



# Education, Culture and Sport

*Standards and Quality Report for 2012/13 &  
Service Improvement Plan for 2013/14 – 2015/16*

*Improving learning opportunities  
to deliver better outcomes*

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# 1. Introduction

## *Standards and Quality Report for 2012/13 & Service Improvement Plan for 2013/14 – 2015/16*

Our Standards and Quality Report/Service Improvement Plan is an opportunity to reflect on how we are continuing to deliver national and local outcomes, making a difference to our children and young people, learners, service participants and users and communities. It also provides an evaluation of the Service's capacity to improve and is an opportunity to look forward by identifying key actions to achieve ongoing improvement.

The report sets out a review of the key performance outcomes we have achieved across Education, Culture and Sport in 2012/13 and highlights the positive impact our services have had on our stakeholders.

### ***In summary, our key outcomes have included:***

- Career academies, science and engineering champions and a sustained focus on health and wellbeing are all contributing to significant success in schools including a high success rate in inspections for schools, increased performance in national examinations, low levels of absence and a reduction in exclusions
- Increased cultural awareness as shown by significant increases to virtual admissions to Museums and Galleries and a hugely successful exhibitions programme, combined with the Heritage Lottery Fund support of £10m which will see Aberdeen Art Gallery and Cowdray Hall transformed into a world class cultural centre
- Increased levels of participation in sports and physical activity with over 120,000 participants in Active Schools programmes and over 2 million attendances at sports facilities and pools
- The launch of our Play Policy to ensure that children get the best possible start in life and that we get it right for every child
- Partnerships such as World Book Day, Google Nexus and World Maths Day helping to improve our outcomes in literacy and numeracy
- The Roots of Empathy programme is continuing in partnership with Action for Children. The programme underlines our commitment to early intervention and the importance of positive relationships. By encouraging empathy and respect in children we are giving them the foundations to be positive, successful adults who will pass those skills onto their own children

## ***What will we do next?***

The key priority areas of the Service which will improve outcomes for all our learners are:

- 1.** Accelerate progress to improve learning outcomes for specific underperforming groups in particular Children and Young People with Additional Support Needs, Literacy and Adults
- 2.** Improve health and wellbeing outcomes through more people being more active, more often and improved mental health and resilience
- 3.** Improve and increase positive and sustained destinations for 14-25 year olds
- 4.** Extend quality cultural opportunities

Our priorities reflect the national priorities set by the Scottish Government, our commitments in the Single Outcome Agreement and the Corporate Business Plan helping us to focus on achieving meaningful improvements for our children and young people, learners, service participants and users and communities.

Section 9 lists high level actions which the Service will undertake in order to ensure that it delivers against the four key priority areas, has a measurable impact on outcomes, responds to the needs of our service users and delivers upon required savings.



***Gayle Gorman***  
***Director of Education, Culture and Sport***

## 2. Our Service

*Vision: Improving learning opportunities  
to deliver better outcomes*

Education, Culture and Sport is one of the largest services within the Council delivering a range of services which are integral to family, community and social life in the City.

Our services contribute to knowledge and learning, physical and mental health and wellbeing, leisure and sports, culture and heritage, and life in the community. Many of the services we deliver, partner or support are statutory obligations of the Council. These specifically include:

- Community wellbeing
- Corporate parenting
- Leisure and sports services
- Museums and galleries, creative learning and dance
- Public and school library and information services
- School education from nursery through primary and secondary

Our ongoing challenge is to ensure that all the services we provide best meet the needs of all those who have or choose to access them. Delivery of high quality services enables individuals, groups and communities to obtain the education and skills they need to fulfil their potential and to contribute to the prosperity of the City.

Management of the Service is organised into three service delivery areas each led by a Head of Service. Together with the Director they form the Directorate Leadership Team.



**Figure 1:** *Education, Culture and Sport Directorate Leadership Team*

### 3. Context

Aberdeen City Council is one of the largest local authorities in Scotland serving the third largest city in the country. The estimated population of Aberdeen on 30 June 2012<sup>1</sup> was 224,970, 2,510 higher than the previous year and 13,060 higher than the mid-2001 figure<sup>2</sup>. 1,910 of the population gain is attributed to net migration.

Aberdeen has a relatively small under 16 population accounting for 14.6% of the population, compared with the Scottish average of 17.2%. The number of young adults in Aberdeen grows considerably between the ages of 16–24 accounting for 15.5% of the population, compared to the Scottish average of 11.8% as students and other young people move to the City.

Aberdeen has traditionally attracted 'new citizens' with overseas migrants especially from Eastern Europe in search of employment opportunities. Between June 2011 and June 2012, it is estimated that 6,730 migrants moved to Aberdeen from other areas of Scotland, whilst 7,039 moved in the opposite direction; 2,531 migrants moved to Aberdeen from the rest of the UK exceeding out-migrants by 118; and 4,414 migrants moved to Aberdeen from overseas exceeding out-migrants by 2,101<sup>3</sup>.

In addition to the population estimates, National Records of Scotland also produces a set of Council area population projections every two years. The most recent set was the 2010-based projections, which covers the period to 2035. These figures were issued in February 2012. The projections<sup>4</sup> show that the population of Aberdeen will continue to grow, reaching 271,705 in 2035.

The age structure of the City is expected to change significantly between now and 2035. It is forecast that the 65+ age group will increase by 61% and the number of people aged 0-15 will increase by 24%.



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<sup>1</sup> 2012 Mid-year population estimate, National Records of Scotland, August 2013

<sup>2</sup> Population Report, Aberdeen City and Shire, Aberdeen City Council, September 2013

<sup>3</sup> Population Report, Aberdeen City and Shire, Aberdeen City Council, September 2013

<sup>4</sup> 2010 based population projects, National Records of Scotland, February 2012



# 4. Key Performance Outcomes

*How are we doing?*

## *Children and Young People*

### *Inspections*

#### Care Inspectorate


The Care Inspectorate inspects and reports upon elements of care within pre-school centres (including partner providers). Evaluation is assessed against four quality themes. The number of quality themes inspected is based upon each centre's self assessment evaluation.

#### Quality themes

- Quality of care and support
- Quality of environment
- Quality of staffing
- Quality of management and leadership


17 local authority pre-school centres were inspected and evaluated as Grade 3 - satisfactory or above maintaining a 5 year trend of 100% positive inspection reports. This demonstrates that quality of provision is being delivered year on year through these centres and the outcomes for children attending are consistently improving.

29 partner provider pre-school centres were inspected, 27 of which were evaluated as Grade 3 - satisfactory or above. The Early Years Team is working closely with the two partner provider organisations who failed to attain positive inspection outcomes to support improvement against identified areas to ensure raising of standards of provision for children both now and in the future.



***"The service has a warm and welcoming environment for the children and their families. Staff know the individual children well and are supportive of their individual needs".***

Kingswells Primary Pre-school  
Care Inspectorate, December 2012



***"The service offers a relaxed, welcoming atmosphere to children and their families. Staff know children well and support the individual needs of the children and their families. Staff evaluate the service on a regular basis taking into account child and parent feedback".***

Timber Kinder Garden Nursery  
Care Inspectorate, January 2013

***"Children in the nursery are happy in the playroom and outdoors. They are confident when talking about what they are doing and when counting. They listen well for long periods of time. They enjoy making visits to P1 which helps with their move to primary school".***

Charleston Primary Pre-school  
Education Scotland, May 2013

***"Children's learning needs are met very effectively. Coursework is very well matched to children's individual needs. Learning activities and tasks are motivating, stimulating and challenging. All children feel included. Staff are very alert to children's personal, social, emotional and health needs".***

Greenbrae Primary School  
Education Scotland, June 2013

***"The school meets the needs of its young people well. Arrangements for meeting the needs of young people who require additional support are very strong. The curriculum provides young people with a very broad range of well-planned learning opportunities".***

Bucksburn Academy  
Education Scotland, March 2013

## Education Scotland

Education Scotland inspects and reports on the quality of education in schools and pre-school centres (including partner providers). Evaluation is assessed across five quality indicators, including three core quality indicators. Nationally, a school is evaluated positively if it receives an evaluation of satisfactory in all three core quality indicators.

### Core quality indicators

- Improvements in performance
- Children's/Learners' experiences
- Meeting learning needs

### Quality indicators

- The curriculum
- Improvement through self evaluation

Three local authority pre-school centres and primary schools were inspected and were evaluated as good or better in relation to the core indicators. All were evaluated as good in relation to the curriculum and two out of three were evaluated as very good in relation to improvement through self evaluation.

One secondary school was inspected which was evaluated as good against the core indicators and very good in relation to the curriculum and improvement through self evaluation.

[See Appendix 1 for supplementary information.](#)



## ***Pupil Attainment***

### **Scottish Qualification Authority Awards**

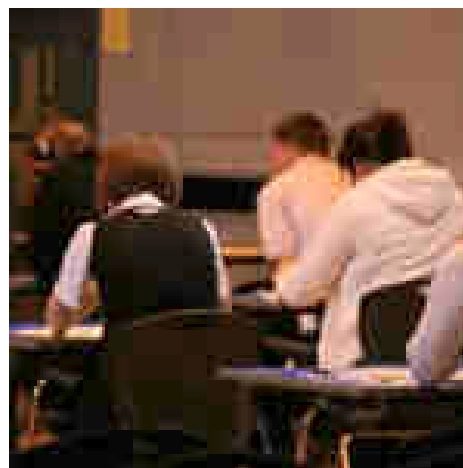
This year's SQA results demonstrate that our young people in schools across Aberdeen have continued to perform well and that we are continuing to make good progress in raising pupil attainment. Our evidence shows that our schools are adding considerable value to positive outcomes for their children and young people.

Attainment in S4, S5 and S6 is measured against key national indicators and compared to both the national average and our comparator average<sup>5</sup>.

Performance has improved against the key national indicators set out in [\*Appendix 2\*](#). The results of 7 out of 11 indicators have increased with the results of 4 achieving the best in 12 years.

- Key subject areas of English and Mathematics continue to be a strength with 99.2% of S4 pupils achieving a Standard Grade in English and 98.5% a Standard Grade in Mathematics
- Intermediate 1 pass rates have increased significantly from 72.1% in 2012 to 77.3%
- Intermediate 2 pass rates have increased from 74.5% in 2012 to 75.8%
- Higher Grade pass rates have risen substantially from 75.5% in 2012 to 77.1% continuing an upward trend and is the highest pass rate in 10 years

- Advanced Higher Grade pass rates rose from 77.7% in 2012 to 82.8%. This represents a very significant achievement by our pupils
- Skills for Work courses continue to be a real success with pupils benefiting from skills for life, learning and work across a range of courses at levels from Access 3 to Higher. Pass rates in Skills for Work courses and wider achievements increased from 90.5% in 2012 to 92%



#### **SQA qualifications for future years:**

With the implementation of Curriculum for Excellence, reporting of achievement and attainment at the senior phase (S4-S6) is changing. 2013 is the final year of certification of Standard Grade. In 2013/2014 and 2014/2015, the new qualifications system will run alongside elements of the current system.

<sup>5</sup> Our comparator authorities are Argyll and Bute, Dundee, Edinburgh, Renfrewshire and South Ayrshire.

