

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	14 June 2022
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Educational Improvement Journey – 2020-21 Academic Year, Key Performance Indicator Tracking Report
REPORT NUMBER	CUS.22.110
DIRECTOR	Rob Polkinghorne/Andy McDonald
CHIEF OFFICER	Eleanor Sheppard/Martin Murchie
REPORT AUTHOR	Eleanor Sheppard/Reyna Stewart
TERMS OF REFERENCE	1.1.3

1. PURPOSE OF REPORT

- 1.1. To provide Elected Members with a final tracking report, for the 2020-21 academic year, against the agreed suite of Educational Improvement Journey Key Performance Indicator measures.

2. RECOMMENDATION

- 2.1 The Committee is asked to note the content of the report.

3. CURRENT SITUATION

- 3.1. At the meeting of 19th April 2018, the Committee instructed that the Chief Operating Officer provide a regular report on educational progress against Key Performance Indicators (KPI).
- 3.2. This data is utilised within individual School Improvement Plans by headteachers and teachers to evaluate and plan the work of the school and by central officers to evaluate and plan the work of the service. The data also enables the central team to monitor the performance of schools and adjust the level of intervention, support, and challenge necessary to secure improvement
- 3.3. Education data sets are released at various times of the year and there is no one month within the academic year when all validated data is available. As a result, this report provides a compendium of data covering the various data releases covering the 2020/21 academic year.
- 3.4. When developing the ACC National Improvement Framework Plan, Officers look at all live and validated data sets available at that time to inform planning but each release of a data set throughout the year triggers a review of the ACC National Improvement Framework Plan. This approach ensures that the Plan continues to be ideally placed to support improvement.

3.5. Data Quality – Broad General Education and Senior Phase

- 3.5.1. The re-instatement of Achievement of Curriculum for Excellence Levels (ACEL) in primary schools has improved the availability of local datasets covering the Broad General Education from the previous year. The period of school building closure over 2020/21 impacted on the gathering of physical evidence of progress to support teacher judgement.
- 3.5.2. The absence of ACEL data covering Third Level, the introduction of the Alternative Certification Model (ACM) in the Senior Phase, and the lack of ACEL data covering 2019/20 has impacted the ability to track continuous improvement solely through data trends.
- 3.5.3. Given this, the Service has incorporated a greater element of professional judgement and observational assessment within both self-evaluation and planning to contextualise the data available more effectively. This has enabled the service to respond to changes in an agile and decisive way and not be negatively affected by the lack of trend data.
- 3.5.4. The more contextualised approach was necessary given that direct comparison of data between 2020/21 and previous years should be undertaken with some caution given the different operating environments, assessment methodologies and priorities as schools worked to address the harms associated with the pandemic.
- 3.5.5. Given the limitation of hard data sets and trends over time, greater focus has been placed on in-year comparisons with recognised benchmark performance to help provide meaningful data to Members.

3.6.1 High Level Analysis

- 3.6.2 Analysis of available attainment and achievement data confirms that, in the context of COVID-19, the ACC National Improvement Framework Plan 2020/21 was appropriate to meeting the needs, educational and pastoral, of pupils and supported their progress throughout the academic year.
- 3.6.3 There were, however, undeniable impacts on attainment and achievement data arising from the pandemic, particularly in primary pupils. Analysis of data shows that the impact has been well mitigated by the Service to the extent that, overall, the distance between Aberdeen City outcomes and national and virtual comparators has demonstrated some improvement across the Senior Phase and that live data for 2021/22 evidences that primary attainment is set to return to pre-pandemic levels.
- 3.6.4 This correlates with emerging national and international research on the impact of the periods of school building closure on younger children.

3.7 Primary Education (Curriculum for Excellence)

Chart 3.7a % of primary P1 pupils achieving Early Level (all organisers)

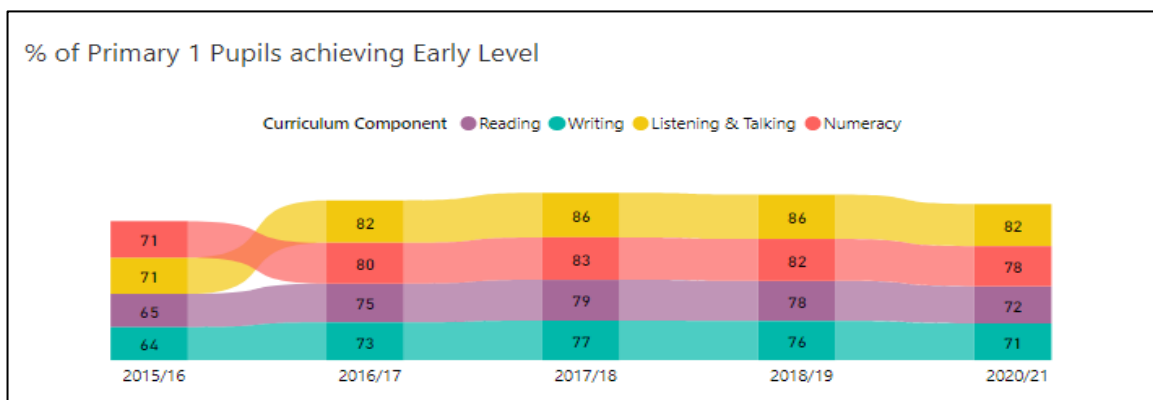


Chart 3.7b % of primary P4 pupils achieving First Level (all organisers)

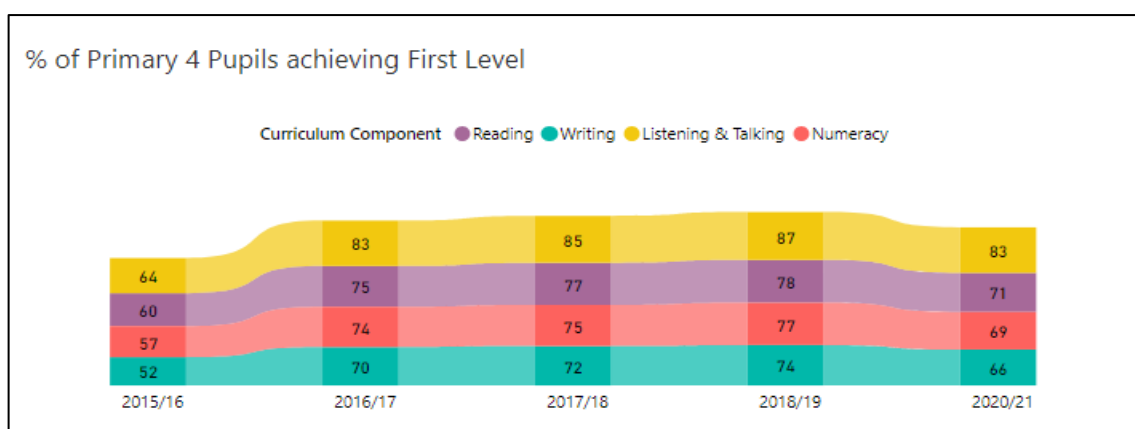
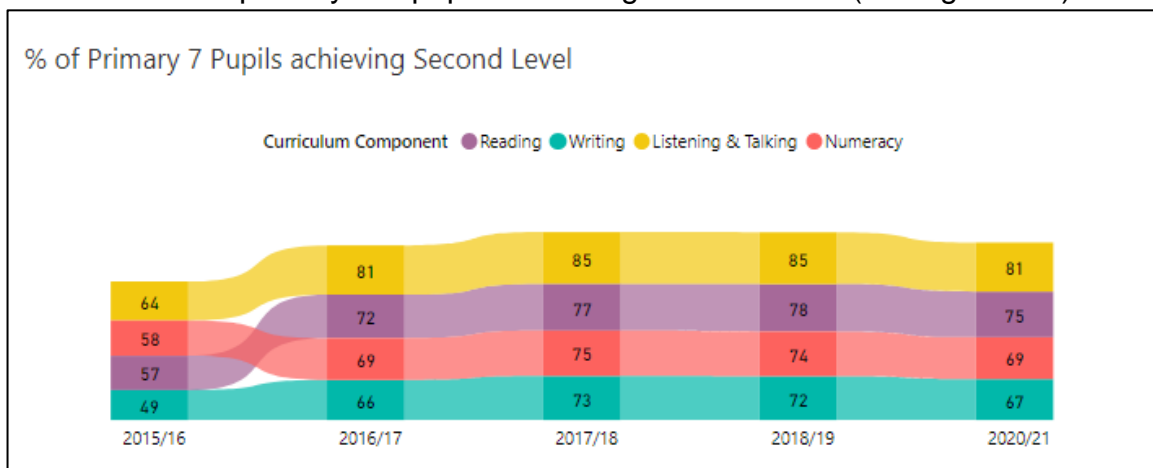


Chart 3.7c % of primary P 7 pupils achieving Second Level (all organisers)



3.7.1 There is considerable evidence that many staff did not feel they had sufficient evidence of progress when the data was collected and that the two periods of remote learning impacted progress in primary children. Many children experienced delays in language acquisition for example and this will have in turn impacted on other areas of the curriculum. Officers have monitored ACEL data carefully over session 21/22 and there is clear evidence that achievement levels are likely to return to near pre-pandemic levels by the end of session 2021/22.

3.7.2 This trend, and the extent of year-on-year variation, is very closely aligned with the National Outcomes and trends seen by other Local Authorities.

3.7.3 The distances, positive and negative, to the National ACEL Outcomes of 2018/19 in most individual phases (P1, 4 and 7) and subject organisers are generally unchanged. This would suggest that our performance against other Local Authorities has been maintained over the pandemic, but not improved. Given the considerable challenges facing the service over the last year this is not surprising. As a result, work has resumed to improve the quality of learning, teaching, and assessment in order to secure improvement against national and virtual comparators. Quality Improvement Visits are evidencing an encouraging gradual improvement in classroom practice which is already impacting positively on live ACEL tracking data for 2021/22.

3.7.4 In terms of relative consistency of outcome across each phase and organiser with National Outcomes, the City has retained its position, first gained in 2018/19, of being above the Scotland figure in the % of pupils achieving Numeracy at each P1, 4 and 7 stage.

