

Educational Services 2017-18 Annual Performance (SPI) Report – Appendix B

ICFS SPI 1 – The Education of Children

Literacy and Numeracy

a) The percentage of Senior Phase candidates attaining Literacy and Numeracy at SCQF Level 4 rose to 89.1% (+ 1.1% points.) above the Virtual Comparator figure and the 2016 outcome (88.0%) and matching the National figure.

b) The percentage of Senior Phase candidates attaining Literacy and Numeracy at SCQF Level 5 rose to 64.1% from 62.7% in 2016. This was just below the Virtual Comparator projection and the National Establishment figure but significantly improved on the 2015 figure.

Improvement Context

Development and improvement work in this area had been highlighted in the local authority's National Improvement Framework (NIF) Plan for 2017-2018. In partnership with secondary head teachers, an in-depth analysis of city wide data took place and a number of specific actions were planned and delivered.

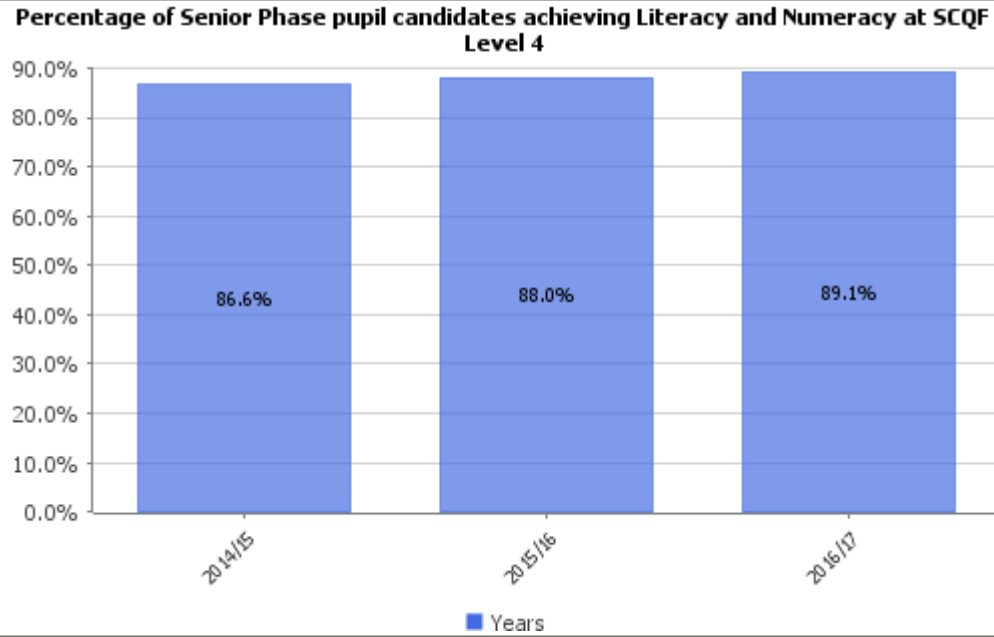
With regards to improving performance in literacy and numeracy, in particular at National 5, (with the aim of matching Comparator and National Establishment outcomes), a number of key actions were identified. These included:

- consideration of the need for a city-wide presentation policy;
- Improved collation and sharing of identified good practice from quality assurance visits; and
- specific development work with the numeracy and literacy network groups.

Longer term improvement actions include local authority and Northern Alliance projects which are focused on development work in the Broad General Education (BGE) that will feed through to enhanced future Literacy and Numeracy outcomes, initially across CfE, and into Senior Phase outcomes at S4,5 and 6.

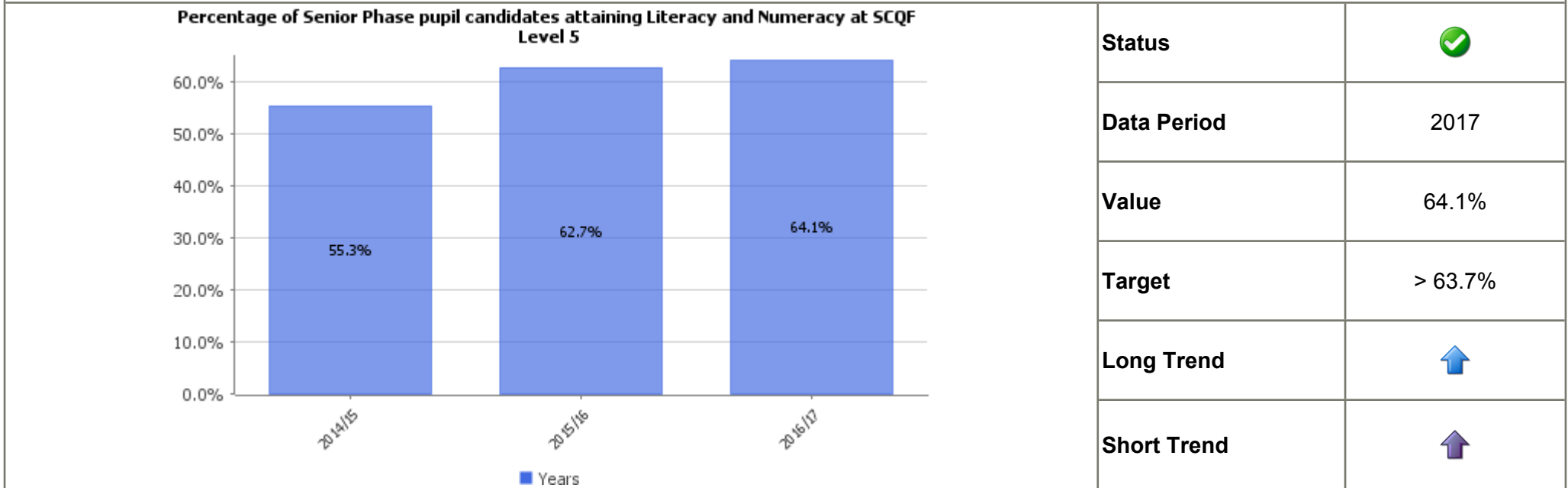
ICFS SPI 01 - Improving Attainment in Literacy and Numeracy

1a. Percentage of Senior Phase pupil candidates achieving Literacy and Numeracy at SCQF Level 4



Status	
Data Period	2017
Value	89.1%
Target	> 89.0%
Long Trend	
Short Trend	

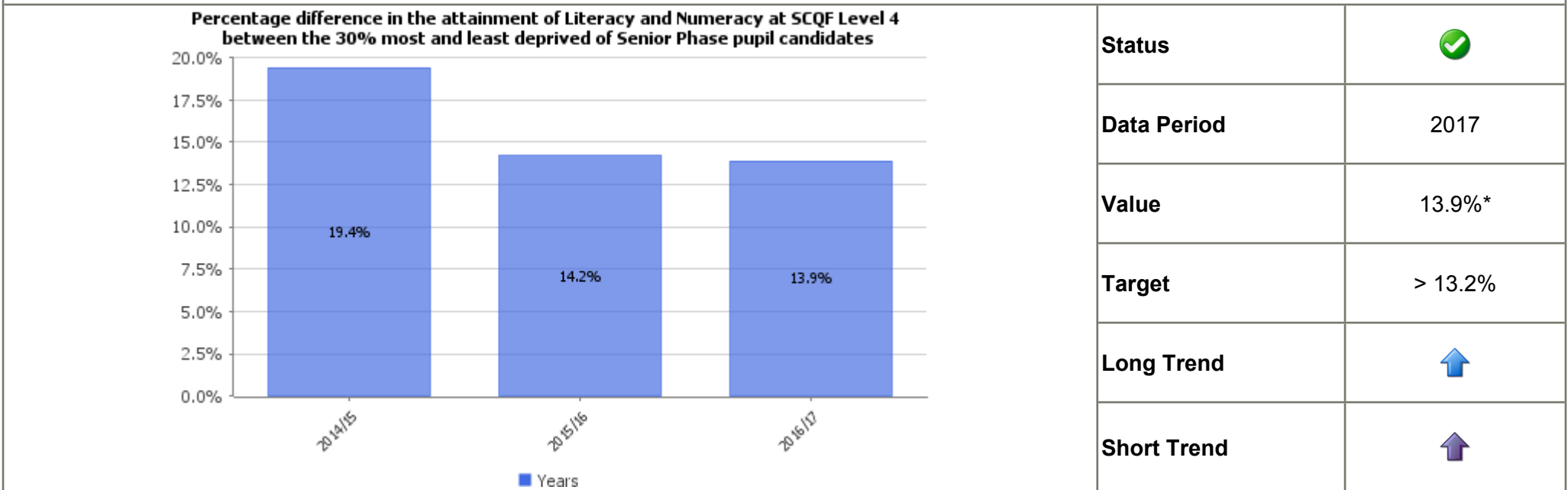
1b. Percentage of Senior Phase pupil candidates attaining Literacy and Numeracy at SCQF Level 5



(c and d) The percentage difference in Literacy and Numeracy outcomes for both SCQF levels 4 and 5, between the most and least deprived 30% of pupils, and the year-on-year outcomes for each of these cohorts has improved with the gaps closing to 13.9% and 27.2% respectively.

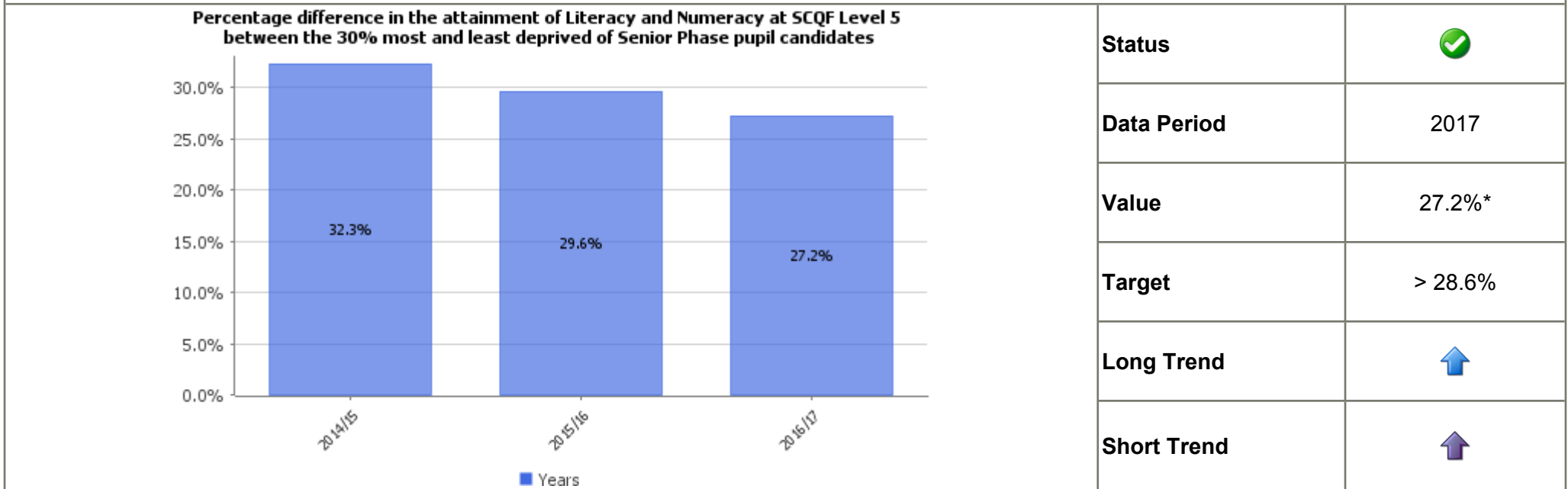
The outcome for SCQF Level 4 was in advance of the Virtual Comparator projection and closely matched the National establishment figure whilst at SCQF level 5, the gap between the cohorts was materially below both that of the Virtual Comparator and the National outcome. In both of these instances, the local outcomes display long term improvement trends which are comparable to, if not better than, the two benchmark figures above.

