date	31-Mar-2016	Completion Date		

Progress update

Capacity Building Officers are building effective partnerships within the communities they serve

03.03c - Support effective continuation and development of learning partnerships to improve experiences and outcomes for all learners, particularly those with additional support needs

ECS CLD 011	Support effective continuation and development of learning partnerships to improve experiences and outcomes for all learners						
Description							
Managed by	Gail Woodcock	**Lead Officer**	Elaine Sinclair	**Progress**	▶	6%	
Start Date	01-Aug-2011	**Due Date**	31-Mar-2016	**Completion Date**			
Progress update							
Sub actions created for each learning partnership which will report on individual progress for each Learning Partnership.							

03.03d - Work in partnership with representative community for a to support effective engagement and representation

ECS CLD 010b	Work in partnership with representative community for a to support effective engagement and representation						
Description							
Managed by	Linda Clark	**Lead Officer**	Elaine Sinclair	**Progress**	▶	0%	
Start Date	01-Aug-2011	**Due Date**	31-Mar-2016	**Completion Date**			
Progress update							
The Communities Team Capacity Building Officers continue to engage with a range of groups, but are predominantly working with Community Centre Management committees in transition to becoming Lease Centres. The Officers have also provided short term and longer term support for interest groups (Bridge of Don Partnership, Seaton Backies, Regeneration Networks) as well as emerging projects (Sheddocksley Park). Capacity Builders role in a broader neighbourhood/locality planning approach is to be determined in 2012 in conjunction with the Community Planning locality planning review.							

03.03e - Improve the quality and sustainability of culture and sports programmes as an integral component of lifelong learning in the City

ECS ArtDev 001	Delivery of Older Peoples Programme and (50+ Festival)						
Description	The older peoples programme has been organised from April – June, September until December and Jan – March. Programme activities are designed to encourage active participation in the arts.						
Managed by	Neil Bruce	**Lead Officer**	Lesley Thomson; Elspeth Winram	**Progress**	▶	66%	
Start Date	01-Apr-2010	**Due Date**	31-Dec-2012	**Completion Date**	31-Dec-2010		

Progress update
50+ Festival 2012. The programme is provided for people aged 50 years and older who live within the City and is funded through the Common Good Fund. A range of participatory arts activities were organised for inclusion into the festival programme. These included digital photography led by National Galleries Outreach officers and the new Artist in Residence in Care Homes pilot project. There was an exhibition in John Lewis of local residents art work. 300 residents take part in the weekly 50+ programme organised through Arts Development.

ECS ArtDev 002	Delivery of Outreach Programme					
Description						
Managed by	Neil Bruce	Lead Officer	Lesley Thomson; Elspeth Winram	Progress	⚠	60%
Start Date	01-Apr-2010	Due Date	31-Dec-2016	Completion Date		

Progress update
A successful application has been awarded to the City led by Aberdeen International Youth Festival to Creative Scotland in partnership with Arts Development. 'First in a Lifetime' fund will bring considerable investment and an outreach project to eight areas of Aberdeen City in 2012. Outreach work is ongoing engaging residents of Aberdeen in participatory arts. The Arts Development programme offers a ongoing opportunities to 150 learners in the city in weekly classes led by local artists. Engage and Enable is a project funded by Fairer Scotland and offers opportunities to regeneration areas of Aberdeen.500 participants took part in an outreach programme linked to AAG exhibition Wildlife Photographer of the Year.In October 2011 a group in Torry had a singing event and are looking to set up a community choir. Next Step is a cashback funded project in partnership with the Youth Justice team and partners to offer diversionary activities for young people involved in violent crime. This project has been ongoing from May 2011 - May 2012. Artist are working with Barnardos and the RGU Street Sport project. Musicians are working with the Foyer and Adventure Aberdeen are offering opportunities to the Youth Justice team.

Priority 04 - Technology

04.01 - Encourage active and appropriate use of technology to widen learning opportunities

04.01a - Develop a Technology Strategy for Education, Culture and Sport

ECS A&F 004	Develop a Technology Strategy for Education, Culture and Sport to encourage innovative use of new technologies

Description	Agree a set of priorities for use of new technologies to support Directorate objectives					
Managed by	David Wright	Lead Officer	Rosaleen Rentoul	Progress	⚠	33%
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date		

Progress update

A guide for mobile pilots in schools and guidelines for use of mobile devices in schools – are now available. Our Acceptable Use Policy is in use and is regularly updated. Guidelines on use of social media are available through Glow. Our Internet Safety and Responsible Use (ISRU) resources are published and available to all schools through Glow. Our Policy on CPD to address ISRU and to provide a sustainable solution for all staff, parents/guardians involved with Young People is in its first phase. Data Protection - checklist to help keep on right side.

We have agreed the following component parts of strategy for technology:
Policy on software to include guidelines on present and future developments in software. Subset - signing up for online services - checklist.
Policy on hardware.
Policy for school websites.
Policy for Management Information System.
Policy for TASSCC.

04.01b - Maximise the use of new technology to increase efficiency and effectiveness

ECS A&F 005a	Implementation of management information system for schools and learning establishments					
Description	To provide an upgrade to an MIS for educational establishments which will result in consistent implementation across schools to provide accurate data on which schools and the authority can operate.					
Managed by	David Wright	Lead Officer	Rosaleen Rentoul	Progress	⚠	41%
Start Date	08-May-2012	Due Date	31-Mar-2013	Completion Date		

Progress update

All primary schools have been trained in pupil tracking. This is phase 1 of rollout and staff are entering data. Iteration, based on feedback, will then take place before implementing a final solution.

ECS A&F 005b	Develop and implement service level agreement with Corporate ICT in relation to support provided to the Directorate					
Description						
Managed by	David Wright	Lead Officer	Rosaleen Rentoul	Progress	▶	40%

Start Date	08-Feb-2012	Due Date	31-Mar-2016	Completion Date		

Progress update

Regular liaison meetings taking place with Corporate ICT. Detailed discussions about SLA taking place during Feb 2012. On track to complete SLA by end of March 2012.

ECS A&F 005c	Work with Sport Aberdeen to agree a fit for purpose management information system					
Description	-- enter action details here --					
Managed by	David Wright	**Lead Officer**	Rosaleen Rentoul	**Progress**	▶	35%
Start Date	08-Feb-2012	**Due Date**	31-Mar-2016	**Completion Date**		

Progress update

Discussions have taken place with Sport Aberdeen about the requirements for a suitable Leisure Management System, particularly in relation to processing and managing the bookings and lettings system. Sport Aberdeen are currently seeking competitive tenders for a suitable Leisure Management System.

ECS A&F 005d	Secure funding for citywide roll out of wireless networks across Education, Culture and Sport facilities					
Description						
Managed by	David Wright	**Lead Officer**	Rosaleen Rentoul	**Progress**	⚠	0%
Start Date	08-Feb-2012	**Due Date**	31-Mar-2013	**Completion Date**		

Progress update

Installation of wireless LAN is being achieved through Rolling Programme Funding. This programme of work is going out to tender.

ECS A&F 006a	Identify priorities and potential funding to implement a rolling replacement programme for ICT hardware and software in schools					
Description	This programme covers internal connectivity in schools, refresh programme and general upgrades to ICT in schools and is carried out in line with the ICT education strategy. One of the main strands of the strategy is to ensure that staff and pupils have equitable access to ICT across the authority's schools.					
Managed by	David Wright	**Lead Officer**	Rosaleen Rentoul	**Progress**	⚠	0%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2016	**Completion Date**		

Progress update

Work is being done at Hazlehead Academy to upgrade the internal connectivity, replace switches, reset up servers to enable them to operate more efficiently and then to rebuild all PCs attached t network. This is a major piece of work and will take central technical support teams the two weeks of the Easter holidays to achieve. In addition, Hazlehead Academy is having its WLAN installed and a contractor has been appointed to undertake this part. This work is in response to the ongoing problems experienced

at Hazlehead Academy and also to enable it to be ready for piloting bring your own device to school from August 2012.

ECS A&F 006b	Establish a consistent approach to the use of mobile technology					
Description						
Managed by	David Wright	**Lead Officer**	Rosaleen Rentoul	**Progress**	🔺	33%
Start Date	08-Feb-2012	**Due Date**	30-Dec-2012	**Completion Date**		
Progress update						
The progress of mobile pilots is affected by the installation of the Gateway and also by the purchase of a mobile device management system. The tender documents for these are to be completed in April 2012 with a view to having them installed for August 2012. Discussion and planning has commenced at MileEnd and at Hazhead Academy with a further discussion planned for April/May with Kincorth Academy. It is anticipated that progress until August 2012 will therefore be limited.						

ECS DSup 001	Promote the use of online resources to enable single source access to Council information					
Description						
Managed by	Lesley Kirk	**Lead Officer**	Lesley Kirk	**Progress**	▶	12%
Start Date	01-Apr-2010	**Due Date**	29-Mar-2013	**Completion Date**		
Progress update						
Education, Culture & Sport is represented on the Council's website through simple site navigation and the A-Z list. The navigation is being re-developed to be more in line with best practice, which will ensure information is found even more easily. As part of Service Design and Development's (SDD) commitment to ongoing improvements to the website, they are currently working with EC&S representatives to 'clear out' unnecessary content and focus on action oriented content. Previous work done with colleagues in SDD has resulted in a number of forms being made available online for downloading, for example the School Clothing Grant and Educational Maintenance Allowance application forms, and School Placing Request forms. Our e-government team have recently implemented the new E-Forms package on the website which allows customers to fill out and submit applications online and it is hoped that with some further development work that e-forms can be made more widely available across EC&S service areas. Work is currently ongoing on making school catchment areas available online.						

04.01c - Embed the use of ICT to enhance learning and teaching and to widen participation in culture and sports activities

ECS A&F 006c	Promote the use of GLOW to support active learning approaches
Description	

Managed by	David Wright	Lead Officer	Rosaleen Rentoul	Progress	▶	0%
Start Date		Due Date	31-Mar-2016	Completion Date		

Progress update
The next generation of Glow is due in September 2012. Since the announcement in October 2011 that the procurement of the new Glow was stopped and that new solutions would be developed, schools are still using Glow. A measured approach is being practised. No new Glow groups are being formed, blogs are being continued and developed, wikis are not being promoted and every care is being taken to ensure that work already done in Glow is not lost or not able to be exported into a new system. The Education ICT Team is preparing for what is coming to ensure as smooth a transition as possible.

ECS A&F 006d	Introduce interactive technology to all classrooms					
Description	Interactive technology in classrooms - whiteboards					
Managed by	David Wright	Lead Officer	Rosaleen Rentoul	Progress	⬢	50%
Start Date	08-May-2012	Due Date	30-Apr-2012	Completion Date		

Progress update
Cults and Bucksburn Academies had interactive whiteboards installed in all teaching areas. This was completed in October 2009.

ECS CLD 014	Determine, develop and deliver appropriate levels of online learning skills within communities					
Description						
Managed by	Gail Woodcock	Lead Officer	Linda Murray	Progress	▶	5%
Start Date	01-Aug-2011	Due Date	31-Mar-2013	Completion Date		

Progress update
Discussions have taken place with Library and Information Services to explore options for joint working in relation to on line learning and use of resources. Potential accredited learning opportunities have been identified with an external provider of ICT training. Recent Fairer Scotland funding allocated to the Lifelong Learning Team includes access to online learning. This is specifically aimed at the Learning Partnership areas of Northfield, Torry and St Machar

ECS Edu 005	Implement Science and Technology Strategy in schools					
Description						
Managed by	Charlie Penman	Lead Officer	Derek Samson	Progress	▶	50%
Start Date	26-Aug-2011	Due Date	31-Aug-2016	Completion Date		

Progress update
Our work to develop a Science and Technology Strategy in schools is progressing well.

ECS LIBIS 11	Develop and maintain a library profile on social networking sites					
Description	Raise awareness of service, enhance existing communication channels, increase number of visitors and usage of library services					
Managed by	Neil Bruce	Lead Officer	Fiona Clark	Progress	✅	100%
Start Date	01-Apr-2010	Due Date	30-Mar-2012	Completion Date	08-Feb-2012	
Progress update						
Facebook profile has now been up and running for one year. Current likes 208.						
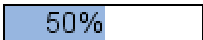
ECS LIBIS 13	Introduce e-book lending					
Description	Increase online service for remote access for all. Joint venture with Aberdeenshire - sharing stock will double the titles available for downloading					
Managed by	Neil Bruce	Lead Officer	Fiona Clark	Progress	✅	100%
Start Date	01-Apr-2010	Due Date	31-Mar-2012	Completion Date	26-Mar-2012	
Progress update						
ebook and audio download service now up and running access to Aberdeenshire catalogue established. Formal launch scheduled for April to coincide with digital communities project						

ECS M&G 004	Develop Museums and Galleries presence on social networking sites					
Description						
Managed by	Neil Bruce	Lead Officer	Christine Rew	Progress	🛑	50%
Start Date	08-Feb-2012	Due Date	28-Mar-2012	Completion Date		
Progress update						
Next stages of web site development were agreed in April 2012. We hope to include an update of the site to provide a mobile specific style sheet; creation of personal galleries for the public to gather, collect and curate their own favourites, using tagging and QR code scanning, employment of more advanced blogging and interactive discussion/community functions. The website is growing as a marketing tool with several e-marketing initiatives which will allow greater access to the Learning programmes and also the public programme in general.						

Priority 05 - Health and Wellbeing

05.01 - Ensure the health, wellbeing and safety of Directorate staff in the course of their work

05.01a - Co-ordinate health and safety activities across the Directorate

ECS DSup 002	Co-ordinate health and safety activities across the Directorate					
Description	The Corporate Director has responsibility for the implementation and monitoring of the Corporate Health and Safety Policy within their own Directorate areas. The Directorate Support Manager has a co-ordinating role to ensure health and safety across the Directorate					
Managed by	Lesley Kirk	Lead Officer	Lesley Kirk	Progress	▶	37%
Start Date	01-Apr-2011	Due Date	31-Mar-2016	Completion Date		
Progress update						
Our implementation of Health and Safety policies is ongoing.						

05.01b - Ensure robust incident and emergency planning procedures are in place

ECS DSup 000a	Development of Service Incident Management Plan					
Description						
Managed by	Lesley Kirk	Lead Officer	Lesley Kirk	Progress	●	37%
Start Date		Due Date	30-Sep-2011	Completion Date		
Progress update						
Our work to develop Business Continuity Plans is helping to inform our development of the ECS Service Incident Management Plan.						

ECS DSup 000b	Effective monitoring and reporting of risks via regularly maintained risk register					
Description						
Managed by	Lesley Kirk	Lead Officer	Lesley Kirk	Progress	●	8%

Start Date	14-Dec-2011	Due Date	31-Mar-2012	Completion Date		

Progress update

Following approval of the EC&S Service Improvement Plan 2011-16 at Committee, a review of the EC&S Risk Management Register has commenced. A Directorate group has met to identify a draft set of high level risks for the Directorate which could be entered into and managed through Covalent. These risks have taken account of the Accounts Commission categorisation of risks around specific aspects of organisational operations: business, professional/management, financial, legal, people, partnership, physical, political, contractual, technological, environmental and customer. The risks around the PBB savings options are also being reviewed as part of the preparation for PBB Year 2 and uploaded into Covalent in the same way as the Directorate risks. Once the high level risks are agreed, risks per service area can then be worked up by Service and Team Managers and entered in Covalent. Service risks will be linked to Directorate risks which in turn can be linked to Corporate risks ensuring a golden thread in relation to risk management.

ECS DSup 000b	**Ensure all service areas have current Business Continuity Plans in place**					
Description	In line with our responsibilities under the terms of the Civil Contingencies Act 2004 we are required to put in place Business Continuity Management arrangements					
Managed by	Lesley Kirk	**Lead Officer**	Caroline Hastings	**Progress**	🛑	30%
Start Date		**Due Date**	31-Mar-2012	**Completion Date**		

Progress update

BCP review is currently underway across the ECS Service.

05.02 - Encourage people to making positive choices about their diets and lifestyles

05.02a - Improve the health and wellbeing of children and young people via Health Promoting Schools

ECS CLD 015	**Implement Outdoor Learning Strategy**					
Description						
Managed by	Gail Woodcock	**Lead Officer**	Jonathan Kitching	**Progress**	▶	12%
Start Date	01-Aug-2011	**Due Date**	31-Jul-2012	**Completion Date**		

Progress update

In academic year 10/11 Adventure Aberdeen held 469 events and worked with 5,236 participants including children and young people from City primary and secondary schools and pupil support service.

ECS Edu 006	Implement the new Aberdeen City Health Promoting School Excellence Award					
Description	Aberdeen City has developed a new model of Health Promoting School of Excellence Award which will continue to use the same criteria for excellence but will be a self evaluation model					
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress	✅	100%
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date	29-Nov-2011	
Progress update						
Schools in the city are currently working towards the new award.						

ECS Edu 007	Implement the new Health and Wellbeing Early Years Award					
Description						
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress	✅	100%
Start Date		Due Date	31-Mar-2012	Completion Date	01-Nov-2011	
Progress update						
This award was launched on Tuesday 1 November 2011 in partnership with NHS Grampian.						

ECS Edu 008	In partnership with NHS Grampian and Active Schools work to be completed in schools to achieve Heat 3 target					
Description	NHS Scotland Heat 3 target - Achieve agreed completion rates for child healthy weight intervention programme					
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress	▶	75%
Start Date	01-Nov-2011	Due Date	31-Jul-2012	Completion Date		
Progress update						
As well as aiming to encourage implementation of immediate positive changes, the programme is geared towards encouraging children to adopt positive behaviour changes for the long term. This ties in with establishing a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children. 'Grow Well Choices' also supports implementation of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 by supporting schools to promote health. The 'Grow Well Choices' programme will be delivered in all Aberdeen City schools on a rolling three year programme from November 2011. A pilot is currently taking place in Skene Square School. It is proposed that the programme will be delivered by ASG and all schools in the City will have been covered by October 2012.						

ECS Edu 009	Produce and publish health related resource packs on Glow

Description	-- enter action details here --						
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress	▶	0%	
Start Date		Due Date	31-Jul-2012	Completion Date			

Progress update

ACC had responsibility for leading the work on the Grampian substance misuse resource pack which was completed on schedule in July 2011. Aberdeenshire are leading on sexual health and relationship pack, completed by January 2012 and Moray are leading on mental health pack which should be completed by July 2012. Both these additional resources will be available as a planning resource in city schools.

ECS Edu 011	Sexual Health and Relationship Education (SHARE) training to be offered to primary teachers						
Description							
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress	▶	75%	
Start Date	29-Nov-2011	Due Date	31-Jul-2012	Completion Date			

Progress update

Relationships, Sexual Health and Parenthood Education Training for Primary School Teachers

From February 2012, primary schools with the three ASG's with the highest rates of teenage pregnancy within Aberdeen City (St Machar, Northfield and Torry) are to be offered relationships, sexual health and parenthood education training. To enable schools to adopt a whole-school, progressive approach to relationships, sexual health and parenthood education, schools will be asked for two representatives (from early/middle and middle/upper stages) to attend the training. The expectation is that the teachers who attend the training will cascade the information to all staff within their own school. Funding has been secured to provide cover (50% from Education, Culture and Sport and 50% from the Health Improvement Fund). Other members of the school community will also be invited to attend the training to offer additional support to the school, e.g. school nursing, youth workers and a 'SHARE' trained member of guidance. This training will be complemented by relationships, sexual health and parenthood education guidelines.