Chart 3.7.4a % of P1 pupils achieving expected levels in Numeracy

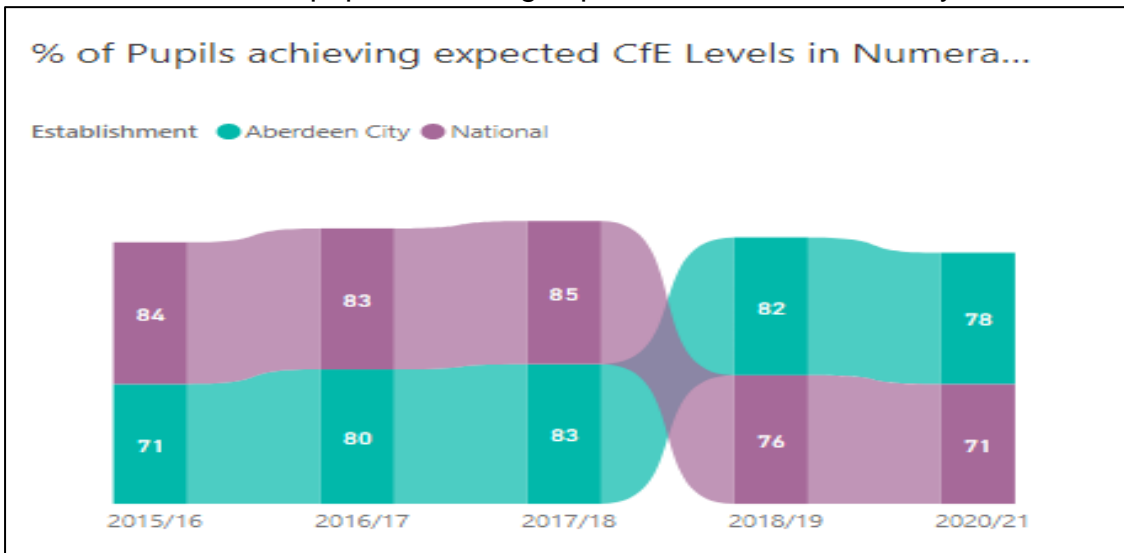


Chart 3.7.4b % of P4 pupils achieving expected levels in Numeracy

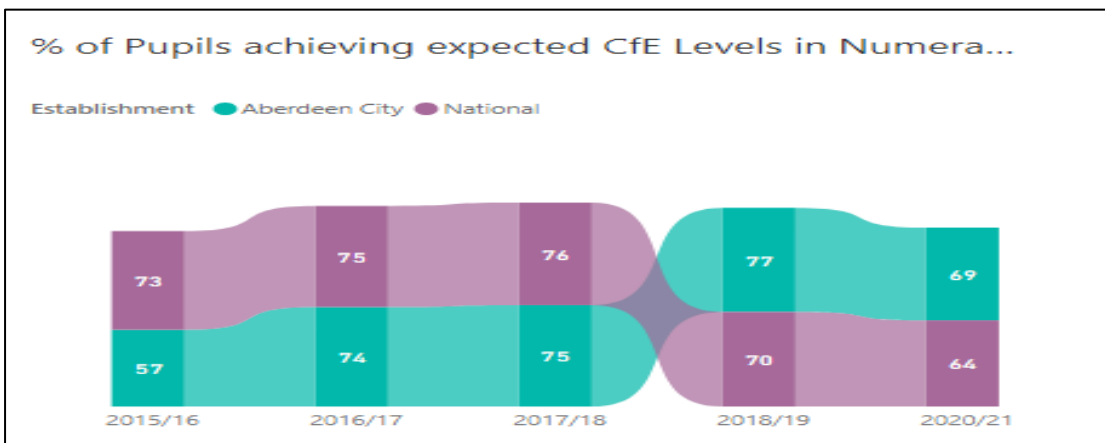
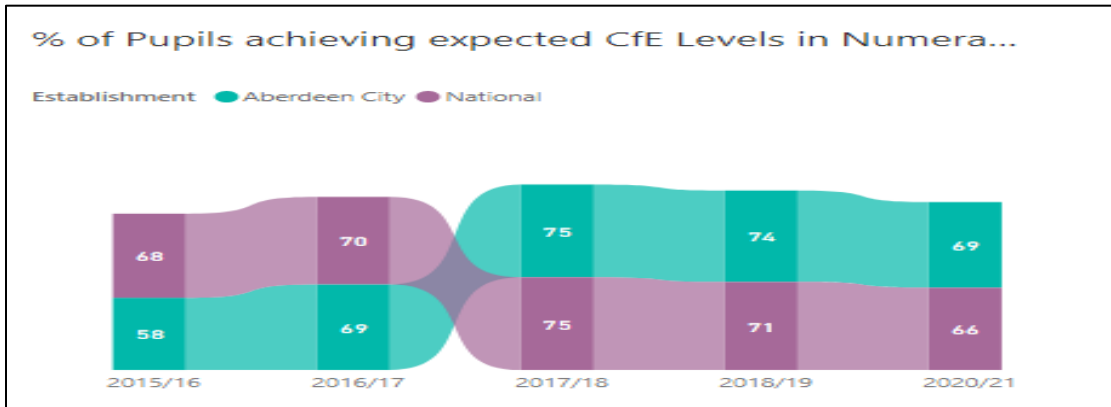


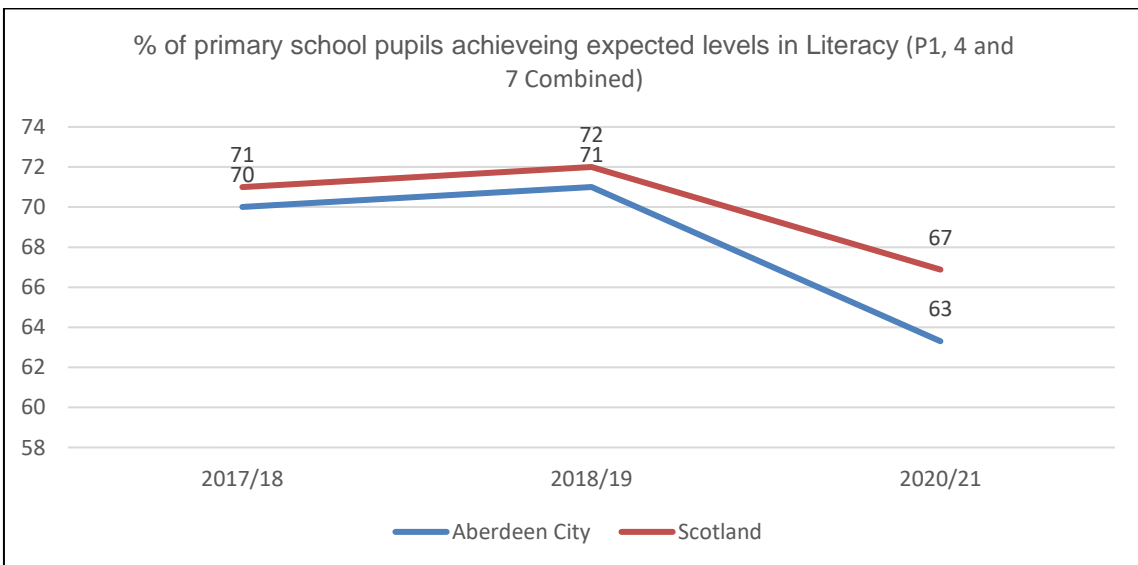
Chart 3.9.4c % of P7 pupils achieving expected levels in Numeracy



3.7.5 Of the remaining organisers (Reading, Writing and Listening & Talking) the combined P1,4 and 7 primary trend is less clear with the City being marginally below the National Outcomes for each organiser but with some exceptions e.g. Listening & Talking at P4. It is unsurprising that reading and writing were impacted by the periods of school closure and close attention has been given to these organisers over this school session.

3.7.6 This has the effect of widening the gap to the National Outcome for Literacy, which had previously been aligned with the Scotland level. Language skills have undoubtedly been impacted by the periods of remote learning and school staff have been working hard to address any barriers and gather evidence of progress. It may be that their assessments were overly rigorous compared to others over session 2020/21. The Service expects that ACEL data for 2021/22 will largely return to pre-pandemic levels.

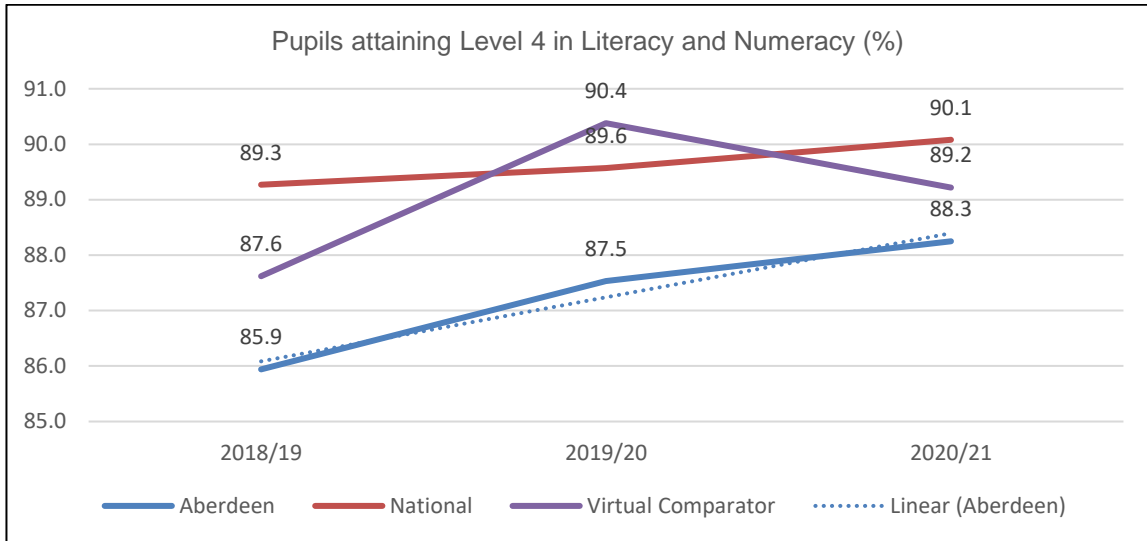
Chart 3.7.6 P1-7 Combined % of pupils achieving expected levels in Literacy



3.8 Secondary Education (Senior Phase)

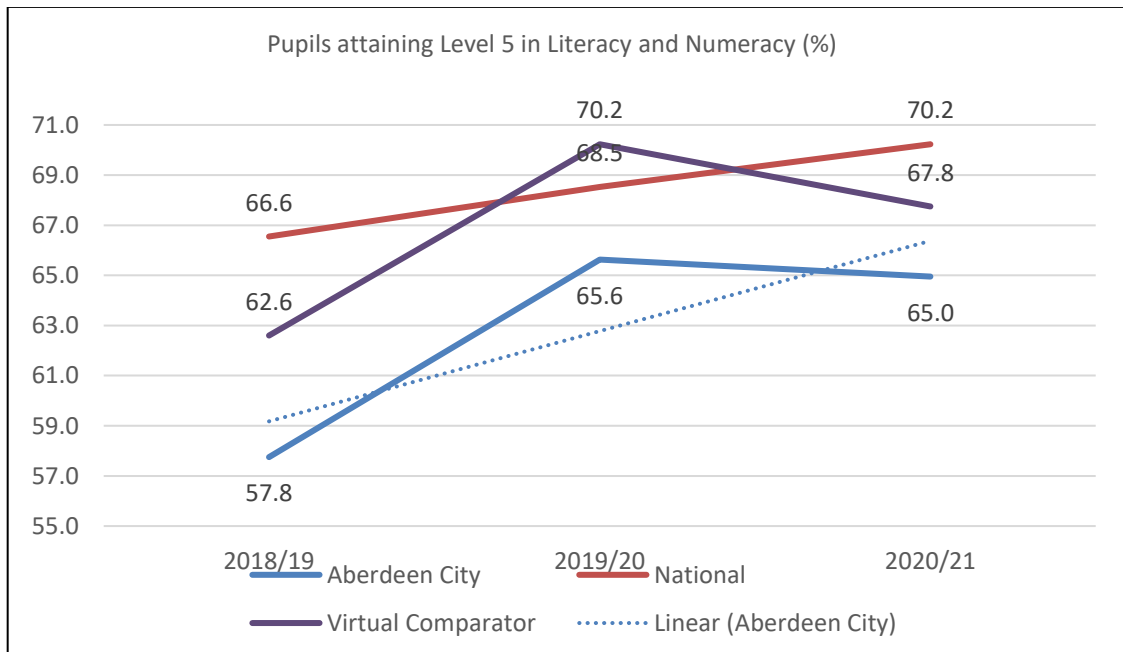
Literacy and Numeracy

Chart 3.8a Senior Phase leavers attaining Literacy and Numeracy at Level 4



3.8.1 Across the three-year period, improvement trends for Literacy and Numeracy in the City have closely mirrored that of both the Virtual Comparator and National figures, with consistent statistical improvement at Level 4 and closing of the gap to both main benchmarks.

Chart 3.8b Senior Phase leavers attaining Literacy and Numeracy at Level 5



3.8.2 At Level 5, the City shows a similar three-year trend as at Level 4 with improving attainment, resulting in an appreciable closing of the distance to both the National Figure and Virtual Comparator over time, although the rate of improvement slowed marginally in 2020/21. This levelling off applied to both Literacy and Numeracy and contrasted to the Virtual Comparator which saw a year-on-year decline against both subjects in 2020/21.