1c. Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 4 between the 30% most and least deprived of Senior Phase pupil candidates*



Status	
Data Period	2017
Value	13.9%*
Target	> 13.2%
Long Trend	
Short Trend	

1d. Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 5 between the 30% most and least deprived of Senior Phase pupil candidates*



*The impact of movement from SIMD 2012 to SIMD 2016 baselines means that the 2017 outcome is not directly comparable with previous years, although it is judged that this may have had a statistically negative influence on the outcomes.

Improving Attainment for All

(e, f and g) The Cumulative (S4-6) Average Complementary Tariff Scores for pupil candidates at the end of S6 in each of the three quintile-based cohorts (20% lowest, middle 60% and highest 20%) were statistically unchanged from the previous year, with marginal reductions against 2016 taking cohort size into account. These reductions largely mirror that of the National Establishment trends although, in each instance, the total outcomes closely matched or exceeded the Virtual Comparator, (along with the National figures) and were within tolerance range of the local improvement targets.

The related Average Total Tariff Scores which provide the default methodology for calculations of Tariff Scores, but without mitigation of outlying influences such as subject choices, curriculum approach and presentation policy variations between schools or authorities, recorded similar quintile-based trends but indicated that the differential between the 20% Lowest and 20% Highest Attaining pupils has closed by a greater margin, and a rate in advance of the Virtual Comparator and National Establishment figure.

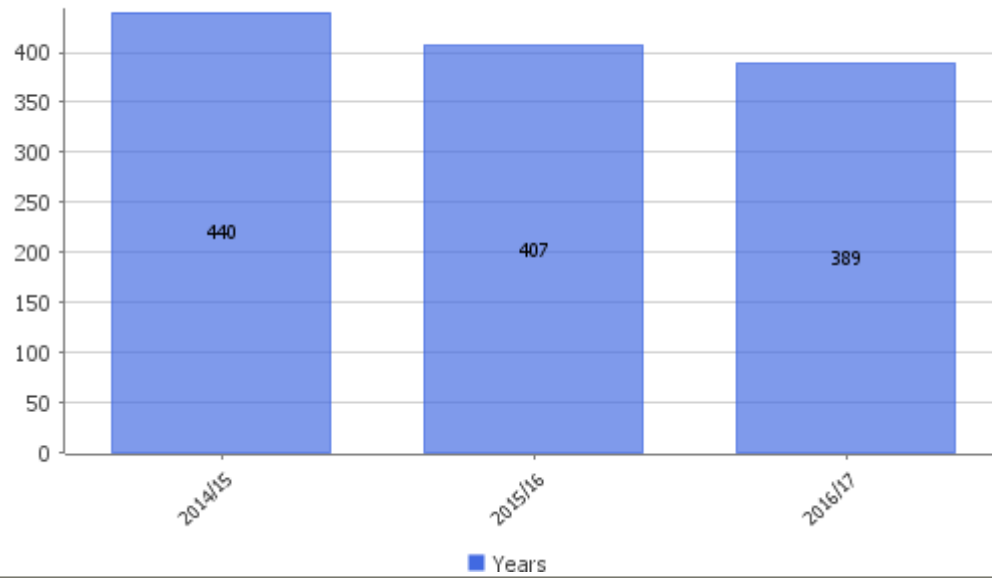
Improvement Context

These outcomes were reflective of best practice evaluation and development work in this area over the course of the 2016/17 academic year which was subsequently captured through an in-depth analysis of city wide data and carried forwards, and highlighted, within the local authority's NIF Plan 2017/2018: These included:

- collation and sharing of good practice from quality assurance visits throughout the academic year, leading to a range of opportunities for collaborative working across schools;
- formal review of curricular structures within our secondary schools, exploring the possibility of a common school week thus increasing opportunities for accessing a wider curriculum offer for our young people;
- the creation of a vision of aspiration for all young people within Aberdeen City to be shared with schools;
- review of the current network structure identifying areas of change which are required in order to raise attainment; and
- development of a strategic approach to our work with all partners to ensure that appropriate pathways are developed which meet the requirements of our schools.

1e. Cumulative (S4-6) Average Complementary Tariff Score of 20% Lowest Attaining Senior Phase pupil candidates at the end of S6

Cumulative (S4-6) Average Complementary Tariff Score of 20% Lowest Attaining Senior Phase pupil candidates at the end of S6



Status



Data Period

2017

Value

389

Target

> 411

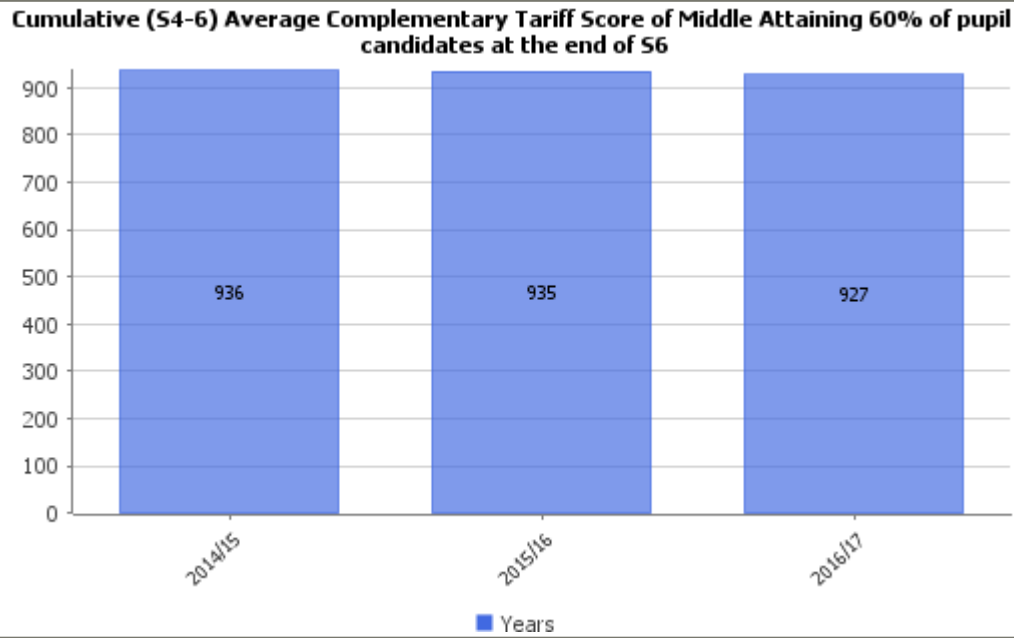
Long Trend



Short Trend

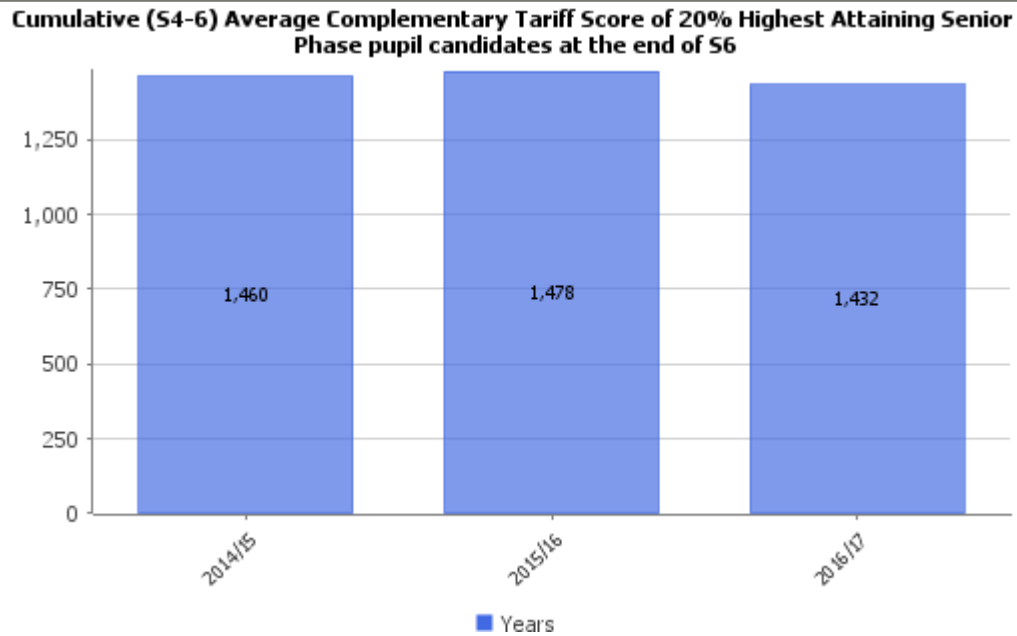


1 f. Cumulative (S4-6) Average Complementary Tariff Score of Middle Attaining 60% of pupil candidates at the end of S6



Status	
Data Period	2017
Value	927
Target	> 944
Long Trend	
Short Trend	

1 g. Cumulative (S4-6) Average Complementary Tariff Score of 20% Highest Attaining Senior Phase pupil candidates at the end of S6



Status	
Data Period	2017
Value	1,432
Target	> 1,493
Long Trend	
Short Trend	

Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers

h) The Cumulative (S4-6) Average Complementary Tariff Score gap between the lowest attaining 20% of pupils in S4-6 compared to the highest attaining 20% has improved but is statistically stable at 1043, as opposed to 1071 in 2016. This maintains a three-year average at this level indicating relatively small changes in this measure in the long term. (also see above for commentary on Average Total Tariff Score gap against the related quintile measures)

i) The Average Total Tariff Score* gap between the most and least deprived 30% of pupils at the end of S6, as with the Cumulative measure, has remained static at 432 points (433 in 2016) although this reflects an almost equal level of year-on-year reduction in scores between the two SIMD based cohorts. As with the above, this indicates a stable, rather than significant improvement trend.

* In the context of deprivation, Average Total Tariff Scores, rather than Complementary Tariff Scores, are applied to align with Scottish Government stretch aim metrics and reflect the 'best attainment' outcomes for each cohort. This prevents distortion that might arise from use of the density of learning Complementary Tariff Score and to ensure the meeting of statistical best practice.

Improvement Context

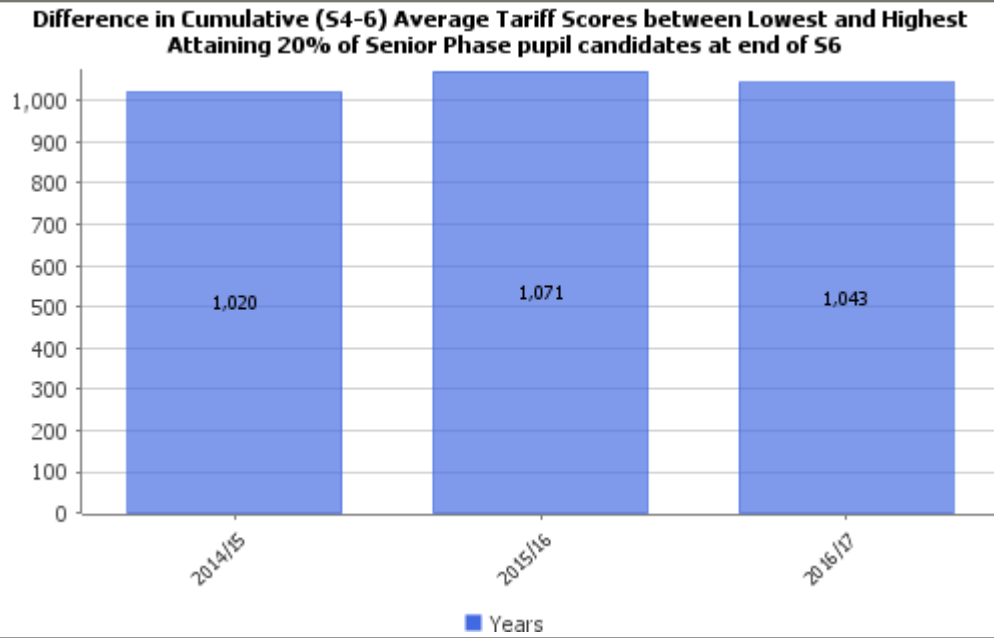
As a corollary to the above actions addressing Attainment for All, in terms of closing the poverty related attainment gap, there were a number of key strategic work streams identified during the year and which, as with the Improving Attainment for All theme above, were documented within the City's 2017-18 National Improvement Framework Plan. These included:

- professional development sessions with senior leadership teams on identifying the gap and setting clear measures and outcomes;
- cross service working to evaluate the impact of current interventions;
- ensuring that this is a consistent agenda item on all quality assurance visits to schools;

In addition, there were three Scottish Attainment Challenge (SAC) secondary schools that implemented clear plans to address the poverty attainment gap. Alongside these establishment level interventions, identified Quality Improvement and Improvement Advisor support for work in partnership was put in place to ensure that interventions were being effectively implemented and impacting on performance.