ECS Edu 022	In partnership with Education Scotland, develop a common understanding of the Responsibility of All - Health and Wellbeing Outcome and Experiences						
Description							
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress	▶	75%	
Start Date	03-Feb-2012	Due Date	30-May-2012	Completion Date			

Progress update

The authority has been given a grant from Education Scotland to undertake work on responsibility of all experiences and outcomes of all for health and wellbeing. Four staff, two primary and two secondary teacher have been given time out of school to develop 'I can' statements for all levels within curriculum for excellence. A short term steering group including representatives from Early years, EP services, NHS, Education Scotland primary and secondary is leading on the work with the aim of producing a com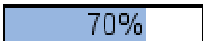mon understanding of what staff working with young people in schools and wider community should be aiming for to cover these experiences and outcomes. The work of the group will be developed into a visual guide which will be place around establishment to increase awareness of all.

ECS Edu 023	Continue to work in partnership with NHS Grampian developing peer education approach to oral health in five targeted primary schools					
Description						
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress	▶	75%
Start Date	03-Feb-2012	Due Date	31-Jul-2012	Completion Date		
Progress update						
The Peer education oral health approach is being developed in 5 targeted primary schools: Stoneywood, Bramble Brae, Riverbank, Woodside and Broomhill						

ECS Edu 024	Develop PE agenda in schools					
Description						
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress	▶	70%
Start Date	03-Feb-2012	Due Date	31-Jul-2012	Completion Date		
Progress update						
Work to date has included: discussion around CPD opportunities in October 2011, an audit of all schools to establish numbers of school who are achieving 2 periods (secondary) or 2 hours (primary) in schools and liaison with HWB faculty heads in January 2012.						

ECS Edu 025	CPD training for teachers and other professionals on substance misuse					
Description	CPD training for 90 teachers and 30 other professionals on substance misuse					
Managed by	Derek Samson	Lead Officer	Neil Hendry	Progress	▶	50%
Start Date	03-Feb-2012	Due Date	30-May-2012	Completion Date		
Progress update						
Substance Misuse Training will support staff working with young people around Substance Misuse. It will be an an excellent way to gain knowledge and up to date information on Legislation, Alcohol, Drugs and Tobacco from health professionals, teaching staff and police input. The training was completed is partnership with Alcohol and Drugs Partnership, Aberdeen City Council, NHSGrampian and Grampian Police throughout February and March 2012.						

05.02b - Improve the health and wellbeing of the City

ECS CLD 016	Develop, publish and implement City Health and Wellbeing Strategy for Education, Culture and Sport					
Description	The Aberdeen City Health and Wellbeing Focus Group is a strategic group comprising representatives from; primary, secondary, special education, Health Improvement Officers, School Nursing, Catering, Active Schools, Early Years, Adventure Aberdeen and Community, Learning and Development. It is responsible for supporting schools with the continued development of health and wellbeing within Curriculum for Excellence. The overarching aim of the group is to ensure all schools are health promoting, whilst also considering health improvement issues in the wider school community.					
Managed by	Gail Woodcock	**Lead Officer**	Gail Woodcock	**Progress**	⚠	25%
Start Date	08-Feb-2012	**Due Date**	31-Jul-2012	**Completion Date**		
Progress update						
Several positive meetings with the NHS Health Improvement Officer for Schools and draft policy now ready for submission.						

ECS Edu 010	Establish Health and Wellbeing Network					
Description						
Managed by	Derek Samson	**Lead Officer**	Neil Hendry	**Progress**	✅	100%
Start Date	11-Jan-2012	**Due Date**	31-Jul-2012	**Completion Date**	27-Jan-2012	
Progress update						
Network Dates 2011-12 Network - 7th September 2011 (Substance Misuse - Agenda: Local/national update; launch of HPS Substance Misuse Pack; Changes to the SLO service; Young Scots Alcohol Survey; Young Carers) Drop -In - 23rd November 2011 (Sharing practice across Mental, Emotional, Social and Physical Wellbeing) Network - 28th February 2012 Drop-In - term 4 (Date TBC) The ACC HWB schools steering group has also met in September 2011 and November 2011 minutes of which are available on request.						

05.03 - Environmental sustainability

05.03a - Encourage and increase active travel to school

ECS Edu 012	**Encourage and increase active travel to school**					
Description						
Managed by	Derek Samson	**Lead Officer**	Neil Hendry	**Progress**	▶	40%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Five city primaries have been made Cycle Friendly Schools by Cycling Scotland. Manor Park, Greenbrae, Fernielea, Hazlehead and Kingsford primary schools received the nationally recognised award for being committed to increasing the number of children cycling to school. They join Airyhall and Charleston, bringing the total number of Cycle Friendly Schools in Aberdeen to seven.						

05.03b - Increase the number of Eco-Schools within the City

ECS Edu 013	**Engage children and young people in green issues including the environment, sustainability, global citizenship and the value of a low carbon future via the Eco-Schools Programme**					
Description	The Eco-Schools Scotland programme is made up of 7 elements incorporating 9 environmental topics. Once a school has registered on the programme and implemented these seven elements, it can apply for an Eco-Schools award. There are three levels of award. The first two levels of award are Bronze and Silver. The top level of award is the Green Flag award which must be renewed every two years.					
Managed by	Derek Samson	**Lead Officer**	Neil Hendry	**Progress**	▶	95%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
As of July 2011, 61 out of 64 schools are registered eco-schools (47 Primary; 11 Secondary; 3 Special). A total of 13 schools have achieved green flags status. During session 2010/11, Scotstown Primary achieved its 2nd green flag and Airyhall Primary its 4th green flag. Cornhill and Loirston primaries achieved bronze award status. Kaimhill, Loirston, Westpark and Woodside primaries achieved silver award status.						

05.04 - Ensure access to opportunities to participate in cultural and sporting activities

05.04a - Increase the quality and level of participation in cultural and sports and recreation activities maximising the impact on social interaction and physical and mental health

ECS CulSp 001	**Continue to work with Sport Aberdeen and Aberdeen Sports Village to deliver efficient and effective service provision of sport and leisure activities throughout the City**
Description	

Managed by	Neil Bruce	Lead Officer	Lesley Thomson	Progress	▶	40%
Start Date		Due Date	31-Mar-2016	Completion Date		

Progress update

Our ongoing programme of partnership meetings with both Sport Aberdeen and Aberdeen Sports Village ensure productive discussions with both organisations.

05.04b - Increase the number of opportunities for children to participate in sport within schools and the wider community and increase capacity to deliver via recruitment, retention and development of a volunteer network

ECS Spo 002   **Increase the number of activities for all children to get engaged in physical activities and sport through Active Schools**

Description						
Managed by	Neil Bruce	Lead Officer	Lesley Thomson	Progress	▶	40%
Start Date	01-Apr-2010	Due Date	31-Mar-2012	Completion Date		

Progress update

Torry ASG
Go Mountain Bike - Thanks to the financial support of 'The Rotary Club of Aberdeen St Fittick' and local oil company 'Enquest', Active Schools in partnership with Adventure Aberdeen were able to offer Primary 5 -7 children the opportunity to take part in Cycling Scotland's mountain bike proficiency award. The sessions ran over 6 weeks coaching the children skills that will enable them to be more competent riders on a variety of terrains. On top of this, funding received has enabled us to train school volunteers which can help sustain the project for years to come.

St Machar ASG
This school year the P6 Sports Star Challenge Transition Programme was launched in the St Machar ASG. This Programme is delivered in partnership with St Machar Academy PE Dept and the Academy pupils undertaking their CSLA. A booklet of lesson plans for 3 different activities, Basketball, Badminton and Athletics, was produced for all schools which class teachers deliver over a number of weeks to their P6 classes. The CSLA students from St Machar visit each primary school during this time and run a session in the focus activity for that term. After each primary school has received a visit a festival is held at St Machar Academy for all P6 pupils, which is planned, organised and delivered by the CSLA students. Teams at the festival are mixed so as well as giving pupils the chance to visit the Academy and meet some of the staff it also gives them the chance to meet and interact with pupils from other schools who will also be attending the Academy for S1. It also gives the CSLA the chance to put into practice the skills they have learnt from the CSLA course.

Bucksburn ASG
The Bucksburn ASG has had various activities happening over various venues this year. The Beacon Centre has played host to ASG groups for Hip Hop Dancing and Trampoline classes. The Hip Hop classes were aimed at P1-3, while trampoline session ran very successfully with 2 classes for P1-5 and P6-S3. At Kingswells Primary School, 2 tennis sessions run each week on a Tuesday and Wednesday before school with P1 through to P7 catered for. Kingswells have also had mountain biking with

Adventure Aberdeen on the lighter summer and autumn nights. Newhills Primary School had a successful Athletics Class running for P3-7. Finally, Bucksburn PS have a very successful and fun Multi Activity class running for P1-3.

Northfield ASG
Active Schools and Heathryburn school combined to receive funding from the 2014 Communities Fund in order to offer free Trampoline sessions to pupils in the Northfield primaries. Over 100 pupils took part in the sessions held at Sheddocksley Sports Centre by coaches from the Springbox Trampoline Club. Each of the 6 Northfield primary schools received 5 weeks of coaching, with participants then having the opportunity to attend community sessions run by the centre and the Springbox club.

Aberdeen Grammar School ASG
This year primary schools within the ASG have been offered taster sessions in Rugby, Football and Judo. These tasters have linked to after school programmes organised by Active Schools and local community groups. Secondary pupils have been trained to deliver the First Club Golf programme and will shortly be visiting a local school to deliver to the primary 5 pupils. Some of the primary schools have delivered Young Sports Leader training for their older pupils to enable them to lead playground activities at lunchtimes.

Oldmachar ASG
All P5s from the Oldmachar primary schools recently took part in an Athletics festival as part of the Baker Hughes 10K launch in January. Approx 200 pupils took part in the event and got to meet Olympic Athlete Lee McConnell. The Bridge Of Don Games has been happening in the area, with primary schools in the ASG entering teams into P4-5 and P6-7 Basketball practise sessions and Festivals. More sports festivals will follow. With the new term just starting, pupils from across the ASG have had the chance to sign up for Hip Hop Dance, Basketball, Rowing and Multi-sport clubs over the last few weeks. More activities are due to follow, with a number of senior pupils from Oldmachar Academy now also supporting Active Schools in activity delivery.

Bridge Of Don ASG
The primary schools in the Bridge of Don ASG have been busy training for and participating in the Bridge of Don Games. The Games give pupils the opportunity to demonstrate their skills and take part in some friendly competition. Pupils from both Scotstown School and Braehead School have been actively involved in their netball clubs on a weekly basis, with Braehead entering a team for the Bridge of Don Games Netball Tournament to be held on 1st February. Many pupils from both primaries and Bridge of Don Academy have been enjoying going along to the Bridge of Don Bring It! Hip Hop Dance Hub held at the Alex Collie Sports and Community Centre. The Hub encourages pupils from both the BOD and Oldmachar ASGs to come together to take part in energetic dance lessons.

Harlaw ASG
The Harlaw ASG has a variety of new clubs which have started up by Active Schools. Ferryhill has P1 -3 Multi Activity, P5/6 Fitness, P 3/4 mini tennis & a P 4 - 6 Basketball Club as a good transition to the P7 Basketball Team. Broomhill has a P 1 - 3 & P4 - 7 Multi Activity Clubs & P 3/4 Mini Tennis & Kaimhill has P 1 -3 Multi Activity, P 4 - 7 Basketball, P1 & 2 Football, P 5 & 6 Football, and a P 3 & 4 football club pending. All primary schools will receive 5 weeks of curriculum time rugby with an Olympic Theme, which will end with a festival at Harlaw Academy linking in with the S1 & 2 training. Harlaw Academy has numerous teachers volunteering to take clubs, including Basketball, Badminton, Shinty, and Hockey. The area will be forging a strong link with RGU: SPORT to promote activities in the local area, and also work in partnership for Legacy events.

Cults ASG
Cults Academy is now home to one of the Active Schools / City Moves Dance Hubs. This is new to the area and has three classes that cater for Nursery to S2 age. The

classes have proved very popular and also have some senior pupils from Cults Academy volunteering to help the coach. Yoga has been running at Culter Primary, with pupils right throughout the school attending these sessions.

Hazlehead ASG
Pupils at both Airyhall and Hazlehead have been attending level 1 Bikeability sessions. Athletics has been running at Fernilea this term and Badminton has been proved popular and been running at Hazlehead and Airyhall. Hazlehead Academy have Badminton teams entered into this year's Crombie Cup. Senior pupils from the academy have been volunteering at clubs in the local primary schools.

Kincorth ASG
Some Kincorth Academy senior pupils have gone onto the Active Schools volunteering programme and have received qualifications in activities they have identified would benefit them. This in turn has allowed a dance club at the academy to start. Other sessions run by Active Schools such as Rugby and Badminton are being assisted by the senior pupils so they can gain more experience.

Dyce ASG
Dyce Primary entered 6 teams into the Aberdeen Heat of the Scottish Schools Gymnastics Competition. These teams were taken from the extra curricular Gymnastics club that runs at the school. Dyce Academy also entered 2 teams, so the area was very well represented. Teams at various levels in the competition did very well with the Dyce area winning most of the medals on offer. P7's at Dyce Primary have been heading over to the academy for extra curricular trampolining sessions.

City Wide
Active Schools has offered opportunities to pupils in all parts of the city to participate in activities through the City Wide and Holiday Programmes. The activities that the City Wide Programme has run blocks in have included Athletics, Horse Riding, Ice Skating, Skiing, Snowboarding and Squash. The Holiday Programme has included PasSport Ultimate Camps – a multi sport camp, Asda Sporting Chance Free Activities and Ice Skating.

Active Schools have been running a successful Student Volunteering Programme. This programme offers students free qualifications in return for volunteering at Active Schools activities, meaning an increase of capacity for Active Schools. Students so far have attended courses in Child Protection, First Aid, Disability Inclusion Training, Football Early Touches, Rugby Ready, Badminton Basics and elevating Athletics.

Linked to this there is also the Active Schools Coach Education Programme. Again this allows Active Schools to increase capacity by training new volunteers and developing existing ones. So far volunteers and school staff has been through training courses in Child protection, Playground Games, Elevating Athletics and Early Touches Football.

ECS Spo 003	Develop effective pathways between schools and sports clubs to support the transition from school to community sport					
Description						
Managed by	Neil Bruce	**Lead Officer**	Lesley Thomson	**Progress**	▶	70%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2012	**Completion Date**		
Progress update						

Active Schools have formed links with many clubs throughout the city. Thus enabling pathways for participants from school to club to be created. During the last term club links were sustained and developed in many schools and ASG's by Active Schools. These club links can be with single or multiple schools, which is dependant on many factors such as location, sport / activity of the club. Also the form that clubs links take varies from club to club but usually consist of a combination of the following;-

· Formal link (a formal written agreement)
· Promotional materials distributed by Active Schools (flyers/posters/etc)
· Regular curricular delivery
· Regular extra-curricular delivery
· Curricular / extra-curricular taster sessions / festivals
· Volunteering, pathways to volunteering / leadership
· Involvement in Active Schools Holiday Programme

This last term has seen Active Schools have links with 25 sports clubs in the city. This has allowed children to start to move from school clubs through to the community club setting. Work has been done on the monitoring of participants moving through to clubs, recording both numbers and experiences. The level of monitoring varies from club to club so additional work will be needed to improve on this aspect of school to club links.

The next term will see Active Schools continue to work with existing linked clubs to continue to provide pathways for pupils moving into the community sport session. Further to this new clubs will be identified and approached about forming links throughout the city. There will also be a lot of work and development happening around the 3 initial Community Sports Hubs at Albury, Grammar FP's and the Disability Hub at ASV.

05.04c - Support the development of quality public spaces which provide residents of the City with a high quality of life

ECS ArtDev 003	Public Art Project					
Description	With support from Aberdeen City Council's Cultural Grant scheme a new public art project, Art Engagement', has been developed. This project will use various innovative methods to actively consult and involve communities in the development of commissioned public art pieces. This process of community engagement will form the basis for the development of a public art tool-kit and policy which is reflective of the wants and needs of the city and its residents. http://www.aberdeencity.gov.uk/Arts/whitespace/art_engagement.asp					
Managed by	Neil Bruce	**Lead Officer**	Elspeth Winram	**Progress**	⬣	83%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2012	**Completion Date**		
Progress update						

The artists for the Aberdeen Olympic Public Art Commission were confirmed in Jan 2012. This will build on previous projects such as the public art project 'Art Engagement' by Amy Marletta in the Green' in April 2011. Also a community engagement project called 'Big Fit' a collaborative community project with Seaton Art and History group completed in May 201.

Timeline
The Public Art toolkit was launched in September 2012 and is available to the public. The first Public Art Education programme of artist talks were been developed and delivered to residents in Aberdeen in October 2011. Also the first round of Public Art commissions have been launched and closing date is December 2011.
Strategy team and External funding officers have gained £250,000 in funding from the EU lively Cities Programme. Arts Development are working with the Strategy team support delivery of programme

Background
The research and consultation work undertaken as part of Aberdeen's 'City of Culture' Feasibility Study in 2009 and the development of the 'Vibrant Aberdeen' Cultural Strategy clearly highlighted the requirement to establish a structure which supports the development of contemporary public art in the city. With support from Aberdeen City Council's Cultural Grant scheme a new public art project, 'Art Engagement', has been developed. This project will use various innovative methods to actively consult and involve communities in the development of commissioned public art pieces. This process of community engagement has formed the basis for the development of a public art toolkit and policy which is reflective of the wants and needs of the City and its residents.

ECS ArtsEd 006	Leafing the Green					
Description	A two year writer in residence programme as the main education initiative for The Green Townscape Heritage Initiative. Due to start in September 2010. Funding: £50,000 Scottish Arts Council Lottery; £20,000 The Green Townscape Heritage Initiative (THI)					
Managed by	Neil Bruce	**Lead Officer**	Jacky Hardacre	**Progress**	▶	66%
Start Date	01-Mar-2010	**Due Date**	28-Feb-2013	**Completion Date**		
Progress update						
A two year writer in residence programme as the main education initiative for The Green Townscape Heritage Initiative commenced in October 2010. Funding of £50,000 from Scottish Arts Council Lottery and £20,000 The Green Townscape Heritage Initiative (THI). Good early progress with the schools in the Torry ASG. Community activities still to progress. February 2012 -Working towards public art installation for the THI area and end of project publication and event to celebrate participants' achievements.						