3.9 Attainment for All – Average Complementary Tariff Scores

- 3.9.1 As reflected in the Best Value Assurance Report to Council on 23rd August 2021, the City's Senior Phase pupils secured significant pre-review gains in SQA (Scottish Qualifications Authority) examination attainment, which is summarised below:

In 2020/21, 85.52% of young people in the city entered for a National 5 gained an A-C pass, this is over 5% higher than last year. This is the highest attainment rate recorded at National 5 in the city and only 0.3% lower than the national pass rate of 85.8%. More pupils than ever before were presented for a National 5 with presentations at a 6-year high. This increase is in part due to a rise in the pupil population but also evidences increased ambition for our young people.

86.54% of entries presented for a Higher gained an A-C pass. This represents an improvement of over 6% on 2019/2020. 124 more young people were presented for a Higher than last year. National attainment at Higher sits at 87.3% with the City pass rate within 1 percentage point of the national figure.

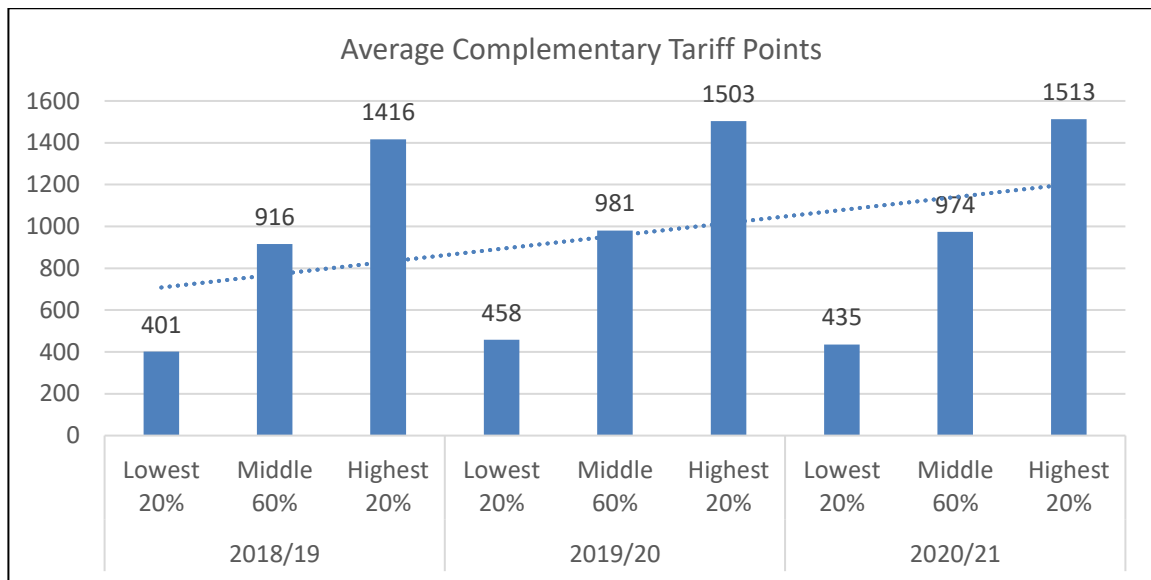
A similar rise is evident in Advanced Higher awards with 91% of entries presented for an Advanced Higher gaining a pass, this is a 5% improvement on 2019/2020. Aberdeen City results are slightly above the national pass rate (90.2%) at Advanced Higher

A clear improvement trend is visible in attainment data. Aberdeen City compares well at the national level across National 5, Higher and Advanced Higher. The 2021 attainment rate is line with national results and national improvement.

Narrative Source: [Best Value Assurance Report to Council - Appendix A, 23rd August 2021](#)

- 3.9.2 These outcomes, when converted and disaggregated to Average Complementary Tariff quintile-based Scores, aligning with National Benchmark Measures and National Improvement Framework, are outlined in Chart 3.9a.

Chart 3.9a Average Complementary Tariff Points by quintile-based attainment cohort



3.9.3 At each quintile cohort, (20% Lowest, Middle 60%, and Highest 20% of attainers) the City has experienced a rising trend in Average Complementary Tariff Scores across the three-year period (illustrated by the dotted trendline). There is limited statistical change in the distance between the quintile groups but with the lowest 20% achieving a slightly higher rate of increase on 2018/19 than those of the Highest 20% and Middle 60%.

Table 3.9b 2020/21 Average Complementary Tariff Scores by benchmarks

Establishment	Cohort	Tariff Score
Aberdeen City	Lowest 20% of attainment	435
Virtual Comparator		442
National		394
Aberdeen City	Middle 60% of attainment	974
Virtual Comparator		1002
National		942
Aberdeen City	Highest 20% of attainment	1513
Virtual Comparator		1488
National		1433

3.9.4 Comparatively, the City outcomes are ahead of the National Figures for each of the three groupings in 2020/21, although short of the Virtual Comparator levels for both the Lowest 20% and Middle 60% of attainers.

3.9.5 The distance between the lower cohorts and the Highest 20% has extended slightly for the city in relation to both benchmarks because of a greater improvement rate for the Highest Attaining cohort in Aberdeen, but the rate of tariff score improvement of the City's Lowest 20% of attainers in comparison with 2018/19 (+34 points) was better than the National Figure (+19 points)

3.10 Closing the Poverty Related Attainment Gap

3.10.1` Looking at the differences in educational outcomes arising from poverty at local

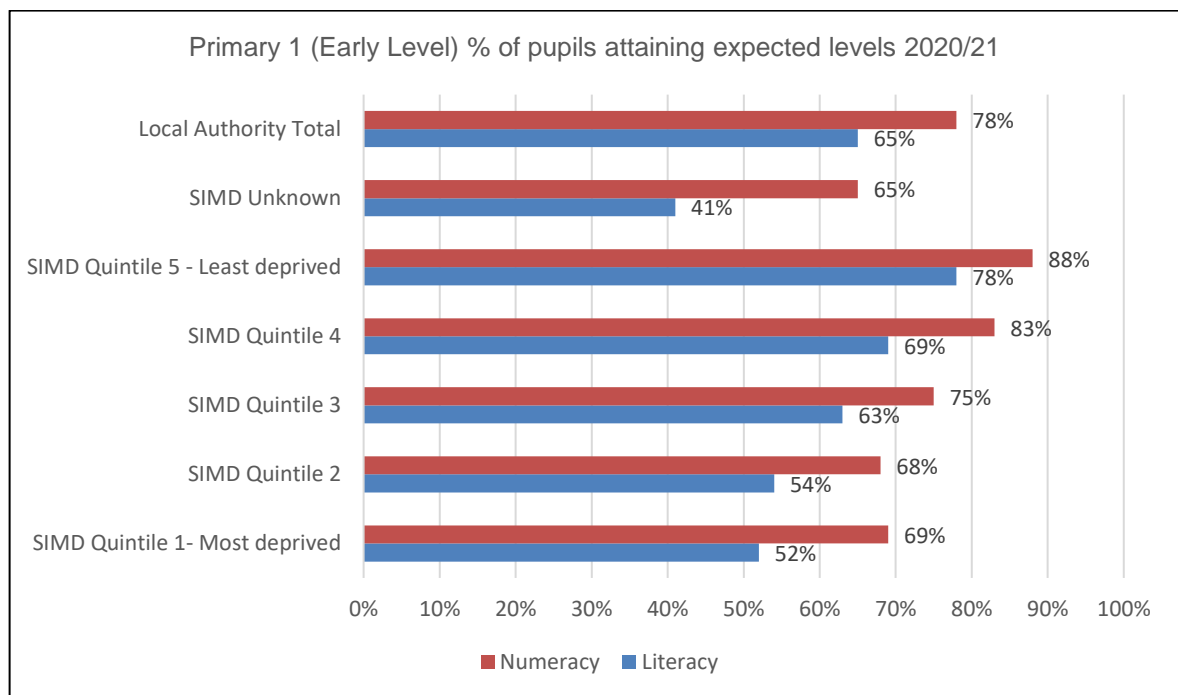
authority level, it is particularly difficult to establish specific trends related to the influences of relative poverty across the education journey from a purely data-based perspective given the range of interventions delivered by individual Local Authorities. Aberdeen City Council made chrome books and dongles available to high numbers of young people over the periods of school closure, although the space available to engage with Google classroom for those living in SIMD (Scottish Index of Multiple Deprivation) 1 and the access to unlimited sources of electricity would have been very different from peers living in SIMD 5.

3.10.2 This is complicated further by the effects of the COVID-19 pandemic on data quality and the very different financial circumstances facing many of our families because of the downturn in the local economy.

3.10.3 Given this, the gap across primary appears to have widened over session 2020/21 although there is unambiguous evidence that this will have reduced to pre-pandemic levels by the end of school session 2021/22. The new school profiles will support the service to deliver against the expectations of the Scottish Attainment Challenge and monitor the impact of interventions on those living in SIMD deciles more easily to support improvement.

3.10.4 Primary Education - Achievement of Curriculum for Excellence Level (ACEL)

Chart 3.10a - P1 Pupils achieving expected ACEL levels by SIMD Quintile



3.10.5 Within the Curriculum for Excellence, although not uniform, there is a generally negative trend in closing the gap between SIMD levels in comparison with 2018/19.