Finally, the strategic approach that was taken with schools regarding the implementation of the pupil equity fund has resulted in all our schools having a clear focus on the poverty related attainment gap and the identification of a range of interventions to address this. The work related to this was evaluated at year end and updated guidance sent to schools at commencement of the school improvement planning cycle for 2018-19.

1h. Difference in Cumulative (S4-6) Average Complementary Tariff Scores between Lowest and Highest Attaining 20% of Senior Phase pupil candidates at end of S6



Status



Data Period

2017

Value

1,043

Target

< 1,060

Long Trend



Short Trend



1i. Difference in Average Total Tariff scores of the most and least deprived 30% of Senior Phase pupil candidates at the end of S6*									
<p>Difference in Average Total Tariff scores of the most and least deprived 30% of Senior Phase pupil candidates at the end of S6</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2014/15</td> <td>434</td> </tr> <tr> <td>2015/16</td> <td>433</td> </tr> <tr> <td>2016/17</td> <td>432</td> </tr> </tbody> </table>	Year	Score	2014/15	434	2015/16	433	2016/17	432	Status
	Year	Score							
	2014/15	434							
	2015/16	433							
	2016/17	432							
	Data Period 2017	Value 432*							
Target < 429	Long Trend								
Short Trend									

*The impact of movement from SIMD 2012 to SIMD 2016 baselines means that the 2017 outcome is not directly comparable with previous years, although it is judged that this may have had a small negative influence on the Tariff Score outcomes for this year.

Curriculum for Excellence

In each instance, with the exclusion of two measures*, the outcomes for 2017 met or exceeded the ambitious local improvement targets set for the relevant stages although a small proportion of these fell short of the comparable National Establishment or Virtual Comparator figures. With significant improvements in the application of moderation, these outcomes serve as a practical baseline for assessment of delivery of improvement against the Curriculum for Excellence within schools for the 2018-19 academic year.

*In these instances, the local target for Third Level Numeracy, based on 2016 national figures, materially exceeded the Scottish average outcome for 2017 (which recorded Third Level Numeracy at 88%) with the local Fourth Level Numeracy outcome closely matched the year-on-year National improvement rate. Both measures were marginally (1-2% variance+) outwith the statistical tolerances that would maintain these outcomes within 'On Target' status. (based on Scottish Government Statistical Service metadata guidance)

Improvement Context

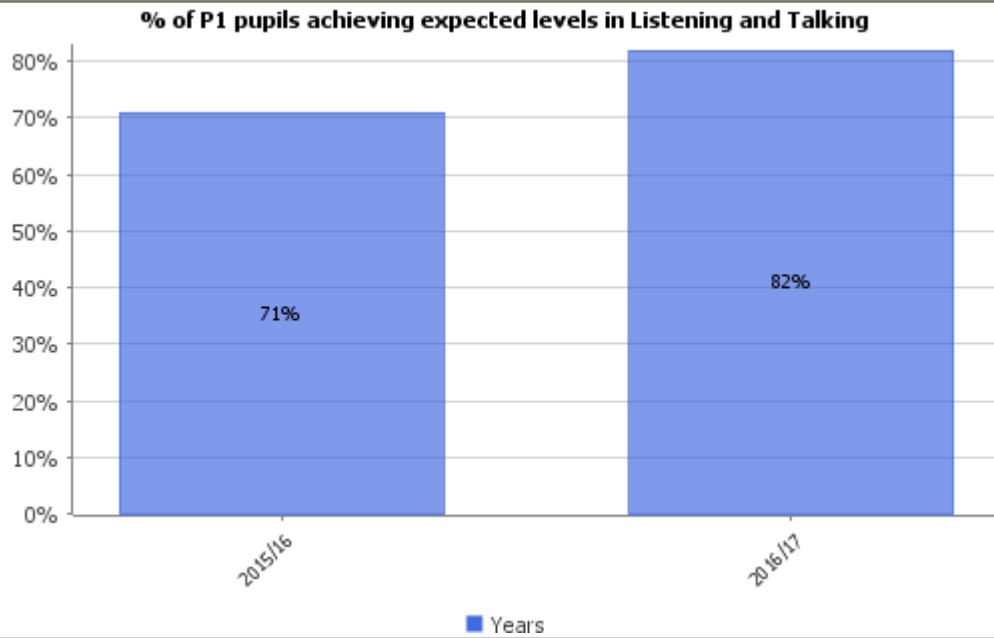
In response to relatively disappointing outcomes from the first iteration of CfE teacher judgements in 2015-16, the Education service and schools took the challenging step of applying a combination of local improvement targets for every level and subject, set at 10% across the board, with an ambition to at least meet, if not exceed, the National Establishment figures.

As noted above, overwhelmingly, this was achieved which, is in no small part due to the intensive programme of moderation support and learning provided by the service and headteachers, along with the direct work of teaching staff in assimilating, and applying the lessons learned, to the 2017 assessment process.

The Education services have substantively reviewed improvement methodology and objective setting in the context of learning from the further review of the first two tranches of comparable CfE data and this has assisted in the implementation of a more robust, and intelligence led, set of local improvement targets, and additional 'fine -tuning' of the assessment approach for 2018-19.

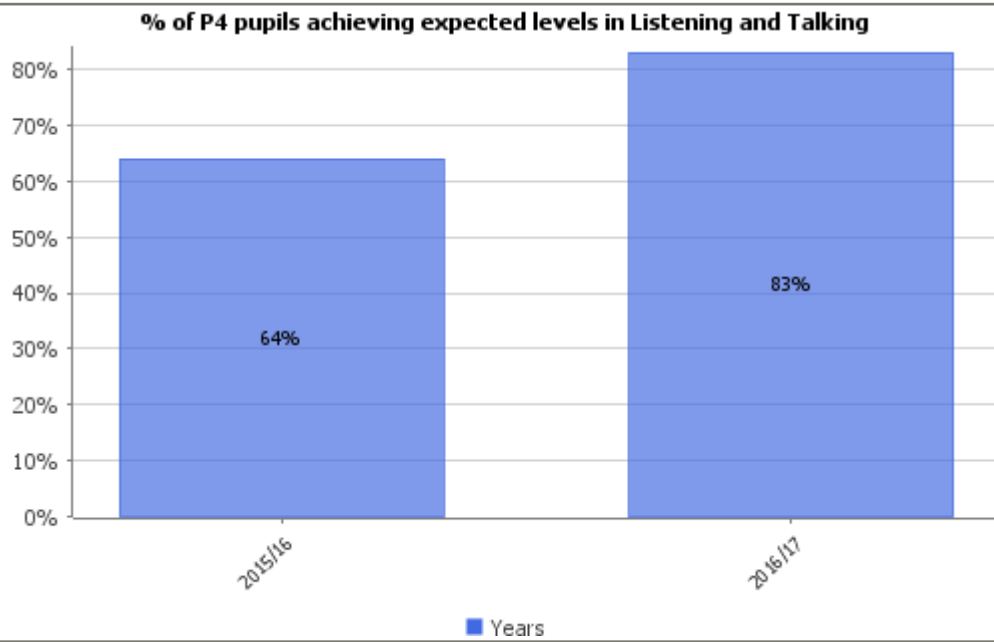
Respectively, the initial outcomes, and future objectives, from this application of systemic data evaluation are beginning to be reflected in the first release datasets accompanying the Education Improvement Journey Update report also being considered at this meeting of Committee and were captured in the Aberdeen City Council's National Improvement Framework plan approved at the meeting in September 2018.




1j. % of P1 pupils achieving expected levels in Listening and Talking



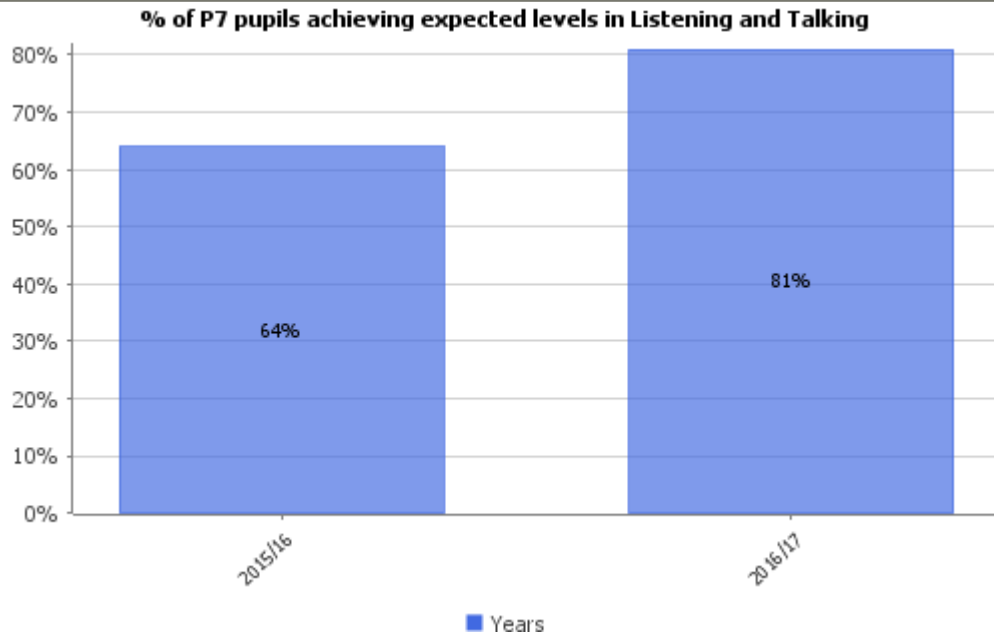
Status	
Data Period	2017
Value	82%
Target	81%
Long Trend	
Short Trend	