Priority 06 - Engagement in Arts, Heritage, Culture and Sport

06.01 - Raise the profile of culture and sport nationally and internationally

06.01a - Establish a strong brand for the City

ECS CulSp 002	Establish a strong brand for the City
Description	

Managed by	Neil Bruce	Lead Officer	Lesley Thomson	Progress	▶	40%
Start Date		Due Date	31-Mar-2016	Completion Date		

Progress update

Work is ongoing to establish a strong brand for the City

06.01b - Attract major cultural and sporting events to the City

ECS CulSp 003	**Maximise the benefits to be gained from attracting and generating major sports and cultural projects to the City**					
Description	The Commissioning team seeks to maximise the opportunity to engage the Citizens of Aberdeen in projects which improve the City's profile locally, nationally and internationally, supporting major projects and policy developments which deliver on 'Fit for the Future' and 'vibrant Aberdeen'					
Managed by	Neil Bruce	Lead Officer	Lesley Thomson	Progress	⚠	40%
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date		

Progress update

The Culture and Sport commissioning team have supported Aberdeen Sports Village and RGU to bring the Cameroon Olympic team to Aberdeen and will be working with the two Universities to programme community and schools programmes to maximise investment and engagement with local community groups. The EU funded lively Cities programme will commission in the next two months two public art projects in the Green area. The City's Public art aspirations have been further enhanced with the first Cultural Olympiad Public Art initiative. The games legacy update for the City will be presented to councillors at Committee In March 2012.

ECS M&G 003	**Attract major exhibitions to the City's Museums and Galleries**					
Description						
Managed by	Neil Bruce	Lead Officer	Christine Rew	Progress	▶	66%
Start Date	01-Apr-2010	Due Date	31-Dec-2013	Completion Date		

Progress update

The world's most prestigious portrait competition, the BP Portrait Award 2011 finishes it showing at Aberdeen Art Gallery on 21 January 2012. A new exhibition From Van Gogh to Vettriano Hidden Gems from Private Collections - an outstanding selection of paintings and sculpture opened on 4 February 2012 to record numbers of visitors. This exhibition focused on the connections between the public holdings of the city and the tastes of its private collectors.

06.01c - Develop partnership networks and links with both cultural and non cultural bodies

ECS ArtDev 004	**Delivery of Twinning Projects**					
Description	Arts Development has developed projects for ten years with Clermont Ferrand, Stavanger and Regensburg. The partnerships that have developed have led to successful cultural exchanges.					
Managed by	Neil Bruce	**Lead Officer**	Elspeth Winram	**Progress**	🔺	75%
Start Date	01-Apr-2010	**Due Date**	01-Dec-2016	**Completion Date**		

Progress update

RSNO project with Aberdeen residents is now complete. 2 groups from Aberdeen took part in the project alongside groups from Aberdeenshire. This culminated in the residents being part of the chorus with the RSNO orchestra in October 2011. Evaluation of the project is now underway.
In June 2011 Arts Development, Visible Fictions and APA travelled to Regensburg with a group of 10 young people to perform at Burgerfest, the twin city's festival.
In July the Arts Development team also worked in partnership with APA to to create an inviting environment for "Spend a Minute with Us" during the Culture Crush, Aberdeen's weekend of creativity part of London 2012 Open Weekend.

ECS ArtDev 005	**National Galleries Scotland Project - Silver City Soul**					
Description	This project will employ a locally based contemporary artist to engage and facilitate two community groups in the Aberdeen area. National Galleries Scotland outreach officers will support the artists throughout the projects. The groups will interpret and discuss arts from the National Galleries Scotland and Aberdeen Art Gallery collections and then create their one contemporary response to those works based on their views of local issues					
Managed by	Neil Bruce	**Lead Officer**	Elspeth Winram	**Progress**	🛑	75%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2012	**Completion Date**		

Progress update

This collaborative visual arts project will be a partnership between the National Galleries of Scotland (NSG) and Aberdeen City Council. Partnership is at the heart of the NGS strategy which strives to make the national art collection more widely accessible as part of its 'Gallery without Walls' policy. This project aims to produce a community-generated portrait of Aberdeen's city and people inspired by works of art in the collections of NGS and Aberdeen Art Gallery.

The Exhibition in the IT Gallery in Edinburgh in April 2011 was a great success. There is ongoing work with groups from Aberdeen who are filming and taking photographs of Aberdeen with local artist Adam Proctor supported by the Arts Development team.

An exhibition devised in collaboration with representatives of Aberdeen's communities will take place in Aberdeen Art Gallery from 11.2.12 - 24.3.12.

ECS ArtsEd 001	**Arts Extreme**

Description	Major arts participation project with National Theatre of Scotland and Transition Extreme Sports Ltd using the experience of extreme sports as the inspiration to create new artistic work. Focussed on three schools and their communities, the project will culminate in a festival of events during March 2011. Funding: £275,000 - Scottish Arts Council; £35,000 - National Theatre of Scotland; £15,000 - Shell; in kind support from Transition Extreme				
Managed by	Neil Bruce	**Lead Officer**	Jacky Hardacre	**Progress**	🛑 71%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2012	**Completion Date**	
Progress update					

Major arts participation project with National Theatre of Scotland and Transition Extreme Sports Ltd using the experience of extreme sports as the inspiration to create new artistic work. Focussing on three schools and their communities, the project will culminate in a festival of events during March 2011.

9 October 2010 - flash mob performances in the Bon Accord Centre and St Nicholas Centre were part of EXTREME, an interdisciplinary partnership project led by the Arts Education Team and the National Theatre of Scotland. Over 100 school pupils and community members surprised crowds of shoppers by breaking into a dance routine. After the four minute performance, participants immediately split up and went about their day.

16 December - Extreme Ceilidh at Beach Ballroom. Public performance cancelled due to heavy snow, however cast performed the event which was filmed.

11-23 March 'Nothing to See Here' performed at Linksfield Community Centre to sell out audiences.

ECS ArtsEd 009	Strategic Music Partnership (Aberdeen City and Aberdeenshire area)				
Description	The Arts Education Team are the lead partner working with Aberdeenshire Council and approx 60 local music providers to develop an overarching strategic music partnership and vision for music for children and young people in the North East of Scotland.				
Managed by	Neil Bruce	**Lead Officer**	Jacky Hardacre	**Progress**	▶ 42%
Start Date	01-Apr-2010	**Due Date**	31-Dec-2012	**Completion Date**	
Progress update					

The Arts Education Team are the lead partner working with Aberdeenshire Council and approximately 60 local music providers to develop an overarching strategic music partnership and vision for music for children and young people in the North East of Scotland. Funding: £180,000 Scottish Arts Council, £12,000 Aberdeenshire Council and £12,000 Aberdeen City Council

ECS ArtsEd 011	Creative Learning Network	
Description	The creation of a new Creative Learning Network for Aberdeen City as part of the Government Action Plan on Education and the Arts, Culture and Creativity. The network will embed creativity within all aspects of learning set within the context of Curriculum for Excellence and 'Aberdeen: City of	

Learning'. The network will involve colleagues from across EC&S and cultural providers in the region

Managed by	Neil Bruce	Lead Officer	Jacky Hardacre	Progress		80%
Start Date	01-Apr-2010	Due Date	31-Dec-2012	Completion Date		

Progress update

The Arts Education Team had been awarded £10,000 from the Scottish Arts Council and Children in Scotland to establish a creative learning network in the city. The team has been successful in attracting the maximum amount which can be awarded, and the money will be used to develop new and existing creative learning networks, and to champion the arts, culture and creativity in schools and communities within the context of the Curriculum for Excellence.

06.02 - Increase investment in arts, heritage, culture and sport

06.02a - Work with local and national partners to develop revenue and capital streams to invest in arts, culture, heritage and sports in the City

ECS CulSp 004 Work with local and national partners to develop revenue and capital streams to invest in arts, culture, heritage and sports in the City

Description						
Managed by	Neil Bruce	Lead Officer	Lesley Thomson	Progress		40%
Start Date		Due Date	31-Mar-2016	Completion Date		

Progress update

Work to develop revenue and capital investment streams is ongoing.

ECS CulSp 009 Develop a policy framework for culture and sport

Description	The Culture and Sport commissioning team is responsible for ensuring a policy framework to support the culture and sports sector which maximises the investment and provides direction for partner organisations					
Managed by	Neil Bruce	Lead Officer	Lesley Thomson	Progress		40%
Start Date	27-Mar-2012	Due Date	27-Mar-2016	Completion Date		

Progress update

The pitch strategy/Leisure asset plan is currently out to tender. Work has begun on the proposed heritage strategy, access to leisure review, and an ALO (Arms length organisation) policy which will provide some overarching principals within which Aberdeen City Council will expect its funded organisations to operate. Early in the new financial year the scope of a cultural asset plan will be developed and invitations will be invited for the tender. An update on the Public Art Policy will be provided to

Committee in the Autumn. 20/4/12 the pitch strategy/leisure asset plan tender will be allocated in May 2012.

06.03 - Raise the profile of culture and sport in the City

06.03a - Develop and deliver Culture and Sport priorities

ECS CulSp 005	Develop and deliver the priorities within 'Vibrant Aberdeen' – A Cultural Strategy for Aberdeen					
Description						
Managed by	Neil Bruce	**Lead Officer**	Lesley Thomson	**Progress**	✅	100%
Start Date	01-Apr-2010	**Due Date**	31-Dec-2016	**Completion Date**	09-May-2012	
Progress update						

The strategy was launched in Aberdeen University during a cultural conference hosted by InterCult on Friday the 30th of April 2010. The Strategy, developed by the Cultural Forum for Aberdeen, 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.

The Strategy Team is working with external funding officers to maximise future initiatives in terms of EU funding, in particular those which relate to public space and EU City of Culture. The SOA targets will be reviewed in accordance with the next corporate SOA review by the Strategist representing the sector on the lead officers group. The Lively Cities bid allows for a level of continuing professional development which will increase capacity and knowledge. The public art strategy, currently a work in progress, will provide a framework for achieving planning gain and community benefits opportunities. Progress 15%

ECS CulSp 006	Develop and deliver the priorities within 'Fit for the Future' – Sport and Physical Activity Strategy for the City					
Description	Fit for the Future, launched on 31 August 2009, is Aberdeen City's Sport and Physical Activity Strategy that 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". www.aberdeencity.gov.uk/Sports/spr/spr_fit_future.asp					
Managed by	Neil Bruce	**Lead Officer**	Lesley Thomson	**Progress**	▶	56%
Start Date	31-Aug-2009	**Due Date**	31-Dec-2015	**Completion Date**		
Progress update						

Fit for the Future, Aberdeen City's Sport and Physical Activity Strategy was launched on 31 August 2009. It defines the strategic direction for sport and physical activity in Aberdeen until 2015.

The Active Aberdeen Forum will convene next in March 2011 to consider the priority based budgeting process and sporting priorities. Sport is considered within the learning

strategy as a key means by which health and well being can be improved, and this will be further evidenced in the HGIOCS self evaluation where commissioned services will be evaluated. The team are concluding the planning the benefits to the Sheddocksley pitches agreed as part of the planning gain from the sale of the Oakbank school site. An ongoing review of the funding agreements with local and national sports bodies will form part of the root and branch review of culture and sports organisations. Staff continue to support Sports governing bodies and as part of PBB will review all funding agreements. The process for agreeing community sports hubs will be concluded in March, and a partnership agreement with sportscotland concluded to continue active schools Progress 12%.

06.03b - Move to Cultural Trust

ECS_C03	Move to Cultural Trust					
Description	Creation of a Cultural Trust. Transfer the operation of Art Gallery and Museums from the Council to a charitable trust. Trust could include other services such as Community Learning and Development, Libraries and Arts services. Potentially the Trust could be formed with other existing bodies and/or closer working with neighbouring councils. A full options appraisal regarding the composition of the proposed cultural trust is required and a scoping exercise undertaken to define which services are included. This will impact on the benefits in Year 5 and potential one-off costs.					
Managed by	Patricia Cassidy	Lead Officer	Neil Bruce	Progress	🔺	33%
Start Date	31-Mar-2011	Due Date	31-Mar-2016	Completion Date		
Progress update						

Initially, the PBB-led work was described as "Move to a Cultural Trust", however this was retitled, "Future Delivery of Cultural Services" to ensure that there were no preconceptions about the final proposed delivery mechanism. The scope of the potential arms-length organisation includes consideration of Council operational cultural services and partners.

06.03c - Root and branch review of commissioned arts and sports services

ECS_C10	Review of External Investment in Culture and Sport					
Description	Priority Based Budgeting Option (ECS C_10) A comprehensive review of Aberdeen City Council's external investment in culture and sport. This review, being led by the Culture and Sport Commissioning Team, will establish a series of recommendations on the structure of future investment as well as ways of improving our relationship with partners. The review will incorporate extensive research and analysis of existing information and consultation with existing local and national partners.					
Managed by	Neil Bruce; Lesley Thomson	Lead Officer	Lesley Thomson	Progress	▶	33%
Start Date	03-Oct-2011	Due Date	31-Mar-2016	Completion Date		
Progress update						

The Commissioning Officer and colleagues have begun work on the review with upwards of 20 organisations. The review will cover governance and finance, strategic planning, quality, business planning, capacity, partnership working and alternative models of delivery. Elected members will be briefed in a number of sessions following the Election. The review runs parallel to the Options appraisal for the future delivery of the City's Cultural services. The review will conclude in march 2013 with recommendations for the future funding of organisations for 2013.14 onwards. progress 40%

06.04 - Recognise and celebrate the City's heritage

06.04a - Celebrate, preserve and interpret our tangible and intangible cultural heritage

ECS M&G 005	Develop a cultural programme reflecting the uniqueness of the area exploiting our unique assets					
Description						
Managed by	Neil Bruce	Lead Officer	Christine Rew; Lesley Thomson	Progress	▶	30%
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date		
Progress update						
Granite Month 2011 complete and the cultural programme ongoing.						

06.05 – Attract and retain creative practitioners in the City

06.05a - Provide and facilitate a comprehensive programme of professional platforms, opportunities and investment

ECS ArtDev 006	Provide skills and creative development opportunities to local artists					
Description	To offer work opportunities, training or sign post artist training to other cultural providers.					
Managed by	Neil Bruce	Lead Officer	Elspeth Winram	Progress	⚠	66%
Start Date	01-Apr-2010	Due Date	01-Apr-2016	Completion Date		
Progress update						
Ongoing training for local artists in participatory arts. This year is the second year of the internship programme with RGU. Karen Watt a recent graduate has been working alongside the Arts Development team. Her exhibition in the Lemon Tree runs Nov 11 - Feb 2012.						

Priority 07 - Helping those with different needs

07.01 - Support children and young people through an integrated children's service with single points of access

07.01a - Implementation and delivery of Integrated Children's Services Plan

ECS FVL 003	Implementation and delivery of Integrated Children's Services Plan 2011-15					
Description	Develop and deliver Integrated Children's Services Plan for 2011/12 - 2015/16 to establish local priorities and measure progress to improve outcomes for children, young people and their families					
Managed by	Sheila Sansbury	**Lead Officer**	Louise Beaton	**Progress**	▶	25%
Start Date	01-Apr-2011	**Due Date**	31-Mar-2015	**Completion Date**		
Progress update						
The ICS plan was formally launched at an event in Marischal College in December 2011 and has been distributed to all partners and outcome groups.						

07.01b - Raise awareness and provide early intervention and support to help children, young people, their families and carers access services to meet their individual needs within the requirements of Getting It Right For Every Child (GIRFEC)

ECS FVL 004	Raise awareness and provide early intervention and support to help children, young people, their families and carers access services to meet their individual needs with the requirements of GIRFEC					
Description						
Managed by	Sheila Sansbury	**Lead Officer**	Liz Moore	**Progress**	▶	40%
Start Date	12-Apr-2012	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Our programme of GIRFEC awareness raising and early intervention is ongoing						

07.02 - Support vulnerable learners to achieve their full potential

07.02a - Early identification and assessment of children and young people with additional support needs

ECS Edu 014	Early identification and assessment of children and young people with additional support needs

Description						
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**	▶	40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
The early identification and assessment of children and young people with ASN is an ongoing priority for us						

ECS Edu 015	**Evaluate ASN bases in primary schools as part of school improvement approach**					
Description						
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**	▶	40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
An evaluation of ASN bases in primary schools is currently ongoing.						

ECS Edu 016	**Develop robust outcomes based approach to the improvement of ASN service provision**					
Description	Stronger focus on the collection and intelligent use of performance, attainment and achievement data to ensure all learners achieve their potential					
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi; Liz Gillies	**Progress**	▶	40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
The development of an outcomes based approach is an important strand of our Inclusion Review and work is ongoing.						

ECS Edu 026	**Redesign of Pupil Support Service**					
Description						
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**	▶	40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						

Our redesign of the PSS is one of the Inclusion Review strands and work is ongoing

07.02b - Review and redevelopment of inclusion strategy

ECS Edu 017	Review and redevelopment of Inclusion Strategy					
Description	To review and develop and over-arching Inclusion Strategy and under pinning policies					
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**	▶	0%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						

A systematic review of the Inclusion Strategy will now be undertaken and a steering group chaired by the Director of Education, Culture and Sport. Membership of the group is drawn from across the Education, Culture and Sport Service and also outwith the Service. An initial task for the steering group is to agree an overall timescale. Regular updates will be provided to committee via bulletins and as required via committee reports drafted for decision making.

07.02c - Development and implementation of positive behaviour strategy

ECS Edu 018	Development and implementation of Social, Emotional and Behavioural Needs (SEBN) Policy and Strategy					
Description	This policy and strategy links to the Inclusion Strategy Review - ECS Edu 017					
Managed by	Sohail Faruqi	**Lead Officer**	Helen Milne	**Progress**	▶	28%
Start Date	08-Feb-2012	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						

Meeting scheduled for 17 February 2012 to project plan and define priorities.

