



**Evaluation of the Aberdeen
City Council National
Improvement Framework
Plan 2021/22**



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Introduction

This evaluation of the education service aims to critique how effectively the service has contributed to the improvements outlined in the Local Outcome Improvement Plan (LOIP), the associated Children's Service Plan, the Child Poverty Action Plan as well as reflecting on the improvements detailed in the Aberdeen City Council National Improvement Framework Plan in order to determine if the service is successfully improving outcomes for children and young people. The evaluation draws on the Scottish Government Framework for Recovery and Accelerating Progress to ensure that our approach to evaluation and planning, including the setting of stretch aims across the service, is reflective of changed national guidance. Consideration has also been given to work on children's rights and delivery of The Promise given the system shift required to realise delivery of these key national policies.

The education service makes a considerable contribution to the 'people, place and economy' themes within the LOIP and continues to be true to its agreed vision of working as one team to keep children, young people and communities safe, healthy and thriving. This evaluation aims to align in structure with other key plans for children including that of the Integrated Joint Board and the Children's Services Plan. This builds on the good progress made in aligning planning across the education service and will help Officers improve the accessibility of information on plans and performance for citizens living in or accessing services across Aberdeen City.

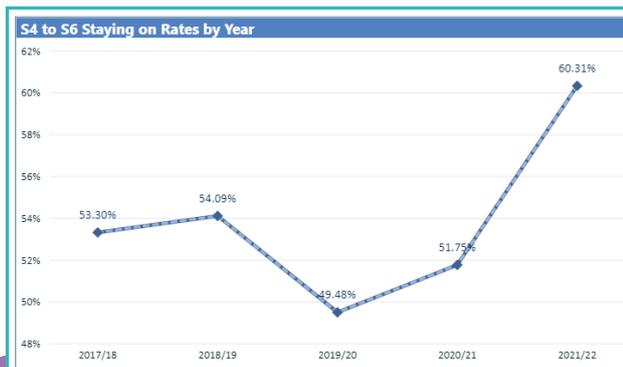
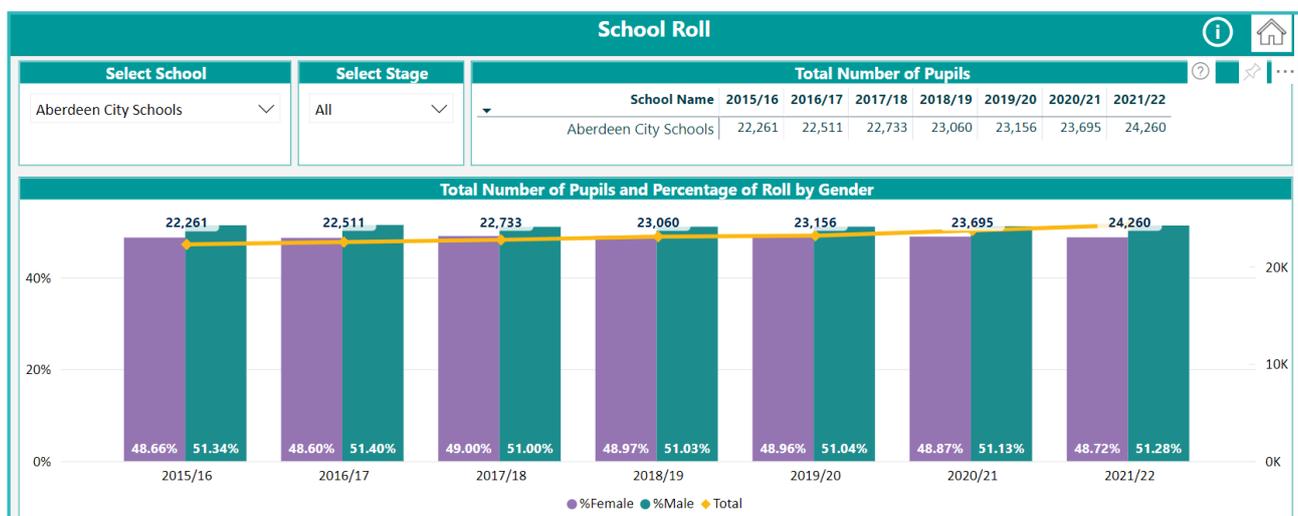


Reflections from the Chief Education Officer

Session 2021/22 presented a number of challenges to the education service and wider organisation as we continued to face challenges associated with the COVID-19 pandemic. The most notable was the emergence of the Omicron variant which had a detrimental impact on staffing levels across all sectors. The service prioritised business continuity, and the agility of the service helped move staff around the city to maintain face to face delivery in our schools and Early Learning and Childcare settings. As a result, no school had to limit access to face-to-face learning although this impacted on Officer and Senior Leader capacity. It is believed that prioritising business continuity will have helped mitigate some of the wider societal harms associated with the pandemic on families across the city given the very high proportion of Partnership Action for Continuing Employment (PACE) notifications in the city.