Chart 3.10b – P4 Pupils achieving expected ACEL levels by SIMD Quintile

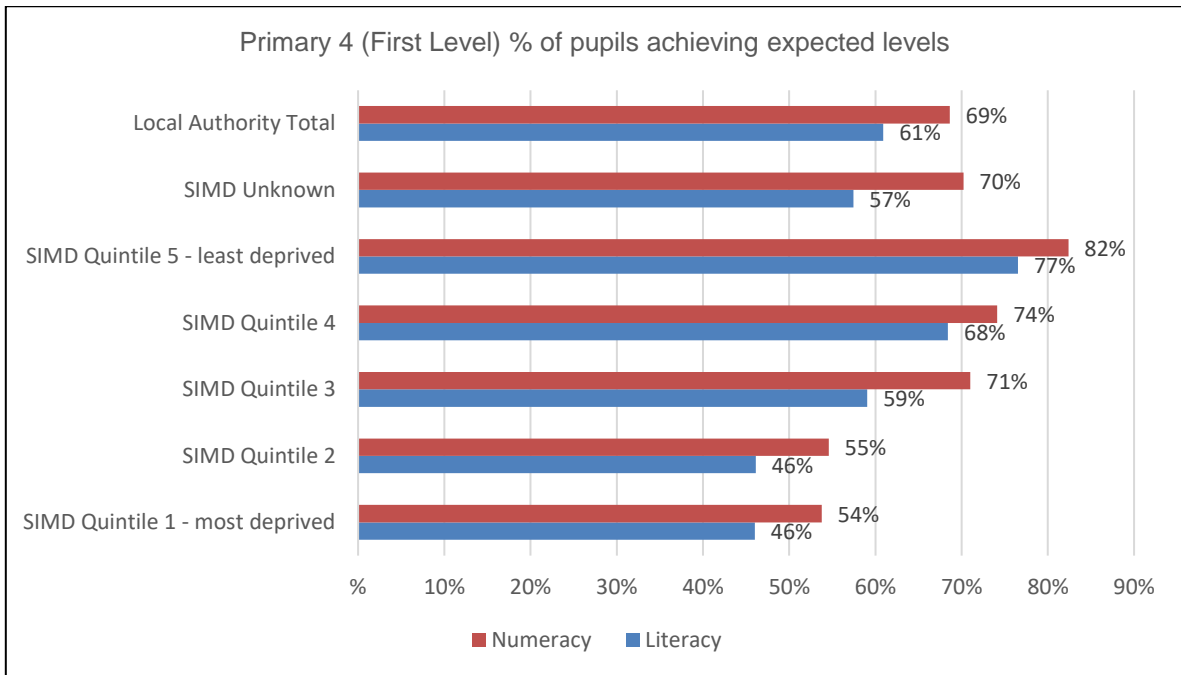
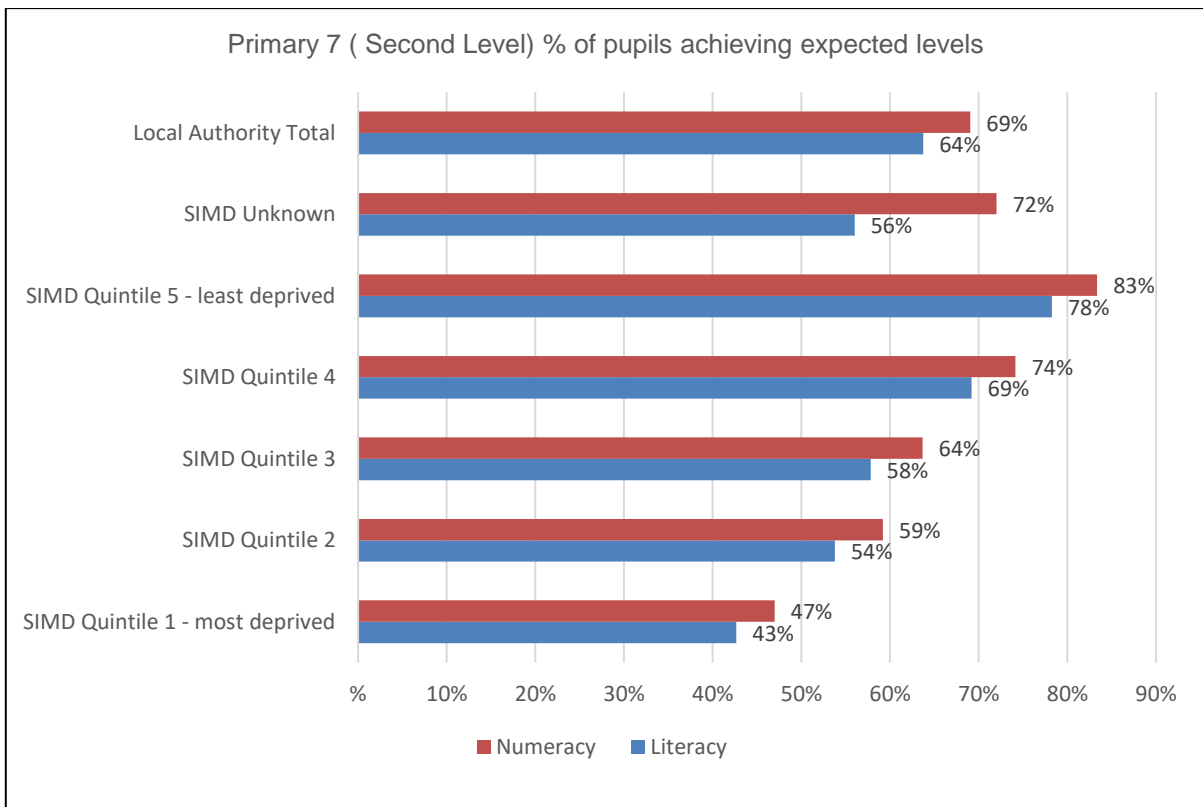


Chart 3.10c – P7 Pupils achieving expected ACEL levels by SIMD Quintile



3.10.7 In the absence of 2019/20 data, the Service continues to materially review and contextualise this data driven observation and monitor live attainment. There is unambiguous evidence that attainment is returning to pre-pandemic levels as shown in the live data comparisons below.