07.02d - Multi-disciplinary implementation of the Joint Child Protection Action Plan to improve the effectiveness of child protection services and meet the needs of vulnerable children and families

ECS FVL 005	Multi-disciplinary implementation of the Joint Child Protection Action Plan to improve the effectiveness of child protection services and meet the needs of vulnerable children and families
Description	

Managed by	Sheila Sansbury	Lead Officer	Zandra Morrison	Progress	▶	50%
Start Date	12-Apr-2012	Due Date	31-Mar-2016	Completion Date		
Progress update						
The implementation of the Joint Child Protection Action Plan is ongoing						

07.02e - Reduce the number of out of authority placements by redesign of existing local services

ECS_C26	Reduce the number of out of authority placements by redesign and small addition to existing local services					
Description						
Managed by	Patricia Cassidy; Susan Devlin	Lead Officer	Patricia Cassidy; Susan Devlin	Progress	▶	40%
Start Date	01-Apr-2011	Due Date	31-Mar-2016	Completion Date		
Progress update						
Our commitment to reduce out of authority placements is ongoing						

07.02f - Develop a programme of support for young carers

ECS FVL 009	Develop a programme of support for young carers					
Description						
Managed by	Sheila Sansbury	Lead Officer	Sheila Sansbury	Progress	▶	50%
Start Date	01-Apr-2010	Due Date	31-Mar-2013	Completion Date		
Progress update						
Young Carers work is supported by VSA in partnership with CLD Services						

07.02g - Identify and support vulnerable learners of all ages

ECS CLD 018	Healthy Minds - Working with adults in recovery of mental health to access leisure and learning opportuities throughout Aberdeen City
Description	To provide guidance and support to those in recovery of mental health. To identify and assess learning or leisure opportunities for individuals. To organise

	small groups for those in recovery to support their learning and leisure goals. To support tutors. To work in partnership to provide appropriate provision. To promote and raise awareness of mental health.					
Managed by	Gail Woodcock	**Lead Officer**	Jill Bremner; Wendy Coutts; Jackie Thain	**Progress**	▶	5%
Start Date	01-Aug-2011	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Milestones to be developed first quarter 2012						

07.03 - Ensure our services and facilities are accessible to all

07.03a - Provide up to date and accessible information on services and facilities via the Family and Information Service

ECS FVL 008	**Provide up to date and accessible information on services and facilities via the Family and Information Service**					
Description	Support all families to make informed choices about services specific to their needs.					
Managed by	Sheila Sansbury	**Lead Officer**	Catriona Sim	**Progress**	▶	2%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Service working towards national quality award, Families First Award with NAFIS to ensure a quality service is being provided in Aberdeen City.						

Priority 08 - Better Performing/Value for Money

08.01 - Simplify and standardise service provision targeting resources to the right areas and helping to balance budgets

08.01a - Identify and explore shared services delivery and joint contracts to achieve better outcomes, best value and reduce procurement costs

ECS_C17	**Develop a joint Educational Psychology Service with neighbouring authorities**
Description	To explore the development of a joint EP Service with neighbouring authorities. It is anticipated that it would be possible to reduce managerial costs and it is suggested one principal and a team of deputes could manage the field work EP's which could be aligned with the local authority 'patches' for service delivery. The cost savings are likely to be marginal if we retain the current level of EP's across the neighbouring authorities as the EP management payscales are nationally negotiated.

Managed by	Patricia Cassidy	Lead Officer	Sheila Sansbury	Progress		0%
Start Date	01-Apr-2011	Due Date	31-Mar-2016	Completion Date		

Progress update
Our EPS are currently implementing their Improvement Plan.

ECS_C22	Contract Out Non Staff and Non School Catering at Beach Ballroom/Art Gallery
Description	These services are integral to income generation, should a standalone Cultural Trust be set up. The proposal includes current visitor catering services within the Art Gallery, Aberdeen Maritime Museum and Provost Skene's House, as well as the operation of the Beach Ballroom, which includes venue hires. Civic catering is included, currently being provided by staff at the Ballroom. Catering at Aberdeen Maritime Museum is already contracted out, and whilst there will might be some savings if the contract is re-tendered along with the other Museums and Galleries sites, these will not be significant new savings for the Maritime Museum site, and will not include savings on salaries at this site as the catering staff based there are currently employed by Sodexho.

Managed by	Patricia Cassidy	Lead Officer	Neil Bruce	Progress		20%
Start Date	09-Aug-2011	Due Date	31-Mar-2016	Completion Date		

Progress update
Catering operations at the Maritime Museum are currently being reviewed. The options appraisal under ECS_C03 includes consideration of the catering operations. Change control submitted for co-joining ECS_C22 and ECS_C3 and accepted by PMO Sponsor Group

ECS_C25	Explore potential shared services with other local authorities (EC&S)
Description	Bring together services across local authorities in Education, Culture and Sport. Possible other shared services with other public bodies.

Managed by	Charlie Penman	Lead Officer	Lesley Kirk	Progress		25%
Start Date	01-Jul-2011	Due Date	31-Mar-2013	Completion Date		

Progress update
Meetings taking place with East Lothian and Midlothian Councils on 25 August 2011   Productive discussions underway with several authorities.

08.01b - Delivery and achievement of efficiency savings and transformation options

08.01c - Implementation of robust corporate systems and processes

ECS DSup 006	Service implementation of corporate robust HR processes and procedures

Description						
Managed by	Lesley Kirk	**Lead Officer**	Lesley Kirk	**Progress**	▶	40%
Start Date		**Due Date**	31-Mar-2013	**Completion Date**		

Progress update

Work is ongoing with colleagues in the HR Service Centre and our HR Business Partner to ensure that HR processes and procedures are adhered to across the Directorate. A new corporate 'Establishment Control Governance Protocol - A Guide for Managers', has been issued across all service areas. We are working towards regular reporting to heads of establishments with their established staff listed, containing post details, vacancies and cost centre information which will need to be checked for accuracy. The guidance stresses the importance of notifying HR and Finance colleagues of all staffing changes so that PSe and efinancials are accurate. This will not only ensure that staff are paid correctly but that service reports are based on robust data.

ECS DSup 007 Service implementation of corporate robust financial systems – PECOS, E-Financials, Collaborative Planning

Description						
Managed by	Lesley Kirk	**Lead Officer**	Lesley Kirk	**Progress**	▶	30%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**		

Progress update

To facilitate improved budget monitoring, all budget holders who manage budgets totalling £250,000 have been having regular face to face meetings with a nominated Services Accounting contact. These meetings, which have been taking place since December 2010, have also provided both parties with a better understanding of the operating position and challenges being faced. The SLA target is for each budget holder over the £250k threshold to have nine face to face meetings each year with their Service Accountant.

08.01d - Explore options for alternative service delivery models for culture and sport

ECS CulSp 007 Explore future models for the delivery of culture and sports services

Description	The commissioning team will work collaboratively with internal and external partners to maximise the value of current funding by promoting, where appropriate, collaborative working and volunteering, to improve and develop the infrastructure of culture and sports services in the City					
Managed by	Neil Bruce	**Lead Officer**	Lesley Thomson	**Progress**	⚠	40%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**		

Progress update

This action is being explored through a number of models. The options appraisal for the future delivery of cultural services, due to be presented to Councillors in March 2012: the recently concluded HGIOC and S pilot undertaken with Aberdeenshire, which will be further developed into a series of joint outcomes: the Root and Branch review

of arts and sports organisations, which will be recommending alternative models of service delivery where appropriate and potential new partnership models. This is due to come to a conclusion in March 2013 with a new ALO policy for the external commissioning of arts and sports services. progress 25%

08.01e - Maximise opportunities for generating income to support development programmes

08.02 - Demonstrate our commitment to continuous improvement

08.02a - Introduce a rolling cycle of service validated self assessment

ECS Edu 019	Validated Self Evaluation Service Review					
Description	Introduction of rolling cycle of service validated self assessment review involving service users, community, peers and managers					
Managed by	Liz Gillies	Lead Officer	Liz Gillies	Progress	▶	38%
Start Date	01-Apr-2011	Due Date	01-Jul-2012	Completion Date		
Progress update						

The ongoing self evaluation which staff in schools carry out on a regular basis is providing the starting point for all improvement. In addition all schools have produced a High Level Curriculum map which have informed the school improvement plans for session 2010-2011. All plans have been submitted and feedback given. The Quality Improvement Officers (QIOs) continue to monitor the standards in school through regular visits, continuous support and feedback. A more proportionate approach is being delivered to ensure that schools receive the necessary support and challenge according to need and current circumstances. A new model of School Review is being developed which will involve a wider group of personnel including peer head teachers, experienced practitioners, parents and pupils. A group to plan for the new review model will meet in March with a view to piloting the new model in one Primary school and one secondary school in June 2011.

ECS P&P 001	Implementation of How Good is Our Council self assessment framework					
Description						
Managed by	Sarah Gear	Lead Officer	Sarah Gear	Progress	▶	40%
Start Date	01-Apr-2012	Due Date	31-Mar-2013	Completion Date		
Progress update						

Several self evaluation sessions have been carried out corporately. CMT are currently considering a whole-scale redesign of the Council's planning framework in order to embed self evaluative and outcomes-based approaches in service planning and priority based budgeting.

08.02b - Effective monitoring and reporting of performance against quantitative and qualitative measures

ECS P&P 002	Implementation of Covalent Integration Module						
Description	Configuration of the Covalent Integration Module with third party management information systems will enable scheduled extraction of performance data to Covalent via a web service						
Managed by	Sarah Gear	**Lead Officer**	Denise Godsman	**Progress**	▶	42%	
Start Date	01-Apr-2011	**Due Date**	31-Mar-2013	**Completion Date**			
Progress update							
Communities Team have requested a copy of the XML schema for PIES. Meeting held on 1 March with ICT Account Manager to discuss logistics of data integration and integration. Request submitted to Covalent for assistance with implementation process.							

08.02c - Effectively monitor and evaluate the impact of arts, culture, heritage and sports activities

ECS CulSp 008	Implementation of 'How Good is Our Culture and Sport'						
Description	Self evaluation models to be developed which allow for qualitative reporting and evidencing on culture and sport services, and to enable better targeting.						
Managed by	Neil Bruce	**Lead Officer**	Lesley Thomson	**Progress**	⚠	40%	
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**			
Progress update							
This project is being jointly implemented with Aberdeenshire Council and with support from Education Scotland, within the overall Scottish pilot project, to assess the value and benefits it brings. Three joint development days have been held and both authorities have presented and reflected on the experiences of undertaking this self-validated evaluation. Both City and Aberdeenshire services have reviewed the work to date and agreed to prepare reports.							

ECS LIBIS 17	Monitor and evaluate the quality and impact of Library and Information Services via the Public Library Quality Improvement Matrix						
Description	Assessment of performance against nationally accepted standards for a public library service						
Managed by	Neil Bruce	**Lead Officer**	Fiona Clark	**Progress**	✅	100%	
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**	08-Feb-2012		
Progress update							
Indicator 2 - Community and Personal Participation level 5 "Very Good" awarded draft report received 2/2/12							

ECS M&G 011	Monitor and evaluate the quality and impact of Museums and Galleries services via the Museum Galleries Scotland Quality Improvement System

Description	The MGS Quality Improvement System (QIS) is a simple self-assessment tool for Accredited museums and galleries which will help them to continuously monitor the quality of their services.					
Managed by	Neil Bruce	**Lead Officer**	Christine Rew	**Progress**	▶	20%
Start Date	08-Feb-2012	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Work is ongoing to gather evidence for the Museums and Galleries QIS indicator 2; first review due at end of August.						

08.02d - Effectively monitor and evaluate the impact of community learning activities

ECS CLD 019	**Ensure high quality performance to meet standards in 'How Good is Our Community Learning and Development 2"**					
Description	Through programme of CPD and performance management support staff team and partners to improve outcomes					
Managed by	Gail Woodcock	**Lead Officer**	Alona Murray	**Progress**	▶	17%
Start Date	01-Aug-2011	**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Good progress being made across range of CPD and performance management activities. Recent Education Scotland inspection of St Machar learning community confirmed progress and raised new ideas for further development priorities.						

Priority 09 - Skilled and Trained Staff

09.01 - Skilled workforce with the knowledge, understanding and expertise required to carry out their duties

09.01a - Ensure our leaders at all levels in the service have the knowledge, skills, dispositions and resilience to be effective agents of change and improvement, and effective leaders of learning

ECS CPD 001	**Develop an explicit and coherent policy and guidance framework for leadership and management development for the Service.**					
Description	The Framework for Leadership Development will set out the service's overall vision for the the development of leadership capacity within its staff; it will provide clear structure, pathways and development opportunities for all members of staff.					
Managed by	Sarah Gear	**Lead Officer**	Andrew Jones	**Progress**	✔	100%
Start Date	18-May-2012	**Due Date**	30-Apr-2012	**Completion Date**	09-Mar-2012	

Progress update

A leadership development policy has been drafted and was presented to ECS Committee on 23rd February. A leadership development framework has been produced and launched on Glow and the Zone.

ECS CPD 002	Implement a programme of professional development opportunities to develop leadership skills across the service						
Description							
Managed by	Sarah Gear	**Lead Officer**	Andrew Jones	**Progress**	▶		83%
Start Date	18-May-2012	**Due Date**	31-Dec-2013	**Completion Date**			
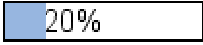
Progress update

We successfully delivered two seminars to head teachers in May 2012, which focused on the procedures for managing discipline and competence of teachers. Feedback has been extremely positive and there are plans to run these sessions on a regular basis, rolling them out to other managers within schools.

ECS CPD 003	Build leadership capacity for our emerging, existing and experienced leaders						
Description	Within a leadership and managment framework throughout the EC&S Service, support groups will be established to help identify and meet the leadership development needs of staff.						
Managed by	Sarah Gear	**Lead Officer**	Andrew Jones	**Progress**	▶		40%
Start Date	18-May-2012	**Due Date**	30-Jun-2012	**Completion Date**			

Progress update

A planning day took place at Danestone School in May, at which proposals for introducing support for further groups of staff were discussed. Work to set up these supports is continuing.

ECS CPD 010	Develop a service Workforce Strategy and Action Plan						
Description							
Managed by	Sarah Gear	**Lead Officer**	Anne Darling; Andrew Jones	**Progress**	▶		20%
Start Date	18-May-2012	**Due Date**	30-Jun-2012	**Completion Date**			

Progress update

A draft Workforce Development and CPD policy for the service has been created, and is due to be considered for approval by the ECS committee on 7th June.

09.01b - Develop and deliver comprehensive, high quality professional development programmes

ECS CPD 004	Annual analysis of development needs for staff across the service					
Description	Carry out a CPD needs analysis for staff in schools and in communities, culture and sport on an annual basis, to inform planning of appropriate development activities.					
Managed by	Sarah Gear	**Lead Officer**	Andrew Jones	**Progress**	✅	100%
Start Date	18-May-2012	**Due Date**	31-Mar-2013	**Completion Date**	09-Mar-2012	
Progress update						
CPD needs audits have been carried out with each of the teams across the service and the results of these are now being analysed, with a view to creating programmes of support for individual teams and the service as a whole.						

ECS CPD 005	Plan and deliver annual CPD programmes for all groups of staff					
Description	Based on the annual CPD needs audits and on the priorities identified by the service, programmes of professional development opportunities for all groups of staff in the service will be developed and delivered, on an annual basis.					
Managed by	Sarah Gear	**Lead Officer**	Andrew Jones	**Progress**	▶	50%
Start Date	18-May-2012	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Work in this area is continuing.						

ECS CPD 006	Develop and deliver a high quality New Teacher Induction programme					
Description	The New Teacher Induction Programme provides support to all probationer teachers working in Aberdeen City schools. It includes the provision of appopriate professional development opportunities throughout the induction year, as well as supporting school staff in supervising and assessing probationer teachers.					
Managed by	Sarah Gear	**Lead Officer**	Andrew Jones	**Progress**	▶	83%
Start Date	18-May-2012	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Work is continuing on schedule						

ECS CPD 007	Plan and deliver a programme of Service Improvement Conferences

Description	Programme of Improvement Conferences to run throughout the year, addressing service priorities and enabling staff across the directorate to contribute to service planning and improvement.					
Managed by	Sarah Gear	**Lead Officer**	Andrew Jones	**Progress**	▶	40%
Start Date	18-May-2012	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
A successful conference took place on 25th April, focussing on the themes of learning partnerships and service planning. Delegates were able to create action plans for themselves and their establishments based on the presentations and discussions which took place throughout the day. A further conference is planned for 20th June 2012 and a programme for 2012/13 is currently in development.						

09.01c - Develop an enabling culture throughout the workforce

ECS CPD 008	Recognise and celebrate the achievements of staff					
Description						
Managed by	Sarah Gear	**Lead Officer**	Andrew Jones	**Progress**	▶	50%
Start Date	18-May-2012	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
A new set of award categories has been agreed and the 2012 awards will be launched on 23rd May						

ECS CPD 009	Share practice at local and national level					
Description	Provide opportunities for staff to share their practice, with each other, and with colleagues at a local and national level					
Managed by	Sarah Gear	**Lead Officer**	Andrew Jones	**Progress**	▶	60%
Start Date	01-Jun-2010	**Due Date**	31-Mar-2013	**Completion Date**		
Progress update						
Work is progressing on schedule						

ECS EDPP 002	Development of Directorate Communications Strategy					
Description	Develop, publish and circulate a communications strategy.					
Managed by	Charlie Penman	**Lead Officer**	Lesley Kirk	**Progress**	⬤	71%

Start Date	01-Jun-2011	Due Date	31-Mar-2012	Completion Date	
Progress update					
Outcome of internal communications survey considered at ESMT on 10 January. SMs to consider outcomes and liaise with Project Manager on actions identified. Communications Group to reconvene in order to complete Internal Communications Policy and Guidelines.					

09.02 - Increase the quality and level of training and development opportunities for individuals and organisations within the external education, culture and sport sectors

09.02a - Provide and facilitate a comprehensive programme of CPD, volunteer opportunities and professional platforms

ECS CPD 011	Provide and facilitate a comprehensive programme of CPD, volunteer opportunities and professional platforms					
Description						
Managed by	Sarah Gear	**Lead Officer**	Andrew Jones	**Progress**	▶	40%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Work is ongoing						

Priority 10 - Working Together

10.01 - Improve joint working between the Council and its Partners to provide an inclusive approach to service delivery

10.01a - Develop network of partnerships with the public, private and third sector and define shared visions, aims and goals

ECS Edu 020	Development of a commissioning strategy for additional support needs service/provision including seeking greater opportunities with the Third Sector					
Description						
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**	▶	20%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		

Progress update
Work is ongoing as part of our Inclusion review.

ECS Edu 021	Work towards all services in Education, Social Services, Health and Voluntary Sector working in partnership with parents/carers to develop increasingly inclusive practice					
Description						
Managed by	Sohail Faruqi	**Lead Officer**	Sohail Faruqi	**Progress**	▶	20%
Start Date		**Due Date**	31-Mar-2016	**Completion Date**		
Progress update						
Work is ongoing as part of our Inclusion review						

10.01b - Encourage the participation of the public, private and voluntary sectors in our service planning and development

ECS EDPP 003	Encourage the participation of the public, private and voluntary sectors in our service planning and development					
Description						
Managed by	Charlie Penman	**Lead Officer**	Lesley Kirk	**Progress**	✓	100%
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**	02-Feb-2012	
Progress update						
Stakeholder engagements have taken place throughout 2010 as part of our work to develop the Learning Strategy. Our pupils survey offers the opportunity for schools to engage the views of pupils to help inform their own self evaluation. Library and Information Service to consult with current and potential library users on service development and delivery - systems and procedures in place to evaluate library taster sessions and events; Review customer comment procedures with a view to streamlining collation and publishing of outcomes						

Action Status	
🟧	Cancelled
🔴	Overdue; Neglected
🔔	Unassigned; Check Progress

	Not Started; In Progress; Assigned
	Completed

PI Status	
	Alert
	Warning
	OK
	Unknown
	Data Only

Long Term Trends	
	Improving
	No Change
	Getting Worse

Short Term Trends	
	Improving
	No Change
	Getting Worse

Risk Status	
	Alert
	High Risk
	Warning
	OK
	Unknown

EDUCATION, CULTURE AND SPORT SERVICE
Briefing note: Scottish Survey of Literacy and Numeracy 2011 (Numeracy)

Briefing Synopsis, background and context

This briefing provides a summary of information on the Scottish survey of literacy and numeracy for 2011. The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which monitors national performance in literacy and numeracy in alternate years, for school children at P4, P7 and S2. It will also provide information which will inform improvements in learning, teaching and assessment at classroom level.