## ***Attendance, Absence and Exclusions***

We have a combined school roll in the region of 21,500. At the time of the school census in September 2012, there were:

- 12,252 pupils attending 48 primary schools
- 9,036 pupils attending 12 secondary schools
- 164 pupils attending 4 special schools

Attendance, absence and exclusions data is collated by the Scottish Government on a biennial basis and used to monitor and inform policy making. Our evidence shows that our children and young people are well supported to attend school regularly.

- Overall attendance in local authority schools across the City was 93%, the same level as for 2010/11
- Total absence (authorised and unauthorised) was 7% and absence due to temporary exclusions was 0.1% of half days. Both values remain constant with those reported in 2010/11
- Total exclusions were 1,154 which equates to an exclusion rate per 1,000 pupils of 54. These values are an improvement on those reported in 2010/11

[See Appendix 3 for supplementary information.](#)

## ***Violent Incidents***

Our zero tolerance approach reflects our commitment to reducing violent incidents, particularly multiple incidents, against school staff and our evidence shows that our schools are supporting their pupils to achieve better behaviour very well.

- Total number of reported incidents of violence against school staff (both teaching and non-teaching) was 553, an increase of 32 on the previous year
- 266 reported incidents of violence were against teaching staff and 307 reported incidents of violence were against non-teaching staff<sup>6</sup>
- In over 96% of all reported incidents, the alleged perpetrator was a current pupil at the school involved. Of these reported incidents, nearly 80% involved pupils with additional support needs

- In primary schools, the number of incidents of violence reported by staff increased by 21% from 228 in 2011/12 to 289. 85% of reported incidents involved physical violence and 57% of reported incidents involved non-teaching staff
- In secondary schools, the number of incidents of violence reported by staff decreased by 43% from 161 in 2011/12 to 92. 51% of reported incidents were for verbal abuse<sup>7</sup> and 88% of reported incidents involved teaching staff
- In special schools, the number of incidents of violence reported by staff increased by 23% from 132 in 2011/12 to 172. 74% of reported incidents involved physical violence and 76% of reported incidents involved non-teaching staff

[See Appendix 3 for supplementary information.](#)

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<sup>6</sup> These figures include violent incidents where teaching and non-teaching staff were involved in the same incident

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<sup>7</sup> These figures do not include violent incidents which reported more than one type of assault

## School Leaver Destinations

Assisting young people into positive and sustained destinations is the responsibility of all and is a key measure used by the Scottish Government when assessing the success of the education system in Scotland.

All young people are entitled to a senior phase of Curriculum for Excellence and are entitled to receive a guaranteed offer of a place in post-16 learning. Schools and partners are committed to providing young people with tailored learning packages best suited to their interests and ambitions. They continue to focus on young people who are most at risk of moving into a negative destination.

Our partnership approach is effective at working with vulnerable learners and is having a positive impact on positive destinations. We ensure that all young people are very well supported in making the most appropriate post-16 learning choices according to their personal needs and requirements.

- 91% of young people who left formal education during 2012/13 were in a positive destination (education, employment or training) in September 2013
- This represents a significant increase of 2.6% from 88.4% in September 2011/12
- Over the past three academic years there has been a total increase of 5.4% in initial positive destinations. This demonstrates the positive impact of our partnership working in this area

Partners in the City have recently collaborated to produce a new [Youth Employment Activity Plan](#) which profiles the range of opportunities which exist in Aberdeen to support young people into further learning, training or employment.

Young people will also be supported into positive destinations by Skills Development Scotland, lead agency for providing young people aged 16-17 years with information and advice, and Job Centre Plus who lead in the delivery of the UK Government's 'Youth Contract' within the City.

[See Appendix 4 for supplementary information.](#)



## ***Educational Outcomes for Looked after Children***

We continue to support the achievement and attainment of our looked after children. Looked after children tend to have lower levels of educational attainment than non looked after children. These differences are, in part, linked to the fact that looked after children tend to leave school at younger ages than non looked after children. Supporting our Looked After Children and accelerating progress to achieving better educational outcomes is a priority for our Integrated Children's Services Partnership moving forward.

### **Tariff Scores**

The tariff score of a pupil is calculated by adding together all the tariff points accumulated from course levels and awards attained.

- The average tariff score for the 17 young people looked after by Aberdeen City Council and who left school during 2011/12 was 86, compared to the national average of 106
- The City was ranked fourth out of our comparator authorities
- The average tariff score for all City school leavers was 334, almost four times greater than for the City's looked after children. This is attributed to the fact that looked after children tend to leave school at younger ages than non looked after children
- The cumulative average tariff score of the City's looked after children over the past three years (2009/10 - 2011/12) was 88 and is joint first amongst our comparator authorities alongside South Ayrshire and equal to the national average

### **School Leaver Destinations**

A school leaver is classed as a young person of school leaving age who left school during or at the end of the school year, where the school year is taken to run from 1 August to 31 July. A positive destination includes higher education, further education, training, voluntary work and employment.

- 67% of the 18 looked after children, who left school during 2011/12 were in a positive destination at the time of the follow up destination survey in March 2013. This was equal to the national average
- 87.5% of all 1,802 City school leavers were in a positive destination at the time of the follow up destination survey in March 2013. This was greater than the national average

[See Appendix 5 for supplementary information.](#)

**Opportunities  
for All  
-16 to 19 year olds**



# Learning in the Wider Community

## Learning Communities

Community learning centres across the City provide a range of learning opportunities for people of all ages. We assist adults improve their core skills and provide opportunities to gain qualifications in partnership with Aberdeen College and the Workers Educational Association.

- 744 adults received support with integrated core skills
- 301 speakers of other languages learnt English up to intermediate level

## Education Scotland Inspections

Education Scotland evaluates five quality indicators to help monitor the quality of learning communities across Scotland.

### Quality indicators

- Improvements in performance
- Impact on young people
- Impact on adults
- Impact of capacity building on communities
- Improving services

One learning community was inspected during 2012/13. The learning community surrounding St Machar Academy was evaluated as satisfactory in relation to improvements in performance and improving services and very good in relation to impact on young people, impact on adults and impact of capacity building on communities.

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

[Appendix 1 details Education Scotland Inspections by quality indicator.](#)

***"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".***

Learning Community surrounding  
St Machar Academy  
Education Scotland, May 2012

***The Learning Partnership provides a clear structure for learning providers who are beginning to develop a shared vision and outcomes for the learning community. They are taking forward plans to improve joint planning and shared self-evaluation across providers.***

Learning Community surrounding  
St Machar Academy  
Education Scotland, May 2012



# *Engagement in Arts, Culture and Sport*

## ***Museums and Galleries***

As anticipated, visitor numbers for 2012/13 are lower than the previous year attributed to partial year closures of both Skene House and the Maritime Museum due to internal and external redevelopment works.

- 801,684 visitors to museums and galleries across the City compared to 893,430 in 2011/12
- Number of visits per 1,000 of population decreased from 4,115 to 3,637

Visitors are increasingly using Facebook and Twitter to access our services which has impacted upon the visitor numbers to the Aberdeen Art Gallery and Museums website which has seen a decline in hits by 20% on the previous year. We have however, seen a significant increase of 25.8% in the number of enquiries received by the service.

Despite the reduction in visitor numbers, this has been a particularly successful year in terms of the delivery of a hugely successful exhibitions programme across our five facilities which included the popular 'House of Annie Lennox' exhibition, The Lure of the Orient exhibition, Selling Dreams, a touring exhibition from the V&A's Collection exploring the work of international fashion photographers, and the work of one of Scotland's best loved artists, SJ Peplow.



## Libraries

Visitor numbers for 2012/13 were lower than the previous year attributed to a reduced number of opening hours - 262 hours fewer in 2012/13 than the previous year and exacerbated by prolonged spells of bad weather through the late winter.

- 1,458,738 visitors to libraries across the City compared to 1,570,220 in 2011/12
- Number of visits per 1,000 of population decreased from 7,232 to 6,709
- 10,854 children visited through organised school visits across the range of individual library premises
- Library staff increased the number of outreach events from 14 in 2011/12 to 45 in 2012/13 bringing library services, road shows and authors into the community

Community libraries continue to retain proportionately higher levels of use than that of the Central Library. A drop in the number of virtual visitors is attributed to changes in legislation relating to the application of website cookie permissions affecting the ability to record and calculate the numbers of web based visits.

Nationally, library membership is in decline however, compared to other benchmarking authorities Aberdeen is performing well.

- 51,195 active borrowers compared to 52,632 in 2011/12, this equates to 23.23% of the resident population of the City

A number of initiatives to promote library membership and accessibility include streamlining the membership process and a new digital user category for customers who want to access online resources, such as e-books and online databases but don't require lending rights to physical items.

Computer use within library learning centres decreased however, this has been significantly offset by the uptake of WiFi connectivity which has increased by 40.5% on last year. This is predicted to increase further as portable devices continue to grow in popularity.

- 191,946 hours of computer use compared to 213,004 hours in 2011/12

Although the full impact of the Welfare Reform Act is yet to be seen, it is predicted this will have a positive effect on computer usage as people seek support in gaining ICT skills, applying for jobs online and accessing benefit applications.

We are actively working with Job Centre Plus to provide PC facilities for such support and anticipate that, in concert with the movement to remote access through mobile devices, demand for these services will continue to develop.



## Sport

Overall attendances at Council dry and pool sports facilities rose by 118,705 admissions during 2012/13 providing for a total of 2,163,756 attendances, an increase of 5.8% on the previous year.

This is the second consecutive year that combined attendances have exceeded the two million mark which represents the highest level of participation recorded against City facilities contributing to the Statutory Performance Reporting framework.

This rising trend has enabled the City to retain its relative year on year position in comparison with other Scottish local authorities in 2012/13, and improve its national positioning considerably over the past three years.

- Citywide attendances at indoor sports and leisure facilities excluding pools in a combined complex increased by 7.49% on the previous year to 1,610,804 equating to 7,308 attendances per 1,000 of population, an increase of 5.88%

A number of factors drove a real level of growth with a range of standalone sports facilities, including Aberdeen Sports Village, the Beacon Centre, Kincorth, Sheddocksley and Torry Youth and Leisure Centre all contributing to the increase in use by some 85,001 attendances.



Within this grouping and, most notably, Aberdeen Sports Village attendances were recorded at 701,874, the highest level of admissions since opening of the facility in 2009, which is an 11% improvement on the 2011/12 position, (compared to the City's strategic annual participation growth target of 1.66%).

Attendance levels across the range of physical activity programmes delivered within Education establishments have risen by some 63,600 (24.1%) to 327,118 attendances, with significant positive movement in figures at both of the Cults facilities and Dyce Primary along with Harlaw, Kincorth, Torry and St. Machar Academies.

- Citywide pool attendances increased by 1.2% on the previous year to 552,952 equating to 2,509 attendances per 1,000 of population

Whilst the overall level of attendances in 2012/13 rose only marginally against the previous year, there were a number of highlighted areas of positive relative performance with attendances at Kincorth, Dyce, Bridge of Don and Cults Academies, along with Aberdeen Grammar School, all showing growth in public attendances with a combined additional 22,619 admissions in 2012/13.

Of these five sites, the pool at Cults Academy in particular, demonstrated significant year on year development with the establishment of a full public programme in the new facility and an increase of over 20% in visits.