Resultant inconsistent staffing in schools has impacted on the quality of provision over the last year, with children often taught by unfamiliar adults and some of the targeted interventions required not being delivered due to insufficient staffing. The quality of support for staff was also reduced with all senior leaders and members of the central team regularly teaching. Despite this, quality improvement visits are evidencing an increase in the quality of learning, teaching and assessment in many schools. The service remains exceptionally proud of the continued resilience of the service and notes the particular pressures felt from January to April 2022.

One significant impact of the COVID-19 pandemic is a considerable increase in the number of young people choosing to remain in school. This significant change will continue to require proactive planning to ensure that a range of pathways are available to improve outcomes for all our young people.

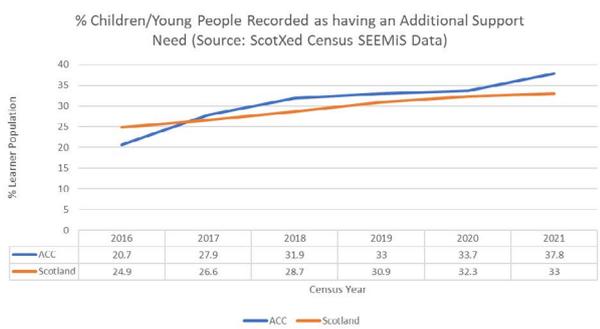


S4 to S6 Staying on Rates by School

School Name	2017/18	2018/19	2019/20	2020/21	2021/22
Aberdeen City Secondary Schools	53.30%	54.09%	49.48%	51.75%	60.31%
Aberdeen Grammar School	90.45%	80.00%	74.02%	83.52%	84.76%
Bridge of Don Academy	50.86%	50.45%	38.46%	39.05%	57.66%
Buckburn Academy	45.45%	44.07%	49.19%	52.83%	60.99%
Cults Academy	76.24%	68.02%	83.04%	79.56%	86.13%
Dyce Academy	54.55%	68.97%	56.99%	48.98%	63.86%
Harlaw Academy	50.00%	35.96%	39.77%	55.49%	62.71%
Hazlehead Academy	51.39%	46.82%	51.61%	47.06%	57.49%
Kincorth Academy	35.85%				
Lochside Academy				26.06%	30.13%
Northfield Academy	22.03%	20.54%	24.35%	20.83%	30.63%
Oldmachar Academy	70.07%	80.14%	45.39%	48.74%	57.46%
St Machar Academy	32.74%	44.37%	34.73%	50.92%	51.97%
Torry Academy	30.11%				

The service has also seen a significant increase in the number of applications for school places with 700 more applications made between January and April 2022 than over the same period in previous years. Many applications are from families choosing to study in Aberdeen and the service is working with Higher Education providers to better understand demand for school places associated with university courses.

The pandemic has also impacted on the number of children and young people being recorded as having additional support needs. Although data for 2021/22 has yet to be validated, 37.58% of children and young people are identified as having an additional support need. Given the broad definition of additional support needs, this rise is unsurprising after the last two years, but will have to be considered in our work over the coming year.



The pandemic has driven increased collaboration across the organisation and wider partnership. This has led to increased pooling of resource, and co-location across the universal services which better serves families and builds on the work of our Fit Like Family Wellbeing Hubs established in response to the pandemic. The needs of our children, young people, families and staff continue to change and there has been a clear focus on supporting positive mental wellbeing. This focus has seen the introduction of new programmes, new partnerships and new approaches. There has been considerable investment in the development of counselling skills in staff and the commissioning of Mental Health Aberdeen to offer a year-round service to our learners in an attempt to get ahead of the harms seen and anticipated in our children, young people and families. Our partnership with the Scottish Health Improvement Research Network (SHINE) is helping us better understand the needs of learners and be more targeted in our approach. We look forward to comprehensively reviewing the totality of the offer across our schools to support longer term planning over 22/23 although there are clear indications that we need to address perceptions of self-image.

The opening of our two Outdoor Early Learning and Childcare (ELC) settings at Duthie and Hazlehead Parks in March 2022 marked the conclusion of our ELC Expansion Programme. The relaxation of Covid-19 restrictions in educational settings will now allow us to work in partnership with parents and communities to maximise the impact of provision on children and families. In line with national policy, we will plan for the extension of ELC provision to some aged 1 and 2 and consider how best to develop the provision of wrap around childcare for others of primary age.