The survey had three main objectives to:
1. Monitor and report nationally on achievement in numeracy at the P4, P7 and S2 stages. The 2011 results will establish a baseline for future monitoring of numeracy achievement over time.
2. Identify areas of numeracy strengths and weaknesses among pupils in Scotland to help inform policy initiatives and learning and teaching practices.
3. Gather information and report nationally on pupils' and teachers' experience of learning and teaching numeracy, along with their views about this experience.

Approximately 11,000 pupils participated in the survey, which took place in May 2011. The survey consisted of a set of written and practical assessments and a pupil questionnaire, with a further questionnaire completed by about 5,200 teachers. The assessments used in the survey were designed to assess the wide range of knowledge, skills, capabilities and attitudes across learning identified in the Curriculum for Excellence (CfE) experiences and outcomes. Pupils were assessed at the following Curriculum for Excellence levels: P4 First level, P7 Second level, S2 Third level.

The SSLN replaces the Scottish Survey of Achievement (SSA) which ran from 2004 to 2009. The SSLN has been developed to support assessment approaches for Curriculum for Excellence, and so results are not comparable with the SSA. All schools were asked to participate in the survey. The required sample size of about 4,000 pupils per stage, selected at random, was achievable with two pupils per stage (P4 and P7) in primary and twelve pupils per stage (S2) in secondary. Both publicly funded and independent schools were included. Special schools and schools with fewer than two or five pupils (at primary and secondary respectively) per stage were excluded.

N.B. Colleagues should note that since the SSLN is based on a sample of pupils rather than on the whole population, the results shown are estimates. That is to say there is an element of uncertainty within the results because the pupils sampled may not reflect the population exactly.

Learning and teaching resources have been developed by Education Scotland from the SSLN survey findings. This information is made available to teachers, schools and authorities to support and inform learning and teaching practice in the classroom. Some resources are available on the following Education Scotland website www.educationscotland.gov.uk/sslnresource, with further materials becoming available over the next months.

The main point of contact for this briefing note is: Sarah Gear, Service Manager (Policy and Performance) (☎ 01224 522865 ☝ sagear@aberdeencity.gov.uk)

Data Presentation and Analysis:
Key messages to note from this report are:

About 76 per cent of P4 pupils were performing well or very well in numeracy at first level, at P7 about 72 per cent of pupils were performing well or very well at second level and at S2 about 42 per cent of pupils were performing well or very well at third level.

Chart 2.3: Percentage of pupils performing "well" or "very well" at the relevant level, by gender
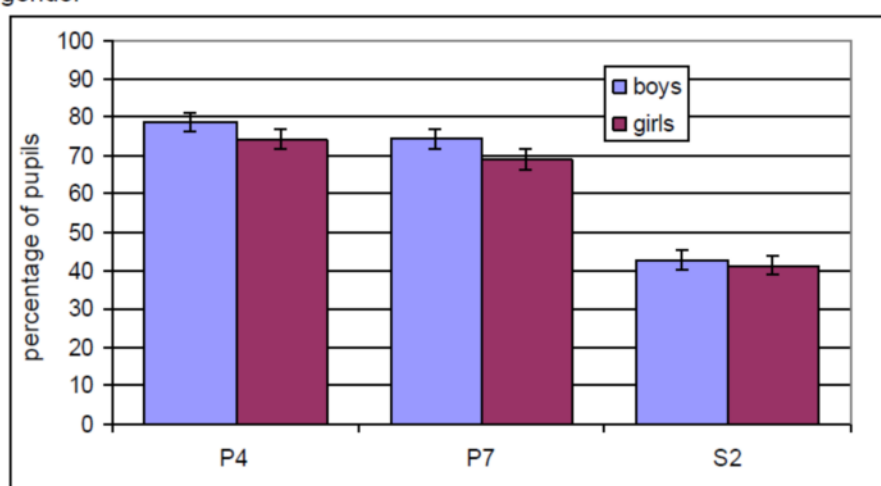
The percentage of pupils not yet working within their respective levels in numeracy was less than one per cent in P4, about two per cent in P7 and about 32 per cent in S2.

Boys tended to outperform girls in numeracy at P4 and P7, with the difference negligible in S2.

Deprivation appeared to affect performance most in S2. S2 pupils living in areas with lower levels of deprivation were twice as likely to be performing well or very well as pupils living in areas with higher levels of deprivation.

Chart 2.4 Percentage of pupils performing "well" or "very well" at the relevant level, by deprivation
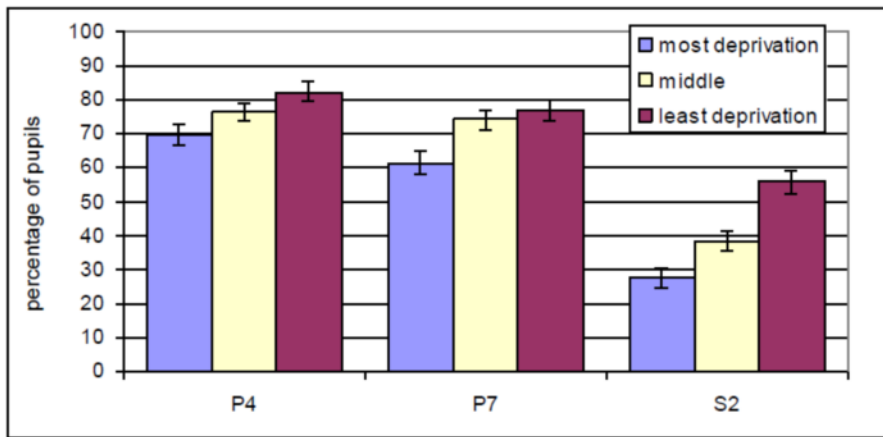
Pupils were generally more successful with tasks assessing *data & analysis* and *time*. Tasks assessing *measurement* and *fractions, decimal fractions & percentages* were found to be more challenging for learners.
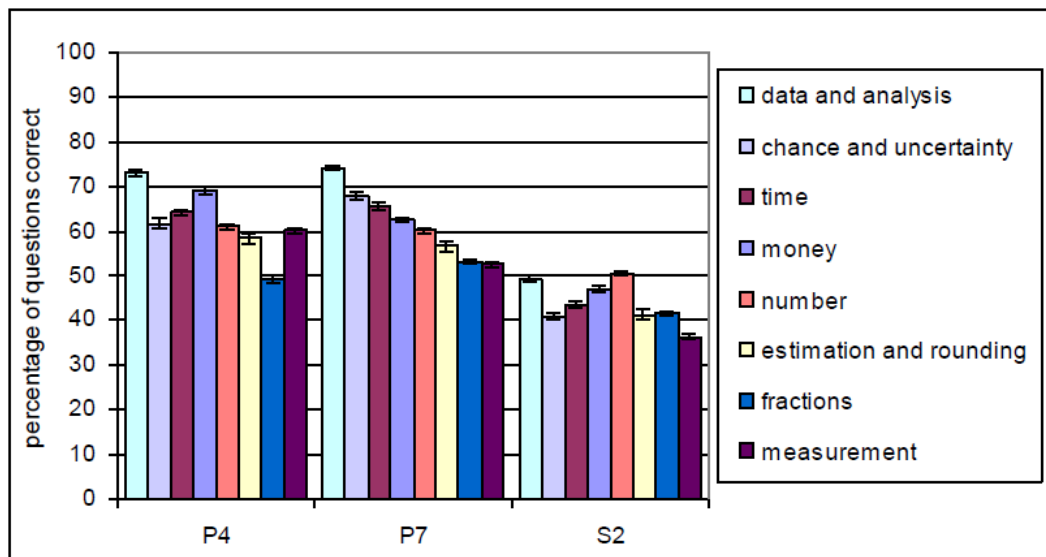
The vast majority of pupils said they enjoyed learning, though the strength of agreement reduced among older pupils. Over 90 per cent of pupils agreed that what they were learning would be useful to them outside school

Chart 3.2: How much do you agree with the following…?
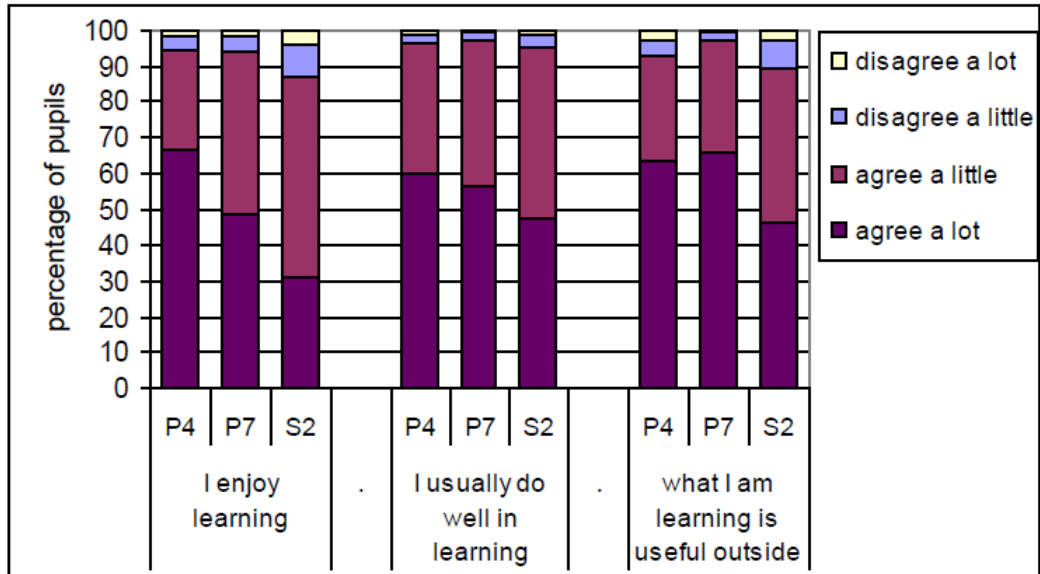
Pupils were more likely to receive feedback on performance and improvement in P4 and P7 than in S2.

Teachers reported high levels of confidence in delivering the Curriculum for Excellence (CfE) numeracy experiences and outcomes, with generally over 95 per cent of primary and secondary maths teachers very or fairly confident. The one exception was the area of *ideas of chance & uncertainty,* where primary school teachers reported the least confidence. This was also the area of least confidence amongst secondary non-maths teachers.

Chart 4.4: Proportion of teachers reporting they were "very confident" or "fairly confident" that they understood aspects of Curriculum for Excellence.
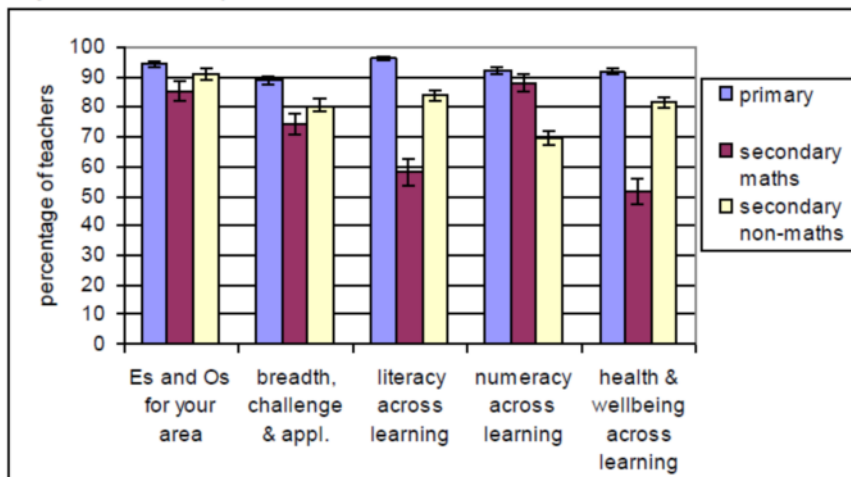
Over 90 per cent of primary school teachers and over 80 per cent of secondary school teachers reported they were very or fairly confident that they can improve learning using the CfE experiences and outcomes for their area. Teachers were also asked how often they had taken part in various forms of continuing professional development (CPD) in the last twelve months and, if they had, how useful they had found it. activities with the highest rating for level of impact were reading and discussing the numeracy experiences and outcomes with colleagues, peer observations and membership of working groups.

Chart 4.5: CPD activity in numeracy in last twelve months, with level of impact. Primary school teachers.
(see data tables for full descriptions and for responses for secondary school teachers)
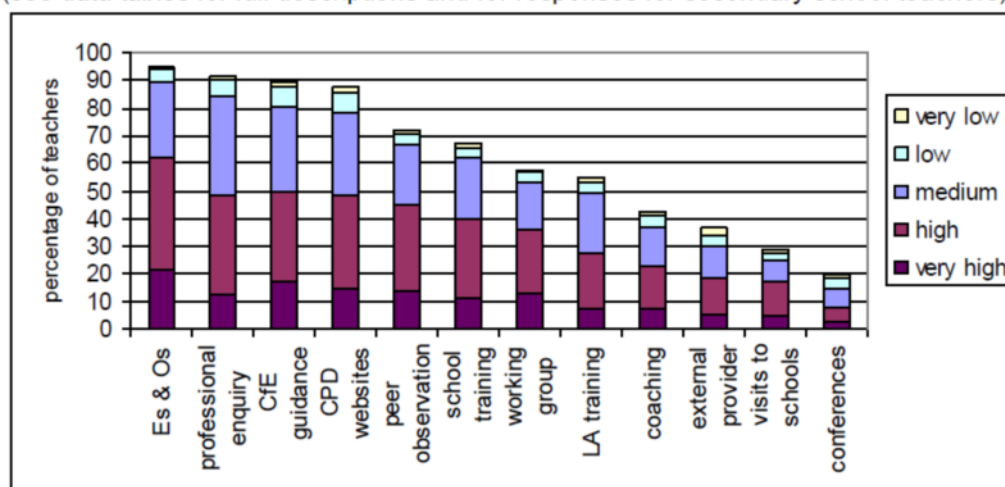
Future Projections/Recommendations:
The survey contains a huge amount of data which cannot be summarised in this briefing note. Further analysis of the performance data, as well as the full set of pupil and teacher questionnaire results, are published in data tables alongside this publication. The analysis contained in this report seeks to highlight the key messages and give a flavour of the range of analysis possible.

The Policy and Performance team will work with colleagues over the next term and encourage further analysis over the coming months through analysis of the data tables and professional dialogue together. The data will also be further analysed over the coming months. The possibility of obtaining Aberdeen City analysis (such as in previous SSA reports) will be explored with the Scottish Government.

In addition, it is recommended that the following actions are taken:
- A shared understanding of the key themes and messages from the SSLN results to be achieved through discussions with the following teams: Education, Culture and Sport Senior Management Team, CPD team, Learning & Communities Teams, Service Managers, Quality Improvement Officers (QIOs) and Headteachers. Consideration may be given to providing a briefing session.

- Data to be shared with Aberdeen Parents Forum as part of our regular performance reporting framework

- The content of this briefing paper will be shared with Elected Members (as part of the April Education, Culture and Sports Performance Report) at Education, Culture and Sport Committee in June 2012

- Actions supporting, challenging and sharing good practice to be agreed in order to influence the next Service Plan 2012 onwards.

20 April 2012

Parent/Carer Hazlehead Academy

Dear Parent/Carer

Hazlehead Academy

Aberdeen City Council

In February 2010 Inspectors visited the school and wrote a report of their findings. In the report, they recognised the work of the school and recommended key areas which the school needed to focus on to secure future improvement.
Since then officers from the local authority have regularly visited the school to find out how well the young people are learning and achieving and how the school is continuing to support them to do their best. As a result we are now able to report on the improvements made.

How well do children learn and achieve?

Across the school, there are signs of significant improvement in the quality of young people's learning experiences. Staff and pupils have worked together to set high expectations for all learners. All teachers are now sharing the aims of the lesson and checking with young people how well they are learning on a more consistent basis. Young people are more actively involved in their learning and in discussing with teachers what they need to do to further improve their work. As a result, they are more engaged and motivated in learning.

The behaviour management policy has been reviewed and improved. Positive behaviour is promoted and supported through effective use of staged intervention approaches and restorative practice.

Together, these new approaches in learning and teaching and in behaviour management have led to greater consistency in learning and improved behaviour across the school.

Heritage 100% Recycled

Choose products with the FAIRTRADE Mark

The school's performance in national examinations has improved. More young people now achieve appropriate success at Standard Grade with significant numbers outperforming predictions and estimated grades. Close monitoring and tracking of attainment has been put in place to help ensure all pupils achieve a basic qualification in English and Maths.

At the senior stages, exam performance has improved with increased numbers of students in S5 gaining 3 or more Higher qualifications. The slight decline in S6 attainment in Advanced Higher reflects the fact that last session many students joined classes in other Academies which reduced the numbers presented for examination in their home school. This issue has been addressed and the examination results will now be included within the home school attainment figures.

The school strongly promotes an inclusive ethos which focuses on raising expectations and developing ambition. "If you can dream it, you can do it" is the theme which underpins the transition work through the *Honda School of Dreams* initiative and the *Football Performance School* partnership work with Aberdeen Football Club.

The school continues to develop strong and productive partnerships with local businesses. These have provided young people with opportunities to develop employability skills, complete work placements and increase career aspirations.

How well does the school support children to develop and learn?

The school has continued to develop courses in the Curriculum for Excellence. The new curriculum structure for S1 – S3 now ensures all young people in the Junior Phase (S1-S3) are provided with a balanced range of courses, including in excess of 2 hours high quality physical education each week.

The school, in partnership with the local authority, is currently completing the curriculum plan for the Senior Phase(S4-S6). This is based upon a 6 option structure which will also incorporate the 2 hour requirement of physical education for young people in S4 – 6.Additional time has been allocated to Higher and Intermediate courses and all S5 students are now fully class committed each day. These changes have made a notable contribution to the improvements in attainment at these stages.

The school has continued to develop links with each of the primary schools in the associated school group. Working in partnership, head teachers from each of the primary schools have observed learning and teaching in S1 English and Maths classes and provided helpful feedback to colleagues to further improve pace and challenge in learning. Secondary teachers have delivered lessons to primary 7 children and through their transition into S1. This has improved continuity in children's learning and attainment. Primary and secondary teachers now work together to plan, deliver and assess learning and have developed strategies to agree standards within Curriculum for Excellence levels particularly in English and Science.

Staff have increased expectations of what all young people can achieve. With the support of teachers, young people are taking more responsibility for their learning. Personal learning planning is a developing feature in almost all departments. Teachers are involving young people more in planning and evaluating their learning

however, further training and support is required to ensure consistency across the whole school.