1k. % of P4 pupils achieving expected levels in Listening and Talking



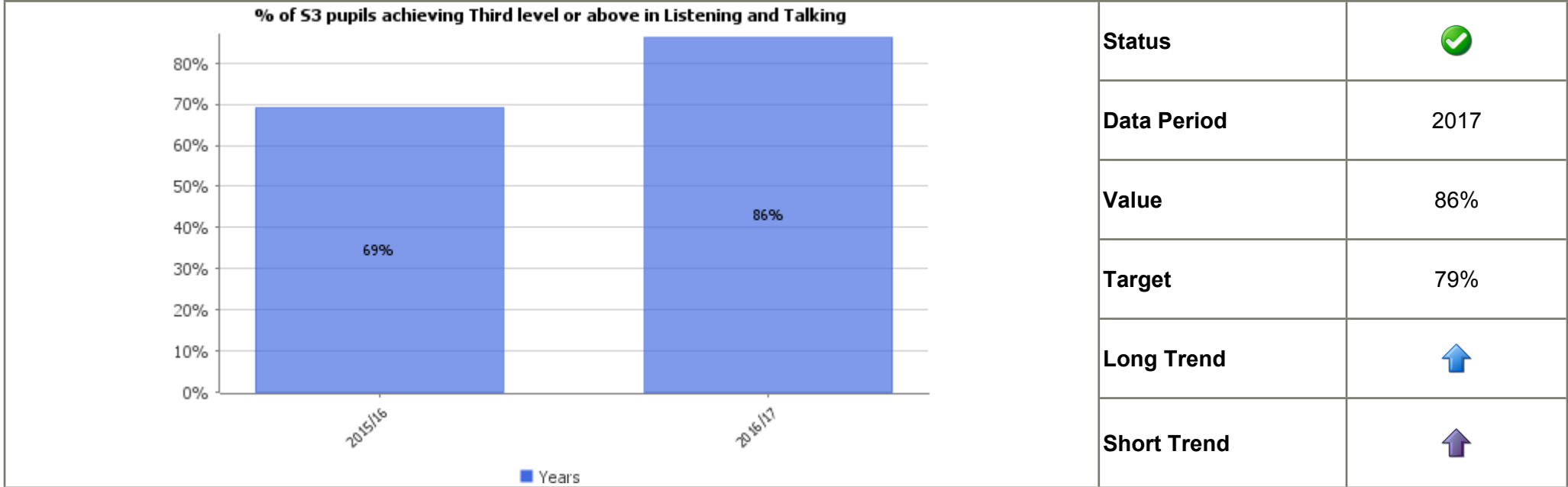
Status	
Data Period	2017
Value	83%
Target	74%
Long Trend	
Short Trend	

1l. % of P7 pupils achieving expected levels in Listening and Talking

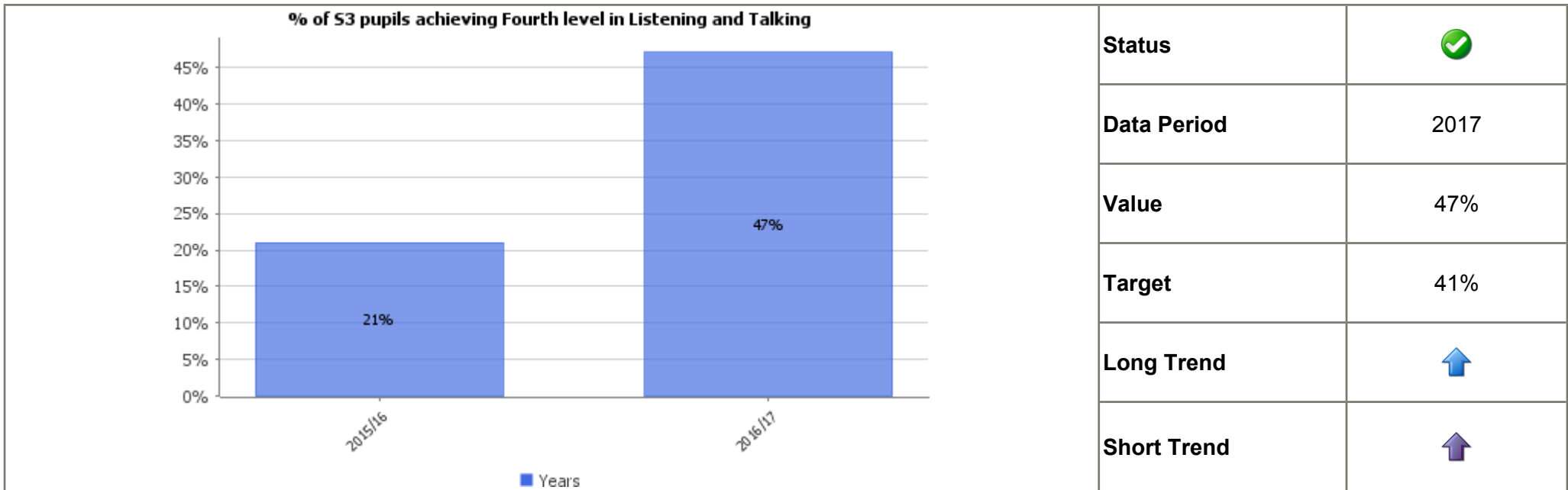


Status	
Data Period	2017
Value	81%
Target	74%
Long Trend	
Short Trend	

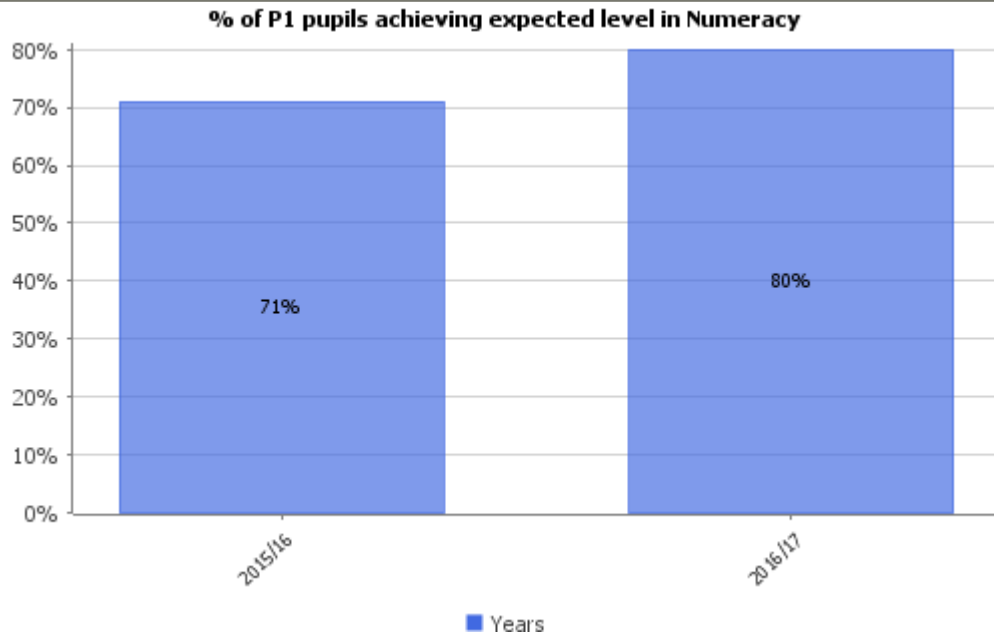
1m. % of S3 pupils achieving Third level or above in Listening and Talking



1n. % of S3 pupils achieving Fourth level in Listening and Talking

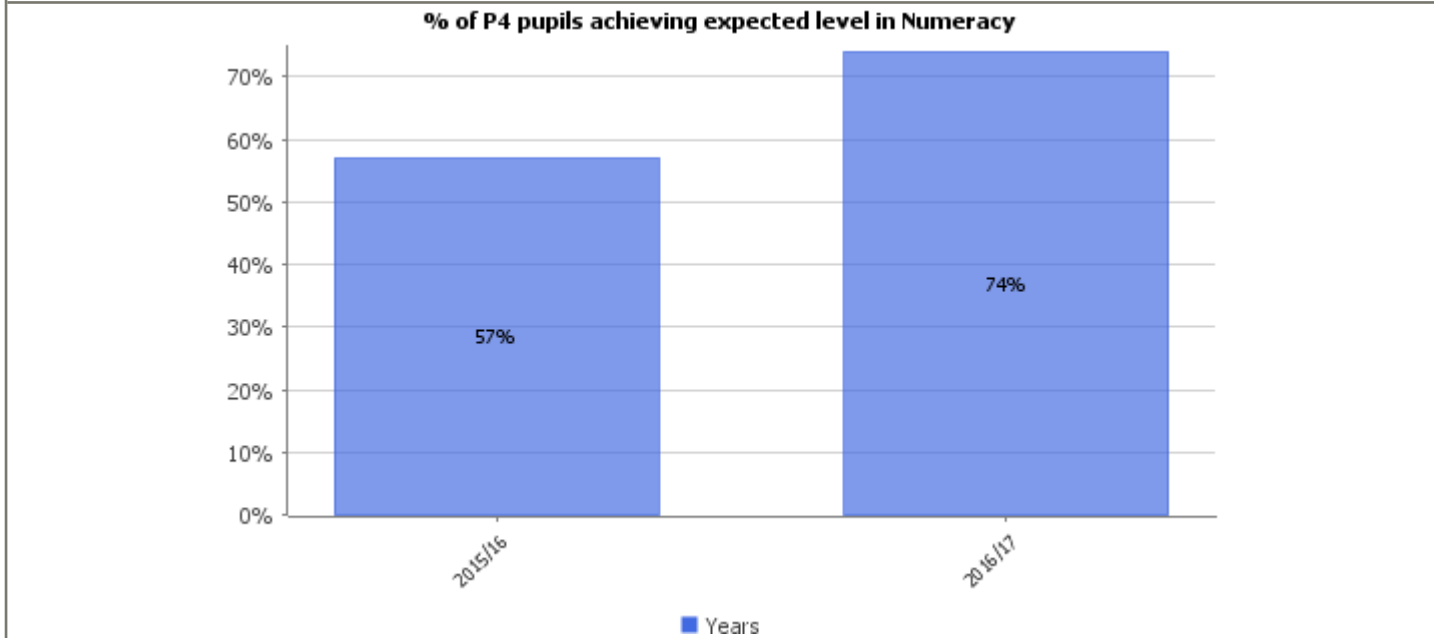


1o. % of P1 pupils achieving expected levels in Numeracy



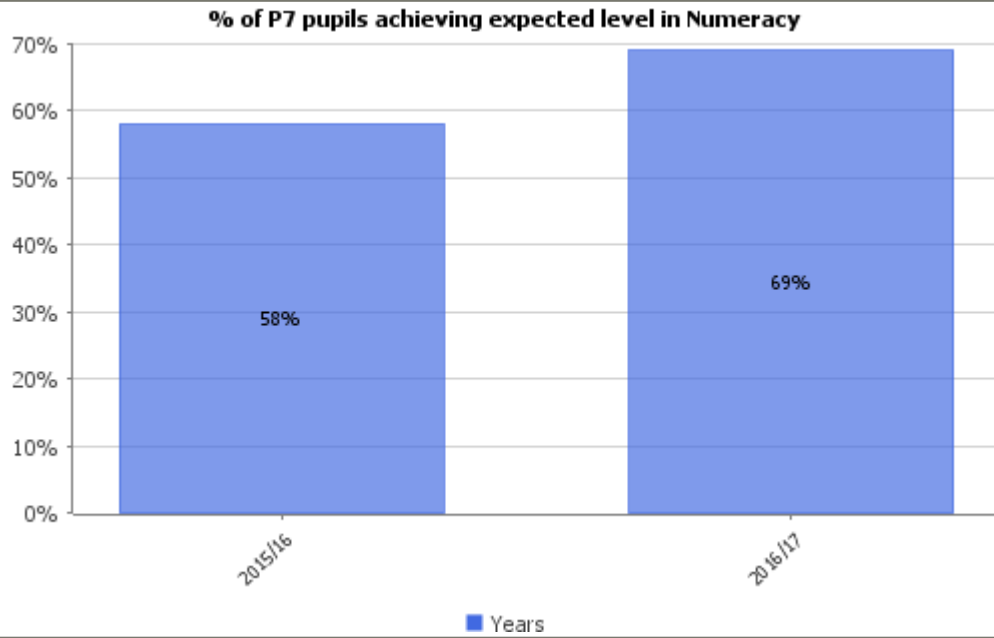
Status	✓
Data Period	2017
Value	80%
Target	81%
Long Trend	↑
Short Trend	↑