Chart 10d – ACEL Reading as of April 2022

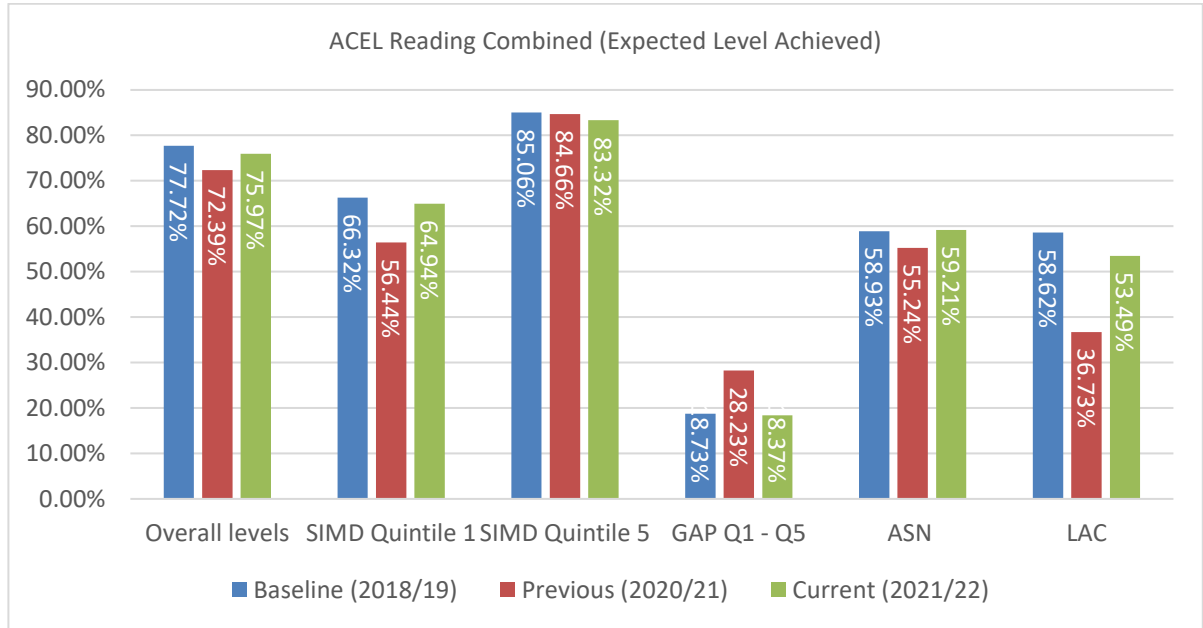


Chart 10e – ACEL Writing as of April 2022

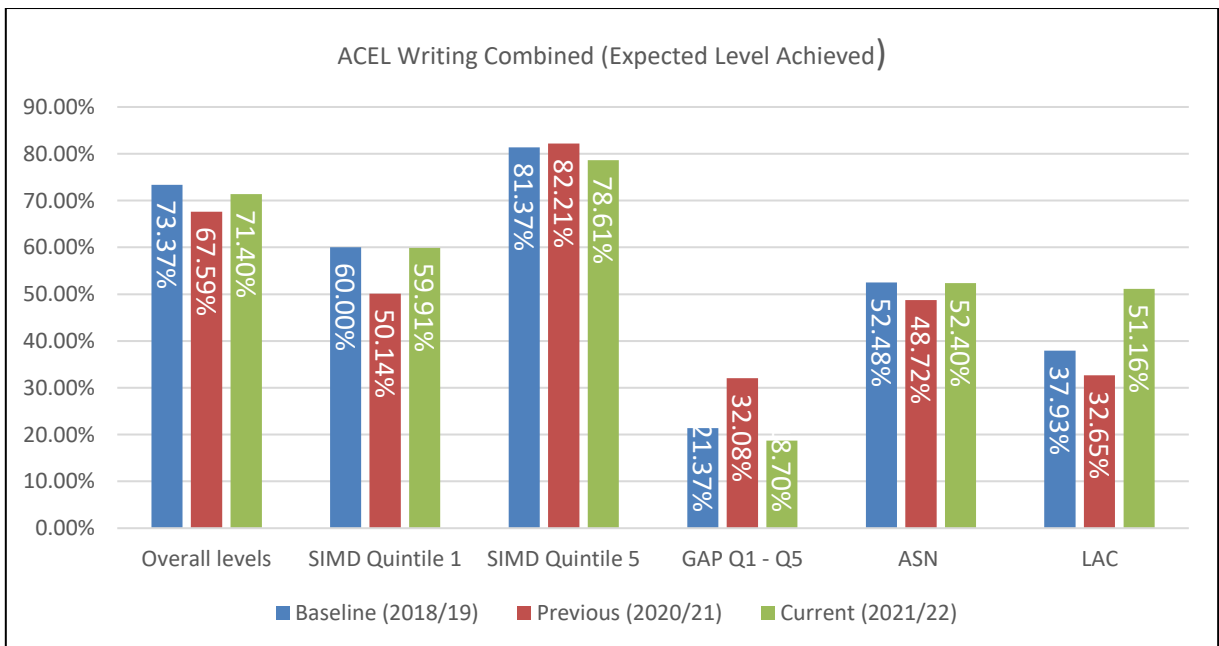


Chart 10f – ACEL Listening and Talking as of April 2022

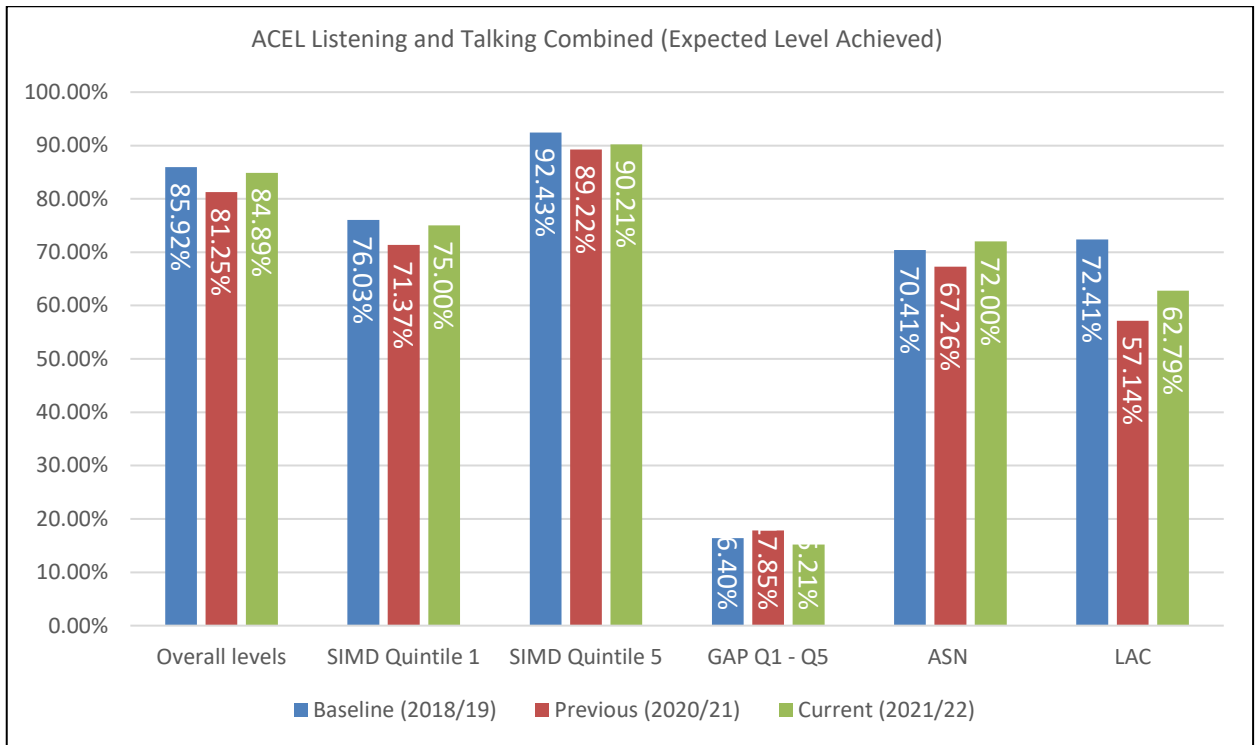
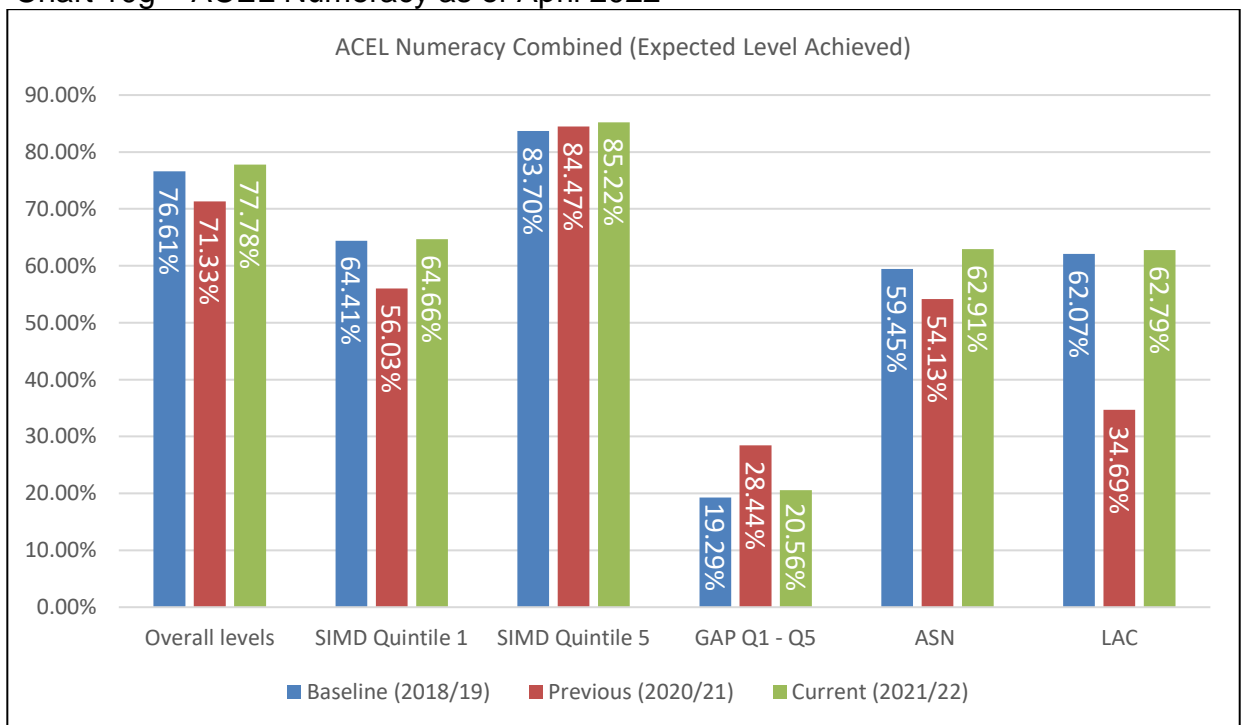


Chart 10g – ACEL Numeracy as of April 2022



3.10.8 The service will continue to closely monitor ACEL data for 2021/22 and will report validated data to Committee next session.

3.11 Secondary Education (Senior Phase)

Literacy and Numeracy

Chart 3.11a % of pupils achieving SCQF Level 4 in Literacy and Numeracy by SIMD Quintile

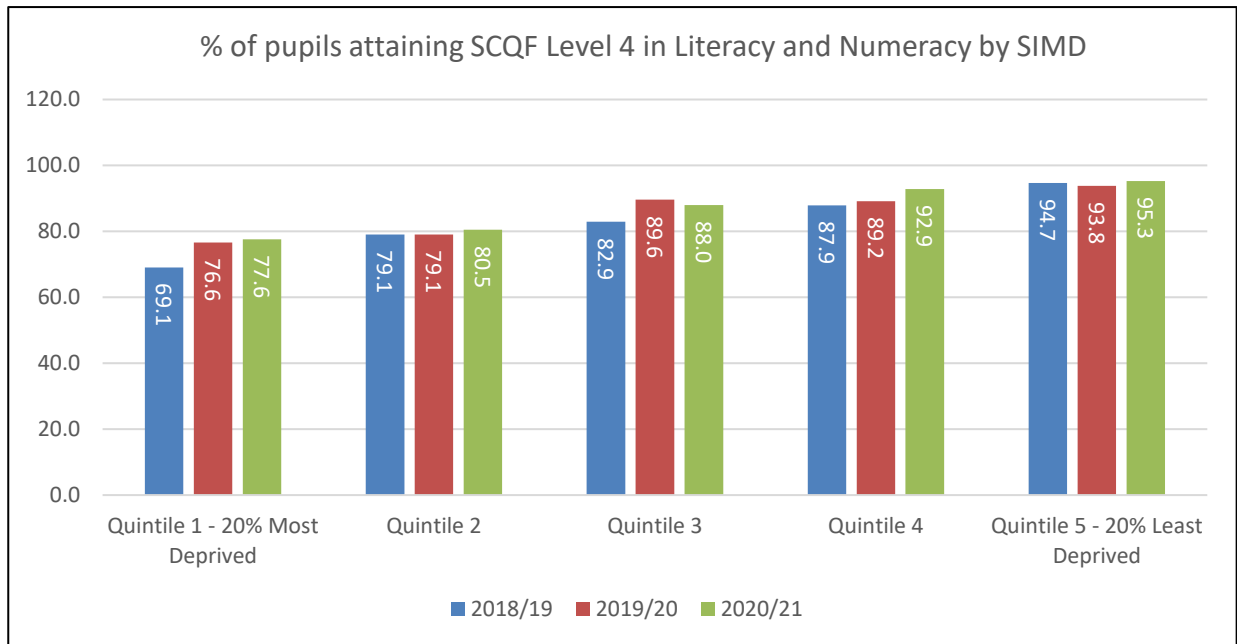
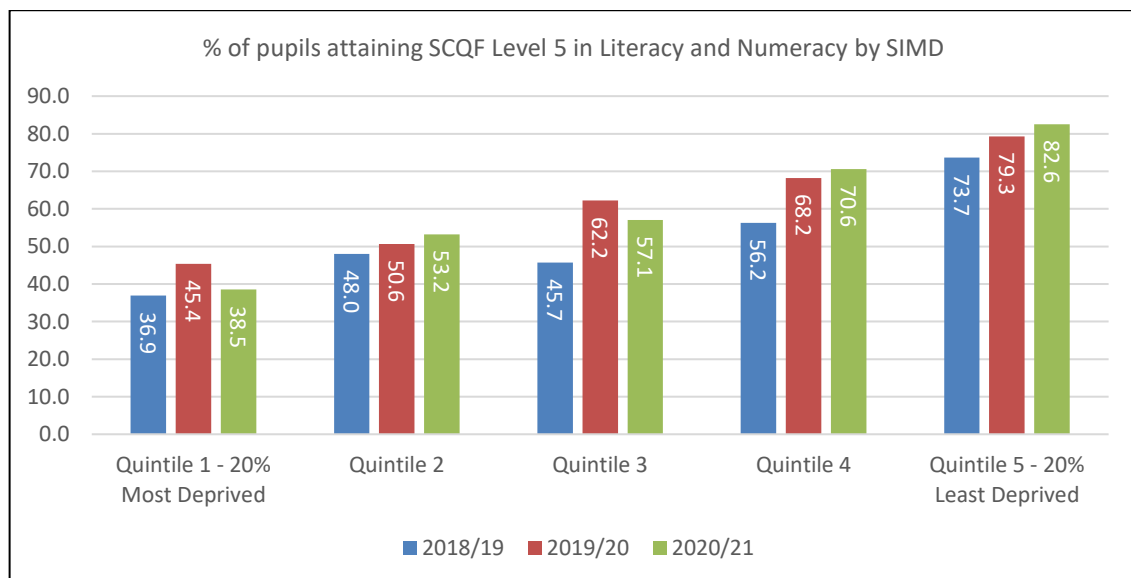


Chart 3.11b % of pupils achieving SCQF Level 5 in Literacy and Numeracy by SIMD Quintile



3.11.1 At SCQF Level Four there were, in general, attainment gains across most Quintiles in 2020/21 for Literacy and Numeracy, with a sustained three year improvement trend for all five SIMD Quintiles. Proportionately, there is a marginally greater percentage increase at SIMD's 4 and 5 but this is statistically limited which means that the gaps between lower Quintiles and those least deprived is unchanged on 2019/20 but improved on 2018/19 levels.

3.11.2 Literacy and Numeracy at SCQF Level 5 shows some more variation in Quintile based outcomes, although maintaining an upwards trend in performance against 2018/19 for each Quintile. SIMD's 1 and 3 reflect some downwards movement year-on-year with a resultant widening of the attainment gap to SIMD 5 in a

reverse of the position in 2020/21.

3.11.2 Some caution needs to be exercised in interpreting both change and statistical significances at these aggregated levels over time because of variations in the assessment methodologies and the application of SIMD 2020 tolerances, rather than SIMD 2016, for 2019/20 and 2020/21 outcomes.

3.12 Average Complementary Tariff Scores

3.12.1 Similar to the comment above at 3.11.2, in regards to interpretation of the data charts, considerable caution should be exercised in comparative analysis between SIMD groupings (Charts 3.12 a-f), not least as the cohort sizes vary significantly and proportionately reduce as you move down the cohorts.

3.12.2 It is also important to recognise that the profiles of those in the Lowest Quintiles of attainment, regardless of SIMD placing, may include those have multiple levels of disadvantage out with nominal deprivation levels e.g. complex additional support needs, for whom attainment of tariff score qualifying outcomes is a less effective methodology for gauging cohort improvement. These pupils are more likely to be fully supported on an individual basis through targeted interventions to achieve their fullest academic and social potential within the education framework.

Chart 3.12a Average Complementary Tariff Scores by Attainment Cohort – SIMD Quintile 1 (20% Most Deprived)

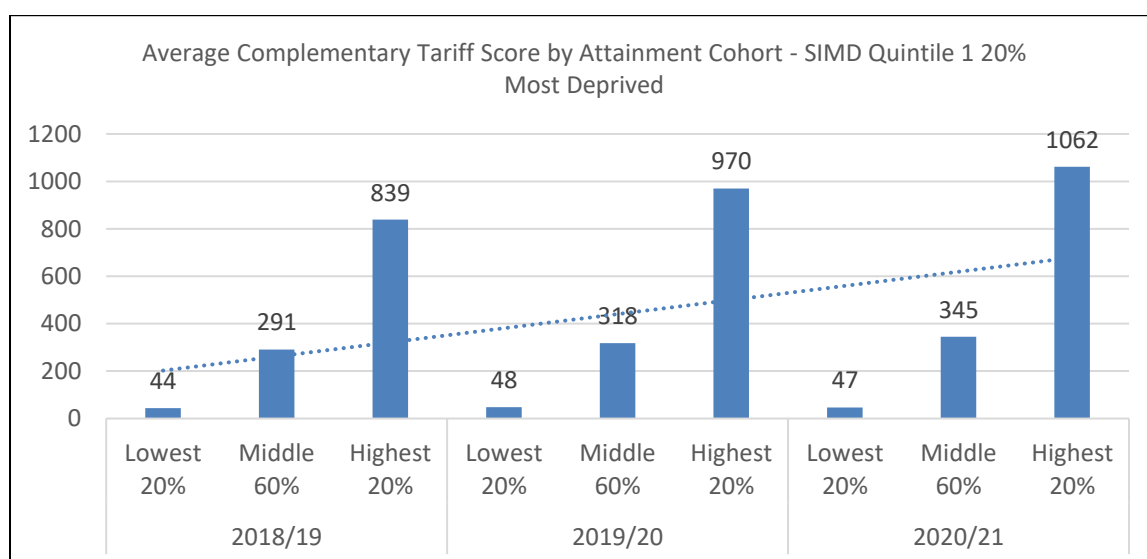


Chart 3.12b Average Complementary Tariff Scores by Attainment Cohort – SIMD Quintile 2