# 5. Stakeholder Impact

## *What have we done?*

### *Children and Young People*

Curriculum for Excellence is the name given to the education system in Scotland. It encompasses the whole 'learning journey' from 3 to 18. Children will receive a rounded education, known as a Broad General Education, from early years through to the end of S3, before they specialise and take qualifications from S4 - the Senior Phase.

#### *Early Years*

The Aberdeen Early Years and Childcare Partnership includes organisations involved in providing services for early years, childcare, family support and play for children to 18 years. The Partnership aims to ensure a range of high quality, accessible, early years, family support, pre-school and out of school care is supported, developed and expanded to meet changing family needs.

**Pre-school education:** Local authorities have a duty to secure pre-school education for all children in the school term following their third birthday. We provide pre-school education places in our primary schools and also commission pre-school education from the independent, private and third sectors.

- 91% of all eligible children in their pre-school year and 79% in their ante pre-school year had a place in a pre-school education centre

There are 46 pre-school nurseries based in local authority primary schools in Aberdeen. In addition there is pre-school provision at Aberdeen School for the Deaf and in three linked developmental nurseries at Seaton, Kaimhill and Ashgrove for children with additional support needs.

- 2,958 places were available in local authority nurseries of which 2,890 were allocated:
  - 1,607 pre-school children
  - 1,137 ante pre-school children
  - 146 children who were of school age but had deferred entry to primary school

We are in partnership with 52 registered pre-school education centres in the independent, private and third sectors. Maisie's Children's Centre offers pre-school education providing a holistic approach to children with additional support needs.

- 1,423 children had places with partner providers:
  - 569 preschool children
  - 817 ante pre-school children
  - 37 children in their deferred year



**Childcare:** The Family Information Service provides free, comprehensive and up-to-date information and advice about all services for children, young people and their families in Aberdeen. Their directory of services is for parents, carers, young people and professionals. In 2012/13, childcare provision across the City included:

- Creches: 15 registered providers with 184 places; 6 unregistered providers with 81 places
- Out of School Care: 36 registered providers with 1376 places
- Pre-school Playgroups: 15 registered providers with 311 places; 4 unregistered providers with 100 places
- Childminders: 136 registered providers with 808 places
- Holiday Playschemes: 23 registered providers with 873 places; 12 unregistered providers with 608 places



**Bookbug:** Libraries work together with health and early years partners to deliver Bookbug which gifts free books to children at 6 weeks, 18 months, 3 years and in primary one along with guidance materials for parents and carers.

- 11,100 Bookbug packs were issued:
  - 3,050 baby packs
  - 2,290 toddler packs
  - 3,310 pirate packs
  - 2,450 primary one packs



**The Interaction Learning Diary (ILD)** has been piloted in four local authority nurseries across Aberdeen. The ILD is a web based tool to record observations, assessments and learning journeys within a child's diary while capturing evidence and assessing progress within the Curriculum for Excellence and Pre-Birth to Three in Scotland.

Children are placed right at the heart of their own learning with the tool. They can view their own photographs, reflect on what they were doing at the time, add to their own learning journeys and even comment what they want to learn next or what they are interested in learning more about. It also introduces children at a young age to ICT skills.

The ILD also encourages parental participation and the opportunity to be more actively involved in their child's learning journey through secure online access to the 'Pupil's Diary'.

The Parent Portal is an invaluable part of the ILD which enables parents who work away from home to monitor their child's educational development. Research has shown the importance of a parent's participation in their child's education and how this has a direct impact on their child's learning and development.





### **Early Years Change Fund Launch:**

Around 250 professionals working in the early years sector were addressed by keynote speakers Sir Harry Burns and Dr Suzanne Zeedyk at the launch of the Early Years Change Fund in Aberdeen on 17 January 2013. The agreed priorities of the Early Years Change Fund in Aberdeen are to:

- Understand why and how positive and secure attachment forms a prerequisite of any intervention with children and families
- Provide Continuing Professional Development (CPD) to support the roll out of this strategy. The CPD should include high quality input on an increased understanding of attachment theory and practice, child development, pre-birth to three, empathy, resilience and nurture theory and practice
- Deliver on prevention through universal services and targeted interventions
- Involve all partners in a shared vision and co-ordinated support approach to working with and delivering services to parents and families
- Provide improved services to parents and children and to target specific, more vulnerable groups as appropriate
- Deliver a comprehensive parenting strategy

The funding will be rolled out over three years. The launch of the Early Years Change Fund in Aberdeen took place in advance of the new Early Years Collaborative, a programme launched by the Scottish Government to drive forward early years in Scotland.

### **Early Years Change Fund Attachment Training:**

Dr Suzanne Zeedyk, an Honorary Fellow at the University of Dundee's School of Psychology delivered innovative attachment training during April and May to nearly 4,000 participants from the voluntary and private sectors, education, health and social work services as well as those who work with children from pre-birth and their parents/carers.

#### **Feedback from the training:**

'Brilliant investment for all workers, professionals, foster carers, etc!'  
(Family Support Officer,  
Aberdeen City Council)

'Great, thought provoking session.  
Very Inspiring'  
(NHS Community Nurse)

'The message is excellent –  
this needs to be shared'  
(Speech & Language Therapist,  
NHS)

'Very, very interesting –  
I want to hear more!'  
(Family Resource Worker,  
Aberdeen City Council)

'This Multi-Agency training is  
vital if attachment is  
to be properly addressed'  
(Health Visitor, NHS)

'It was brilliant to hear from  
other professionals'  
(Nursery Manager,  
Voluntary Sector)

'Just Excellent,  
everyone should hear this'  
(Social Worker,  
Aberdeen City Council)

**Nurture Groups:** There are seven nurture groups based in Sunnybank, Muirfield, Quarryhill, Walker Road, Kittybrewster, Heathryburn and Tullos primary schools which support children in the transition from nursery to primary one.

The rationale of the nurture groups is based on Attachment Theory, which suggests that the ability of a child to adapt to school is determined by the quality of interaction between the caregiver and child in the early years.

The groups have been recognised as effective in supporting children and their families to develop positive relationships so that children are 'ready to learn' and are confident in a school environment. It is recognised that nurture groups are most effective when based within nurturing schools.

A tool used by the Early Years Collaborative, a Driver Diagram for Nurture, has been written to support schools to develop a more nurturing approach. Nurture groups are managed and quality assured by the Family and Vulnerable Learners Team.



**The Outdoor Nurture Project,** run in conjunction with the Families and Vulnerable Learners Team and Adventure Aberdeen, is intended as an early intervention initiative to improve outcomes for children and their families through building relationships using the context of the outdoors. It is linked to the aims of the Early Years Collaborative – Scotland the best place in the world to grow up.

It is intended that improvements will be achieved through supporting the development of positive relationships, improving and promoting physical activity and supporting play. It is also recognised that being in the outdoors promotes health and wellbeing and stimulates brain development.

Parents/carers are encouraged to join the sessions with their children. They are also encouraged to attend training sessions to develop their skills in outdoor learning and their understanding of child development.

Each session has a routine format which aims to provide children with a sense of security. The purpose of this is to support the development of confidence, which in turn aims to empower children to take risks. The sessions have been seen as very successful as children and their parents/carers have not wanted to leave at the end of the sessions!

## Literacy

Aberdeen City is developing an active approach to literacy, encouraging its young people to develop strategies to lead their own learning and to develop knowledge and skills in literacy which can be applied to all curricular areas. This knowledge will furnish our young people with the skills needed to successfully move into positive destinations.

Primary and secondary teachers have received training in Active Literacy. An audit of Literacy across Learning was undertaken and a clear strategy of training and support was developed and undertaken. Support was developed and is ongoing for the implementation of National 4 and 5 courses and the methodologies and pedagogy of Curriculum for Excellence.

A range of initiatives to support and encourage pupils become confident in literacy were run throughout the year. These included:

- E-Reader Project in five schools
- World Book Day
- Summer Reading Challenge
- Citywide Reading Bus Events

**Google Nexus Project:** Five schools were chosen to utilise e-readers as part of a project to increase motivation for reading for enjoyment. Each chosen school has 30 Google Nexus tablets for use with Primary 6 classes. The project will look at motivation factors for reading and investigate reading patterns.

**Summer Reading Challenge:** 1,166 children registered for the Summer Reading Challenge, an increase of 17% on the previous year's total. During the six weeks nearly 40,000 books were issued and there was an activity in each community library. Young volunteers were involved at both Cults and Central Children's Library as part of the Saltire Award Scheme. 453 children completed the Summer Reading Challenge by reading six books over the summer, an increase of 56% on 2011.

**World Book Day:** 22 primary and 5 secondary schools took part in a citywide competition to help celebrate World Book Day on 7 March 2013. Classes were invited to decorate a door using a favourite novel or author as a stimulus. Schools selected an overall winner and entered their photograph in the city competition. Staff at Marischal College voted on the entries and Middleton Park was chosen as the citywide winner. Congratulations also go to Muirfield, Kingswells and Dyce primaries.

**Grampian Children's Book Award:** *A Monster Calls* by author Patrick Ness was the winner after more than 500 children voted at the annual event, held in the Arts Lecture Theatre, University of Aberdeen. The GCBA is organised by Aberdeen, Aberdeenshire and Moray schools and public libraries to promote literacy and to support the Curriculum for Excellence by encouraging pupils, aged 11-15 years old (S1-S3), to take an active part in selecting, reading and critically reviewing quality fiction.

## Numeracy

During 2012/13, primary and secondary numeracy audits were undertaken across all schools to ascertain areas with which schools required support. Materials were developed to support teaching and learning in numeracy and mathematics from Early to Second Level. We built connections with other Numeracy Curriculum Development Officers in local authorities, including Aberdeenshire, Angus and Moray, to share good practice.

A range of initiatives to support pupils and teachers become confident in mathematics and numeracy were run throughout the year. These included:

- NSPCC Number Day
- Enterprising Mathematics Challenge (supported by Opito and Aberdeen University)
- World Maths Day Challenge
- P7 Maths and Numeracy Challenge
- National events offered by Education Scotland
- Mathematics Conference

The Numeracy Steering Group was reconfigured to extend and include a wide ranging membership, all of whom are committed to supporting the development of numeracy. The group has representatives from across the Service and partnerships including Early Years, Primary and Secondary sectors, Family Learning and Aberdeen University. The Steering Group agreed an action plan for session 2013/14, the focus of which was to support learning in numeracy and mathematics through improved pedagogical approaches.

### **Enterprising Mathematics**

**Challenge:** Groups of Primary 7 pupils from across Aberdeen and Aberdeenshire met at the University of Aberdeen's Elphinstone Hall to compete in the Enterprising Mathematics Challenge. Supported by Opito and Helen Martin from the University, the event provided pupils with an opportunity to use their mathematical and numeracy skills in real life problems through timed challenges and a competitive environment.

### **World Maths Day Challenge:**

Northfield Academy took part in the World Maths Day Challenge and surpassed their previous totals and targets by achieving a total of 75,834 correct answers. Brenda Harden, Faculty Head said that "Taking part in World Maths Day has been very motivating for pupils. The cross-curricular nature has allowed Maths to be a context for learning about other countries in the world."