1p. % of P4 pupils achieving expected levels in Numeracy



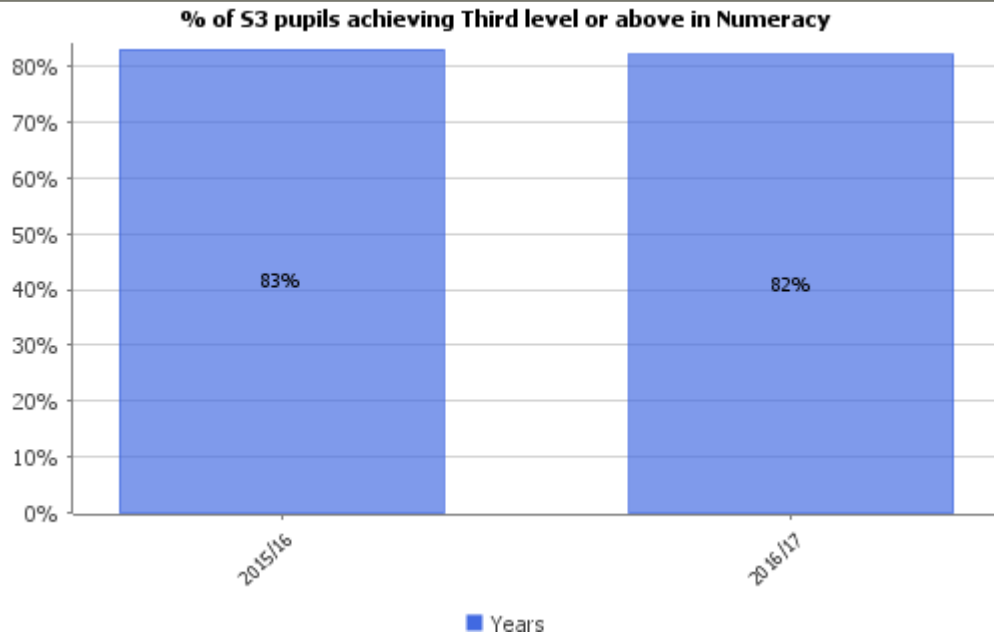
Status	✅
Data Period	2017
Value	74%
Target	67%
Long Trend	↑
Short Trend	↑

1q. % of P7 pupils achieving expected levels in Numeracy



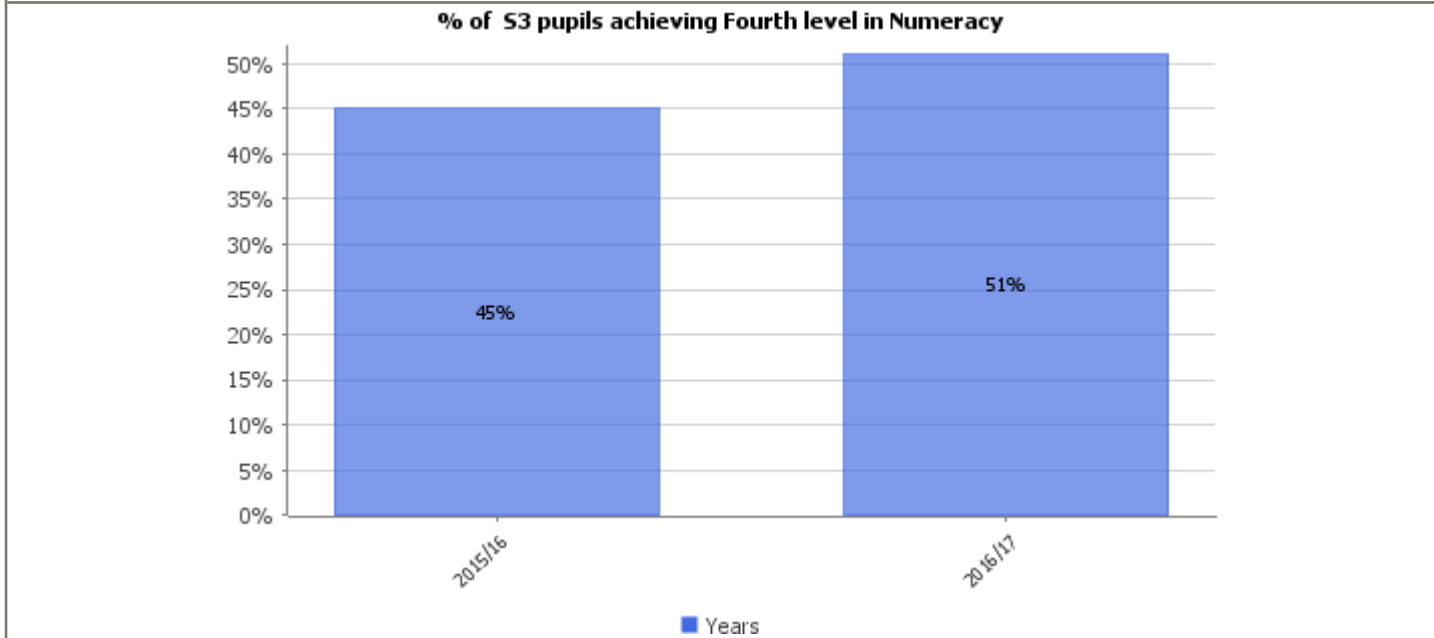
Status	
Data Period	2017
Value	69%
Target	68%
Long Trend	
Short Trend	

1r. % of S3 pupils achieving Third level or above in Numeracy



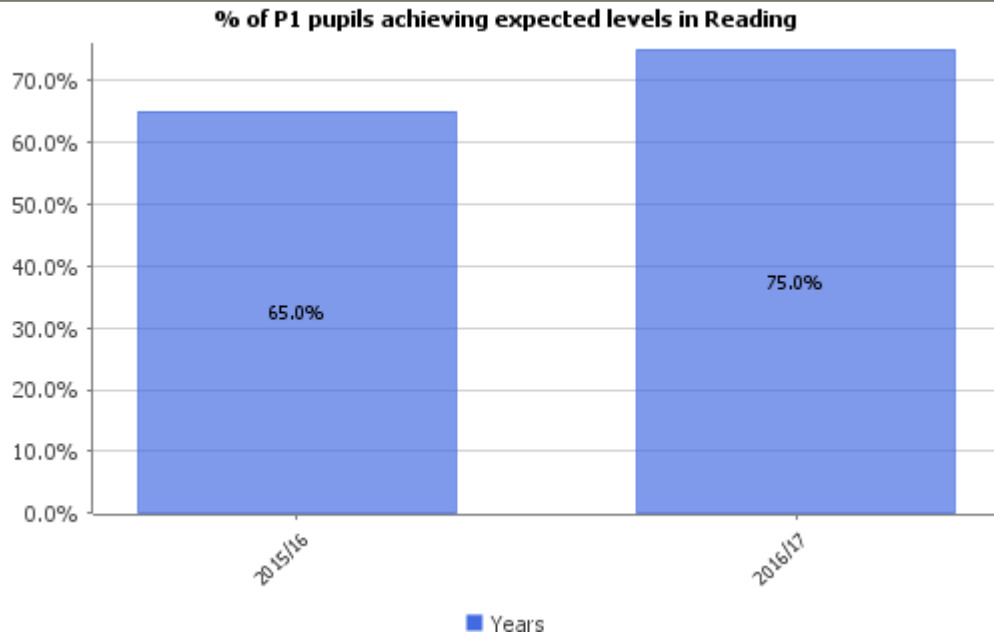
Status	
Data Period	2017
Value	82%
Target	93%
Long Trend	
Short Trend	

1s. % of S3 pupils achieving Fourth level in Numeracy



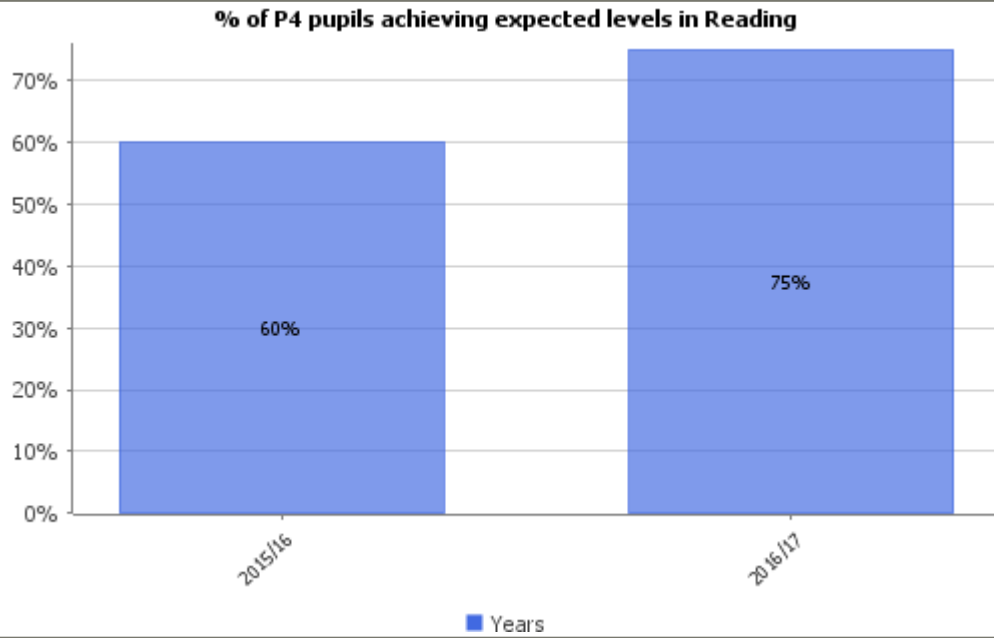
Status	⚠
Data Period	2017
Value	51%
Target	55%
Long Trend	↑
Short Trend	↑

1t. % of P1 pupils achieving expected levels in Reading



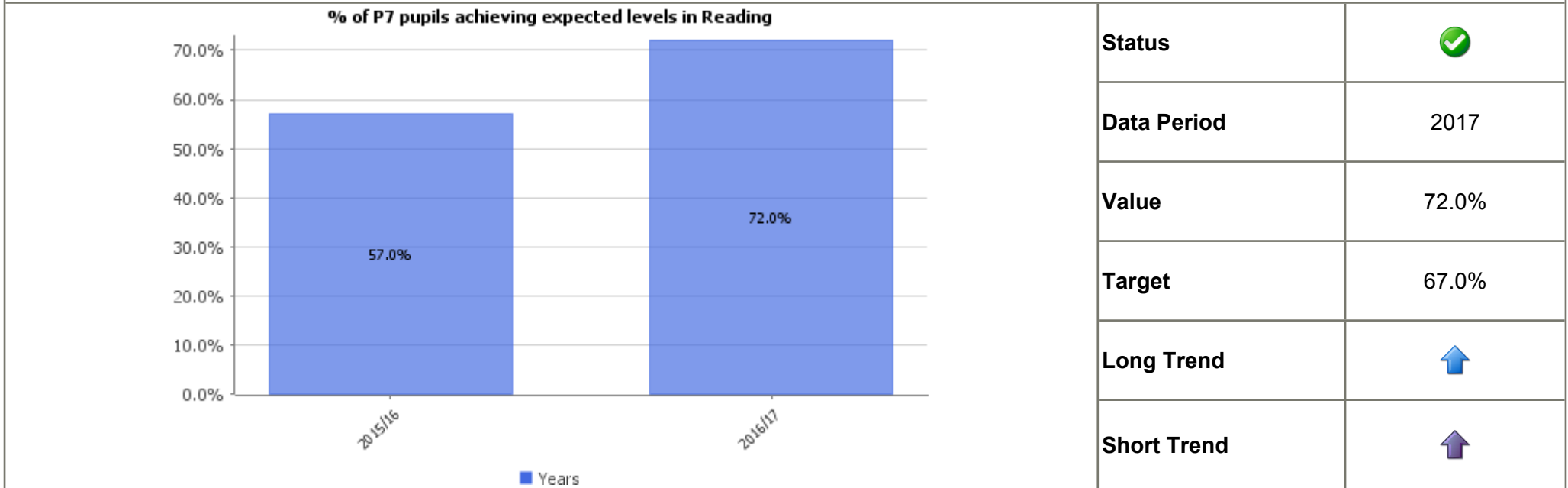
Status	
Data Period	2017
Value	75.0%
Target	75.0%
Long Trend	
Short Trend	