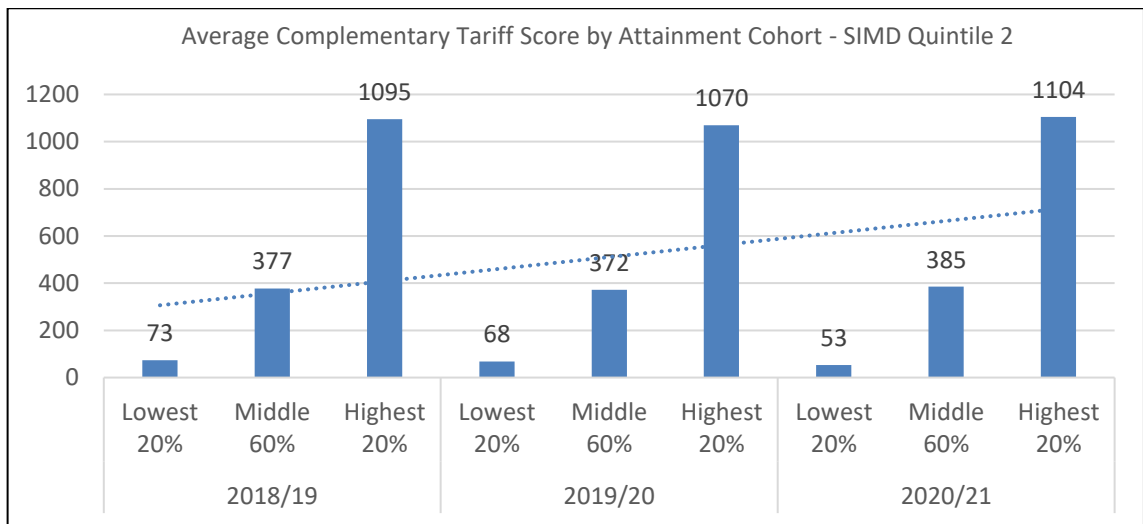


Chart 3.12c Average Complementary Tariff Scores by Attainment Cohort – SIMD Quintile 3

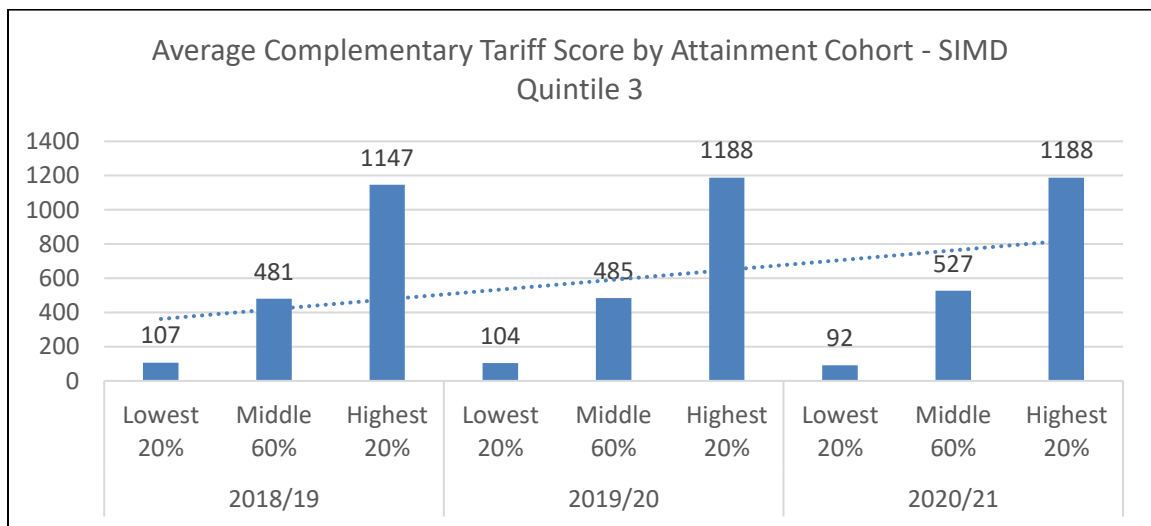


Chart 3.12d Average Complementary Tariff Scores by Attainment Cohort – SIMD Quintile 4

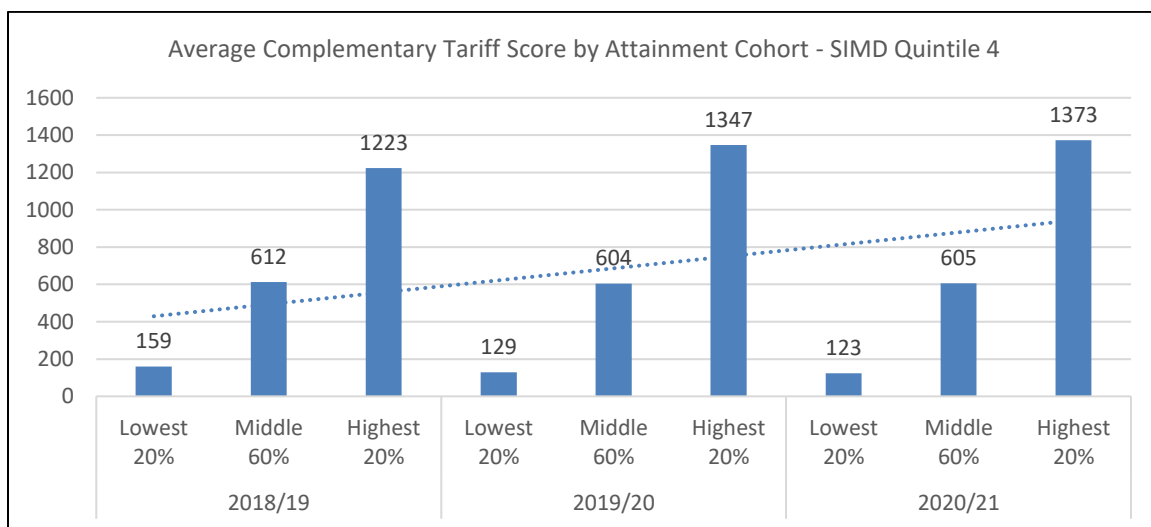
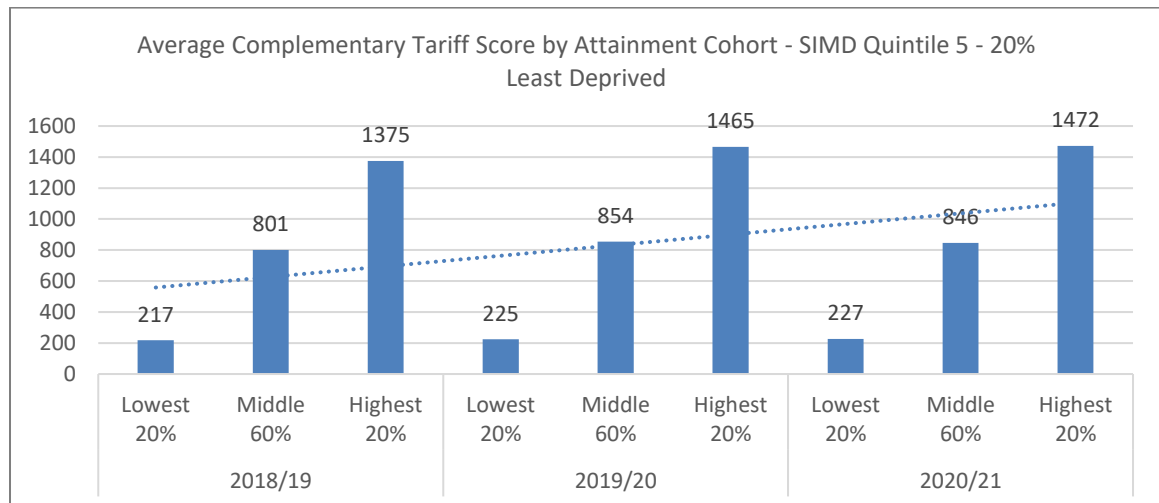


Chart 3.12 e Average Complementary Tariff Scores – SIMD Quintile 5 – 20% Least Deprived



3.12.3 The overall trend in average complementary tariff scores across the five SIMD Quintiles demonstrates a generalised improvement on 2018/19, although with some variation and less statistically significant change in comparison with 2020/21, and across each attainment cohort.

3.12.4 Alongside this, more detailed consideration of the outcomes for each of the attainment cohorts (20% Lowest, Middle 60% and 20% Highest of attainment) within each Quintile suggests that the objective of ‘improving attainment for all’ is largely being delivered, although the data trends for Quintiles 2 and 3 appeared to offer less consistent improvement patterns than those of the remaining Quintiles.

3.12.5 When considering the mean performance of each Quintile, (Chart 3.12f) the most significant absolute gains across the three-year period were, in order, recorded against Quintiles 1, 5, 4 and 3 respectively with Quintile 2, despite a marginal fall in 2020/21, experiencing a static mean position.

Chart 3.12 f Mean Average Complementary Tariff Scores by SIMD Quintile *

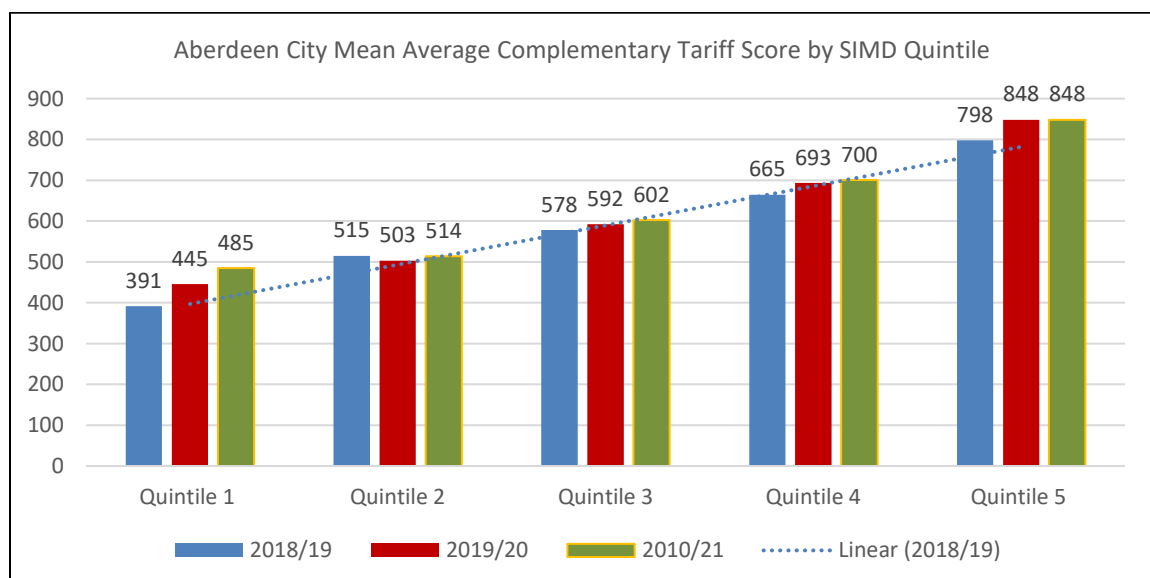
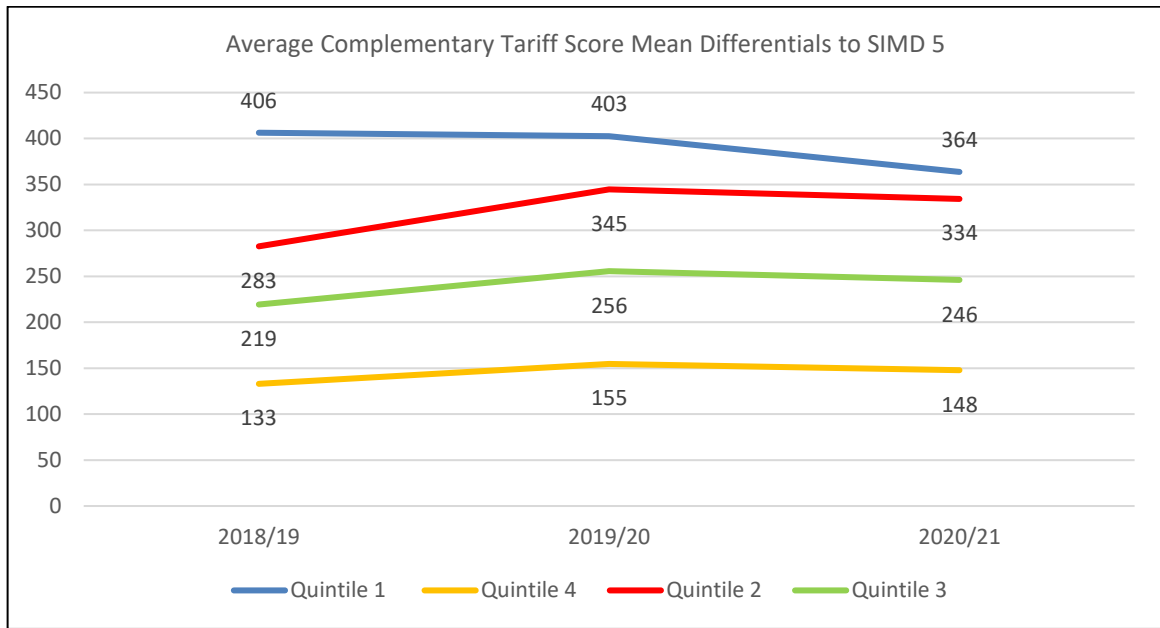