The service has been ably supported by colleagues in Data and Insights to improve the accessibility of data at city and school level and enable more targeted local planning to support a closing of the gap. This focus has seen refreshed school profiles being made available across the city. New Scottish Attainment Challenge guidance (SAC) 2.0 is providing an opportunity to reflect on and reset our work to address the poverty related attainment gap, given the rapidly changing economic circumstances of the families we serve. The service will soon begin work to better understand the needs of the six groups recognised nationally as being at greatest risk of poverty. A key priority for 22/23 will be to ensure that the universal service of education can effectively evaluate the extent to which it helps prevent families from being adversely affected by poverty.

Education Recovery funding has enabled the provision of Youth Work, Family Learning and Financial Inclusion resources to provide early and preventative support to children and families across the city. There is a growing body of evidence that supports the maintenance of this approach to help mitigate harms as we emerge from the pandemic.

The service continues to build on the positive gains made in its use of technology. 48% of our pupil population now have access to a chrome book and this will increase with the national commitment to ensure all children and young people have access to a device. We are using the Logan report on the Technology Ecosystem as a catalyst for change and collaborating with partners across Further and Higher Education to ensure our children and young people are well placed to succeed in this growth sector. This work is being driven alongside our work on senior phase curriculum alignment through the provision of a maximised ABZ Campus offer designed to expand the range of pathways for young people. This whole system approach will be a key focus over 22/23 and will help ensure that our young people are well placed to secure a positive destination and aid the long-term prosperity of the city.

The publication of Ken Muir's recommendations arising from the Organisation for Economic Co-operation and Development report on Curriculum for Excellence presents an opportunity to reflect on the purpose and shape of the education system. The service looks forward to collaborating with national agencies and partners to consider and implement the necessary changes to the education system.

As we emerge from the pandemic, we continue to identify those groups most impacted by the restrictions of the last two years and work with partners to co-design services with children and families to best meet their needs. This is driving our work on the development of a model of partnership Family Support in keeping with The Promise, and an improved neurodevelopmental pathway as a pathfinder for the Children and Young People's

Mental Health Delivery Board. Many families impacted by Additional Support Needs (ASN) and disability have been particularly impacted by the last two years and we continue to prioritise such groups for wrap around supports (such as those available through our Summer and Easter of Play programmes) whilst working in partnership with parents and carers to co-design ASN and Outreach Services in keeping with Angela Morgan's recommendations. The Morgan review is likely to enhance the career progression pathways available to those working with children and young people with additional support needs and the service will proactively respond to national developments in this area.

The service is poised to respond positively to national policy changes including the implementation of updated child protection guidance and anticipated refreshed GIRFEC Operational Guidance. The service would anticipate the need for consideration of how the implementation of the National Care Service (NCS) will impact on current arrangements to ensure that children and families continue to receive a consistent offer during any period of transition. The City's Chief Officers Group (COG) has started early consideration of the implications of the NCS to ensure continued close collaboration between the universal service of education and the specialist service of Children's Social Work. The service continues to consider the implications of an additional 90 minutes of non-class contact time.

Despite all of the challenges, I remain exceptionally proud of how the service continues to reshape and respond whilst maintaining a relentless focus on improving outcomes. I also greatly appreciate the considerable expertise at our disposal from across the organisation and wider partnership. There is a newfound confidence across the service and school leaders are driving innovation in their schools and across the Local Authority. This increased capacity for improvement will greatly aid our work in the short, medium and longer term.