## Assessment

A Strategic Action Plan covering all aspects of Curriculum for Excellence was shaped and developed. A Steering Group for Assessment was established involving a cross section of headteachers who provided feedback on the Plan.

We are increasing our investment in Baseline and Value Added Assessments from CEM (Centre for Evaluation at Durham University).

- In Primary, ePIPs will continue to be used in P1, 3, 5 and 7; INCAS has been introduced in P2, 4 and 6
- In Secondary, MidYIS will continue to be used in S1 and SOSCA has been introduced in S2

A working group has been set up to take forward this development, a particular focus of which will be support for teachers in the interpretation and use of the feedback data. More effective use of assessment data, in combination with the professional knowledge of teachers, will assist us in securing improvements to attainment.

School profiles were produced by P7 and S3 pupils. Some of our secondary schools used alternative ways of creating a Profile including the GLOW blogging tool, the use of 'On The Button' and E1 marksheets. In Hazlewood and Woodlands an alternative template based on current good practice was used. An evaluation of the process was undertaken, the outcomes of which will be shared to inform future planning.

## City Campus

The Aberdeen City Campus aims to maximise the number of appropriate learning opportunities and experiences for young people in the senior phase of the curriculum, S4-S6.

The City Campus provides greater diversification including courses run by other educational training providers, meeting the needs of individuals in a changing educational environment.

- In session 2012/13, 538 pupils studied a range of courses in the City Campus

All secondary schools had pupils participating in the programme undertaking courses they could not access at their own school.

- The 251 Advanced Higher pupils achieved results that significantly contributed to an overall improvement in the authority's success rate for pupils achieving one Advanced Higher
- Over 250 pupils studied courses at Aberdeen College with 127 of them achieving a pass in Higher Psychology or Sociology. This significantly contributed to their own individual achievement pathway





## Helping those with different needs

**Additional Support Needs:** In August 2012, an Additional Support Needs (ASN) Team consisting of three Education Officers ASN and a Quality Improvement Officer ASN was established to support the work of the Service Manager ASN. Since they were formed, the team have been particularly effective at:

- Supporting the implementation and embedding of legislation and guidance relating to the Additional Support for Learning Act 2004
- Building capacity within schools and across the authority to support learners
- Streamlining processes and improving data collection to support earlier identification of needs and more timely interventions

An ASN audit was undertaken in December 2012, to ascertain the range of additional support needs across the City. This Audit has been particularly helpful in informing our future planning and supporting the Review of Inclusion which is a key focus area for 2013/14.

A network for Principal Teachers of Support for Learning was established in 2013, in order to share interesting practice and promote the consistent development of teaching and learning to meet all needs. A highly successful Learning Festival with 'Supporting Learners' as its key focus was held in 2013.



**The Educational Psychology Service** supports teachers, parents and carers where there is concern about pupils' educational development and/or behaviour in school. The Service has been accredited for the purposes of training educational psychologists by the Scottish Division of Educational Psychology Training Committee (SDEPTC) until February 2018. The Service was commended for a range of strengths including the clarity of their induction policy and the inclusion of all members of staff.

**The English as an Additional Language (EAL) Service** provides services to schools for bilingual children whose first language is other than English and caters for a *United Nations* in terms of nationalities, with an age range of pupils from 5 to 18 years. The teachers work in partnership with the bilingual pupil's own school and teachers.

Schools are experiencing an increased need for language support to cope with the needs of children who have English as an additional language. In Aberdeen, the number of pupils whose main home language is other than English has been constantly increasing in recent years.

- Between 2006 and 2012, the number rose by over 140%
- In 2012/13, pupils in schools across the City spoke 76 different main home languages (other than English and Gaelic)
- After English, Polish was the most common main home language followed by Arabic and Malayalam

## **Enterprise and Applied Learning**

**Work Experience Placements:** Our schools work experience programme provides pupils with first hand experience of the world of work. The programme is valued extremely highly by pupils, school staff and local companies who regularly welcome our young people into their organisational environments.

- During 2012/13, 1,573 pupils received a work experience placement

**Career Academies** that could help tackle skills shortages in the oil and gas sector are being introduced into North East of Scotland thanks to a pilot by Aberdeen and Aberdeenshire Councils with support from BP. Kincorth and Oldmachar Academies are inviting S5 pupils to apply to take part in the two year programme beginning in August 2013.

Staff from the schools, along with local authority colleagues, are working with the business community to build a programme for the students which includes business mentors, guru lectures visits and a five week internship.

**World of Work Wednesdays:** Our young people continue to benefit from up-to-date careers information from industry experts through the World of Work Wednesday Programme. The series of presentations features key industry sectors identified through partnership work with the Enterprise, Planning and Infrastructure Service and Skills Development Scotland. Each event is broadcast from one of our City schools via the Internet and is available to watch again through the website.

**Aiming Higher:** Published twice per academic session 'Aiming Higher' is packed full of tips, information and labour market intelligence all packaged for young people who are thinking about leaving or have recently left school. The publication is distributed to all our secondary schools as well as being downloadable for free via the Internet. Information contained in each edition is sourced through close working with partners including Skills Development Scotland, Grampian Chamber of Commerce and Aberdeen City and Shire Economic Future.

**Junior Enterprise Game:** A total of 1,321 pupils from across 39 primary schools made up 318 teams who were challenged to run a company with the winner being the team to achieve the highest share price. The final positions were:

- 1<sup>st</sup>: St Peter's RC Primary – share price 536p (£250 prize and the BP Cup to be held for a year)
- 2<sup>nd</sup>: Gilcomstoun Primary – share price 487p (£150 prize)
- 3<sup>rd</sup>: Skene Square Primary – share price 485p (£100 prize)
- 4<sup>th</sup>: Middleton Park Primary – share price 477p (£50 prize)
- 5<sup>th</sup>: Hazlehead Primary – share price 472p (£50 prize)
- 6<sup>th</sup>: Fernielea Primary – share price 471p (£50 prize)

## Science

**Primary Science Quality Mark:** In the third year of the national scheme, 23 awards were presented to Aberdeen schools at an awards ceremony.

- Bronze Awards were presented to 15 schools
- Silver Awards were presented to 8 schools

In addition, Airyhall Primary School achieved a Gold Award.

So far, since its Aberdeen launch in 2011, 34 schools across Aberdeen have achieved the award.

The Primary Science Quality Mark is a joint project led by the University of Hertfordshire in partnership with the Primary Science Teaching Trust. In Aberdeen it is thanks to the generous sponsorship by BG Group that so many schools can participate.

Jane Turner, National Director of the PSQM programme, said: "Gaining a Primary Science Quality Award is a significant achievement for a school. The standard of the submissions has been extremely high and their content is quite breathtaking. Science subject leaders, their colleagues, head teachers, children and parents should be very proud."

Schools taking part in the scheme are very positive about the impact of working for the award.



**Science Champions:** In January, 383 P6 and P7 pupils from across 16 schools visited Satrosphere to be trained as Science Champions. The pupils then shared their enthusiasm for science with nursery and P1 pupils helping them to participate in science within their schools. In June, the Science Champions attended a celebration event in the Beach Ballroom where they shared and demonstrated their work.

## Engineering

**Bridges to Schools:** Primary schools battled through the winter weather to take part in this year's Bridges to Schools event. The project involves pupils building a 12.5m long cable-stayed bridge within an hour lesson and is supported by the Institute of Chartered Engineers. Pupils are able to build, walk across and de-construct the bridge, learning about bridges, teamwork and civil engineering along the way.



**City Pupils Engineer National Success:** S6 pupils at Oldmarch Academy spent six months in the 'Engineering Education Scheme (EES)' working alongside industry partners, Sparrows Energy. The EES aims to provide young people with an insight into engineering, science and technology along with work related learning in an industrial enterprise context. Seven pupils worked as a team to solve a real life problem identified by Sparrows Energy.

The pupils attended the EES Scotland Celebration and Assessment Day at the University of Strathclyde where they gave a presentation about the project and their findings to a panel of industry experts. The pupils beat stiff competition from other schools across Scotland to win the EES trophy and a prize of £250.

### If you could be an engineer in Scotland – what would you do?

That was the question set to learners in a number of primary schools across the City. The initiative, led by Scottish Engineering, aimed to increase the awareness of engineering as a future career by finding out what it is that engineers do. The project didn't just consider engineers in the oil industry but also in food and drink, construction and other industry sectors.

### City Teachers Engineer Professional Network:

Teachers from Design and Technology departments across the City have formed a new professional network to promote engineering, and in particular Engineering Science, in the curriculum. Recognising the importance for young people to be ready for the buoyant local labour market the network is looking at sharing best practice, resources and expertise. The work of the network has already been recognised by colleagues at Education Scotland who have visited to add their support to the work being done by the group.

19 professional 'Subject Networks' exist across the City for secondary subject specialist staff. They meet six times a year during twilight sessions to support curriculum development work, sharing of best practice in teaching and learning and successful implementation of Curriculum for Excellence. These networks have also supported the writing of course materials for emerging new National Qualifications. Staff surveys have shown that the networks have supported increasing staff confidence in teaching and assessing Broad General Education.

## Health and Wellbeing

Curriculum for Excellence ensures that health and wellbeing is at the heart of the curriculum. Learning through health and wellbeing enables children and young people to develop knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Outdoor education and outdoor learning creates opportunities outside of the classroom and school to inspire and develop children and young people encouraging involvement in real life experiences through activities and in direct contact with nature.

**Health & Wellbeing Agenda:** The production of a draft toolkit for schools to measure their progress with the Health and Wellbeing Agenda has been produced. This will ensure the mainstreaming of the Agenda and ensure that it retains a high profile within our schools. It will also be used by schools to measure how close they are to the new Excellence Award created by the Council. The toolkit has been piloted and is close to its launch citywide.

**The launch of a Secondary Health and Wellbeing Ambassador Scheme** has involved a number of secondary schools working in partnership with the NHS and organisations within the local community to address a community health and wellbeing issue.

**Health Hub Pilot:** A broad-based health advice service is being piloted within Torry Academy. The Health Hub builds on the school nurse service already provided in schools by offering a more structured input at a dedicated time each week. The aim of the Health Hub is to increase accessibility and reduce health inequalities for young people by providing a drop-in service within school. The hub provides general support on a range of health issues including mental and emotional wellbeing and physical activity.

**Mental Health Framework Pilot:** This has been run for a year in Bridge of Don Academy and has provided a list of recommendations for a citywide model. This now needs to be approved and will then be disseminated to all schools.

**Aberdeen City Alcohol and Drug Partnership** has provided funding to create a substance misuse post for six months with the aim of raising parental engagement around the substance and alcohol misuse agenda. This has begun and a number of very positive events have been organised within our schools.

**Rock Challenge 2013** featured eight North East schools in a unique evening of entertainment. The Bucksburn Academy team won the Award for positive inclusion and the Iain Alley memorial award for Stage Crew for their performance 'Before it's too late', based on the story of Cinderella, highlighting the issues of drink and drugs.

The Hazlehead Academy Team won the NHS Grampian Award for Make-up Design. Their performance of 'Man is not truly one, but truly two' based on Robert Louis Stevenson's portrayal of Dr Jekyll showcased talents of performance, drama, design and production.