1u. % of P4 pupils achieving expected levels in Reading

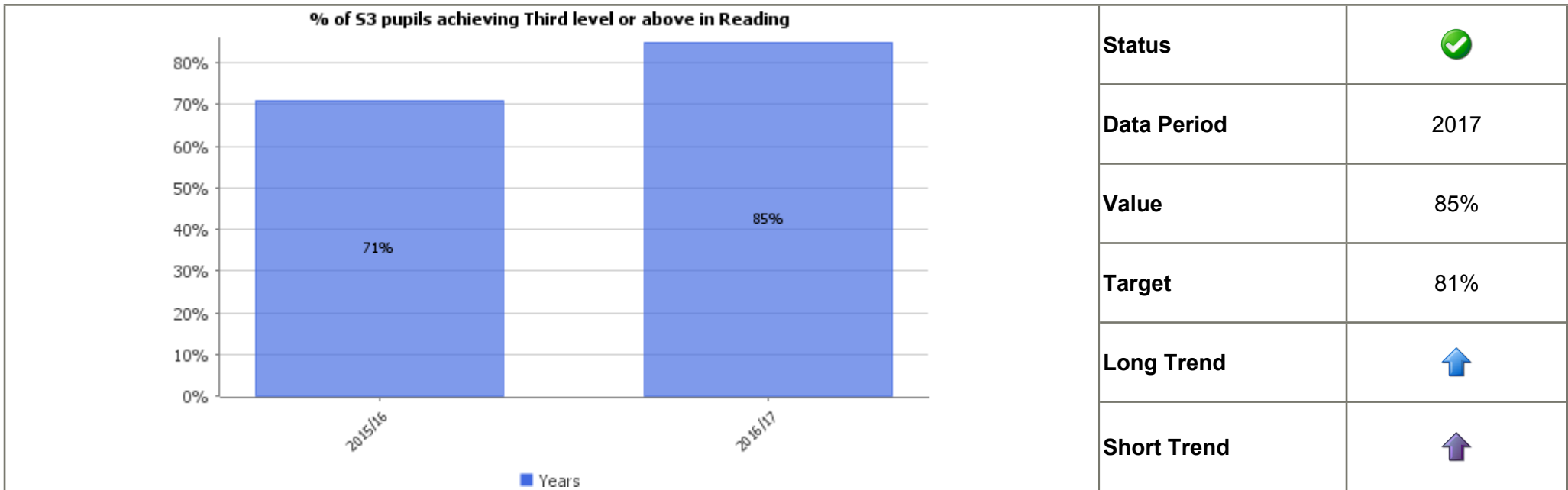


Status	✓
Data Period	2017
Value	75%
Target	70%
Long Trend	↑
Short Trend	↑

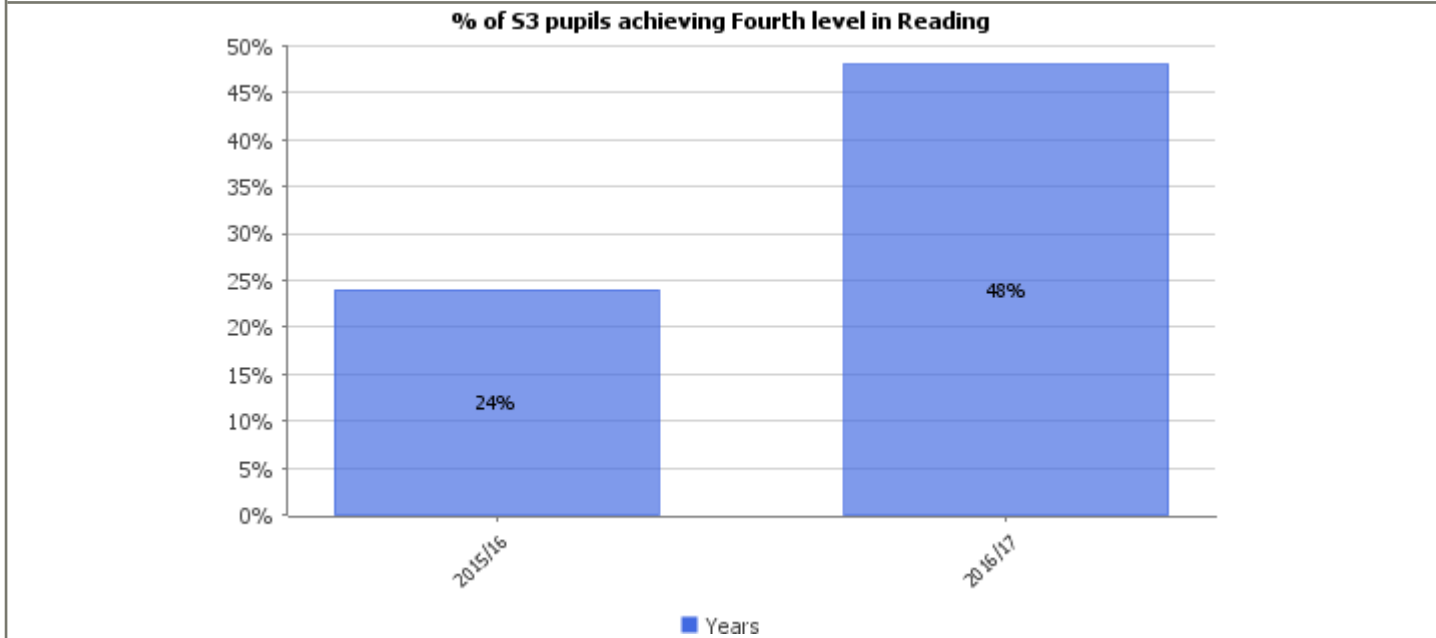
1v. % of P7 pupils achieving expected levels in Reading



1w. % of S3 pupils achieving Third level or above in Reading

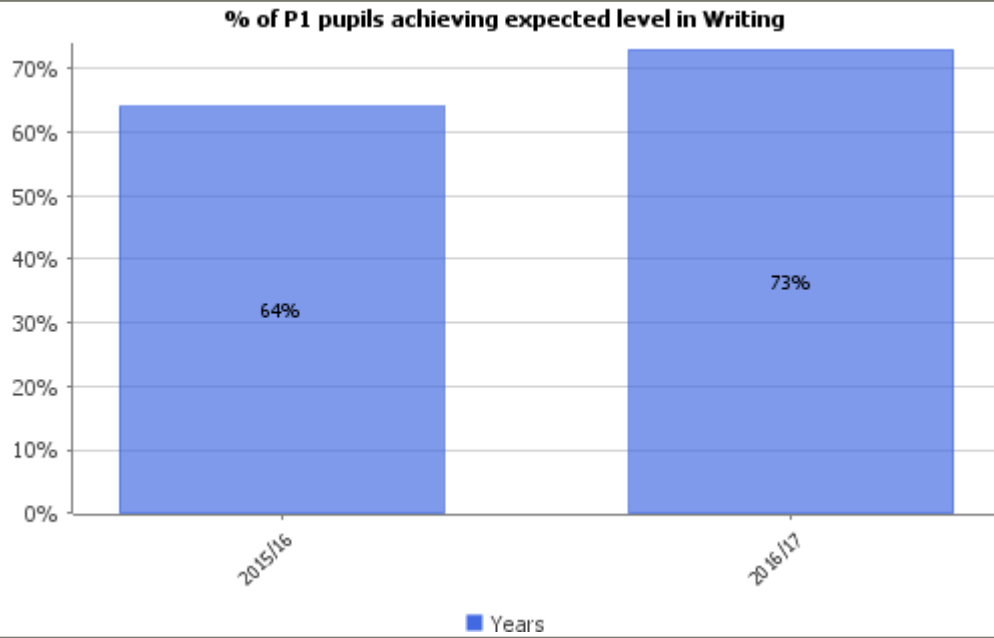


1x. % of S3 pupils achieving Fourth level in Reading



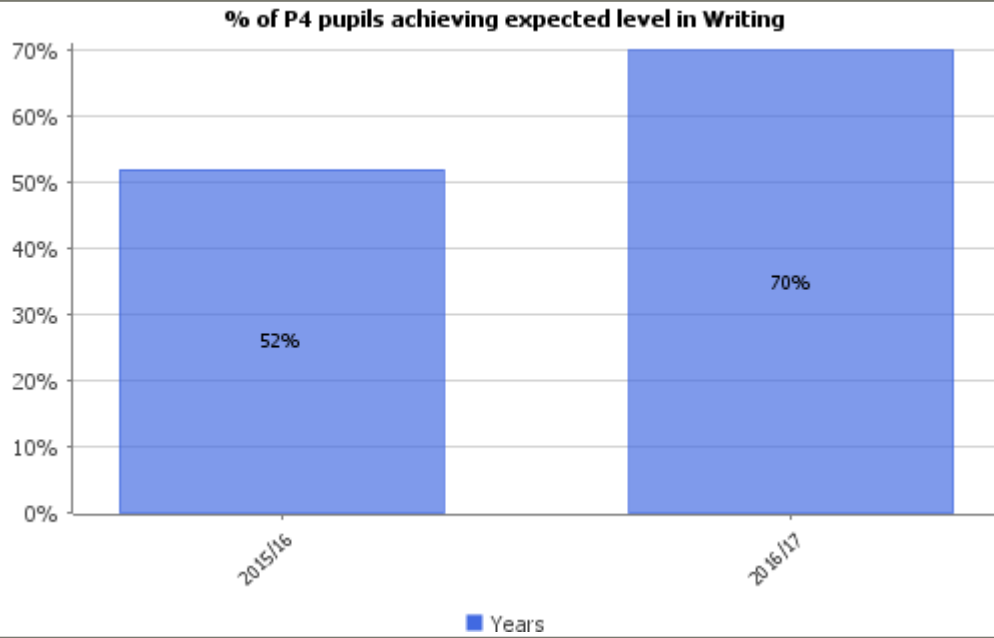
Status	✔
Data Period	2017
Value	48%
Target	44%
Long Trend	↑
Short Trend	↑