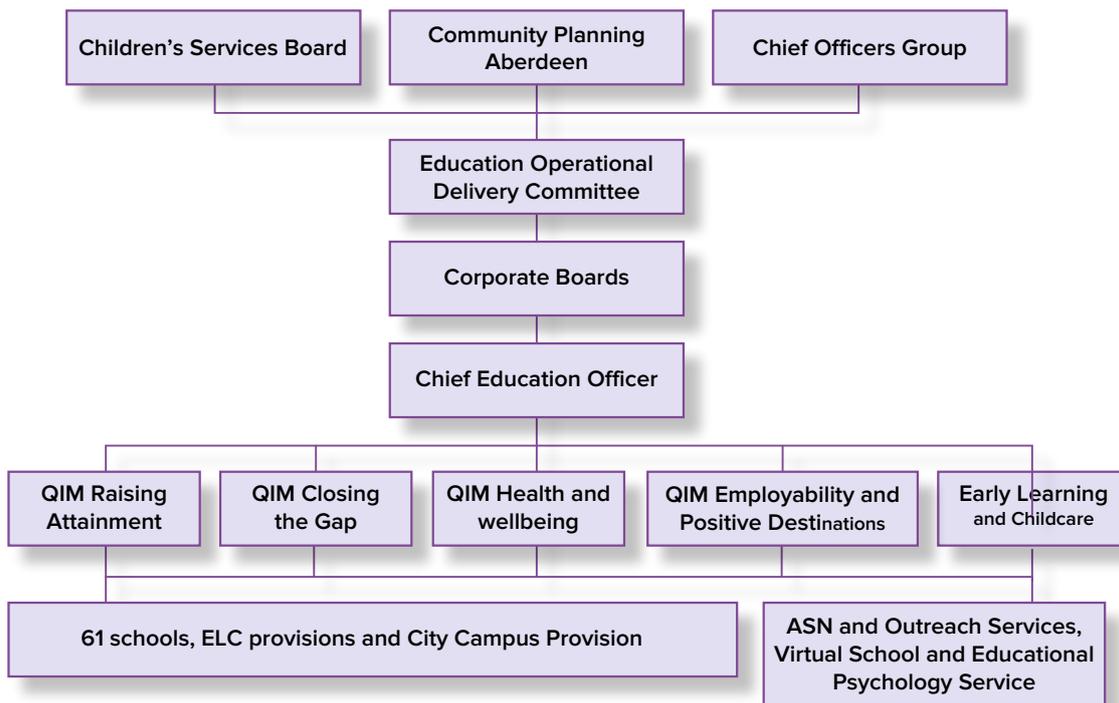
Key achievements of the last year

Despite the challenges the service has experienced over the last 12 months, a number of national and local programmes and policies have been successfully delivered with support from across the organisation and wider partnership. These include:

- Successful delivery of the expansion of Early Learning and Childcare and subsequent [evaluation](#)
- Successful delivery of a [Summer of Play](#) and Easter of Play in keeping with the wishes of children, young people and families which has led to closer partnership working with the third sector to support families impacted by additional support needs
- Successful delivery study support over the year and of an Easter Study offer
- 32,500 free school meal vouchers delivered to eligible families
- Provision of free bus passes for those who are eligible under the national scheme
- Responding collaboratively to a consultation from Ken Muir linked to the OECD report and to a national GIRFEC consultation
- Expanding the provision of school lunches
- Successful restructure of ASN Outreach services under a single head teacher and the establishment of an associated Parent Forum
- Improved communication with parents and carers through our digital newsletter
- Prepared for delivering a full exam diet again following implementation of the Alternative Certification Model
- Reviewed City Campus provision and started shaping ABZ Campus
- Removed costs of the school day for parents and carers
- Updated local child protection guidance in keeping with updated national guidance
- Successful bid to develop a neurodevelopmental pathway with partners
- Commissioned Mental Health Aberdeen to offer year-round counselling for our children and young people aged 10+
- Successful implementation of Scottish Qualifications Authority exams and positive feedback from Her Majesty's Inspectorate of Education on our approach including the use of Power BI to support moderation practices
- Further development of school profiles by making use of Power BI to improve the accessibility of data to support school improvement
- Early response to the issues Logan found in the national review of the technology ecosystem



Governance



Each Quality Improvement Manager (QIM) oversees a strategic remit and retains operational oversight of the performance of a group of education settings/targeted services in collaboration with the Quality Improvement Officer team. Strategic decision making is supported by Improvement Groups comprised of leaders from across the education system aligned to the 4 priority areas of the National Improvement Framework. Strategic remits are interconnected and in real terms, the senior team work together to support and enable improvement across the education system. This connection will be made clearer in the Plan for 22/23.

Partnership improvement work is coordinated through the Attainment and Transition to Adulthood improvement Group which reports to the Children's Services Board. In real terms however, this encompasses a range of healthy partnerships including those with the Developing the Young Workforce Board and with Further and Higher Education partners as we collaborate on a North East pathfinder.

As well as external scrutiny from inspection agencies, the Corporate Board structure monitors data and seeks assurance on education performance. Elected Members scrutinise performance through Council Committees and significant work has been undertaken to present the data in an accessible format to allow effective scrutiny. In addition, partnership scrutiny is available through Community Planning Aberdeen and the Aberdeen City Executive Group (Chief Officers Group) for Public Protection.

Following agreement at the Chief Officers Group to progress with the development of a Family Support Model, a series of workshops were held to discuss with wider management teams and partners the background, evidence, ethos and aims of a new model in keeping with The Promise. A prototype operating model has been agreed and outline Programme Plan, Terms of Reference, commissioning principles and agreement on a shared approach to requesting assistance from services supporting children. The education service contributes to all 4 thematic groups established to drive the model forward. The delivery of the Family Support Model will likely impact on governance arrangements and lead to stronger alignment with adult services in the future, aiding improved transitions to adult services. This will be a key focus over 2022/23 and is helping inform how we support those on the edge of care.