**Child Healthy Weight:** The Scottish Government has set a national target to reduce the rate of increase in the proportion of children outwith the healthy weight range by 2018. A thorough audit has been carried out with schools and community centres on the mainstreaming of this target. A position paper has been created and will go out for consultation with schools.

**School Meals:** Our primary school menus are planned to provide choice whilst offering a nutritionally balanced diet over the week. Our secondary schools offer cafeteria services where a range of meals and snacks which meet nutritional requirements are provided. In March 2013:

- 15.2% of primary pupils were registered as entitled to free school meals, a decrease of 1.4% from the previous year. The uptake was 84% compared to 86% in 2012
- 10.5% of secondary pupils were registered as entitled to free school meals, an increase of 0.5% from the previous year. The uptake was 45% compared to 47% in 2012

**Physical Education** is a key element in the education of children and young people in developing physical literacy and the skills and motivation to lead active healthy lifestyles in the future. A commitment of the Scottish Government is to ensure that all children and young people have an entitlement to two hours of quality physical education every week.

Education Scotland has provided funding for two Physical Education Development Officers to ensure that all schools are meeting this target. They are also working at improving the quality of delivery of PE across the City.

- 67% of primary schools provided every pupil with at least two hours or more of PE per week, a decrease of 10% on the previous year. This is attributed to limited access to gym facilities and all weather outdoor spaces
- All secondary schools provided every S1 to S4 pupil with at least two periods of PE per week



**Active Schools** provides pupils with opportunities to get active to the extent that it makes a positive contribution to their health. Over the course of 2012/13, the Active Schools programme demonstrated significant growth.

- 7,769 separate activity sessions delivered, an increase of 28.5% on the previous year, with a significant year on year increase in the number of distinct deliverers, qualified volunteers and secondary pupils involved in the delivery of sessions, covering 46 different activities
- 122,624 participant sessions delivered, a year on year growth of 26.6% with increases across all three school types, the most substantial of which is reflected in participations linked to ASN schools
- Each City school now has at least one link with a club sport partner and the number of clubs linking to one or more schools has increased in excess of 40%



**Adventure Aberdeen:** The facilities at Kingswells and the Cromdale Outdoor Centre in Speyside hosted many outdoor education and outdoor learning events. These included team challenges, mountain walking, watersports, mountain biking, rock climbing, orienteering and wilderness skills.

During 2013, the team at Adventure Aberdeen hosted:

- 16,723 participants who took part in 646 half day activity sessions

There has been a distinct growth in the number of Duke of Edinburgh Awards being undertaken with the expedition element taking senior pupils all over the North East of Scotland and beyond. This year has seen almost 100 such expeditions featuring all levels of the Award.

[See Appendix 6 for supplementary information.](#)



**Bike Ability Scheme:** Adventure Aberdeen in partnership with the School Travel Plan Team and the Sports and Physical Activity Team along with encouragement and direction from the City's Bike Champion, Councillor Ross Thomson, have secured a £35,000 grant from Cycle Scotland to take on the Bike Ability Scheme (formerly known as cycle proficiency). Eight Adventure Aberdeen staff have been trained to train the volunteer trainers that are vital to the scheme.

It is hoped 26 City primaries will be set on their way next spring and summer with remaining primaries following on.



**Serious Play Conference:** In early December 2012, a national conference was hosted on creativity, play and learning. Practitioners and policy makers from arts, education, play, outdoor learning and community settings came together to share theory and practice with a view to developing new ideas and further collaborations. The keynote presenter was María de los Ángeles González, better known in her country as 'Chiqui' Gonzalez, Minister of Innovation and Culture of the State Government of Santa Fe, Argentina.

The conference was part of the 2012/2013 Aberdeen Creative Learning Network programme funded by the National Creative Learning Networks Fund and managed by Education Scotland, in partnership with Creative Scotland to support the development of Creative Learning Networks (CLNs) in local authority areas across Scotland.

**Play Well, Live Well Project:**

Aberdeen Play Forum organised a block of six Parkour classes in Northfield Community Centre in partnership with Aberdeen Parkour. The sessions proved popular providing positive activities enabling increased mental and physical confidence by encouraging children to take on new challenges.

**Aberdeen City's Play Policy** was launched in June by the Leader of the Council, Councillor Barney Crockett at the David Welch Winter Gardens, Duthie Park. The purpose of the Policy is to improve the quality of current and future play opportunities in Aberdeen and to work together with partners to best meet the needs of children, families and communities.

**Playing Naturally in School Grounds Programme:**

Grounds for Learning, the Scottish Programme of the UK charity Learning through Landscapes, has been awarded funding from the Scottish Government to help schools develop their playgrounds. Three Aberdeen schools – Quarryhill, Woodside and Walker Road primary schools were successful in their applications. The application process was rigorous and schools had to show a strong commitment to developing play provision in their school which would involve working in partnership with parents to change the culture in the school and community.

The school communities have been involved in planning the changes to their outdoor environments along the same lines as the Berlin playgrounds. The developments will mean digging up tarmacked surfaces to introduce more green spaces, sand and natural materials. It is very exciting that the funding will enable all three schools in Aberdeen to develop their playgrounds along the lines of those recently completed in Glasgow and North Lanarkshire which build on best practice internationally.

The project forms part of a research project being undertaken by the Educational Psychology Service to evaluate whether changes to 'playtime' for children has an impact on health and wellbeing and attainment. This approach is being introduced more widely in schools across the City and pupil support assistants are also being trained by Play Scotland in conjunction with Aberdeen Play Forum to improve playtime experiences.



## Citizenship

**Eco Schools:** 93% of local authority schools across the City are registered for the Eco Schools Programme, an international initiative designed to encourage whole school action for the environment. Collectively our schools have achieved the following awards:

- Bronze - 43
- Silver - 42
- Green Flag - 16

During 2012/13, Northfield Academy achieved a Silver Award, Charleston, Greenbrae and St Joseph's RC primaries achieved a Green Flag Award and Airyhall and Ashley Road primaries renewed their Green Flag Award.

**Fairtrade Schools:** In total 28 schools are registered with the Fairtrade Schools Programme. Fairtrade School Status has been achieved by Airyhall and Manor Park primaries, and Aberdeen Grammar, Cults, Dyce and Torry secondaries.

A new Fairtrade Pledge Scheme was launched in Aberdeen in 2013, enabling businesses, organisations and schools to receive a certificate when they make a pledge to support Fairtrade. The Fairtrade Pledge has been made by Airyhall, Cornhill, Manor Park and Scotstown primaries as well as Bucksburn Academy.

**Re-Thinking Energy Comenius Project:** Pupils from Bucksburn Academy participated in a Global Citizenship project on renewable energy with Germany, Norway, the Netherlands and Sweden. Each partner school or college investigated renewable energy in their country and undertook a case study to share with partners.

The Team visited Norway in February and took part in a range of renewable activities and workshops working in international teams, learning about STEM subjects as well as the languages and cultures of other students present. In May, the Team visited Sweden, living in a sustainable school for a week and examining how the school reduced its carbon footprint.

Study visits will also take place to Germany and the Netherlands before all partners meet in Aberdeen in May 2014, when Bucksburn Academy will host a three day event with business, community, environmental and local government partners and will showcase the work of Aberdeen City Council and its Hydrogen Policy.



**Youth and Philanthropy Initiative:** City secondary schools again participated in the Youth and Philanthropy Initiative that was launched in Aberdeen in 2008. Students from eight secondary schools formed small teams and identified prominent social service issues and local charities. The most discerning argument presented by the students resulted in a £3,000 grant being awarded to their chosen charity. During 2012/13, over 10,000 young people engaged with the YPI programme in Scotland, committing YPI grants totalling £24,300 to local Scottish charities.



## Engagement

**Pupil engagement:** Opportunities for children and young people to engage in influencing aspects of their school and learning experiences exist across the City. Primary and secondary schools have their own school based groups such as Pupil Councils, School Leaders and Eco School Groups. A representative group of pupils also attend the Youth Council.

The Aberdeen Pupil Voice Group was established in 2012, to enhance pupil engagement at a local authority level. Representatives from all secondary schools meet on a monthly basis to discuss educational issues which affect them and to have a consultation role where the views of young people are sought. Emphasis is placed on developing a sense of pride for their school and the City. Decision making skills are fostered and developed to ensure young people value their education and have a sense of ownership of it.

In addition, the group chooses educational projects of interest to work on throughout the year. During 2012/13, the young people researched Attainment and Equality in Education. The Development Officer for Pupil Voice has also conducted pupil consultations on proposed new schools and school mergers. Here the young peoples' opinions have been gathered and circulated to inform decision makers of how adult decisions and change can affect young people.

Aberdeen Pupil Voice is to be expanded with the formation of a Junior Pupil Voice Group which will include primary pupils in consultations and decision making relating to their schools.

**Parental engagement:** Aberdeen City Council is committed to supporting parent involvement in their child's education. This is reflected in our approach to develop services which actively encourage parents to engage in all aspects of their child's learning - at home, school and in the wider community.

All parents are automatically members of the parent forum at their child's school. As a member of the parent forum, parents are encouraged to support events and activities at the school and get involved in their child's learning. Each forum may set up a parent council to work in partnership with pupils, the head teacher and the Council in the interests of their school.

All head teachers in schools are directed to have and support their parent council. The Council has a designated Parent Council Support and Development Worker who offers specific guidance and advice to parents and head teachers relating to their own school. We offer parents up to date information, financial support and relevant training opportunities which build capacity and effectiveness within our parent councils.

As part of our communication with parents, we arrange termly meetings with all of the parent councils of mainstream and special schools in the City. We also support a citywide representative parent council forum. The Aberdeen City Parent Council Forum (ACPCF) consists of up to 24 representatives, two drawn from each associated schools group. The ACPCF has two parent representatives on the Education Culture and Sport Committee.



## *Learning in the Wider Community*



### **Roots of Empathy Programme:**

Founded in Canada in 1996, Roots of Empathy is a classroom based social and emotional programme. It aims to promote emotional competence and development of empathy in primary school children. In Aberdeen, the programme was first piloted in Northfield schools in the 2011/12 academic session as part of the Total Place Project. The programme is a partnership initiative and is delivered by staff from both Aberdeen City Council and Action for Children. Initial feedback from the programme was hugely positive, from the perspective of the school children; babies and parents; school teachers; and practitioners. In its second year in Aberdeen, the programme was delivered in 10 classes in seven primary schools across the Northfield area. Looking forward, it is planned to extend the programme to other areas across the City.

**Youth Achievement Awards:** Since June 2012, a Development Officer from the Youth Development Team has been working in partnership with Bucksburn Academy to deliver two Youth Achievement Award classes. Both classes are in S3 and working towards a qualification equivalent to a General Standard Grade/National 4, a level more common in S4 or Senior Phase of the Curriculum for Excellence.

After external moderation, 15 participants achieved a Bronze Youth Achievement Award earning six credit points at National 4. Bucksburn Academy have chosen to continue the delivery of the Youth Achievement Award into S4 giving these young learners the opportunity to continue their progress in developing skills and knowledge at Silver Level, National 5 equivalent as well as offering another two S3 groups the opportunity to take Youth Achievement Awards as part of their curriculum.