1y. % of P1 pupils achieving expected level in Writing



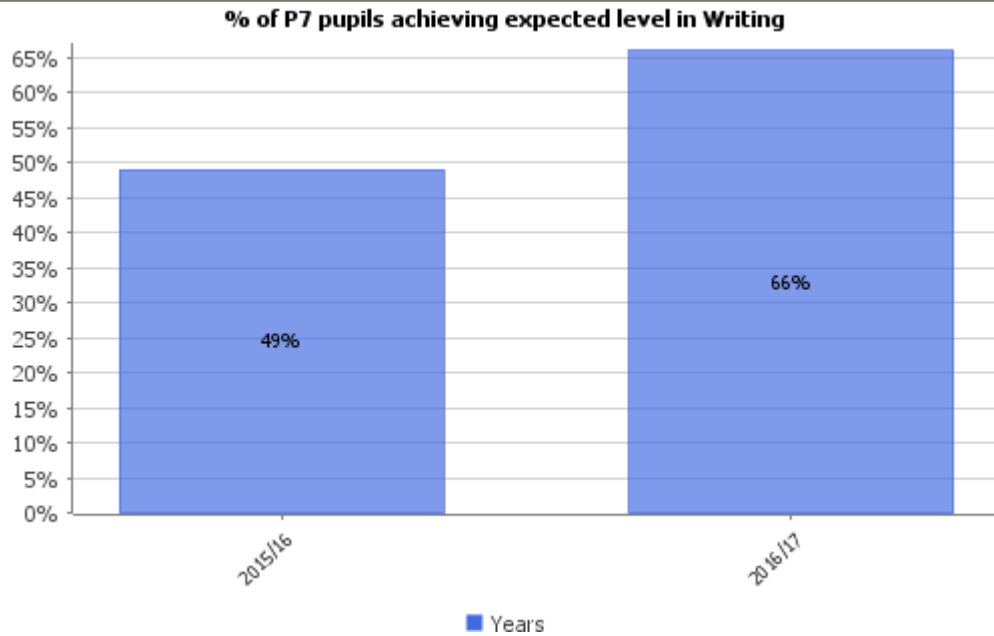
Status	✓
Data Period	2017
Value	73%
Target	74%
Long Trend	↑
Short Trend	↑

1z. % of P4 pupils achieving expected level in Writing



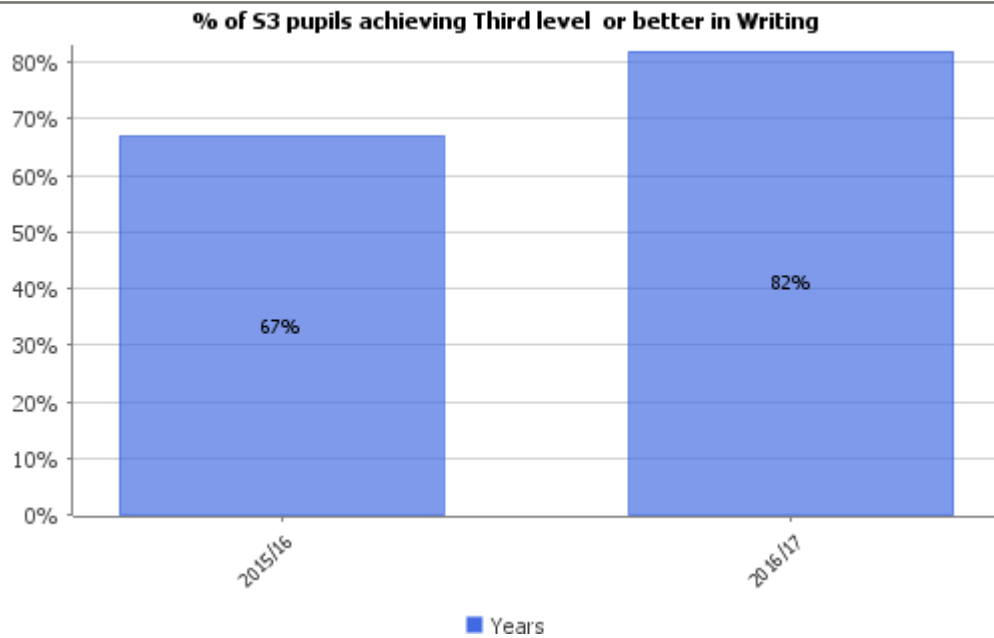
Status	
Data Period	2017
Value	70%
Target	62%
Long Trend	
Short Trend	

1a1. % of P7 pupils achieving expected level in Writing



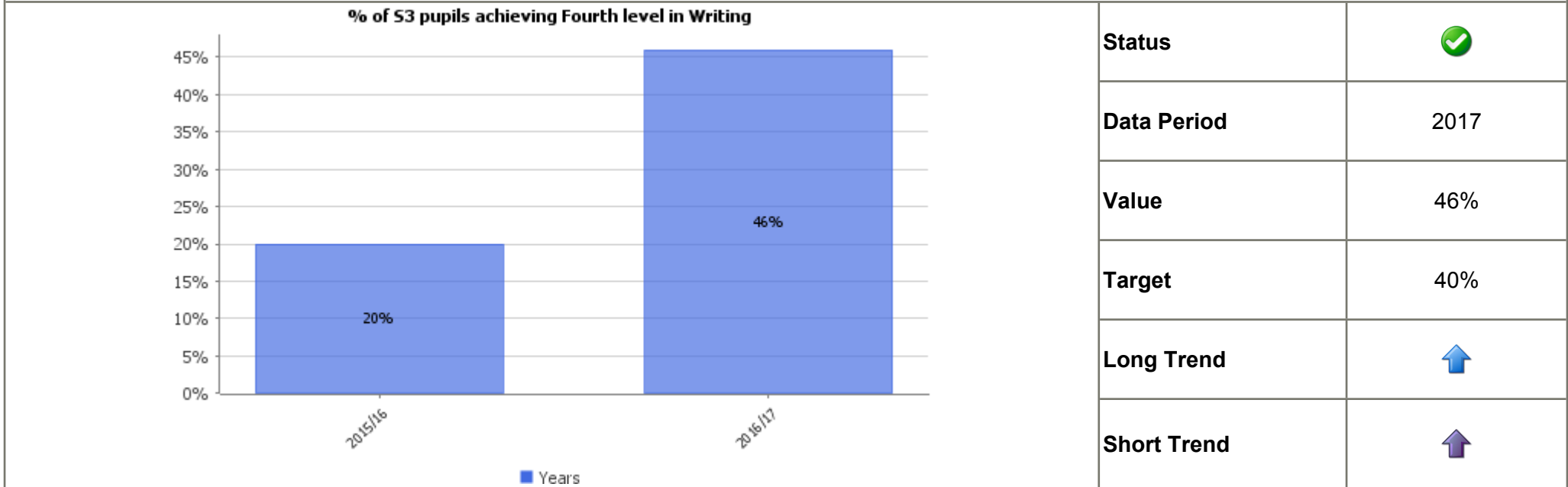
Status	✔
Data Period	2017
Value	66%
Target	59%
Long Trend	↑
Short Trend	↑

1a2. % of S3 pupils achieving Third level or better in Writing



Status	✔
Data Period	2017
Value	82%
Target	77%
Long Trend	↑
Short Trend	↑

1a3 % of S3 pupils achieving Fourth level in Writing



The percentage of school leavers in positive sustained destinations in Aberdeen has risen between the 2015-16 (the 2017 publication) and 2016-17 (the 2018 publication) School Leaver Destinations Report follow-up surveys with a statistically significant increase from 89.3% of total school leavers to 92.6%. The national figure was 92.9%, against which the City has materially closed a gap of just under 3% in the previous year.

The proportion of leavers entering HE/FE virtually matched the eight years high of 66% from 2015-2016, placing the City in the upper quartile of local authorities for this sub-indicator, with both Employment and Training destinations increasing slightly. The proportion of school leavers classed as Unemployed Seeking Work also fell from the previous year's figures to its lowest level (5.9%) although this remains above both the national and comparator city level (4.4% and 5.6% respectively)

Aligned to this outcome, the percentage of school leavers (2016-17) attaining one or more vocational qualifications* at SCQF Level 5 (seen as a benchmark) increased from 12.8% to 15.5%, in advance of both the local target and National outcome, indicating the influence of both the City Campus approach and work with partner organisations to provide our young people with core employability skillsets.

* Vocational qualifications here include National Certificates, Higher National Qualifications, Scottish Vocational Qualifications, National Progression Awards, and Skills for Work.

Improvement Context

Strategically, the Achieving Outcome Group, led and supported by Educational services and schools, delivered a plan based on the outcomes set out in the Integrated Children's Plan 2017/2020. The Group had identified key projects that have been and will be taken forward, focussing on targeting key indicators agreed with Community Planning Partnerships and Local Outcome Improvement Plans.

These included:

Development of an enhanced transition programme to college for Care Experienced Young People and vulnerable learners with a focus on developing their aspirations prior to starting college to ensure they have an appropriate course choice;

Support programme for young people with Additional Support Needs, with a focus on skills for living, learning and work and ensuring the quality of destination;

extended work placements for the most vulnerable young people; and

an Activity Agreement Award developed in partnership with young people and local business to recognise the complex and subtle skills young people have developed through the activity agreement.

The projects listed were developed and delivered in partnership with, and, across the city including Skills Development Scotland (SDS), the Foyer and North East Scotland College (NESCOL), the outcome will be to deliver a programme for young people to support their transition into a positive destination at each stage of 16-19, ultimately increasing the number of young people moving into a positive destination and reducing the barriers to positive destinations for the most vulnerable young people.

The Achieving Outcome group also agreed to develop a tracking tool for young people who have received Pupil Equity Funding (PEF), after they have moved onto to S4 or have left school the tracking tool will enable more accurate data gathering on the impact the PEF has made to the young person.

The projects outlined above supported the continued work and partnerships in place across the city including Career Ready, Keen4Work, Activity Agreements and the Youth Employment Activity Plan.

ICFS SPI 02 - Increasing Post School Participation																					
% school leavers from publicly funded schools in positive sustained destinations by academic year																					
<table border="1"> <caption>% school leavers from publicly funded schools in positive sustained destinations by academic year</caption> <thead> <tr> <th>Academic Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2014/15</td> <td>91.2%</td> </tr> <tr> <td>2015/16</td> <td>89.3%</td> </tr> <tr> <td>2016/17</td> <td>92.6%</td> </tr> </tbody> </table>	Academic Year	Percentage	2014/15	91.2%	2015/16	89.3%	2016/17	92.6%	<table border="1"> <tr> <td>Status</td> <td></td> </tr> <tr> <td>Data Period</td> <td>2016/17</td> </tr> <tr> <td>Value</td> <td>92.6%</td> </tr> <tr> <td>Target</td> <td>93.1%</td> </tr> <tr> <td>Long Trend</td> <td></td> </tr> <tr> <td>Short Trend</td> <td></td> </tr> </table>	Status		Data Period	2016/17	Value	92.6%	Target	93.1%	Long Trend		Short Trend	
Academic Year	Percentage																				
2014/15	91.2%																				
2015/16	89.3%																				
2016/17	92.6%																				
Status																					
Data Period	2016/17																				
Value	92.6%																				
Target	93.1%																				
Long Trend																					
Short Trend																					

ICFS SPI 3 – Inspections of Educational Provision

95.8% or 136 out of 142 Quality Reference Indicator areas evaluated during Education Scotland (ES) and Care Inspectorate (CI) inspections conducted in 2017-18 were rated as 'Satisfactory' or 'Adequate' and above, a relatively minimal increase in comparison with 2016-17 (95.5%) and 2015-16 (95.3%) but significantly ahead of the 2014-15 outcome (93.5%) which recorded a similar number of inspections/assessments.

40 from 42 of the settings inspected (95.2%) achieved satisfactory and/or adequate or above ratings for each core Quality Reference Indicator (equating to a comprehensive positive evaluation). This figure is marginally below that in 2016-17 (96.1%) although above both 2015-16 and 2014-15, with 95% of inspected establishments, which incorporates multiple site provision, being similarly and positively assessed.

Underlying this outcome, the overall proportion of evaluations rated Good or above fell to 64.1% from 78.8% in 2016-17 which may relate to the revisions in Education Scotland inspection framework, and expectations applied by the new regime, during the 2017-18 diet. At the same time, the proportion of positively and higher rated evaluations of Care Inspectorate criteria has increased across most themes maintaining the three-year improvement trend in this sub-measure

These high-level results, when extrapolated to the full academic year, suggest that educational provision in the City (incorporating educational establishments and Early Learning and Childcare Centres) is on course to meet the aspirational targets set for 2017-18 within Schools and Early Years Improvement Plans. (As at term end, this figure stood at 96.8% as against a target of 97%) Currently, publication of the final academic year data relating to Care Inspectorate evaluations is incomplete, although this is expected to be provided by the Inspectorate in early course

Whilst the indications are that services have adapted relatively well to the changes in Education Scotland inspection, (although this is based on a limited number of inspections) this interpretation will only be validated/benchmarked on publication of the national level data towards the end of 2018, although lessons from this first full round of inspections under the new regime will be taken forwards into 2019.