The service continues to welcome external scrutiny. Over session 21/22 around 60% of all schools benefited from engagement with Her Majesty's Inspectorate of Education (HMIe) and all schools were subject to internal scrutiny arrangements. External scrutiny ranged from return inspection visits, engagement through recovery visits and thematic reviews. A healthy appetite for scrutiny is believed to be a key strength of the service.

Foundations which continue to be developed

TOM FOUNDATIONS: Organisational Design and A Culture of Collaboration



The Council Target Operating Model (TOM) continues to drive the strengthening of the Education Service and has helped drive innovation and build the confidence of the service over the last year. Confidence and greater innovation are helping the service attract new talent and new partnerships. Areas explicitly driven by the TOM are referenced throughout this evaluation although the operating model guides all decision making.

The service has welcomed many new high calibre colleagues over the past year and continues to be agile in how staff are deployed. This has seen resource move from the expansion of Early Learning and Childcare to help drive our ongoing development of employability pathways and our design of Family Support. In recognition of our shared desire to help families across the city as quickly as possible, the service has also provided temporary capacity to other clusters experiencing high demand due to the need to administer Covid-19 related grants. There is clear evidence that more holistic planning and delivery across the organisation is helping support children, young people and families more quickly. This will continue to be of critical importance as the Council continues to support families impacted by rising inflation.

A positive and collaborative culture has continued to be a key tenet of the work of the education service. This has seen the use of the Head Teachers Teams site to pool staff to ensure business continuity and the willingness of our school leaders to see their responsibilities as extending beyond their own school

community has helped the service respond positively to the challenges of the last year. School Leaders have been able to resume quality improvement activity with their Quality Improvement Trio peers to secure further improvement. School Leaders continue to make considerable contributions to service wide and partnership improvement.

In keeping with the recommendations of the OECD reports of 2015 and 2021, Middle leaders are now starting to drive improvement at Local Authority level. Middle leaders have invested considerable time to ensure the service is well placed to respond to updated national Child Protection Guidance and secondary middle leaders are helping drive curriculum alignment across our secondary schools. A Middle Leadership Teams site is now being used to build collaboration further with dedicated resource ensuring that Middle Leaders can influence our approach to building their capacity. The service has established links with Education Scotland to help address the self-reported needs of 349 middle leaders in personal leadership, leading change and having difficult conversations. Resource will be used to continue to prioritise this area.

The culture of collaboration across the organisation continues to support our learners and families well. Notable successes include the cross-council delivery of the Summer of Play which will now become part of our annual cycle, the successful delivery of 1140 hours of Early Learning and Childcare from August 2021 and our approach to education recovery in collaboration with Youth Work, Family Learning and Financial Inclusion services. The pooling of expertise and resource is now helping to deliver policies and programmes in an efficient and more impactful way.

Considerable progress has also been made in increasing collaboration with multi-agency partners. The universal services of health and education have benefited from co-location at The Links Hub and are now planning to locate Health Visitors in schools. The universal services now readily pool resources to support the children and families in greatest need. This work will be developed further as the Community Planning Partnership develops a model of Family Support in keeping with The Promise and seeks to improve the accessibility of community data to support proactive planning.

The alignment of ASN and Outreach peripatetic services was implemented in August 2021 with permanent recruitment to all leadership and management posts concluded by April 2022. The alignment brought Child's Planning Support, Hearing Support (Aberdeen School for the Deaf and its peripatetic outreach service), Vision Support, Language and Communication (Dyslexia, Language Support Provision and English as an Additional Language), and Wellbeing Support under the leadership of one Head Teacher. Work to evaluate and reshape systems/structures is well underway so they are better placed to support planning for improvement driven by collaboration, consistency and data. The Service is currently consulting on its Vision, Values and Aims. The development of a Parents' and Carers' Group seeks to strengthen partnership working with parents and embed their voice in the strategic direction of the Service.

The Music Service rapidly reshaped in response to a change in national policy to offer a free universal offer to children and young people across the city. The Service has increased their provision of taster sessions to highlight the offer available to children which has seen greater uptake in our priority areas. As part of Youth Music Initiative (YMI) all learners in P5 participate in class projects run by music instructors. The service will explore opportunities to increase the citywide delivery of music education, promoting excellence and enabling group performance. Closer collaboration has enabled the

service and wider organisation to deploy 'radical candour' more consistently in order to maximise our collective impact on children and families. Work to further develop accountability structures and revisit some job profiles will clarify understanding of roles and responsibilities further over session 22/23.

The service continues to value weekly meetings with Trade Unions and benefits from shared working groups and collaboration on key documentation to support the workforce. Trade Union workplace inspections have successfully resumed this session.

The mutual respect, desire to work together and unwavering commitment to improve outcomes for children and families has considerably increased our capacity for improvement and will continue to be maintained over the coming year.