**Employability Award:** Delivered by the Lifelong Learning Youth Development Team in partnership with Enterprise North East Trust, the Employability Award is an SQA Level 3 or 4 qualification that can support young people in S4-S6 by helping them develop the skills required to look for, secure and retain employment. The Award programme ran successfully in four secondary schools - Harlaw Academy, Torry Academy, Northfield Academy and Aberdeen Grammar.

**Family Learning:** The Family Learning Team work in partnership with schools and other agencies to provide opportunities for Mums/Dads/Carers of children aged between 3-6 years to become more involved in their children's learning. Their aim is to encourage and value the support they give their children on a day to day basis within their homes and the community. The Challenge Mum Project secured funding of £1,500 from Cash for Kids and the Co-op which was used to take 16 families to the Planet Energy exhibition at Satrosphere.

**Adult Learning Team:** During 2012/13, we have provided support to 744 adult learners. This has included:

- Responding to individuals and communities needs to 'Digital By Default' by increasing the number of ICT classes being delivered across Aberdeen
- Continuing to deliver literacies groups across the City to those who have identified that they want support with reading, writing, spelling and/or numeracy. The programme for the learner is focused on the Social Practice Model which means that the learning is developed around a person's interests and everyday requirements so that it is relevant to them. All adult literacies learners are placed in a group setting but work on their own learning plan supported by a paid group tutor and trained volunteer tutors
- Increased learning opportunities focusing on English for speakers of other languages. These classes used a range of venues including Asda's training room, community venues and libraries
- Supporting the NHS with the delivery of Confidence to Cook classes and the development of community kitchens across Aberdeen including Sunnybank Community Centre and Deeside Family Centre
- Providing support to Criminal Justice Social Work Services which has enabled people on Community Payback Orders to achieve core skill qualifications



**The Healthy Minds Team** support and encourage adults with mental health issues get involved in their community by accessing leisure and learning opportunities in order to promote their recovery.

A number of new classes have been developed as a direct result of responses to a questionnaire carried out with our partner agencies - creative writing, cooking and budgeting and digital photography. These have been extremely well received and have attracted new people to the service.

Many learners are progressing and developing their skills via participation in community learning classes and enrolment to courses run by the North East Scotland College.



# *Engagement in Arts, Culture and Sport*

## ***Aberdeen 2017 – Illuminating the North***

Aberdeen City Council has committed to a year long celebration of the arts and culture in Aberdeen in 2017, following an unsuccessful bid to become the UK City of Culture 2017. We want culture to be the driving force that helps us to regenerate our deprived communities, develop our creative industries and, fundamentally change people's perceptions of Aberdeen. By improving facilities, opportunities for local production and cultural communications, we believe we can transform the cultural confidence of the City and its people.

### ***Creative Learning***

#### **Arts Across Learning Festival:**

January saw the release of the latest Arts Across Learning Festival brochure. This was the fourth time the festival had taken place, a development of the Arts Education Team's experience of programming and running the Aberdeen Storytelling and Theatre Festival since 1999, and once again offered free creative opportunities for around 8,000 children from Aberdeen's nursery, primary and ASN schools. Cited as an example of best practice in the Scottish Government's 'Action Plan for Education and the Arts, Culture and Creativity', the festival fostered learning partnerships between pupils, teachers and professional artists and cultural providers.

#### **Clinterty Partnership Project - Young Travellers' Art and Literacy Project:**

The Creative Learning Team worked with Grampian Regional Equality Council (GREC) and the Aberdeen City Library and Information Services on a seven week pilot project at the Clinterty Travelling Persons Site working with young travellers on a visual art and bookmaking project.

The project had an embedded literacy focus, exploring creative approaches to engaging young travellers in books and reading and incorporating a visit to the local library in Bucksburn.

Each young person created a simple handmade book based on an identified theme, incorporating visual material including collage, drawing and a small amount of text – single words or phrases.

The project was considered a success in its engagement, working with a total of 12 young travellers. Through being involved in the project seven of the young participants joined Bucksburn Library.

Building on this initial engagement, a six week project was developed to be delivered before the young people started moving off the site with their families to go out on the road for the summer. The project focussed on Traveller history and heritage and continued to explore creative approaches engaging young travellers with reading and developing literacy.

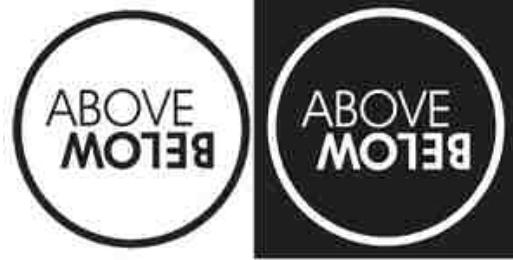
**Helping promote the Doric and Gaelic languages in Germany:** A delegation from Aberdeen travelled to Regensburg and introduced the delights of the Doric tongue to students and the wider public by using a variety of different words at one of the Christmas market stalls.

Alison Black, Aberdeen City Council's Community Arts Officer, has been heavily involved in spreading the Doric gospel and was encouraged with the response in Bavaria. Alison was also involved with the '100 Doric Words' project, which was launched at the Aberdeen Arts Centre in March 2013.



**Lively Cities:** The Commissioning Team and Arts Development are involved in a four year research project entitled The Lively Cities Project (LiCi), a European partnership which is looking at alternative ways of strengthening communities by 'reclaiming public space for public use'.

The Green Commission 'Above and Below' is a public art project developed as a pilot project for Lively Cities. It's located in Correction Wynd tunnel beneath Aberdeen's busy Union Street.



In the tunnel a number of screens are fixed overhead facing the ground. As pedestrians pass through the tunnel they can look up to see images on the screens above them. The images on the screens are video signals, delayed and relayed, from two cameras looking down on Union Street above.

These cameras give a bird's-eye perspective turning the tunnel below into a contemporary, fragmented, 'camera obscura'. The pedestrians passing through Correction Wynd will experience the dislocating effect of looking up to see images looking down upon the street which is above them.





## Museums and Galleries

**Aberdeen Art Gallery's redevelopment receives Heritage Lottery Fund support:** Aberdeen Art Gallery has been awarded a First round pass for funding of £10m from the Heritage Lottery Fund (HLF) for its redevelopment project 'Inspiring Art and Music'. The redevelopment aims to transform Aberdeen Art Gallery and Cowdray Hall into a world class cultural centre, celebrating art and music in the North East and providing a focal point for the creative industries and Aberdeen's Cultural Quarter.

HLF's support includes development funding of £126,200 to help Aberdeen City Council progress its plans to apply for a full grant at a later date. The project will restore and modernise the buildings, celebrate and bring to life Aberdeen Art Gallery's internationally significant permanent collections, expand the temporary displays and special exhibition galleries, enhance the visitor experience and allow the gallery to reach out to new audiences.

The project architects Gareth Hoskins Architects of Glasgow are an award-winning practice whose clients include the Victoria & Albert Museum, The National Trust for Scotland and the National Museums of Scotland.

**Talks and Events:** The number of people accessing the Service through an outreach visit by a member of staff rather than an actual visit to a venue increased slightly during 2012/13 to 1,888 from 1,779. Staff members continue to respond positively to requests for talks and learning activities in the community, but there is anecdotal evidence that despite the increase in figures this year, we are receiving fewer requests for talks and the number attending these groups has

diminished as most have an increasing average age profile. We have continued to offer a weekly programme of free lunchtime talks in our venues this year, which have proved popular, regularly attracting 70-80 people per talk.

**Granite Festival:** In response to feedback received, the 2012 Granite Festival was shorter and more focused in content. It included a very popular bus tour and visit to Rubislaw Quarry. In total 740 people attended Granite Festival events, approximately 80% of which were new visitors to the Festival. Support for the Festival continues to be high amongst City residents who are motivated to attend out of local interest to learn more about their home town and sense of place.

**The House of Annie Lennox:** Aberdeen Art Gallery's major summer exhibition celebrated one of the world's most renowned performers, Annie Lennox. The touring exhibition from the Victoria and Albert Museum, London, paid tribute to the creativity, style and passion for life of the Aberdeen born artist and featured costumes and accessories together with photographs, personal treasures and awards.

Aberdeen Art Gallery was the first Scottish venue for this major exhibition and featured exclusive content curated by Annie Lennox in partnership with gallery staff including memorabilia from her musical beginnings in the City, family photographs and a piece specially written by her for the exhibition.



## Libraries

### New services launched:

- Introduction of online magazine subscription service
- New, updated, online library catalogue
- E-book and downloadable audio book service
- Several new online databases for general enquires, reader development, homework help, citizenship, employment and business information
- Online language learning course
- 24 hour telephone service for library members enabling account checking and items renewal as a complement to the existing online provision
- Establishment of health information points at the Central Library, Tillydrone and Mastrick community libraries
- National Geographic Virtual Library and World Book Encyclopaedia online
- Development and launch of Library App for mobile devices

**The Public Library Quality Improvement Matrix (PLQIM)** is a self evaluation and improvement model for Scottish public libraries. Over the latter part of 2012/13, we assessed Quality Indicator 3 – Meeting Readers' Needs with a Scottish Library and Information Council led peer assessment taking place in May 2013. We were assessed at Level 4 – Good with an indication

that the overall service planning, priority setting and leadership was very good which is expected to provide for an overall re-evaluation outcome for this quality indicator at Level 5 – Very Good in the coming months.

**Europe Direct:** Aberdeen City Libraries have been successful in their application to continue to host a Europe Direct Information Centre (EDIC) for the period 2013/2017. EDICs operate in all 27 European Union Countries and offer a range of services and information on the European Union and its policies, programmes and institutions. Aberdeen City Libraries launched the Aberdeen Europe Direct in December 2007 in the Information Centre of the Central Library. Working with various sectors in Aberdeen City and Shire including schools and colleges, the private and third sectors, we organise a wide range of events, publications and outreach activities.

**Memories of the Beach Ballroom:** A book which celebrates 80 years of Aberdeen's Beach Ballroom was launched by the Lord Provost at the iconic art deco landmark. 'Memories of the Beach Ballroom' is a 172 page gem which offers a social history of the venue packed full of stories and pictures. Over the course of three years, staff at the Beach Ballroom and Central Library worked tirelessly on the book capturing, cataloguing and collating memories of the popular venue from far and wide.

## Sports

During 2012/13, we recorded a total of 2,229,869 visits to/uses of Council funded Indoor and Outdoor sports facilities (excluding pitches) covering venues managed directly by the Education, Culture and Sport Service along with those operated by Sport Aberdeen, Aberdeen Sports Village and Garthdee Alpine Sports on the Council's behalf.

The City's main outdoor sports activity facility, Aberdeen Snowsports Centre and Garthdee Football Centre, recorded a small increase in attendances (+1.4%) over the course of 2012/13 resulting in a total of 66,113 visits, the highest number of visits recorded since transfer of the management of the site to Garthdee Alpine Sports.

This represents an increase of 5.66% on the previous year with all three organisations able to demonstrate growth in attendances across the 12 month period and rising visits to Council owned/operated swimming pool venues.