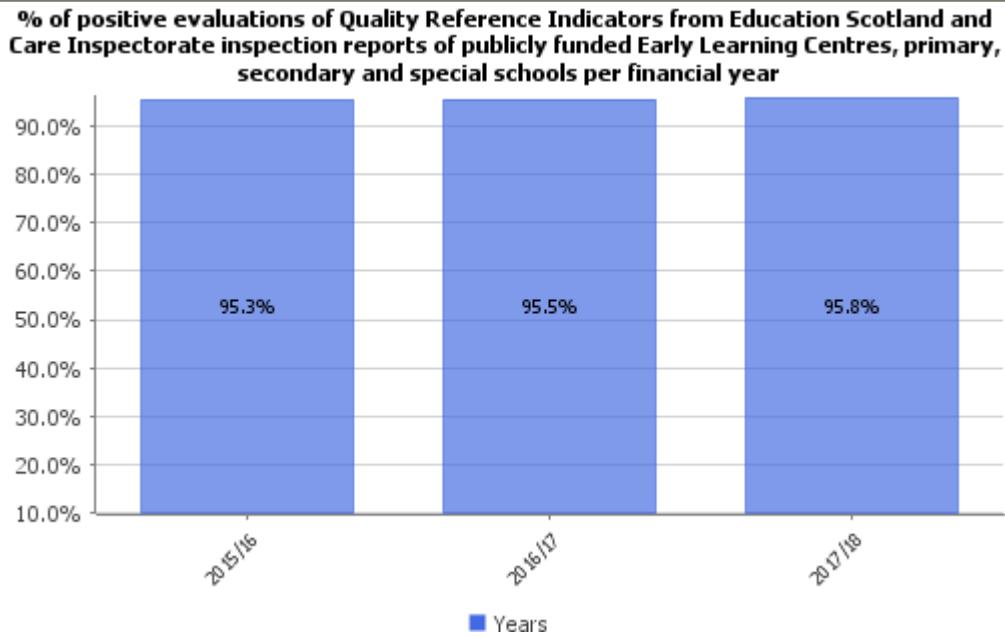
Improvement Context

In the context of the understanding that, with the introduction of a revised Education Scotland inspection framework in 2017-18, the schedule of inspections by Education Scotland would be limited and/or restricted to 'pilot inspections', much of the improvement work of Educational services in terms of quality evaluation was directed to enhancing the rigour, and alignment, of existing 'How Good Is Our School' self-evaluation with the advance guidance.

This has assisted in the identification, and development, of high level objectives for self-evaluation outcomes within the City's National Improvement Framework Plan and, in concert with the programme of improvement highlighted below against Early Learning and Childcare provision, is expected to feed positively into inspection outcomes over the course of 2018-19 as the programme of Education Scotland inspections is, (as stated by ES) , expands over the academic period in support of schools and regional improvement planning.

ICFS SPI 03 - Inspections of Publicly Funded Educational Provision

% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded educational provision - Early Learning Centres, primary, secondary and special schools per financial year



Status	
Data Period	2017/18
Value	95.8%
Target	95.0%
Long Trend	
Short Trend	

IFCS SPI 4 – Inspections of Early Learning and Childcare

The total number of Education Scotland and Care Inspectorate inspections of publicly funded Early Learning and Childcare (ELC) settings for the period was 38. Of these, 36 inspections resulted in positive outcomes against the full suite of core Quality Reference Indicators reviewed, with 2 inspections containing limited recommendations for specific improvements

From these inspections 125 of the 128 QRI examined were rated as meeting the requirements for an evaluation of 'Satisfactory and/or Adequate or above' With an overall outcome of 97.7%, the 2017-18 result is materially above that of both the previous year (96.1%) and 2015-16 (96.2%) respectively and maintains the four-year positive improvement trend.

This is in line with the national position extrapolated from the most recent Education Scotland and Care Inspectorate national reports and encompasses an increase in the combined proportion of Indicator assessments at Good or above to 83.6% from 81.4%, along with a 100% outcome (up from 98% in 2016-17) against Care Inspectorate assessments. This latter figure also represents a four-year high.

In terms of drill-down from the inspections completed, fourteen settings recorded one or more gradings of Very Good against the QRI framework. This included seven local authority primary school nurseries: Airyhall, Seaton, Kingsford, Kaimhill, Forehill, Hazlehead and Brimmond, and 5 partner operators; Broomhill (2 sites), J. Puddleducks, St. Margaret's School, Beech House, Great Western (2 sites)

Improvement Context

At an operational level, the quality training and development focus in the past twelve months has been on supporting staff and partner providers to work with the "How Good is Our Early Learning and Childcare" model and providing for improvements in the proportion of inspections of the Leadership Management theme which are positively assessed. Reflecting on the outcome of this focus, arising from Care Inspectorate evaluations, there has been a measurable improvement with the proportion of assessments being rated as 'Good or above', (the national benchmark measure) rising to 73.3% from 66.7%.

The ACC National Improvement Framework Plan, applied initially against the 2017-18 academic year, has also framed the ELC Services improvement planning and outcome objectives in response to the provisions of the Education (Scotland) Act 2016 whilst introduction of, and delivery against, the new Health and Social Care Standards which, from April 2018, will frame the revised Care Inspectorate evaluation methodology and be a primary driver of both operational and strategic improvement planning during 2018-19.

There is some expectation, across national ELC networks, that a period of adjustment, and some impact on initial evaluations against these new Standards could be experienced. On this basis, both local authority and partner providers, through the ELC team, have put in place provision for the early sharing of experiences of the new framework to enable any necessary adjustments to future training requirements and/or re-alignment of current improvement priorities.

The Early Learning and Childcare (ELC) Workforce Delivery Plan recognises that the “quality of ... early learning and childcare is the most significant factor in improving the long-term outcomes of children” and that availability of sufficient qualified and motivated staff is a key driver of quality improvement. Delivery of this critical local Action Plan represents a substantial input by the Council, and related service providers, towards ensuring that not only access to, but also the quality of, ELC, is maintained.

ICFS SPI 04 Early Learning and Childcare Inspections																			
% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning and Childcare per financial year																			
<p>% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning and Childcare per financial year</p> <table border="1"> <thead> <tr> <th>Financial Year</th> <th>% of positive evaluations</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>96.2%</td> </tr> <tr> <td>2017/18</td> <td>96.1%</td> </tr> <tr> <td>2018/19</td> <td>97.7%</td> </tr> </tbody> </table>	Financial Year	% of positive evaluations	2016/17	96.2%	2017/18	96.1%	2018/19	97.7%	<table border="1"> <tr> <td>Status</td> <td>✅</td> </tr> <tr> <td>Data Period</td> <td>2017/18</td> </tr> <tr> <td>Value</td> <td>97.7%</td> </tr> <tr> <td>Target</td> <td>95.0%</td> </tr> <tr> <td>Long Trend</td> <td>↑</td> </tr> </table>	Status	✅	Data Period	2017/18	Value	97.7%	Target	95.0%	Long Trend	↑
	Financial Year	% of positive evaluations																	
	2016/17	96.2%																	
	2017/18	96.1%																	
	2018/19	97.7%																	
Status	✅																		
Data Period	2017/18																		
Value	97.7%																		
Target	95.0%																		
Long Trend	↑																		

	Short Trend	↑
--	-------------	---

ICFS SPI 5 – Early Learning and Childcare Provision

The combined percentage of registered and funded allocations against the eligible 3 and 4-year-old populations rose from 86.2% in the previous year to 87.5%, (at the local sample point in 2018*) representing a four-year high and maintaining a consistent improvement trend, and with an increase in the number of available places.

Whilst there has been an improvement in the overall position, the City’s education authority, in common with a number of other local authorities, remains in a position where its capacity to secure full access to early learning and childcare provision in line with the provisions of the Act continues to face significant pressures from both predicted future population growth in this age group and the availability of places as determined by current physical provision in terms of both facilities and capacity, particularly in the private and voluntary sectors.

The City’s [Early Learning and Childcare Delivery Plan](#) recognises these challenges and offers identification of the risks, and remedial actions involved in meeting the Scottish Government’s objective for these services.

*There are a number of ‘statutory sample points’ in relation to this measure throughout the year linked to reporting requirements and each will represent the outcome at that particular date. Resultantly, there can be minor variances in figures generated at each of these sample points. For consistency, a local sample point at the commencement of Summer Term is applied to this measure.










Improvement Context

The Early Learning and Childcare Delivery Plan (approved at the meeting of the Education and Children’s Services Committee in September 2017), outlined in detail, the work undertaken by Education and Early Learning and Childcare services, along with that of internal and external partners, to ensure that Aberdeen is best placed to meet the quantitative and qualitative challenges arising from the Children and Young People (Scotland) Act 2014 around childcare expansion and the Scottish Government’s commitment to the provision of additional free childcare hours for every eligible child.

In this 12-month period, and in support of the development of the Plan, much of the improvement focus had been on delivering an enhanced understanding of the prospective needs of existing and future service users, predicting potential demand and supply 'bottlenecks' and gaining, through substantive consultations, a fuller appreciation of the needs and current expectations of service amongst those eligible users whose children might be better supported by increased availability and accessibility of ELC provision.

Whilst this proposed legislative programme, enhancing both the scope and extent of eligibility to free ELC provision, has been a predominant theme and presence for these teams, it has also served to focus attention, and co-operation, on the current core offering to our younger citizens, particularly the expansion of Me2 provision, (from around 7% of the estimated eligible population in 2016 to 29% in June 2018) , re-launching of the City's Play policy, and enabled the first steps in meeting the SG objective through the provision of additional partner provider based capacity, (taking the City's overall number of childcare places from 10,304 in 2016-17 to 10,432 as at July 2018)

ICFS SPI 05 Early Learning and Childcare Provision																					
% of eligible population allocated ACC funded Ante Pre-school and Pre-school nursery places in local authority and partner provider Early Learning and Childcare settings																					
<table border="1"> <caption>% of eligible population allocated ACC funded Ante Pre-school and Pre-school nursery places in local authority and partner provider Early Learning and Childcare settings</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>84.1%</td> </tr> <tr> <td>2016/17</td> <td>86.2%</td> </tr> <tr> <td>2017/18</td> <td>87.5%</td> </tr> </tbody> </table>	Year	Percentage	2015/16	84.1%	2016/17	86.2%	2017/18	87.5%	<table border="1"> <tr> <td>Status</td> <td></td> </tr> <tr> <td>Data Period</td> <td>2017/18</td> </tr> <tr> <td>Value</td> <td>87.5%</td> </tr> <tr> <td>Target</td> <td>92.0%</td> </tr> <tr> <td>Long Trend</td> <td></td> </tr> <tr> <td>Short Trend</td> <td></td> </tr> </table>	Status		Data Period	2017/18	Value	87.5%	Target	92.0%	Long Trend		Short Trend	
	Year	Percentage																			
	2015/16	84.1%																			
	2016/17	86.2%																			
	2017/18	87.5%																			
	Status																				
Data Period	2017/18																				
Value	87.5%																				
Target	92.0%																				
Long Trend																					
Short Trend																					

PI Status		Long Term Trends		Short Term Trends	
	Alert – 20% or more outwith target		Improving		Improving
	Warning – 5% or more outwith target		No Change		No Change
	OK – on target		Getting Worse		Getting Worse