How well does the school improve the quality of its work?

Since the inspection in February 2010, teachers have continued to work hard to improve how they teach and how young people learn. Members of the senior management team regularly observe lessons and provide helpful feedback and advice to teachers. Teachers are increasingly seeking the views of young people on the learning experiences and these make a valuable contribution to the whole school evaluations and plans for improvement.

Information from tracking records and classroom visits is used rigorously to improve learning, teaching and attainment. Across the school, the majority of teachers are using self-evaluation more effectively. Within faculties all staff are more closely involved in evaluating key strengths and areas for development. Whilst effective systems are now in place, greater consistency is now required in order to progress improvement across all departments.

What happens next?

The school has continued to make very good progress since HM Inspectors visited in February 2010. The head teacher has a clear vision for the school. Ably supported by her deputes, she provides very strong leadership and has effective plans in place to secure future improvement.

While there remains scope for further improvement in attainment in national examinations, there have been notable improvements in monitoring and tracking progress, in developing learning and teaching and in leadership at all levels. The local authority is confident that the school has the capacity to make further improvement, as a result there will be no further visits made in connection with this follow through report.

Yours sincerely

Patricia Cassidy
Acting Director of Education, Culture and Sport

Education Scotland, Europa Building, 450 Argyle Street, Glasgow G2 8LG

t 0141 242 0100   **f** 0141 242 5757   **e** glasgow@educationscotland.gsi.gov.uk   **w** www.educationscotland.gov.uk

Textphone 01506 600236[1]

1 May 2012

Dear Parent/Carer

**Fernielea School and Nursery Class
Aberdeen City Council**

Recently, as you may know, my colleagues and I visited and inspected your child's school. Throughout our visit, we talked to many parents and children and we worked closely with the headteacher and staff. We wanted to find out how well children were learning and achieving and how well the school supported children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including how it is improving transitions, the way it supports children and their parents, and community links. We also looked at how the school was developing science. As a result, we were able to find out how good the school was at improving children's education. I would now like to tell you what we found.

How well do children learn and achieve?

We found that children learn and achieve very well in different areas of learning. They are secure and confident and feel valued. Staff have high expectations and children respond well to the trust that adults place in them. Children are polite, behave very well and welcome visitors. They talk enthusiastically about the many ways in which adults listen to and use their ideas to improve the school and community. For example, they contributed to the development of the science programme. Children take on a wide range of responsibilities and are expected to perform well in these roles. Most children are aware of their strengths and the areas they need to improve in their learning. In the nursery class, children listen well to adults and to each other. All children are able to recognise their name, and are developing a very good understanding of mathematics. Children are making good progress in developing physical skills such as climbing and balancing. Across the primary stages, children are achieving appropriate levels of attainment and are making very good progress from prior levels of learning. They are using their literacy skills very well across different areas of their learning. This includes discussing and recording activities in science. At all stages, children are progressing well in developing their skills in mental calculations. Across the school and nursery, children are knowledgeable about the various ways in which they can stay safe and healthy. They are aware of the importance of food and physical exercise for healthy bodies.

How well does the school support children to develop and learn?

The school provides a very inclusive, nurturing environment for all children. Staff have an excellent understanding of children and their individual circumstances. They use this information to target support and ensure that children progress very well in their learning.

---

[1] This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

A number of children in the primary school receive well-judged support from staff in the pupil support base for varying periods of time each week. The depute headteacher works very effectively with staff to ensure that individual children receive appropriate support from a wide range of professionals. In most lessons, teachers use assessment well to ensure children are clear about what they are learning. We have asked staff to build on this work to help children develop a deeper understanding of what they are learning. Staff regularly use topic challenges to assess how well children can apply what they have learned. Across the nursery and school, staff have worked together with parents and children to plan a curriculum which is broad and balanced. Children have very good opportunities to learn in enterprising ways, for example, when organising activities for a Children in Need fundraising event. Children's learning is extended very well by the wide range of visitors to the school, including parents, and visits to places of interest. Local church leaders support the school in helping children to learn about religious festivals and celebrations. The principal teacher has successfully led work to ensure continuity in learning from the nursery to P1. There are very effective arrangements in place to support children as they move from stage to stage through the school. As a result of this, teachers take very good account of children's prior experiences when planning learning.

How well does the school improve the quality of its work?

The headteacher provides outstanding leadership and is determined to provide the highest quality education for all children. She has fully involved children, parents and staff in evaluating and improving the work of the school. One particularly innovative approach, which is having a decisive impact on the quality of learning and teaching, is the way they are involved in observing learning across the school to gather a very wide range of information which is used to evaluate and improve the work of the school. As a result of this, they have agreed what should be in place to create a high-quality learning environment. Children, including those in P1, are able to talk enthusiastically about how they have contributed to school improvements. Staff are committed to using a wide range of tools to evaluate the work of the school including, for example, as they sample and moderate children's work from each other's classes. This has had a significant impact on improving children's achievements. The headteacher and staff regularly review children's work in order to identify and provide support to enable all children to attain well. The headteacher identifies and nurtures individual talents amongst the staff who all take responsibility for developing aspects of the work of the school. The school has introduced new approaches to develop children's skills in writing and these are improving children's attainment. Staff, children and parents have developed e-portfolios. These are used very effectively to support discussions about children's learning and progress. All staff take part in relevant professional development activities which help them improve their practice. Commendably, the headteacher and depute work very closely with colleagues in the local high school to ensure children maintain a good pace in learning as they move from primary to secondary school.

This inspection of your school and nursery class found the following key strengths.

- Polite, well-behaved children and their involvement in improving the school.
- The headteacher's outstanding leadership in involving children, parents and staff in improving the work of the school, and the innovative processes they use to do this.
- Sense of community, teamwork and inclusive school ethos where children receive high-quality support in their learning.
- Transition arrangements to ensure continuity in children's learning.
- Strong partnerships with parents and the wider community to support children's learning.

We discussed with staff and the education authority how they might continue to improve the school and nursery class. This is what we agreed with them.

- Further develop assessment procedures.
- Continue to review and improve the quality of the curriculum.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

Jacqueline Horsburgh
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at
http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/FernieleaSchoolAberdeenCity.asp

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationscotland.gsi.gov.uk.

**Education Scotland
Foghlam Alba**

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*[2] Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Fernielea School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

Nursery class

Improvements in performance	very good
Children's experiences	very good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	very good
Improvement through self-evaluation	excellent

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/FernieleaSchoolAberdeenCity.asp

---

[1] This is a service for deaf users. Please do not use this number for voice calls as this will not connect.
[2] *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.hmie.gov.uk/documents/publication/hgiosjte3.pdf.

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name   Fernielea School
SEED Number   5239427
Quest. Issued   150
Quest. Input   39
Response Rate   26%

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	62%	33%	5%	0%	0%	0%	95%	5%
Q2	My child enjoys learning at school.	62%	38%	0%	0%	0%	0%	100%	0%
Q3	My child's learning is progressing well.	56%	36%	8%	0%	0%	0%	92%	8%
Q4	My child is encouraged and stretched to work to the best of their ability.	56%	36%	3%	0%	5%	0%	92%	3%
Q5	The school keeps me well informed about my child's progress.	41%	51%	3%	3%	3%	0%	92%	5%
Q6	My child feels safe at school.	72%	26%	3%	0%	0%	0%	97%	3%
Q7	My child is treated fairly at school.	54%	36%	8%	0%	3%	0%	90%	8%
Q8	I feel staff really know my child as an individual and support them well.	64%	28%	3%	0%	5%	0%	92%	3%
Q9	My child benefits from school clubs and activities provided outside the classroom.	41%	41%	0%	5%	13%	0%	82%	5%
Q10	The school asks for my views.	41%	54%	0%	3%	3%	0%	95%	3%
Q11	The school takes my views into account.	41%	44%	0%	3%	13%	0%	85%	3%
Q12	The school is well led.	69%	28%	3%	0%	0%	0%	97%	3%
Q13	Overall, I am happy with the school.	72%	26%	3%	0%	0%	0%	97%	3%

Note: Will not always sum to 100% due to rounding

Pupil Questionnaire Summary

Centre Name Fernielea School
SEED Number 5239427
Quest. Issued 95
Quest. Input 88
Response Rate 93%

		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school is helping me to become more confident.	40%	52%	1%	1%	6%	0%	92%	2%
Q2	I enjoy learning at school.	45%	45%	3%	0%	6%	0%	91%	3%
Q3	I am getting along well with my school work.	28%	58%	2%	0%	10%	1%	86%	2%
Q4	Staff encourage me to do the best I can.	68%	27%	1%	0%	3%	0%	95%	1%
Q5	Staff talk to me regularly about how to improve my learning.	44%	45%	2%	0%	8%	0%	90%	2%
Q6	I get help when I need it.	52%	41%	0%	1%	6%	0%	93%	1%
Q7	Staff listen to me and pay attention to what I say.	47%	45%	2%	0%	5%	1%	92%	2%
Q8	I have a say in making the way we learn in school better.	49%	38%	7%	0%	7%	0%	86%	7%
Q9	Staff expect me to take responsibility for my own work in class.	68%	26%	0%	0%	6%	0%	94%	0%
Q10	Staff and pupils treat me fairly and with respect.	50%	38%	2%	0%	10%	0%	88%	2%
Q11	I feel safe and cared for in school.	58%	35%	0%	0%	7%	0%	93%	0%
Q12	I have adults in school I can speak to if I am upset or worried about something.	61%	33%	1%	0%	5%	0%	94%	1%
Q13	I find it easy to talk to staff and they set a good example.	36%	47%	3%	0%	13%	1%	83%	3%
Q14	Staff make sure that pupils behave well.	69%	26%	0%	0%	5%	0%	95%	0%
Q15	Staff are good at dealing with bullying behaviour.	58%	30%	2%	0%	10%	0%	88%	2%
Q16	The pupil council is good at getting improvements made in the school.	78%	16%	0%	0%	6%	0%	94%	0%
Q17	The school encourages me to make healthy-food choices.	49%	40%	2%	2%	7%	0%	89%	5%
Q18	I take part in out-of-class activities and school clubs.	59%	19%	7%	9%	6%	0%	78%	16%
Q19	I know what out-of-school activities and youth groups are available in my local area.	42%	36%	5%	5%	13%	0%	78%	9%

Note: Will not always sum to 100% due to rounding

Teacher Questionnaire Summary

Centre Name   Fernielea School
SEED Number   5239427
Quest. Issued   17
Quest. Input   8   **Fewer than 10 responses received therefore the data has not been published.**
Response Rate   47%

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All pupils are given activities which meet their learning needs.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Pupils are involved in setting learning targets.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	Pupils are provided with regular feedback on what they need to do to improve.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Pupils take an active part in their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	The pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	Parents are fully involved in the school and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q13	I have been actively involved in developing the school's vision and values.	0%	0%	0%	0%	0%	0%	0%	0%
Q14	I am actively involved in setting priorities to improve the school.	0%	0%	0%	0%	0%	0%	0%	0%
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	0%	0%	0%	0%	0%	0%	0%	0%
Q16	I am aware of the school's procedures for protecting children.	0%	0%	0%	0%	0%	0%	0%	0%
Q17	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q18	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q19	I have good opportunities to take part in continuing professional development.	0%	0%	0%	0%	0%	0%	0%	0%
Q20	Staff across the school share good practice.	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

■ Strongly Agree   □ Agree

▨ Disagree   ▧ Strongly Disagree

▨ Don't Know   ▨ Not Answered

Non-Teaching Questionnaire Summary

Centre Name   Fernielea School
SEED Number   5239427
Quest. Issued   15
Quest. Input   6   **Fewer than 10 responses received therefore the data has not been published.**
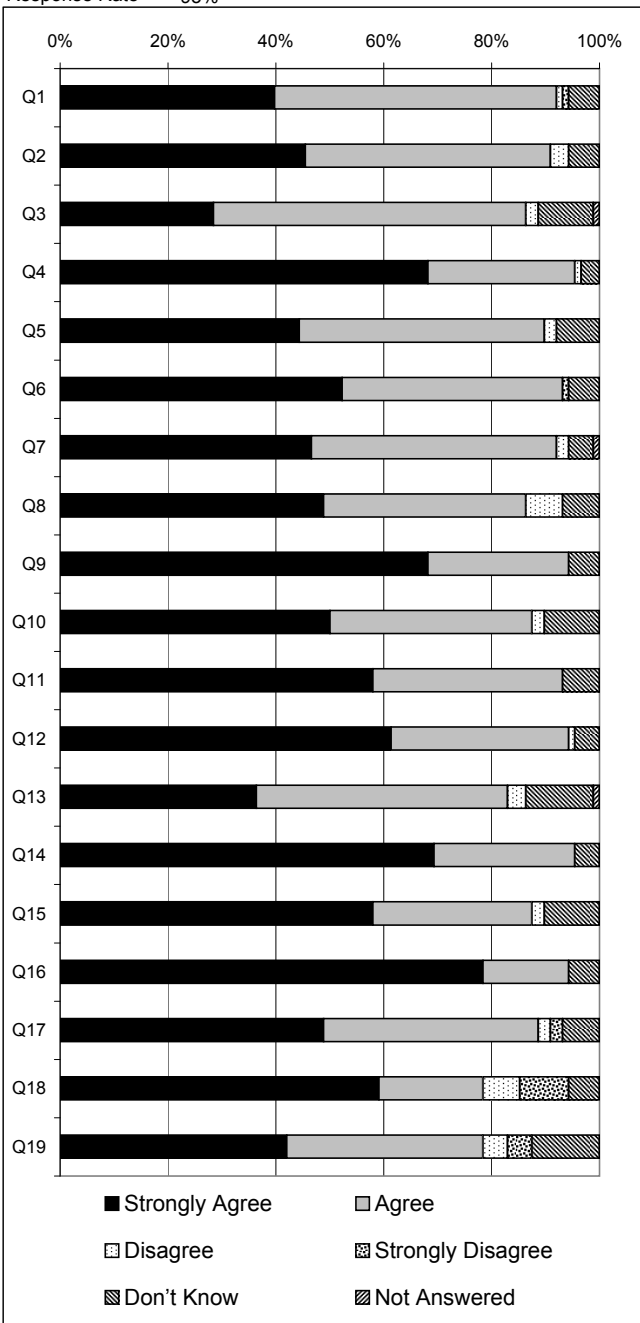Response Rate   40%
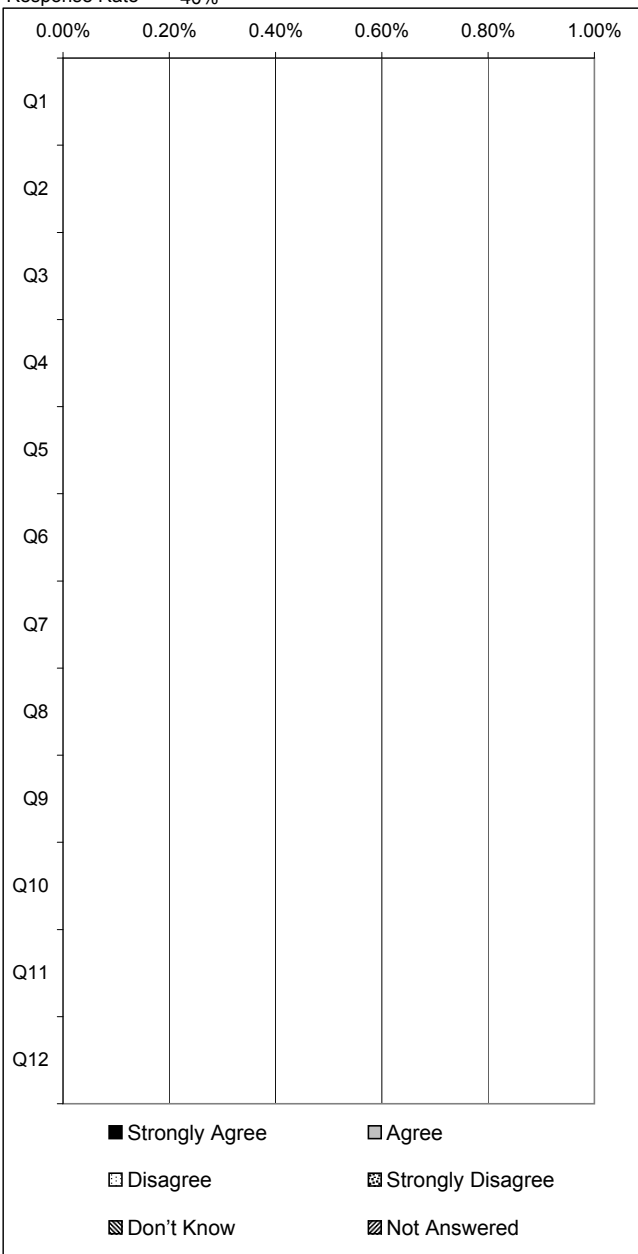
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1 I have access to the information I need to carry out my work.	0%	0%	0%	0%	0%	0%	0%	0%
Q2 All staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q3 Pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q4 I am involved in staff discussions about how to achieve school priorities.	0%	0%	0%	0%	0%	0%	0%	0%
Q5 I have good opportunities to be involved in making decisions.	0%	0%	0%	0%	0%	0%	0%	0%
Q6 Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q7 Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q8 Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q9 Parents are fully involved in the school and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q10 I am aware of the school's procedures for protecting children.	0%	0%	0%	0%	0%	0%	0%	0%
Q11 Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12 I have good opportunities to take part in training activities.	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

Nursery Staff Questionnaire Summary

Centre Name   Fernielea School
SEED Number   5239427
Quest. Issued   5
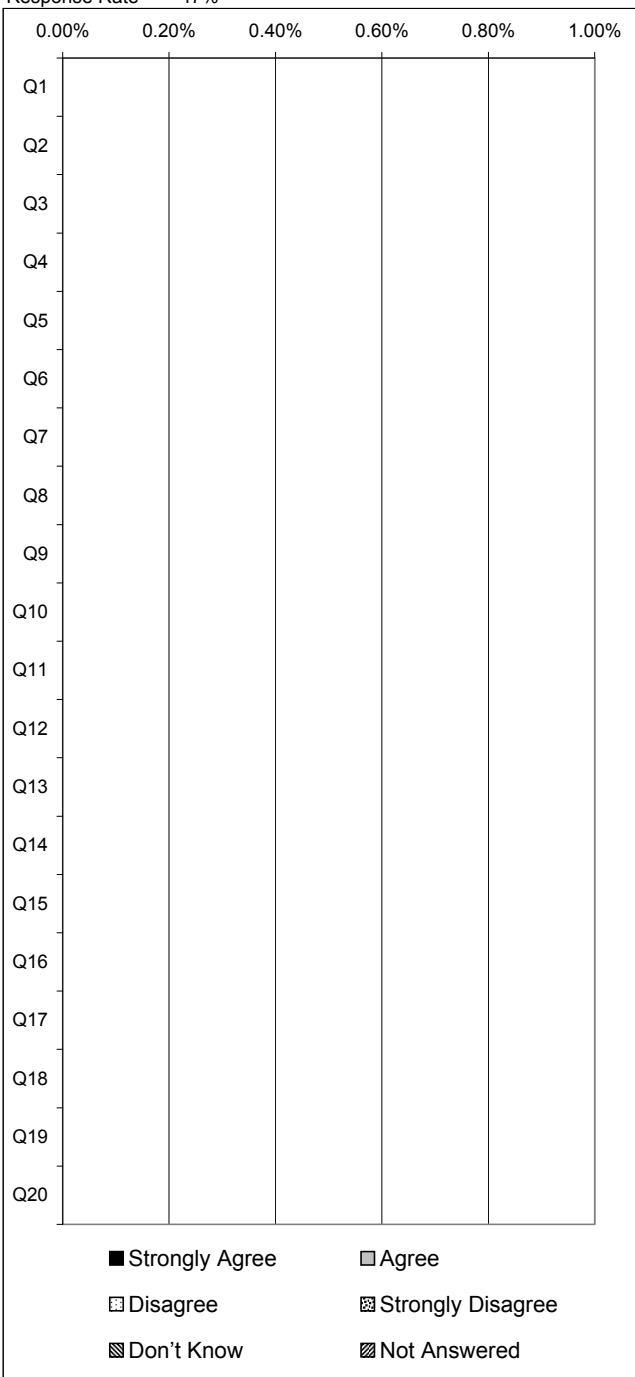Quest. Input   3   **Fewer than 10 responses received therefore the data has not been published.**
Response Rate   60%