### Factors contributing to increased participation levels

- Sport Aberdeen's re-launch of their membership packages in late 2012 has delivered significant increases in levels of use
- Leading up to the 2014 Winter Olympics it is perhaps unsurprising that snowsports instruction has seen the largest rise (+11.1%), whilst football participation and levels of educational use have increased by 5.9% and 2.4% respectively

- Linked to the increase in snowsports activity, the introduction of a third slope and redevelopment of the existing tubing run during 2012/13 have contributed to rising numbers although it is anticipated that the full impact of these site enhancements will be measured from 2013/14 onwards. Aberdeen Snowsports Centre now boasts inclusion on the list of nationally recognised host venues by relevant competition bodies and has been hailed by the governing body, Snowsports Scotland, as one of the best snowsports centres in the country

- Aberdeen Sports Village's expanded programme of activities, the hosting of national and international events including the provision of Olympic training camp facilities for the Cameroon athletic team, a rising level of community use and, in particular, the success of the gymnasium facilities which in 2012/13 received two finalist placings under separate industry award schemes. An Excellent rating under the Facility Management strand of the EFQM linked QUEST external assessment programme was also achieved

The Aquatics Centre due to open in early 2014 will complement the existing facilities at Aberdeen Sports Village. Whilst providing the opportunity for Aberdeen to host national and international aquatics competition being a base for local performance swimming, the Aquatics Centre will be primarily a community facility to which everyone will have access.

## 6. Recognising Achievements

**Aberdeen City Council Star Awards:** A number of Education, Culture and Sport staff were nominated in the Customer Focus category. Congratulations to the following teams for their fantastic customer service where they went above and beyond expectations to provide customer satisfaction.

- **CPD/Schools:** Andrew Jones and Denise Forman displayed fantastic customer focus and outstanding leadership of the team that organised the first ever Aberdeen Learning Festival in February 2013
- **Pre-School ASN Services:** This team established a new service for children with severe and complex additional support needs. The team have been praised by children's families for providing excellent support
- **Adventure Aberdeen:** Irene Pace, now retired, dedicated 25 years service to Adventure Aberdeen and was a model of reliability, moral foundation and professionalism whose depth of knowledge of the service was without bounds
- **Lifelong Learning Team and Arts Development:** This team became the first Local Authority SQA approved centre to deliver a Volunteering Skills Award in Scotland

**The Children and Young People's Services Awards** took place in September 2013, and once again allowed the Service to recognise and reward a wide range of achievements and successes, at individual, team and establishment levels. This year's awards were a great success, with over 300 people attending the ceremony. More than 40 different groups and individuals had their achievements recognised during the evening with awards being presented by Council Directors and Heads of Service, Elected Members and representatives from sponsor companies.



# 7. Leadership & Management

*Vision: Improving learning opportunities  
to deliver better outcomes*

Our Vision conveys a picture of the aspirations and expectations of our service users, stakeholders and the wider community and makes clear linkage to the Corporate Vision and six key strategic priorities:

*Our Corporate Vision is for Aberdeen to be an **ambitious**, **achieving**, **smart city***



## *Operational Planning and Performance Management*

Performance and continuous improvement is integral to the work of the Council and the services we deliver.

Our priorities reflect the national priorities set by the Scottish Government, our commitments in the Single Outcome Agreement and the Corporate Business Plan helping us to focus on achieving meaningful improvements for our children and young people, learners, service participants and users and communities.



**Figure 2:** *Golden Thread and Performance Management Framework*

A refocus of priorities of the Education, Culture and Sport Service has been undertaken in order to improve outcomes for all our learners. This work has resulted in the creation of a new aim and four core priority areas for our service:

1. Accelerate progress to improve learning outcomes for specific underperforming groups in particular Children and Young People with Additional Support Needs, Literacy and Adults
2. Improve health and wellbeing outcomes through more people being more active, more often and improved mental health and resilience
3. Improve and increase positive and sustained destinations for 14-25 year olds
4. Extend quality cultural opportunities

[Section 9 – Service Improvement Actions](#), outlines our key actions against each of the four priorities for the period 2013/14 – 2015/16.

In order to assess if we are delivering against our priorities, achieving a measurable impact on outcomes whilst responding to the needs of our service users and delivering upon required savings, we have in place a robust performance management framework with regular reporting on progress being made to the Education, Culture and Sport Committee.

## ***Stakeholder Engagement***

We continue to consult and engage well with service users to inform service design and delivery.

**Aberdeen City Voice** is the name given to a panel of Aberdeen residents who are contacted on a regular basis and asked for their views on a range of issues. In February 2013, residents were asked to identify from a list of 21 Council services, the five services of importance to them. Amongst the most frequently selected services were:

- Schools (46.1%)
- Care for children and young people (29.0%)
- Libraries (26.7%)
- Sports facilities and services (22.8%)

**Consultations:** A number of consultations have been undertaken and are continuing on the Schools Estates Review. During 2012/13, we engaged with communities to seek their views on the provision of nursery and primary schools across the City.

More recently a consultation has been undertaken surrounding a review of our libraries and community learning provision to ascertain how communities are using their existing services and how they think library and community team resources could be used better to meet their own specific community needs.



## ***Financial Management***

The Council's annual budget for 2014/15 was approved at Full Council on 6 February 2014. The budget included no new cuts in services for the second year in succession, a continued freeze on council tax levels for a further year, and no reductions in workforce.

- The Revenue Budget for 2014/15 will see £169.3m spent on key services across Education, Culture and Sport
- Gross investment in services for 2014/15 totals £5.702m for Education, Culture and Sport

Councillors approved significant investment over five years in key projects aligned to the Smarter City Priorities, including:

### ***Smarter Living***

- £29.35m for Art Gallery Redevelopment and £3.7m for a new Museums Collection Centre
- £500,000 contribution towards the new Aquatics Centre
- £400,000 to create a step change cultural programme

### ***Smarter People***

- £10.7m School Estate Strategy – New Brimmond Primary School
- £18.5m for a new Additional Support Needs School
- £11.75m for a new Milltimber Primary School
- £32m for a new Academy for the south of the City
- £1.8m to provide 600 hours of nursery care for three and four year olds
- £1.2m for Curriculum for Excellence focusing on literacy and numeracy and extending the City Campus model to offer more opportunities for vocational learning
- £639,000 extra funding for all schools to be spent at local level on local priorities
- Extra funding for leased community centres: £500 each plus additional funding to meet insurance costs (£20,000 in total)

## ***Investing in our staff***

In 2012/13, a total of 289 face to face Continuous Professional Development (CPD) events were organised and delivered by the CPD Team. They were attended by 6,836 members of staff, and over 85% of delegates rated the events they attended as either Very Good or Excellent.

**Aberdeen Learning Festival:** 2012/13, saw the introduction of the Aberdeen Learning Festival. This major event for all Education, Culture and Sport staff included an exhibition, keynote presentations and an extensive seminar programme. The event was attended by over 1,000 delegates whose feedback of the event was overwhelmingly positive, with over 80% of seminars being rated by delegates as Good, Very Good or Excellent.

**New Teacher Induction Programme:** 25 courses were offered as part of our New Teacher Induction Programme for probationer teachers with total attendance at these courses reaching 661. 97% of probationers rated their courses at Good, Very Good or Excellent. An Action Research Project was introduced to the New Teacher Induction Programme for the first time in 2012/13. This involved each probationer teacher undertaking a small-scale research project in their classroom with support from colleagues at Aberdeen University. Their final research reports were published at the end of the year in a 107 page book, a copy of which was subsequently sent to every school in the City.

**Award Bearing Courses:** 33 members of staff across the Service were sponsored to begin or continue an award bearing course provided by universities or other accredited training providers. All of the courses were undertaken on a part-time basis, usually through distance learning methods. Sponsorship covers all provider fees, cover costs where necessary, and any associated travel and subsistence costs where travel is required for staff to complete the course. Courses studied include degrees, postgraduate certificates or diplomas in Leadership, Inclusive Practice, Science Education, Guidance, and Engaging Families in Learning. As part of the conditions for gaining sponsorship, colleagues are required to share their research findings with the Service so that this can be used more widely, and their details are recorded on the Service skills register so that they can be approached in future to help deliver CPD to others.

**Scottish Qualification for Headship:** 22 sponsored colleagues were teachers, deputy head teachers or head teachers, all of whom studied one or more modules in the University of Aberdeen's Leadership in Professional Contexts MSc course. Successful completion of this course leads to the award of an MSc and also the Scottish Qualification for Headship.

**Professional Action Research Scholarships:** As part of a collaborative partnership, Aberdeen City Council and the University of Aberdeen offered a number of Professional Action Research Scholarships. The action research projects took place in practice settings within Education, Culture and Sport. The scholarships allowed participants the opportunity to:

- Further their interest and inquiry into professional practice through research based approaches
- Receive support and training for their own inquiry into practice
- Share their research findings with colleagues and others in the profession

Successful completion of the scholarship report results in the participant gaining 30 credits that can contribute to a MEd degree by either automatic credit transfer or by providing the basis of a claim for prior experiential learning.

## 8. Capacity to Improve

The Education, Culture and Sport Service is confident that evidence and evaluation to date indicates that:

- Improvements have been made to achieving many of our key outcomes and we are having a positive impact on our service users. However, the level of some aspects requires further improvement and therefore a refocus of priorities has been undertaken in order to improve outcomes for all our learners. This work has resulted in the creation of a new aim and four core priority areas
- As part of our refocus of priorities, we will be realigning the delivery of some services under more logical work streams that reflect the four core priorities of the service. This will be effective from 1 April 2014
- Leadership and management of the Service is effective. In order to continue to be effective, there is currently a review of the organisational senior management structure so that the Council's key policy commitments in relation to both education and strategic infrastructure can be underpinned and driven by more focussed structural arrangements
- Performance and quality improvement arrangements are effective with the capacity to continue improving

# 9. Service Improvement Actions

## *What will we do next?*

**Priority 1:** Accelerate progress to improve learning outcomes for specific underperforming groups in particular Children and Young People with Additional Support Needs, Literacy and Adults

### ■ Additional Support Needs:

- Analyse existing inclusion strategies and services making recommendations for improvement
- Undertake Inclusion Review to improve structure and delivery of services in order to improve attainment and achievement
- Establish clear criteria for assessment and identification of additional support needs
- Develop process to reduce exclusions and removal from roll
- Ensure clear and concise guidance on stages of intervention and mainstream support models are in place and used effectively
- Move to 'Presumption of Mainstream' improving service design and delivery to ensure improved outcomes
- Implement citywide communication strategy to promote 'Presumption of Mainstreaming' focussed on support for all pupils
- Provide targeted continuous professional development for identified staff on 'Achievement for All'
- Align service delivery to support inclusive learning practices in communities
- Build new Pupil Support Development Centre creating a centre of excellence to support achievement and the needs of all children

### ■ Literacy:

- Review standards in literacy across the City
- Review and refresh citywide Literacy Strategy
- Develop and deliver citywide Visual Literacy Programme
- Support vulnerable families to improve literacy and language skills in early years through national initiatives such as 'Play, Talk, Read Campaign, 'Seeds of Empathy'
- Promote the benefits of indoor and outdoor play to build on early literacy and numeracy skills
- Use Early Years Collaborative methodology to identify and extend best practice in early years

### ■ Adult Learning:

- Develop adult literacy and numeracy partnerships to help parents with their own literacy difficulties to support their child's literacy development
- Increase awareness and access to adult literacy learning opportunities
- Identify and support literacy needs as part of Options for Improvement, Offender Learning Programme