Quality Improvement across the Service

National restrictions in schools were sufficiently relaxed to allow quality improvement activity to resume in October 2021. The relaxation coincided with a resumption of inspections by Her Majesty's Inspectorate of Education (HMIe) where a school was scheduled for a return inspection. Staffing was deployed to ensure our schools were sufficiently staffed to enable these visits to progress successfully.

Eight schools were visited by HMIe before the end of 2021 and only one school has been identified for a return inspection at this stage. The Service are extremely grateful for the encouragement, support and challenge afforded to them by HMIe and has benefited from the collaborative model deployed. This positive experience of scrutiny led to a high number of schools seeking a Recovery visit by HMIe from March to June 2022 and ongoing engagement with National Thematic Reviews. Closer alignment between the outcome of external inspections and internal quality assurance findings now exists with external scrutiny now validating internal evaluations. This evidences our improved capacity for improvement.

The Care Inspectorate has visited a number of ELC settings since January and evaluations were heavily impacted by the number of staff required to self-isolate. The Care Inspectorate inspection process has not been amended to take account of the change in circumstances and this has impacted on staff morale. The service continues to support Head Teachers and early years staff. Local Authority quality improvement activity has taken account of the challenging staffing situation with Head Teachers and Trios able to directly influence the approach taken by the central team.

The Northern Alliance has consulted with Head Teachers and wider colleagues to help develop regional plans. Two Aberdeen City schools were identified to participate in a regional pilot around Michael Fullan's 4 drivers to help realise improvement. Due to current working practices and our already established networks of Quality Improvement Support only one school has taken this forward and is being supported to engage in this process.

The service used In-service days to focus on some of the themes emerging from across schools with a sharp focus on Learning, Teaching and Assessment. The range of professional learning offers to staff have been highly evaluated. Over 300 colleagues attended Osiris sessions over the two February inset days on the theme of 'Challenge and Learning'. Of the 155 colleagues who provided feedback 87.8% rated the sessions highly. Common themes among the participants' likes were the use of practical ideas and resources that can be quickly implemented and the ease of online access.

Going forward, we will maintain our approaches to quality improvement and continue to update key documents such as our Quality Improvement Framework based on changes to the quality frameworks and advice gleaned from inspection agencies. We will increase our focus on understanding the data for groups who are impacted by poverty or adversity to enable us to design out inequality where possible to do so. Our approach to professional learning will continue to be influenced by the data held on the quality of provision, from the self-reported needs of our workforce and will begin to draw more on the expertise across our own system.



Improving accessibility in keeping with our Accessibility Plan

We continue to develop and progress accessibility through the three areas of the schools' Accessibility Plan (improve access to the curriculum, improve accessibility of the physical environment and improve communication and access to information).

Access to the curriculum has been impacted by several factors. Improved awareness of legislation has been led through professional learning for leaders regarding legislation, discrimination and equalities. The Exclusion Policy was reviewed in 2020 with refreshed guidance produced in accordance with UN Convention on the Rights of the Child and UN Partnership on the Rights of Persons with Disabilities. This has led to a decrease in the number of children with disabilities being excluded and a reduction in the number of cases referred to the First Tier Tribunal from 5 in 2019 and 2020 to 2 in 2021. Access to the curriculum has been supported through the increased provision of technological tools, training and devices. In keeping with the Plan, an increased number of pupils are now declared disabled in our Management Information System. In 2019 280 learners were declared disabled and the figure was relatively stable in 202 (290 declared disabled), for 2021 those declared disabled has risen to 353, a rise of 22%.

Professional learning regarding disabilities has included partnership work with Autism Understanding Scotland, an Autistic led charity. Over 400 members of staff have participated in their training in the last year and further opportunities are being developed.

Positive destinations for learners with ASN and disability continues to be a focus. Over the last three years their positive destinations have remained stable. Aberdeen has significantly fewer learners entering employment than the national average (10%

compared to 17% across Scotland). In comparison 39% of our learners enter further education, where the average for Scotland is 33%. Work has begun on an early action system change project with partners and a specific learner pathways group for learners with complex additional support needs.

Transition planning for those with disabilities continues to improve as learners are identified as early as possible and benefiting from enhanced transition now that COVID-19 restrictions are lifting. Continued development of provision through the Fit like hubs has enabled consideration of a personalised curriculum and there is evidence of an improvement in the quality of Child's Plans submitted, the quality of planning will be further developed through the production of a series of webinar type recordings to support staff. Good progress has been made, however, despite the challenges of the last year.

Access to the physical environment is supported by work being undertaken by Corporate Landlord on the school estate review with plans to address school signage included in proposals.

A Digital Hub has been established to enable all stakeholders to access information readily and in accordance with best practice. The use of a virtual platform has enabled the establishment of the ASN Outreach parent group to share and inform best practice.