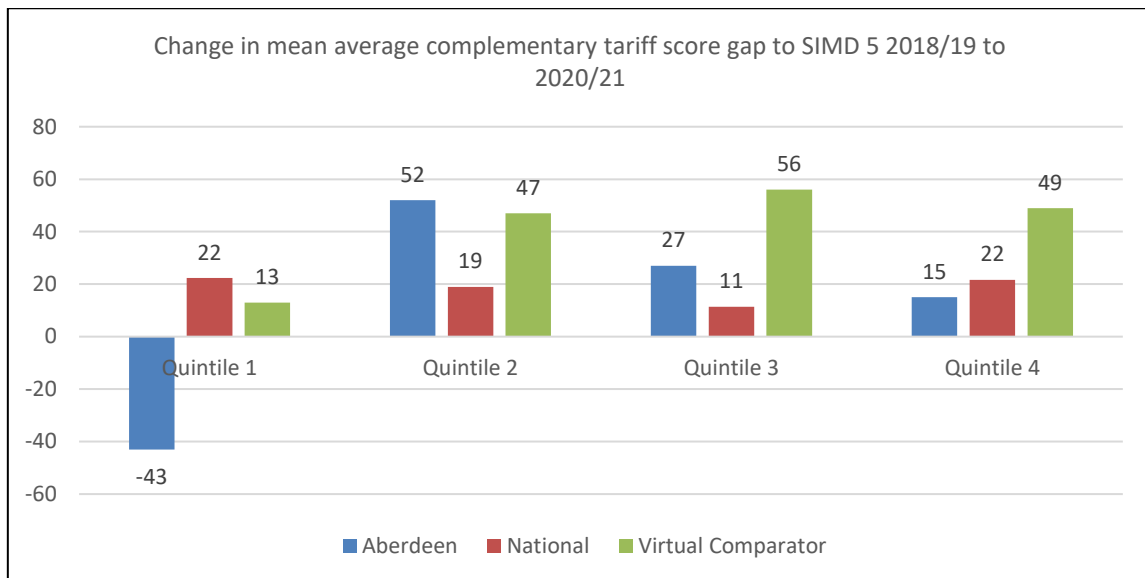
Chart 3.12g Average Complementary Tariff Scores – Differentials to SIMD 5 by Quintile Mean Figure*



* The data included within these charts are for demonstrative purposes only and are local calculations derived from formal Insight Benchmarking datasets.

- 3.12.6 In parallel to the observations made above around variations in relative improvement trends between SIMD Quintiles and the extent to which the poverty related gap in attainment is closing, the position for Quintile 1 indicates that, despite improvement at SIMD 5, the gap between the Most and Least Deprived is materially reducing in a sustained and statistically significant pattern.
- 3.12.7 The pattern in distances in average complementary tariff scores between SIMD Quintiles 3, 4 and the least deprived is less clear as the former have experienced a lesser improvement whilst SIMD 5 scores, as a dynamic comparator, continues to improve faster, despite a stalling of improvement in 2020/21 for the Least Deprived. These changes might be classed as being indeterminate trends. Quintile 2 is showing a weakened improvement trend with the status in tariff score being accentuated by the ongoing strength of performance at SIMD 5.
- 3.12.8 In comparison with the National and Virtual Comparator benchmarks, the trends demonstrated within Aberdeen City across the SIMD Quintiles closely match the two formal benchmarks.

Chart 3.12h Value change in mean Average Complementary Tariff Score gap between the Most and Least Deprived (SIMD 5) by Quintile



3.12.9 The Virtual Comparator (VC) data largely mirrors that experienced by the City in terms of historical change in Quintile values but with the improvement rate of the City's Most Deprived cohort advancing beyond the VC and showing faster closing of the poverty related gap to the Least Deprived. The remaining VC Quintiles show an extending gap to SIMD 5 at rates which are generally above those of the City over the three-year period.

3.12.10 Nationally, there is a similar picture with extending of the poverty related gaps, albeit with generally higher baseline values across the Quintiles. The City narrowed the gap between the Most and Least Deprived by 43 mean tariff score points whilst nationally this grew by 22 mean tariff score points. The outcomes for Quintile 2 were on a par with the Comparator, although behind the national figure, and Quintiles 3 and 4 showed varied outcomes against the two comparators but with some relatively positive outputs.

3.13 Education Outcomes of Care Experienced Children and Young People

3.13.1 Considerable caution needs to be exercised around interpreting and comparing both year-on-year and trend patterns arising from the education outcomes of Care Experienced Children and Young People at a local level.

3.13.2 Due to the variations in numbers involved this is best conducted in the context of the Virtual Headteacher role where support of individual pupils, and detailed ongoing data evaluations from the cohort outcomes, is most effectively delivered.

3.13.3 On this basis, and as it is not possible to publish continuity of data against each level of qualification due to necessary suppression because of the numbers of pupils involved, trend summaries for Care Experienced Children and Young People are not specifically offered in this report.

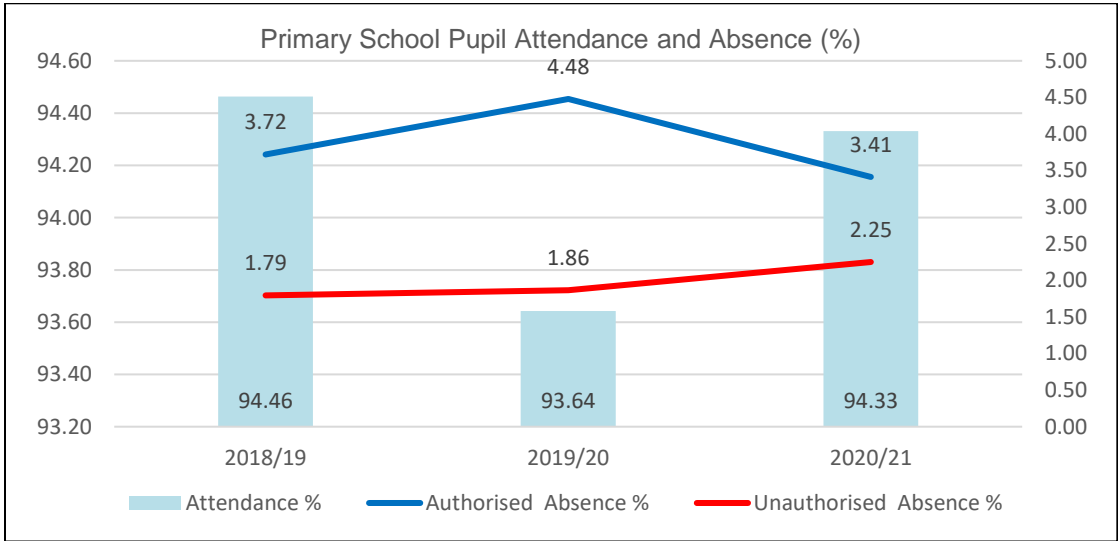
3.13.4 Publication of the wider nationally benchmarked Educational Outcomes of Looked After Children data in late June 2022 will offer the first opportunity for sample size appropriate comparison.

3.13.5 Analysis of all available data suggests a requirement to focus on the needs of those who are Looked After at home as a gap in outcomes exists between those who are looked after at home and those who are looked after away from home.

3.13.6 As more children are moved from out of Authority placements to being looked after at home, there is a need to amend our arrangements for supporting those who are Looked After or on the edge of care. All schools will be asked to scrutinise the performance of this group and work collaboratively across the wider cluster to ensure that reorganisation of resource can help reduce the gap in keeping with the LOIP (Local Outcome Improvement Plan) stretch aim.

3.14 Attendance and Absence

Chart 3.14a Primary School Pupil Attendance (%)

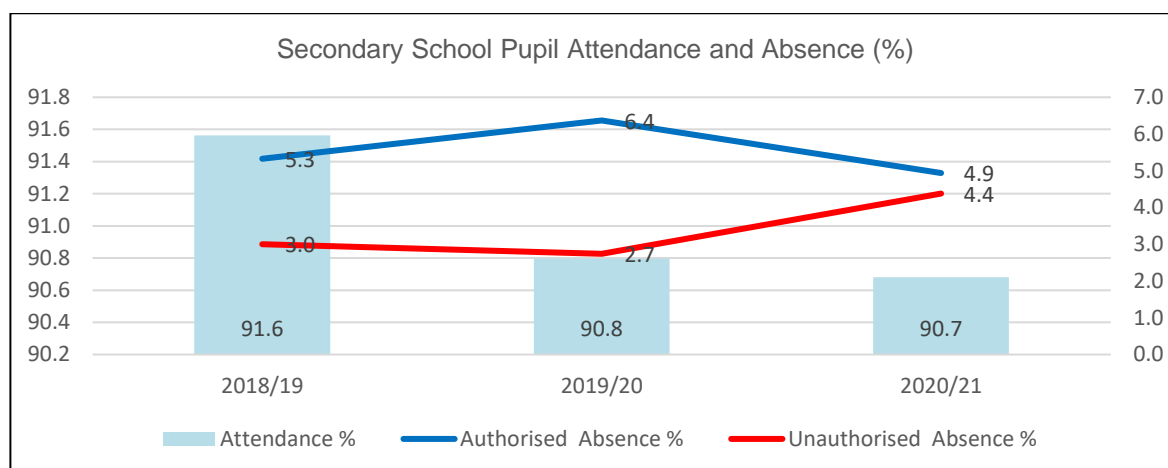


3.14.1 Taking cognisance of the unique circumstances around the education delivery environment over the course of the 2021/22 academic year, the overall picture on Primary School attendance and absence is more positive than in 2019/20.