		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff discuss regularly how to improve the achievement of all children.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	Staff provide activities which meet the learning needs of all children.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Children are involved in talking about what they will learn.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	Staff give children regular feedback and encouragement on their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	Children have opportunities to evaluate their own and other children's work.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff regularly ask for children's views on how play activities can be improved.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Children are motivated and engaged in their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Staff treat all children equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Staff and children respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	The children are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Support for children with additional support needs, including behaviour problems, is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	Parents are fully involved in the nursery and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q13	I have been actively involved in developing the nursery's vision and values.	0%	0%	0%	0%	0%	0%	0%	0%
Q14	I am actively involved in setting priorities for improving the nursery.	0%	0%	0%	0%	0%	0%	0%	0%
Q15	I have regular opportunities to help shape the curriculum and children's experiences by having discussions with staff and working groups.	0%	0%	0%	0%	0%	0%	0%	0%
Q16	I am aware of the nursery's procedures relating to child protection.	0%	0%	0%	0%	0%	0%	0%	0%
Q17	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q18	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q19	I have good opportunities to take part in continuing professional development.	0%	0%	0%	0%	0%	0%	0%	0%
Q20	Staff across the nursery share good practice.	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

Legend:
■ Strongly Agree   □ Agree
▱ Disagree   ▩ Strongly Disagree
▨ Don't Know   ▧ Not Answered

Nursery Parent Questionnaire Summary

Centre Name   Fernielea School
SEED Number   5239427
Quest. Issued   75
Quest. Input   17
Response Rate   23%

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The nursery helps my child to be more confident.	29%	71%	0%	0%	0%	0%	100%	0%
Q2	My child enjoys the learning experiences at the nursery.	47%	53%	0%	0%	0%	0%	100%	0%
Q3	My child's learning is progressing well.	35%	59%	0%	0%	6%	0%	94%	0%
Q4	My child finds most learning activities stimulating and challenging.	35%	59%	0%	0%	6%	0%	94%	0%
Q5	The nursery keeps me well informed about my child's progress.	35%	59%	6%	0%	0%	0%	94%	6%
Q6	My child feels safe in the nursery.	53%	41%	0%	0%	6%	0%	94%	0%
Q7	My child is treated fairly in the nursery.	35%	59%	0%	0%	6%	0%	94%	0%
Q8	I feel staff really know my child as an individual and support him or her well.	35%	65%	0%	0%	0%	0%	100%	0%
Q9	Staff work in partnership with me to care for and educate my child.	24%	71%	6%	0%	0%	0%	94%	6%
Q10	The nursery asks for my views.	24%	59%	12%	0%	0%	6%	82%	12%
Q11	The nursery takes my views into account.	35%	53%	6%	0%	0%	6%	88%	6%
Q12	The nursery is well led.	41%	59%	0%	0%	0%	0%	100%	0%
Q13	Overall, I am happy with the care and education my child gets in the nursery.	59%	35%	6%	0%	0%	0%	94%	6%
Q14	The nursery has good arrangements for children starting nursery, moving between stages and starting school.	35%	59%	0%	0%	6%	0%	94%	0%

Note: Will not always sum to 100% due to rounding

22 May 2012

Dear Parent/Carer

St Machar Academy
Aberdeen City Council

Recently, as you may know, my colleagues and I visited and inspected your child's school. During our visit, we talked to parents and young people and we worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the impact of leadership programmes, the way the school works with partners to help young people to learn and how well the staff are developing their skills and knowledge. As a result, we were able to find out how good the school is at improving young people's education.

How well do young people learn and achieve?

Most young people learn well in the school and the community. This is leading to improved attainment for many of them but the school should continue to remain focused on raising young people's performance in qualifications. Most young people are polite, caring and behave very well. When lessons are not stimulating a few disrupt the learning of others. Young people respond very well to exciting opportunities to learn through independent research, leading groups and organising shows at a local radio station. Teachers in most faculties involve young people in creative thinking and provide high-quality feedback on how young people can improve. Young people would benefit more if such approaches were used more consistently across the school.

Many young people work very well together, applying their knowledge and skills to familiar and new challenges with increasing confidence. This gives them a real sense of achievement. Particularly impressive is the increased levels of confidence gained from the many leadership programmes such as the Outward Bound Experience at Loch Eil and the school's own Leadership Academy. Through musical performances in school shows and orchestras many young people become more responsible and manage their time more effectively. Young people improve their ability to work together and think of others through participation in a range of successful sports events and teams. Successful links with local businesses help young people develop a sense of ambition and improve their skills for work. Young people understand the connections between healthy eating, physical activity and health and are enabled to make informed choices about their own health. The

Education Scotland
1st Floor, Endeavour House
1 Greenmarket
Dundee
DD1 4QB

T   01382 576700
F   01382 576701
E   dundee@educationscotland.gsi.gov.uk
Textphone 01506 600236
This is a service for deaf users. Please do not use this number for voice calls as this will not connect.
www.educationscotland.gov.uk

Transforming lives through learning

school is increasingly recognising young people's achievements through, for example Youth Achievement Awards and The Duke of Edinburgh's Award scheme. Staff are starting to track young people's achievements more rigorously and it would be helpful to involve community partners in this process.

By the end of S2, the majority of young people achieve appropriate standards in reading, writing and mathematics. The school uses a range of approaches to track young people's progress from P7 to the end of S3. This will soon be enhanced by an authority wide tracking system. From S4 to S6 young people's attainment is improving in almost all measures but remains below the national average. At this stage, it is poorer than in schools serving young people with similar needs and backgrounds. Young people with additional learning needs make good progress in their learning. Through effective practices including rigorous analysis of results and high expectations, a number of subject areas provide consistently strong performance in qualifications and have very few young people who achieve no award. This needs to be more consistent across the school. The school and its partners work hard to support young people into employment, training, further or higher education and most are successful. Despite this, a significant percentage of young people still do not have a positive destination after school.

How well does the school support young people to develop and learn?

The school has a number of strengths in the ways it supports young people to develop and learn. All young people are included in all aspects of learning. Almost all staff know young people very well and are very aware of their social and emotional needs. They provide many valuable opportunities for young people to get help at lunchtime, after school and via information and communications technology. They need to ensure all work is planned carefully to provide support and challenge for all young people. Guidance staff work very well with young people and monitor effectively young people's attendance, behaviour and progress. Young people with additional learning needs are supported well by support staff and a range of partners. Particularly effective is the support for a large number of young people with English as an additional language. The learning partnership has established an effective transition group from P6 to S2 and many young people benefit from its work.

The school is improving the range and quality of young people's learning experiences in line with Curriculum for Excellence. The staff provide a wide range of learning opportunities across all areas of the curriculum. Across the school, young people's learning is improved by many opportunities for learning out of the classroom through theatre visits, concerts, museum visits and work with local businesses. Staff are linking subjects well to improve young people's health and wellbeing. There is evidence that these approaches are now being used to develop young people's literacy and numeracy skills. Teachers are developing courses in S1 and S2 which create time for deeper learning and increase the focus on developing important skills. As the developments continue staff should evaluate this work to ensure all young people are making appropriate progress from S1 to S3 and receiving their entitlement to a broad general education. From S3 to S6, teachers provide many flexible opportunities to learn and make progress within and outwith school. This is enhanced very well by working with a large range of partners and agencies.

The school needs to evaluate these partnerships to ensure all young people can benefit from them.

How well does the school improve the quality of its work?

We are confident the school will continue to improve the quality of its work. Leadership at all levels of the school, including that of young people is effective. Almost all teachers are committed to improving their practice and supporting senior managers to improve learning and teaching. Senior managers and almost all faculty heads use a good range of evidence to analyse how well the school is doing and where they can make improvements. Young people are increasingly involved in helping to improve aspects of learning and teaching. This needs to be expanded further. Most staff improve their practice by observing colleagues teaching. The quality assurance visits to faculties provide effective support and challenge to teachers. The wide range of courses offered to staff as part of their continuing professional development is improving learning and teaching approaches and encouraging the sharing of good practice.

This inspection of your school found the following key strengths.

- Young people's contribution to improving the school and its community.
- The inclusive and positive ethos demonstrated by staff and many young people.
- The impact of leadership opportunities which improve confidence, resilience and achievement.
- High levels of commitment of staff and partners which lead to the social and emotional needs of young people being met very well.
- The progress of young people with English as an additional language.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Continue to improve achievement and attainment across the school and within curricular areas.
- Improve the pace and challenge in some lessons to ensure all young people make appropriate progress.
- Develop a strategic plan for delivering Curriculum for Excellence involving all partners.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

David Gregory
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/St MacharAcademyAberdeenCity.asp.

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationscotland.gsi.gov.uk.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*[1]. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for St Machar Academy.

Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	good

A copy of the full letter is available on the Education Scotland website www.educationscotland.gov.uk or by clicking this link http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/St MacharAcademyAberdeenCity.asp.

---

[1] *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.hmie.gov.uk/documents/publication/hgiosjte3.pdf.

Transforming lives through learning

**Education Scotland
Foghlam Alba**

Learning community inspection

A report by HM Inspectors

**Inspection of the learning community
surrounding St Machar Academy
Aberdeen City Council
22 May 2012**

We inspect learning communities in order to let those who use services and the local community know whether learning communities provide appropriate learning opportunities and help learners in their development. We are also interested in how community and voluntary groups are helped to contribute to making communities better places to live and work. At the end of inspections, we agree ways in which staff and volunteers can improve the quality of learning for young people and adults and how the impact of community and voluntary groups can be further developed.

At the beginning of the inspection, we ask managers and staff about the strengths of the learning community, what needs to improve, and how they know. We use the information they give us to help us plan what we are going to look at. During the inspection, we join other activities which young people, adults and community groups are involved in. We also gather the views of learners, active community members and staff. We find their views very helpful and use them together with the other information we have collected to arrive at our view of the quality of provision locally.

This report tells you what we found during the inspection and the quality of learning and development provided. We describe how well learners are doing and how good the learning community is at helping them to learn. We comment on how well staff, learners and groups work together and the difference they are making in the learning community. Finally, we focus on how well the learning community is led and how leaders help the learning community achieve its aims.

If you would like to learn more about our inspection of the learning community, please visit www.educationscotland.gov.uk.

Contents

1.   **The learning community**

2.   **Particular strengths of the learning community**

3.   **How well do participants learn and achieve?**

4.   **How well are communities developing and achieving?**

5.   **How effective are providers in improving the quality of services?**

6.   **Does the learning community have a clear sense of direction?**

7.   **What happens next?**

1. The learning community

St Machar is the largest learning community in Aberdeen City with a population of over 43000, approximately one fifth of the total population. The area has significant deprivation with a third of the city's benefit claimants living in the area. Most of the housing in the area is flats with under a half owner-occupied. Gaining positive and sustained destinations for school leavers poses a significant challenge for learning providers. A third of referrals for English as an additional language services come from schools in the area.

2. Particular strengths of the learning community

- Highly motivated partners and active volunteers committed to making a difference to young people, families and communities.

- Range of high quality programmes that are having a positive impact on improving life chances.

- High level of volunteering opportunities promoting leadership and employability skills.

- Early intervention through family learning opportunities and support for parents having a positive impact and raising aspirations.

3. How well do participants learn and achieve?

High quality programmes are improving the life chances of young people, adults and families. Family learning provision and *St Machar Parent Support Project* effectively target and support parents and families helping them to develop higher aspirations for themselves and their children. Arts development work is successfully engaging some of the most vulnerable learners in activities. Station House Media Unit (SHMU) is encouraging high levels of volunteering across the learning community and is helping to build community cohesion through the inclusion of priority groups. Staff in the Council's Communities Team are beginning to record performance information using Performance Information and Evaluation system and the Council's corporate management information system. Individual projects are producing detailed performance information which is being used well to plan for improvement. *St Machar Parent Support Project* is supporting young people to gain qualifications and become successful learners. The numbers of young people gaining accreditation and awards is increasing. The Friends of Sunnybank Park have used some social return on investment approaches to demonstrate their impact. Family learning provision and *St Machar Parent Support Project* set and exceed challenging targets in their work. SHMU is successfully supporting young people into positive destinations. Community

profiling is in the early stages of development which makes it difficult to monitor and track the participation of priority groups. Whilst demand is high for adult literacy and English as a second language provision, the numbers of learners have decreased. A lack of performance information across the learning community makes it difficult to monitor trends in relation to participation, progression and learner achievement. There are limited opportunities for adult learners to gain accreditation. Guidance and progression routes for learners requires further development. The Learning Partnership and the strengthening of partnership working with the school should focus on improving school leaver destinations, earlier intervention and improving young people's health and wellbeing.

Young people

Young people are included and participating in a range of activities which are developing their confidence, skills for life and employability. Large numbers of young people are volunteering, developing leadership skills and making a very positive contribution to their communities and beyond. Programmes including those delivered by SHMU, give young people responsibility for leading initiatives such as radio broadcasts. As a result, young people experience a strong sense of achievement and are developing communication, team working, organisational and planning skills. Young people participating in the Uganda programme supported by a local church are developing a strong sense of social responsibility and understanding of other cultures. Young people are acting as positive role models and using their skills to support other young people. Young people involved in the Tilly Youth Project Steering Group are leading music and dance activities. Those involved in *Grade A* are helping other young people develop their understanding of issues relating to drugs safety through peer mentoring. The Youth Council provides an effective mechanism for local young people to influence local decision-making. The achievements of young people are being recognised through an increasing variety of award programmes. They receive positive recognition, praise and encouragement from staff and volunteers who have high aspirations for them. Providers in the learning community are starting to work together to identify shared outcomes and improve planning in relation to Curriculum for Excellence. A shared system for monitoring and tracking the progress of young people and for sharing information on young people's achievements would help to develop this further. Systems for earlier intervention now need to be developed to support those young people experiencing health and wellbeing issues and increase their chances of achieving positive and sustained destinations.

Adults

Almost all learners are improving their core skills and becoming enthusiastic lifelong learners in inclusive, well-supported programmes. Parents taking part in family learning and parenting programmes at *Fersands Family Learning, Tillydrone Parents as Early Education Partners (PEEP) and St Machar Parent Support Project* are improving their children's life chances. *Maths and Language for Parents*, *Challenge Dad* programmes and the Dad's Group actively involve parents in their children's learning and development. Parents' aspirations are

rising through guidance, volunteering and work experience and their skills are increasing through responsible roles as fundraisers and peer supporters. Strong partnership work is enabling families facing challenging issues to access advocacy, counselling, housing and benefits advice. Families benefit from holiday learning activities and accessible crèche facilities that enable parents to take part in learning. Adults at risk of exclusion are becoming more active and learning new skills through innovative, targeted Arts Development projects such as the *Silver Soul Project*, SHMU community radio and magazines and inclusion initiatives by the University Sports Village. Speakers of other languages are improving their English and this is enabling them to participate in community activities. Community learning achievements are widely celebrated through community radio and newsletters. Learners feel their health and wellbeing has improved through participation in programmes such as *Health in the Community* and the self-directed Seaton Women's Group. Members of the Seaton Mangement Committee group are building positive networks, developing youth clubs, taking on leadership roles in the group and other community initiatives. While some learners are gaining Scottish Qualification Authority certificates, many more could benefit from increased opportunities for accreditation, an increased focus on employability and clearer progression pathways from community based learning to Further Education.

4. How well are communities developing and achieving?

Confident and skilled local residents, motivated by a strong desire to make a difference are managing a wide range of community organisations. There are a large number of community centres across the area delivering a wide range of activities. Many members of the community are benefiting from their involvement in activities and projects delivered by local organisations. The *Seaton Rehab Project* is effectively supporting local residents in their recovery journey by providing opportunities for volunteering. Local residents are benefiting from financial advice and information provided by volunteers through the Cash In Your Pocket Partnership and St Machar Credit Union. Friends of Sunnybank Park have used social return on investment analysis to show that the project is demonstrating good value and outcomes achieved. Environmental projects are strengthening the community ownership of shared spaces, improving play areas for children and drawing volunteers in from other agencies and companies. There is very good use of media to promote community activity. Over 140 volunteers at SHMU are producing and presenting radio programmes and the *Backies Project* is using social networking effectively to encourage participation in projects. There are some examples of effective training for local residents involved in management committees, for example, *St Machar Parent Support Project.* The level of support offered to local community groups has decreased due to a reduction in local authority staff. The slow development of a Management Agreement between Aberdeen City Council and Community Centre management committees is having an impact on relationships. Those engaged in improving the local community now need to develop a shared vision and priorities to address key issues in the area.

5. How effective are providers in improving the quality of services?

Providers are making good progress in improving the quality of services across the learning community. St Machar Learning Partnership is resulting in partners working more effectively together to address the needs of the local community. They have developed sub-groups based on the priorities they have identified including employability. A variety of effective methods are being used to gain feedback from participants who are often actively involved in leading and planning programmes. Reporting back to stakeholders involves the use of innovative approaches including community radio broadcasts through SHMU. Attractive community newsletters with a wide range of contributors are well received by the local community. Communities team staff regularly reflect on their practice and participate in valuable opportunities for continuous professional development including provision through the Northern Alliance partnership. Self-evaluation is being strengthened through a team calendar which includes peer observation and evaluation. There are some very good examples of projects including *SHMU* and St Machar Parent Support Group carrying out detailed reviews and planning effectively for improvement. The communities team now have clear priorities and have recently introduced staff work plans with clear outcomes linked to the Council's Education, Culture and Sport service plan. Providers are responsive to individual learner's needs but more systematic planning and evaluation across the learning community would ensure more effective improvement planning. Further development of interagency training, practice sharing and networking opportunities would be helpful.