Work towards implementation of the Accessibility Plan has taken account of the restrictions in place and work will continue at pace now that restrictions have been lifted.



Target Operating Model FOUNDATIONS: Partnerships within Aberdeen City Council and with our Arms Length External Organisations

Partnership Forums work to identify the issues being faced across a community to determine priorities, agree how to allocate resources, and identify where gaps in provision remain. Once priorities for improvement have been identified, Forums consider how each individual service represented can support improvement by targeting their own resources. This may include individuals offering expertise to build capacity in others, involve using resource allocations in a more flexible way or seeking support from others.

Many of the issues faced by children begin in early childhood and Partnership Forums aim to get ahead of the root cause of these issues and build more sustainable change in the longer term by working in partnership with others including colleagues from

health. Many of the stresses and strains impacting families are financial/poverty related and the education service has taken account of this when allocating Education Recovery Funding.

Youth Workers, Family Learning Workers and Financial Inclusion workers were put in place over 2021/22 as part of the Education Recovery Grant, with a clear remit for early intervention and to target those children, young people and families most at risk of disengaging from education. The resource made available through education recovery funding has helped improve collaboration at local community level in almost all of the Partnership Forums. Consistency will be ensured over session 22/23 by establishing a regular data collection system to enable the sharing of effective practice more routinely and build more rigorous evaluation of the impact of available resource to inform next steps.

Case Study of 3 Primary Schools across a Partnership Forum

The three schools identified that many of their ELC learners have experienced significantly reduced opportunities for social interactions with their peers compared to those of similar age and stage prior to the pandemic. As a result, their social and emotional development and reactions are impacted, and developmental milestones are not being met by a greater number of learners in comparison. Transitions to ELC and Primary 1 were not able to take place in person last session; this has had an impact on how our youngest learners have adapted to new experiences, routines, structures and ultimately in developing new and positive relationships with peers and adults around them. Transition is a significant event in a young person's life and one that is of paramount importance for the beginning of their learning journey at school.

Brief description of the project

Staff from Sport Aberdeen and Family Learning and all 3 schools have worked in partnership to plan, deliver and promote a programme to promote gross and fine motor skills whilst naturally providing social interactions within a safe, secure and supportive environment.

ELC Learners will be introduced to new skills and able to further develop existing skills. Primary 6 learners will apply for and be trained as buddies and

will support these active sessions as an introduction to meeting and getting to know their young buddy. Sport Aberdeen and Family Learning will arrange a session for parents and carers to attend with their child / children in the primary school they are to attend. Each setting will be provided with sufficient resources to deliver the sessions.

Intended Outcomes:

- Increased self-confidence and self-belief
- Increased familiarity within the school environment
- Creating and sustaining positive relationships
- Increased social skills when interacting with peers
- Promote and create connections between families within school communities
- A positive drop off at school when separating from parents and carers

Evidence

Observations, staff and learner feedback, parent surveys and data analysis

Family Learning Team

109 families from across the city have been supported by the Family Learning Service with 55% being self-referrals from families. A quarter of families have sought support to understand mental health with a further quarter seeking to understand behaviours in children. 15% of referrals have sought support around sleep.

47% of all referrals have resulted in the provision of 1-2-1 support to parents and carers and 39% have been supported by group sessions where this approach was identified as being most impactful. 13% of parents and carers have been supported on-line. It is thought that this level of engagement will have taken some pressure off of Tier 2 and Tier 3 services.

Youth Work

617 referrals have been received from across all secondary schools. Of those referrals:

- 26% sought support with health and wellbeing
- 20% sought support to manage relationships
- 16% sought support to improve communication with others
- 13% sought support to improve self-awareness

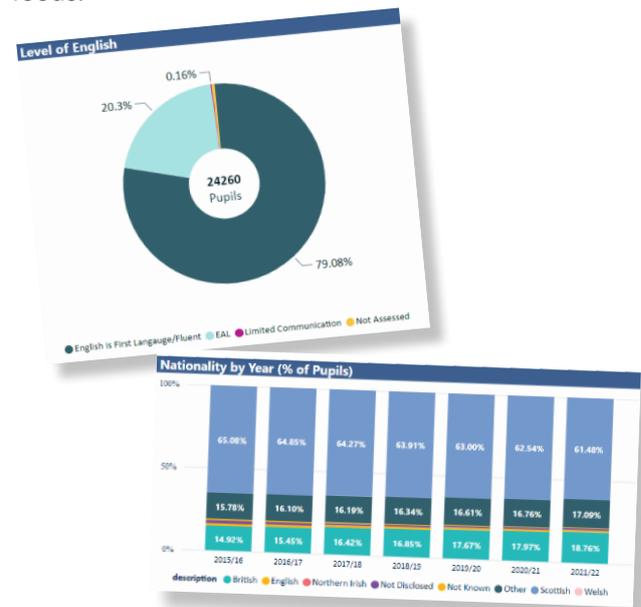
178 individual 1-2-1 sessions were delivered along with 421 group sessions.