**Priority 2:** Improve health and wellbeing outcomes through more people being more active, more often and improved mental health and resilience

- Form multi-agency project board within framework of Integrated Children's Services and GIRFEC
- Develop action plan to implement 'Better relationships, better learning, better behaviour' guidance
- Continue to support schools to work towards Health Promoting Schools Excellence Award
- Ensure people of all ages, families and vulnerable groups have access to sustainable opportunities to be physically active
- Introduce the Scotland Safe Swim Award to all primary schools
- As part of Commonwealth Games 2014 Legacy Plan develop:
  - an integrated programme of PE, Active Schools and sports development across schools and communities
  - an integrated community based programme to enable people to become more active, included and engaged
- Complete and implement Leisure Asset Review

**Priority 3:** Improve and increase positive and sustained destinations for 14-25 year olds

- Introduce a branded commitment to offer learning and training for all 14-25 year olds
- Individualise pupil pathways
- Implement new approach to quality improvement making intelligent use of data on pupil performance
- Provide and extend range of vocational, academic and youth work early intervention programmes
- Work with partners to support young people into positive destinations via 16+ Learning Choices and Activity Agreements

**Priority 4:** Extend quality cultural opportunities

- Increase participation and develop pathways in expressive arts
- Build capacity in the cultural sector
- Develop place making



# Appendices

## Appendix 1

### Education Scotland Inspections

Pre-school	Charleston	Greenbrae	Kirkhill
Improvements in performance	Good	Very Good	Very Good
Children's/Learners' experiences	Good	Very Good	Very Good
Meeting learning needs	Good	Very Good	Very Good
The curriculum	Good	Good	Good
Improvement through self evaluation	Good	Very Good	Very Good

Primary	Charleston	Greenbrae	Kirkhill
Improvements in performance	Good	Very Good	Good
Children's/Learners' experiences	Good	Very Good	Very Good
Meeting learning needs	Good	Very Good	Good
The curriculum	Good	Good	Good
Improvement through self evaluation	Good	Very Good	Very Good

Secondary	Bucksburn
Improvements in performance	Good
Children's/Learners' experiences	Good
Meeting learning needs	Good
The curriculum	Very Good
Improvement through self evaluation	Very Good

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	Satisfactory

## Appendix 2

### SQA Awards

#### Attainment by end of S4\*

English & Mathematics at level 3 or better (Foundation – Access 3, Standard Grade 5-6)	2009	2010	2011	2012	2013
Aberdeen	94%	95%	92%	91%	94%
National	93%	93%	93%	94%	94%
Comparator	92%	93%	93%	94%	94%

5+ at level 3 or better (Foundation – Access 3, Standard Grade 5-6)	2009	2010	2011	2012	2013
Aberdeen	91%	92%	91%	90%	92%
National	92%	92%	93%	94%	95%
Comparator	91%	92%	93%	94%	94%

5+ at level 4 or better (General – Intermediate 1, Standard Grade 3-4)	2009	2010	2011	2012	2013
Aberdeen	73%	76%	76%	76%	80%
National	78%	78%	79%	80%	82%
Comparator	77%	78%	78%	79%	81%

5+ at level 5 or better (Credit – Intermediate 2, Standard Grade 1-2)	2009	2010	2011	2012	2013
Aberdeen	31%	36%	33%	34%	37%
National	35%	36%	36%	37%	38%
Comparator	37%	37%	36%	36%	38%

\* 2009–2012 results are post appeal, 2013 are pre appeal. Percentages are calculated as a percent of the total S4 school roll (2012/13 S4 school roll)

### Attainment by end of S5\*

<b>S4 to S5 Staying on Rate (Post Christmas)</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>
Aberdeen	59%	65%	67%	69%	66%
National	67%	72%	75%	77%	**

<b>5+ at level 5 or better (Credit – Intermediate 2, Standard Grade 1-2)</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Aberdeen	43%	43%	48%	47%	48%
National	47%	49%	50%	52%	54%
Comparator	47%	50%	52%	52%	54%

<b>1+ at level 6 or better (Higher Grade)</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Aberdeen	39%	40%	41%	43%	42%
National	41%	43%	44%	46%	48%
Comparator	41%	45%	46%	46%	49%

<b>3+ at level 6 or better (Higher Grade)</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Aberdeen	24%	23%	27%	25%	27%
National	23%	25%	26%	27%	28%
Comparator	24%	27%	26%	27%	30%

\* 2009–2012 results are post appeal, 2013 are pre appeal. Percentages are calculated as a percent of the total S4 school roll (2011/12 S4 school roll)

\*\* figures not published until June 2014

## Attainment by end of S6\*

S4 to S6 Staying on Rate (Post Christmas)	2008/09	2009/10	2010/11	2011/12	2012/13
Aberdeen	38%	43%	46%	48%	49%
National	45%	50%	54%	56%	**

1+ at level 6 or better (Higher Grade)	2009	2010	2011	2012	2013
Aberdeen	41%	44%	45%	47%	48%
National	44%	47%	50%	52%	53%
Comparator	46%	47%	52%	54%	54%

3+ at level 6 or better (Higher Grade)	2009	2010	2011	2012	2013
Aberdeen	30%	33%	32%	35%	35%
National	31%	33%	35%	36%	38%
Comparator	32%	33%	37%	38%	38%

5+ at level 6 or better (Higher Grade)	2009	2010	2011	2012	2013
Aberdeen	21%	23%	22%	27%	24%
National	21%	22%	23%	25%	26%
Comparator	22%	22%	25%	27%	27%

1+ at level 7 or better (Advanced Higher Grade)	2009	2010	2011	2012	2013
Aberdeen	14%	17%	17%	19%	18%
National	14%	15%	15%	16%	17%
Comparator	16%	16%	17%	18%	18%

\* 2009–2012 results are post appeal, 2013 are pre appeal. Percentages are calculated as a percent of the total S4 school roll (2010/11 S4 school roll)

\*\* figures not published until June 2014

## Appendix 3

### Attendance and Absence

	2008/09	2009/10	2010/11	2011/12	2012/13
Attendance	93.1%	93.4%	93%	n/a	93%
Total absence	6.8%	6.5%	6.9%	n/a	7%
Authorised absence	4.9%	5%	5.1%	n/a	5.1%
Unauthorised absence	1.9%	1.5%	1.8%	n/a	1.9%
Temporary exclusions	0.1%	0.1%	0.1%	n/a	0.1%

### Exclusions

	2008/09	2009/10	2010/11	2011/12	2012/13
Total exclusions	1,347	1,451	1,329	n/a	1,154
Temporary exclusions	1,320	1,426	1,314	n/a	1,147
Removed from register	27	25	15	n/a	7
Rate per 1,000 pupils	62	67	62	n/a	54

### Violent Incidents

	2008/09	2009/10	2010/11	2011/12	2012/13
Pre-school	7	0	0	0	0
Primary	122	250	177	228	289
Secondary	157	234	158	161	92
Special	187	184	162	132	172
Total	473	668	497	521	553



## Appendix 4

### School Leaver Destinations: Follow up survey March 2013<sup>8</sup>

	Total Leavers	Higher Education	Further Education	Training	Employed	Voluntary Work	Activity Agreement	U/E Seeking	U/E Not Seeking	Not Known	Positive
Aberdeen	1802	35.3%	21.5%	1.8%	29.5%	0.3%	0.9%	7.7%	2.1%	0.9%	89.3%
Argyll & Bute	931	37.7%	19.2%	3.0%	29.6%	0%	0%	7.1%	2.0%	0%	90.7%
Dundee	1189	29.5%	35.6%	5.0%	18.8%	0%	0%	7.4%	2.9%	0%	89.5%
Edinburgh	3227	37.7%	24.5%	3.3%	21.5%	1%	1.7%	8.3%	1.3%	0.6%	89.8%
Renfrewshire	1729	39.1%	24.2%	2.5%	22.6%	0%	0%	8.5%	2.1%	0.7%	88.7%
South Ayrshire	1166	39.5%	26.6%	4.0%	26.6%	0%	0%	8.0%	2.0%	0%	90.0%
National	50,668	35.6%	25.0%	3.8%	23.9%	0.5%	0.7%	8.2%	1.8%	0.6%	89.5%

<sup>8</sup> Attainment and Leaver Destinations Supplementary Data, Scottish Government, October 2013

## Appendix 5

### Educational outcomes for looked after children

#### Tariff Scores

Average tariff scores for looked after children who left school during and were looked after continuously throughout 2011/2012

	Number of looked after children	Average tariff score of looked after children
Aberdeen	17	86
Argyll & Bute	*	*
Dundee	7	98
Edinburgh	35	88
Renfrewshire	24	79
South Ayrshire	5	171
National	388	106

Cumulative average tariff scores of looked after children over the period 2009/10 – 2011/12

	Number of looked after children			Total	Average tariff score
	2009/10	2010/11	2011/12		
Aberdeen	17	21	17	55	88
Argyll & Bute	*	*	*	15	58
Dundee	12	8	7	27	82
Edinburgh	40	40	35	115	83
Renfrewshire	31	30	24	85	69
South Ayrshire	10	18	5	33	88
National	*	*	388	1,364	88

Average tariff scores for all school leavers and looked after school leavers who left school during and were looked after continuously throughout 2011/12

	All school leavers		Looked after school leavers	
	Number of pupils	Average tariff score	Number of pupils	Average tariff score
Aberdeen	1,942	334	17	86
National	50,665	406	388	106

\* information suppressed due to small numbers

## School Leaver Destinations

Number and percentage of looked after school leavers by initial and follow up survey, who left school during and were looked after continuously throughout 2011/12

	Initial Survey		Follow up Survey	
	Looked after school leavers	Positive destination	Looked after school leavers	Positive destination
Aberdeen	18	67%	18	67%
Argyll & Bute	*	100%	*	100%
Dundee	7	100%	7	29%
Edinburgh	35	69%	35	60%
Renfrewshire	24	46%	24	46%
South Ayrshire	5	100%	5	80%
National	389	75%	385	67%

Number and percentage of all school leavers and looked after school leavers by initial and follow up survey, who left school during and were looked after continuously throughout 2011/12

	Initial Survey				Follow up Survey			
	Looked after school leavers		All school leavers		Looked after school leavers		All school leavers	
Aberdeen	18	67%	1,818	85.6%	18	67%	1,802	87.5%
National	389	75%	50,885	88.9%	385	67%	50,668	87.2%

\* information suppressed due to small numbers

## Appendix 6

### Outdoor Learning Participation Figures Q1-2 2013

Category of Customer	Number of ½ day activity sessions	Number of participants per ½ day activity session	Total number of participants
Primary	108	1,679	3,944
Secondary	52	365	660
Additional Support Needs	71	332	801
Community: 12 – 16	43	181	545
Community: Adults	21	34	139
16+ Activity Agreements	42	57	121
Social Care and Wellbeing	11	58	64
50+	32	97	250
Holiday Programmes: 3-8	45	186	1,565
Holiday Programmes: 9-16	30	141	580
In-service courses	35	83	519
Voluntary Sector/Charities	87	145	1,078
Voluntary Youth	1	50	50
Public	64	1,838	6,377
Corporate	4	15	30
<b>TOTAL</b>	<b>646</b>	<b>5,261</b>	<b>16,723</b>



**February 2014**

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