6. Does the learning community have a clear sense of direction?

The Learning Partnership provides a clear structure for learning providers who are beginning to develop a shared vision and outcomes for the learning community. Sub-groups including P6 to secondary transition are having a positive impact in improving outcomes for young people. The Communities Team now have priorities in place and working with partner organisations, are in a good position to take these forward. All partners demonstrate a high level of commitment and motivation to work together to improve the life chances of local people. Learning providers have agreed priorities with the school to improve planning for Curriculum for Excellence and to work together to create positive and sustained destinations for young people. The Learning Partnership is taking forward plans to improve joint planning and shared self-evaluation across providers.

7. What happens next?

We are satisfied with the overall quality of provision. We are confident that the learning community's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further. As a result we will work with the learning community and education authority in order to record and share more widely the innovative practice.

We have agreed the following areas for improvement with the local authority and its partners.

- Improve systems for monitoring and tracking learner progress and increase opportunities for accreditation.

- Continue to strengthen partnership working between the school and community learning and development providers including planning for Curriculum for Excellence.

- Further develop community profiling and improve systems for monitoring and tracking the participation of priority groups.

- Improve performance information gathering and planning for improvement across the learning community.

Quality indicators help CLD providers and inspectors to judge what is good and what needs to be improved in the learning community. You can find these quality indicators in the HMIE publication "*How good is our community learning and development? 2*".

Education Scotland evaluates five important quality indicators to help monitor the quality of learning communities across Scotland. Here are the results for the learning community surrounding St Machar Academy.

Improvements in performance	**satisfactory**
Impact on young people	**very good**
Impact on adults	**very good**
Impact of capacity building on communities	**very good**
Improving services	**good**

Managing Inspector: Anne Gibson
22 May 2012

This report uses the following word scale to make clear judgements made by inspectors.

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

If you would like to find out more about our inspections or get an electronic copy of this report, please go to www.educationscotland.gov.uk.

Please contact us if you want to know how to get the report in a different format, for example, in a translation, or if you wish to comment about any aspect of our inspections. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

Text phone users can contact us on 01506 600 236. This is a service for deaf users. Please do not use this number for voice calls as the line will not connect you to a member of staff.

You can find our complaints procedure on our website or alternatively you can contact www.educationscotland.gov.uk to our Complaints Manager, at the address above or by telephoning 01506 600259.

Policy Review Update

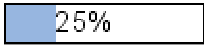**Report Author:** Caroline Hastings
Generated on: 23 May 2012

Project Title	ECS A&F 004 Develop a Technology Strategy for Education, Culture and Sport to encourage innovative use of new technologies				
Project Description	Agree a set of priorities for use of new technologies to support Directorate objectives				
Desired Outcome					
Service Plan Link	04.01 - Encourage active and appropriate use of technology to widen learning opportunities; 04.01a - Develop a Technology Strategy for Education, Culture and Sport; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Rosaleen Rentoul	**Managed By**	David Wright		
Start Date	01-Apr-2010	**Due Date**	31-Mar-2013	**Completion Date**	
Current Status	⚠️	Check Progress	33%	Work ongoing	
Progress Overview	Component parts of strategy for technology: Guide for mobile pilots in schools and guidelines for use of mobile devices in schools - both documents are available and have been approved by SMT. Acceptable Use Policy is in use and is regularly updated. Guidelines on use of social media are available through Glow. Internet Safety and Responsible Use (ISRU) resources are published and available to all schools through Glow. Policy on CPD to address ISRU and to provide a sustainable solution for all staff, parents/guardians involved with Young People. First phase - the proposal to do this and what it would incorporate has been approved at Learning Team Autumn 2011. Intellectual Property Rights Data Protection - checklist to help keep on right side. Policy on software to include guidelines on present and future developments in software. Subset - signing up for online services - checklist. Policy on hardware. Policy for school websites. Policy for Management Information System. Policy for TASSCC. Overall strategy for technology in learning and teaching and the associated infrastructure implications and technical support requirements are mapped out in a mindmap. This has to be translated into a Policy Paper.				
Milestones					

Description	Due	Complete	Note
Acceptable Use Policy	10-Aug-2011	10-Aug-2011	Review date - every year
Guidelines for use of social media	15-Aug-2011	15-Aug-2011	Review - every year
Mobile Pilot Policy and Guidelines for use of mobile devices in schools	25-Nov-2011	23-Nov-2011	These documents are for schools ready to plan the use of mobile devices in teaching and leaning in their school.
Draft policy for school websites	20-Apr-2012	18-Apr-2012	Draft policy for all school websites - including reducing cost of hosting. Draft policy available 17 April 2012.
Overall strategy - draft for discussion	30-Apr-2012		
Draft policy for CPD in Internet safety and responsible Use	29-Jun-2012		Policy to implement CPD for all staff involved with young people in internet safety and responsible use and to make this a sustainable solution. Appropriate parts will be offered to parents.
Draft policy for Management Information System	29-Jun-2012		Once all staff are in place this will be developed.
Draft policy for TASSCC	29-Jun-2012		
Finalised version of policy for school websites.	29-Jun-2012		
Policy for CPD in Internet Safety and Responsible Use for all staff involved with Young people	15-Aug-2012		Phase 1 - Paper to implement the approach and the CPD required to offer a sustainable solution in the area accepted at Learning Team Meeting - Autumn 2011
Policy on purchasing of hardware and school estate.	15-Aug-2012		In preparing for technological development, in consideration of requirement for refesh and what should be provided by ACC, a policy to ensure that revenue is spent effectively is required.
Policy on software	15-Aug-2012		This policy will be developed in line with an audit of existing siftware, in line with Glow developments and implications and in line with current technological trends. There should also be a reduction in cost.

Project Title	ECS CLD 003 Implementation of Outdoor Learning and Educational Excursions policy and guidance				
Project Description					
Desired Outcome	to implement an Outdoor Learning and Educational Excursions policy and guidance				
Service Plan Link	01.01 - Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential; 01.02c - Implement Outdoor Learning and Educational Excursions policy and guidance; 03.03 - Improve engagement and sustained involvement in the learning process; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Jonathan Kitching	Managed By	Gail Woodcock		
Start Date	01-Apr-2011	Due Date	31-Jul-2012	Completion Date	
Current Status	⚠	Check Progress	25%	Work ongoing	
Progress Overview	Postholder now in place.				

Milestones				
Description		Due	Complete	Note
Initialisation; research, collate data, develop formats, combine with linked document, consult, populate master document.		16-Mar-2012	30-Mar-2012	
Creation; export data to other formats. Collaborate with IT re upload online. testing and updating.		13-Apr-2012		
Implementation; implementation of new formats. Go live on intranet and website. receive feedback and update.		23-May-2012		
Switchover and training; graduated switchover. create and initiate online interactive learning programme. Undertake training.		18-Jul-2012		

Project Title	ECS CLD 016 Develop, publish and implement City Health and Wellbeing Strategy for Education, Culture and Sport				
Project Description	The Aberdeen City Health and Wellbeing Focus Group is a strategic group comprising representatives from; primary, secondary, special education, Health Improvement Officers, School Nursing, Catering, Active Schools, Early Years, Adventure Aberdeen and Community, Learning and Development. It is responsible for supporting schools with the continued development of health and wellbeing within Curriculum for Excellence. The overarching aim of the group is to ensure all schools are health promoting, whilst also considering health improvement issues in the wider school community.				
Desired Outcome	to develop, publish and implement City Health and Wellbeing Strategy for Education, Culture and Sport to support the following statement: *"If children and young people are healthy and emotionally secure they are more able to develop the capacity to live a full life"*				
Service Plan Link	05.02b - Improve the health and wellbeing of the City; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Gail Woodcock	**Managed By**	Gail Woodcock		
Start Date	08-Feb-2012	**Due Date**	31-Jul-2012	**Completion Date**	
Current Status	⚠️	Check Progress	25%	On schedule	
Progress Overview	Several positive meetings with the NHS Health Improvement Officer for Schools and draft policy now ready for submission into the ECS committee cycle leading up to 07 June 2012				

Milestones			
Description	Due	Complete	Note
Develop Health & Wellbeing Policy working with NHS partnership - present to SMT March 2012	13-Mar-2012	13-Mar-2012	SMT approved progression to submit draft H&WB policy into committee cycle for approval at June committee
Submit draft H&WB Policy into ECS Committee cycle starting 25 April 2012	25-Apr-2012		
Develop a shared understanding across the authority of the HWB objectives and link to tracking and reporting			

Project Title	ECS CPD 001 Develop an explicit and coherent policy and guidance framework for leadership and management development for the Service.				
Project Description	The Framework for Leadership Development will set out the service's overall vision for the the development of leadership capacity within its staff; it will provide clear structure, pathways and development opportunities for all members of staff.				
Desired Outcome	All members of staff clearly understand the service's vision for leadership development, and can see the opportunities available to them to help develop their leadership skills.				
Service Plan Link	09.01a - Ensure our leaders at all levels in the service have the knowledge, skills, dispositions and resilience to be effective agents of change and improvement, and effective leaders of learning				
Lead Officer(s)	Andrew Jones	Managed By	Sarah Gear		
Start Date	18-May-2012	Due Date	30-Apr-2012	Completion Date	09-Mar-2012
Current Status	✅	Completed	100%	Ahead of schedule	
Progress Overview	A leadership development policy has been drafted and will be presented to ECS Committee on 23rd February. A leadership development framework has been produced and launched on Glow and the Zone.				

Milestones			
Description	Due	Complete	Note
Establish a leadership steering group to formulate the framework	30-Aug-2011	06-Oct-2011	
Produce draft policy and framework for consultation	30-Sep-2011	06-Oct-2011	
Publish final policy and framework document	29-Mar-2012	23-Feb-2012	

Project Title	ECS CulSp 009 Develop a policy framework for culture and sport				
Project Description	The Culture and Sport commissioning team is responsible for ensuring a policy framework to support the culture and sports sector which maximises the investment and provides direction for partner organisations				
Desired Outcome	a robust policy framework for culture and sport by 2016				
Service Plan Link	06.02a - Work with local and national partners to develop revenue and capital streams to invest in arts, culture, heritage and sports in the City; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Lesley Thomson	Managed By	Neil Bruce		
Start Date	27-Mar-2012	Due Date	27-Mar-2016	Completion Date	
Current Status		In Progress	0%	On schedule	
Progress Overview	The pitch strategy/Leisure asset plan is currently out to tender. Work has begun on the proposed heritage strategy, access to leisure review, and an ALO (Arms length organisation) policy which will provide some overarching principals within which Aberdeen City Council will expect its funded organisations to operate. Early in the new financial year the scope of a cultural asset plan will be developed and invitations will be invited for the tender. An update on the Public Art Policy will be provided to Committee in the Autumn. 20/4/12 the pitch strategy/leisure asset plan tender will be allocated in May 2012.				

Milestones				
Description	Due	Complete	Note	
Cultural assets tender scoped	31-Jul-2012			
Pitch strategy/leisure assets update to committee	30-Sep-2012		Tenders have been received and a consultant will be appointed in may 2012.	
Sports priorities agreed by Committee	30-Sep-2012			
cultural assets tenders received	30-Nov-2012			
develop priority sports policy	30-Nov-2012			
Public art policy	30-Nov-2012		A number of projects have been developed to 'test' the public art toolkit before a public art policy will be presented to Elected members.	
Access to leisure/community benefits/ access to culture and sport review	31-Dec-2012			
Access to leisure/Community benefits/access to culture and sport policy	31-Dec-2012			
access to leisure/community benefits/access to culture and sport policy - implement	31-Dec-2013			
develop heritage strategy	31-Dec-2013		Initial meetings to scope the heritage strategy have been held with relevant colleagues and external partners.	

Development plan for school and community sport	31-Dec-2013		a planning group comprising sportscotland, sport aberdeen and Aberdeen City Council staff are progressing this work.
Implement and monitor priority sports policy	31-Dec-2013		
public art policy - implement and monitor	31-Dec-2013		
cultural asset plan - implementation	31-Dec-2014		
heritage policy - implement and monitor	31-Dec-2015		
Implementation of development plan for school and community sport	31-Dec-2015		

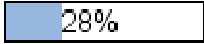| Project Title	**ECS Edu 002a Revision of Overarching Learning & Teaching Policy**				
Project Description	Amendment of policy published in November 2007				
Desired Outcome	Revised policy agreed following consultation				
Service Plan Link	01.01b - Implementation of A Curriculum for Excellence				
Lead Officer(s)	Derek Samson	**Managed By**	Derek Samson		
Start Date	16-Jun-2011	**Due Date**	07-Sep-2012	**Completion Date**	
Current Status	⚠ Check Progress	22%	Work ongoing		
Progress Overview					

Milestones				
Description		**Due**	**Complete**	**Note**
Analysis and review of existing policy		16-Jun-2011	16-Jun-2011	
Review of policies from other LAs		01-Jul-2011	06-Dec-2011	
Review of comments from stakeholders and amendment of draft		30-Sep-2011		
Circulation of approved draft to stakeholders		17-Mar-2012		Further work required. New date for completion - post SMT on 29 May 2012
Identification of school based SMT staff to undertake formulation of new policy		30-Apr-2012		One HT (or DHT) from Primary, Secondary and Special Schools
Draft revised policy to SMT		29-May-2012		Further work required. New date for completion - 29 May 2012
Publication of new policy		07-Jun-2012		
Revised draft to SMT		26-Jun-2012		
Proposed Policy to EC&S Committee				

Project Title	ECS Edu 004 Create a citywide Literacy Strategy working in partnership with key stakeholders				
Project Description	to create a strategy which will plan to improve the literacy abilities and capacity of Aberdeen City citizens.				
Desired Outcome	a) to have a strategy in place and b) improved literacy ability of the citizens of Aberdeen City				
Service Plan Link	03.02b - Create a citywide Literacy Strategy working in partnership with key stakeholders; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Penny Morton	Managed By	Derek Samson		
Start Date	13-Jan-2012	Due Date	30-Jun-2013	Completion Date	
Current Status	⚠	Check Progress	0%	On schedule	
Progress Overview					

Milestones				
Description		**Due**	**Complete**	**Note**
audit of literacy across city agencies completed		30-Mar-2012		audit sent to multiple agencies and city departments to be completed and returned by 9 March for compilation to a progress report
city audit compiled and gaps identified - progress paper prepared for submission to SMT		29-Jun-2012		
Formulation of Draft Strategy utilising existing practice and exemplars from other LAs		23-Dec-2012		
Draft Strategy to SMT for approval to take to wider consultation.		24-Jan-2013		
Consultation on Draft Version		28-Feb-2013		
Review of Feedback from Engagement		23-Mar-2013		
Formulation of Revised Version and Submission to SMT		27-Apr-2013		
Launch of Strategy		30-May-2013		

Project Title	ECS Edu 005 Implement Science and Technology Strategy in schools				
Project Description					
Desired Outcome					
Service Plan Link	04.01c - Embed the use of ICT to enhance learning and teaching and to widen participation in culture and sports activities				
Lead Officer(s)	Derek Samson	Managed By	Charlie Penman		
Start Date	26-Aug-2011	Due Date	31-Aug-2016	Completion Date	
Current Status		In Progress	50%		
Progress Overview					

Milestones				
Description		Due	Complete	Note
Development of STEM policy for city schools		29-Sep-2012		Draft policy complete, will be submitted for committee approval in Sept. 2012

Project Title	ECS Edu 017 Review and redevelopment of Inclusion Strategy				
Project Description	To review and develop and over-arching Inclusion Strategy and under pinning policies				
Desired Outcome					
Service Plan Link	07.02b - Review and redevelopment of inclusion strategy; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Sohail Faruqi	Managed By	Sohail Faruqi		
Start Date		Due Date	31-Mar-2016	Completion Date	
Current Status		Assigned	0%		
Progress Overview	A systematic review of the Inclusion Strategy will now be undertaken and a steering group chaired by the Director of Education, Culture and Sport. Membership of the group is drawn from across the Education, Culture and Sport Service and also outwith the Service. An initial task for the steering group is to agree an overall timescale. Regular updates will be provided to committee via bulletins and as required via committee reports drafted for decision making.				

Milestones				
Description	Due	Complete	Note
Develop hearts & minds engagement event(s)	08-Oct-2012		These events will take place throughout Sept/Oct 2012
Develop a refreshed vision, policy and strategy	17-Dec-2012		Initial draft inclusion strategy paper developed - requires further following hearts and minds engagement events
Develop a resourcing strategy for inclusion	07-Jan-2013		Following on from the review and engagement events this milestone will be actioned
Develop an inclusion charter mark	07-Jan-2013		Following on from the review and engagement events this milestone will be actioned

Project Title	ECS Edu 018 Development and implementation of Social, Emotional and Behavioural Needs (SEBN) Policy and Strategy				
Project Description	This policy and strategy links to the Inclusion Strategy Review - ECS Edu 017				
Desired Outcome	To obtain recommendations from steering groups to progress the policy and strategy development for SEBN				
Service Plan Link	07.02c - Development and implementation of positive behaviour strategy; A - Supporting Strategies, Programmes & Projects				
Lead Officer(s)	Helen Milne	**Managed By**	Sohail Faruqi		
Start Date	08-Feb-2012	**Due Date**	31-Mar-2016	**Completion Date**	
Current Status	In Progress	28%			
Progress Overview	Meeting scheduled for 17 February 2012 to project plan and define priorities.				

Milestones				
Description		**Due**	**Complete**	**Note**
Identify and define priorities		29-Feb-2012	08-Feb-2012	Meeting scheduled for 17 Feb 2012 rescheduled to 16 March 2012.
Attendance and truancy		29-Mar-2012	29-Mar-2012	Meeting with Head Teacher and Family Liaison Officers to develop policy area
Complementary/alternative provision strategy		29-Jun-2012		
Finalise the policy statement		29-Jun-2012		Awaiting steering group outcomes to develop recommendations
Identify key priorities and produce an action plan		29-Jun-2012		
Review of second starts process		29-Jun-2012		Meeting of Secondary Head Teachers prior to SMT approval
Review of the staged-intervention process		29-Jun-2012		Draft documentation to be prepared for SMT approval

Project Title	**ECS Edu 028 Global Citizenship Policy and Strategy**				
Project Description	Develop a Global Citizenship Policy and Strategy				
Desired Outcome	Global Citizenship Policy and Strategy accepted and implemented.				
Service Plan Link					
Lead Officer(s)	Rosaleen Rentoul	**Managed By**		Rosaleen Rentoul	
Start Date	18-Oct-2011	**Due Date**	10-Aug-2012		**Completion Date**
Current Status	▶ In Progress	66%	On schedule		
Progress Overview	Draft policy submitted to Head of service for discussion in March 2012.				

Milestones				
Description		**Due**	**Complete**	**Note**
Draft policy		30-Mar-2012	18-Apr-2012	Draft policy submitted 8th March 2012.
Discussion of draft policy with head of service.		02-Apr-2012	18-Apr-2012	Discussion of policy occurred. Plan for next steps discussed.
Policy to be finalised		30-Jun-2012		