3.14.2 Whilst Unauthorised Absences showed a marginal rise, when differentials in pupil cohort profiles and operational circumstances between years is taken into account, this change is of limited statistical significance.

3.14.3 The noted improvements in Attendance and Authorised Absence are of more statistical value in part due to the higher percentage point variation but also the cohort sample sizes involved.

Chart 3.14b Secondary School Pupil Attendance (%)



3.14.4 The trends for Secondary School Attendance and Absence closely follow that of Primary Schools but with a static position in Attendance and amplified change in both Authorised and Unauthorised Absence levels.

3.15 Exclusion

Table 3.15a Cases of exclusion per 1,000 pupils by sector*

Year	Primary	Secondary	Special	Total
2020-21	5.5	34.5	0.0	17.2
2018-19	19.1	105.8	0.0	52.9
2016-17	*	83.8	*	47.6
2014-15	22.5	65.4	149.7	40.6
2012-13	28.0	80	488.0	53.7

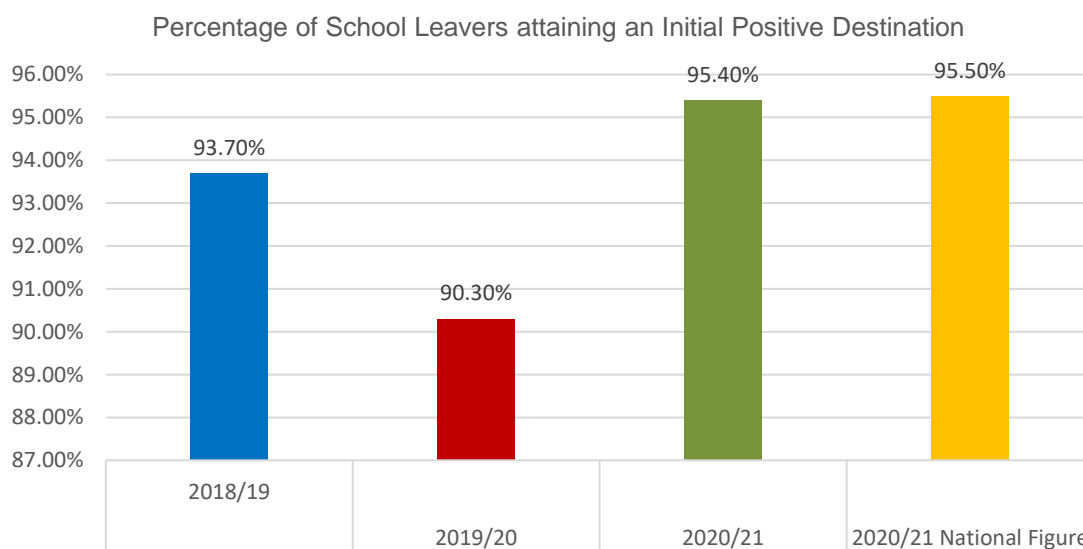
*National Data captured for 2016/17 against Primary and Special Schools is suppressed to prevent potential identification of individuals

- 3.15.1 Although the influence of COVID-19 across the 2020-2021 academic year is clear across the national Exclusions dataset, the city has experienced a greater two-year improvement in the level of exclusions than its benchmarks and a significant closing of the gap to the national outcome.
- 3.15.2 Aberdeen has recorded an improvement in the rate of exclusions per 1,000 pupils of 67.5% from 2018/19 in comparison with the national change of 41% and an Urban Mean of 48.4%, the largest rate of improvement amongst Scottish Local authorities for this time period, reducing cases of exclusion per 1,000 pupils to 17.2 from 52.9 at the last national survey point.
- 3.15.2 This is proportionately improved from the 2018-19 position where the City outcome was more than double the national and Urban Mean levels for the rate of exclusion per 1,000 pupils.
- 3.15.3 The overall number of pupils experiencing exclusion had fallen from 626 to 294, a reduction of over 50% with the rate of exclusion incidence per excluded pupil falling from just under 2 exclusions per academic year to less than 1.4 occasions as an average.

3.15.4 Across the phases, exclusion incidence of Primary school pupils reduced by around 72% with a lower 60% fall in the number of pupils excluded while, at Secondary level, the change from 2018-19 was marginally less, showing a reduction of 65% in the number of incidence and 50% fewer pupils experiencing an exclusion. Within Special schools, there were no incidence of exclusion for the second recorded academic year

3.16 School Leaver Destinations

Chart 3.16 Percentage of 2020/21 School Leavers in an Initial Positive Destination (timeseries)



3.16.1 Aberdeen City is recording its highest level of initial destination positivity over the lifetime of the current national measure, with an outcome of 95.4%, an advance of 5.1 percentage points on the prior year and, more significantly, an increase of 1.6-percentage points ahead of 2018/19 which at that point was the previously greatest percentage of school leavers recorded in a sustained positive destination.

3.16.2 Comparatively, this trend mirrors that of the national level figures, and with some variation, those of the City’s nearest neighbours with the impact of the first waves of COVID-19 being equally encountered in 2019/20 across the sub-comparators.

Table 3.16 Percentage of 2020/21 School Leavers by Destination

Year	Positive Destination	Higher Education	Further Education	Training	Employment	Voluntary Work	Personal Skills Development	Unemployed Seeking	Unemployed Not Seeking	Unknown
2020/21	95.4	45.7	30.8	4.1	13.8	0.5	0.3	2.2	1.8	0.6

2019/20	90.3	47.5	31.2	2.4	8.7	0.0	0.0	5.2	2.5	2.0
2018/19	93.7	39.6	33.4	2.0	17.7	0.5	0.4	4.0	1.4	0.8

3.16.3 In the context of the national figure, and those or natural benchmark comparators, the City has, for the first time, almost entirely closed the gap in performance to the national level of 95.5%, and is on a statistical par with each of the three large City comparators (Dundee, Edinburgh, and Glasgow). Traditionally, over the extended period of this measure, the negative difference between the city's outcome and those of its nearest neighbours has consistently varied from a minimally statistically significant 1% to over 3% in each of the previous 11 years.

3.16.5 More extensive benchmarking by 6-fold Large Urban Rural Classification, demonstrates a similar pattern with the overall figure for this geographical cohort (9 local authorities) being 95.6% in a positive destination and the outcomes against each destination closely, or statistically, being a match for those of the city apart from Employment which is above that in Aberdeen (16.9%)

Children's Rights

3.17 This report contains no recommendations or content that require for the direct accounting of impact on children's rights.

4. FINANCIAL IMPLICATIONS

There are no direct financial implications arising out of this report.

5. LEGAL IMPLICATIONS

There are no direct legal implications arising out of this report.

6. ENVIRONMENTAL IMPLICATIONS

There are no direct environmental implications arising out of this report

7. RISK

The assessment of risk contained within the table below is consistent with the Council's Risk Appetite Statement"

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) <small>*taking into account controls/control actions</small>	*Does Target Risk Level Match Appetite Set?
Strategic	None	NA	NA	NA

Compliance	No significant legal risks.	Publication of service performance information in the public domain ensures that the Council is meeting its legal obligations in the context of Best value reporting.	L	Yes
Operational	No significant operational risks.	Oversight by Elected Members of core employee health and safety/attendance data supports the Council's obligations as an employer	L	Yes
Financial	No significant financial risks.	Overview data on specific limited aspects of the cluster's financial performance is provided within this report	L	Yes
Reputational	No significant reputational risks.	Reporting of service performance to Members and in the public domain serves to enhance the Council's reputation for transparency and accountability.	L	Yes
Environment / Climate	None	NA	NA	NA

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Partnership Agreement Improving Educational Choices	This report supports the following key Council priorities: - Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices. - Work with the city's universities, North East Scotland College and businesses to increase educational and training options and the number of care experienced young people and young people from deprived communities, going onto positive

<p>Creating Better Learning Environments</p> <p>Caring for Young People</p>	<p>destinations, including further and higher education, vocational training and apprenticeships.</p> <ul style="list-style-type: none"> - Promote the number of apprenticeships on offer through the council. - Work to ensure that every school community provides a safe and respectful environment for young people and staff. - Seek to make Aberdeen a UNICEF Child Friendly City. - Ensure the Council follows best practice as a corporate parent to get the best outcomes for looked-after young people, those in kinship care and those with additional support needs such as autism, developmental disorders or mental health problems. - Work with the Scottish Government to expand free early learning and childcare to one- and two-year-olds from low-income households.
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[Aberdeen City Local Outcome Improvement Plan](#)

<p>Prosperous Economy Stretch Outcomes</p>	<p>The detail within this report contributes to evidence of how Education Service delivery leads, contributes to, or influences, Stretch Outcomes 2 and 3 in the LOIP through the following objectives.</p> <p>Support 15 care experienced young people to progress to employment through public sector funded employability programmes by 2023.</p> <p>Increase the number of people within Aberdeen City gaining qualifications in ICT and Digital skills at SCQF Levels 7 and above by 10% by 2023.</p>
<p>Prosperous People Stretch Outcomes</p>	<p>The detail within Education Improvement Journey reporting to this Committee evidences how Education Service delivery leads, contributes to, or influences, Children & Young People Stretch Outcomes 4 to 9 in the refreshed LOIP. This includes the following objectives</p> <p>Reduce the number of children starting P1 with an identified speech delay by 5% by 2023.</p> <p>Increase to 80%, the number of staff who feel confident about how to directly support, or refer a child for support, and signpost to appropriate services by 2022.</p>

	<p>100% of schools offer sustainable and equitable access to counselling for those children aged 10 and above who require it by 2022.</p> <p>100% of children and young people have free access to physical activity which improves mental health and wellbeing by 2022.</p> <p>Increase the number of care experienced young people accessing a positive and sustained destination by 25% by 2022.</p> <p>Increase the number of accredited courses directly associated with growth areas by 7% by 2023.</p> <p>Increase the number of vulnerable learners entering a positive and sustained destination by 7% by 2023. Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 93% by 2023.</p> <p>Achieve UNICEF badges in: - Leadership - Culture - Communication - Place - Child Friendly Services – Participating</p> <p>Increase to 100% of staff working directly and indirectly with children who have received child friendly city training by 2023.</p> <p>Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023.</p>
<p>Prosperous Place Stretch Outcomes</p>	<p>The detail within this reporting to Committee evidences how Education Service delivery leads, contributes to, or influences, LOIP Stretch Outcomes 14 and 15. Respectively, this contributes to delivery of the following improvement projects:</p> <p>Increase % of people who walk as one mode of travel by 10% by 2023.</p> <p>Increase % of people who cycle as one mode of travel by 2% by 2023.</p> <p>Increase community food growing in schools, communities and workplaces by 12 by 2023</p>

<p>Regional and City Strategies</p>	<p>The detail within reporting of tracker data to this Committee evidences how Education Service delivery leads, contributes to, or influences outcomes aligned to the City's National Improvement Framework Plan, and outputs/outcomes related to the City's involvement in the Northern Alliance collaborative.</p> <p>Data contained in the report is also contextual evidence of the Education Services contribution to Children's Services planning, along with both regional Economic and Skills strategies.</p>
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9. IMPACT ASSESSMENTS

Assessment	Outcome
<p>Integrated Impact Assessment</p>	<p>A full impact assessment is not required for this report</p>
<p>Data Protection Impact Assessment</p>	<p>A Data Protection Impact Assessment is not required for this report.</p>
<p>Other</p>	<p>No additional impact assessments have been completed for this report.</p>

10. BACKGROUND PAPERS

Aberdeen City Council National Improvement Framework Plan 2020/21
Best Value Assurance Report, Council, COM.21.177, 23rd August 2021

11. APPENDICES (if applicable)

None

12. REPORT AUTHOR CONTACT DETAILS

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