There is a growing body of evidence that strongly supports the provision of youth work in schools and The Scottish Attainment Challenge funding will be used to maintain this provision. Work will be undertaken to align this provision with the emerging Family Support Model over session 22/23.



TOM FOUNDATIONS: Outcomes

With thanks to colleagues in Data and Insights, every school now has access to a school profile which allows more robust data analysis at school, sector and city-wide level to improve their understanding of how their approach is improving outcomes for learners. These dashboards are currently being further enhanced through the provision of live data feeds.



As a result of the changes made to date, school teams can now better understand the unique make up of their school communities and plan for them accordingly.

The School Profiles enable school teams to analyse performance by Scottish Index of Multiple Deprivation quintile and by group (for example Looked after, those in receipt of free school meals or gender). This development will enable schools to more effectively identify and address 'the gap.'

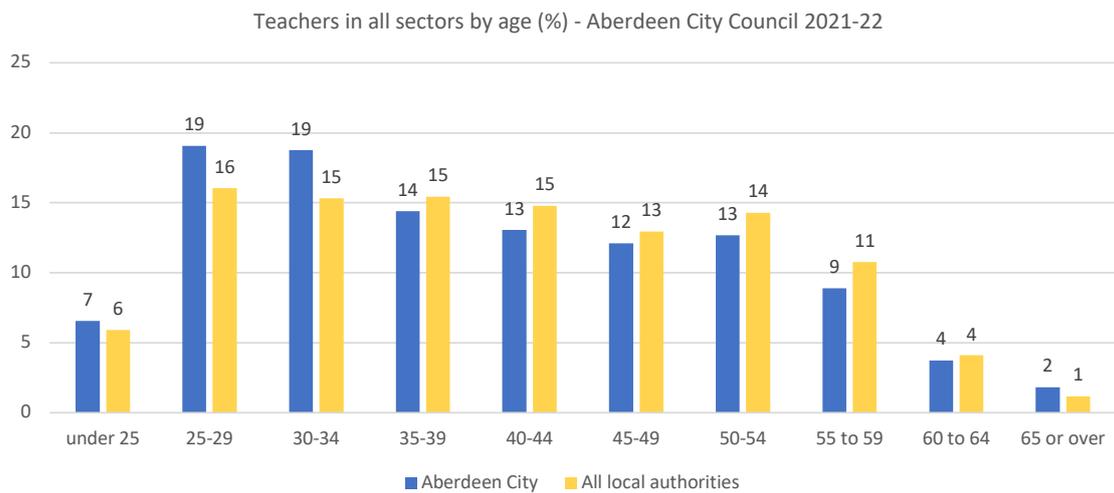
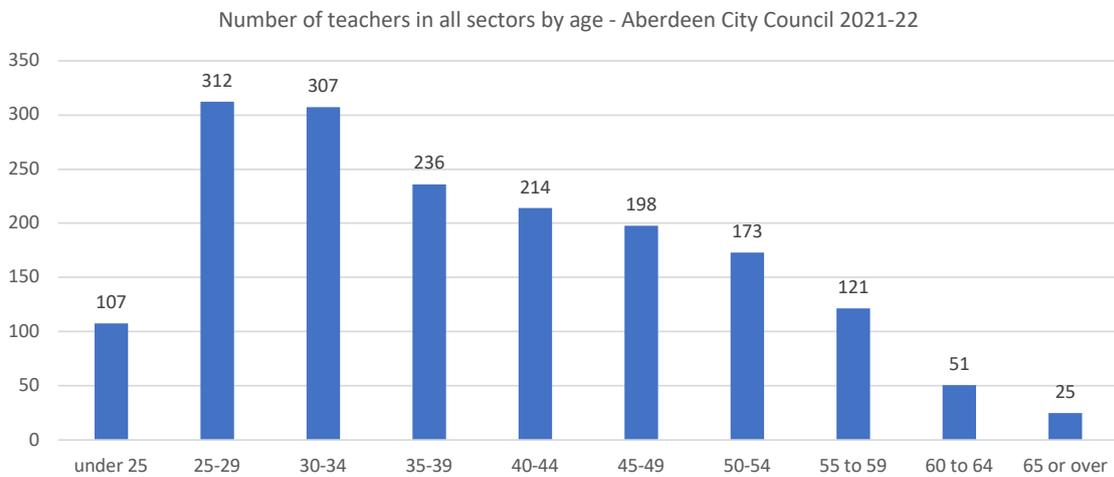
Work is currently on-going to ensure comprehensive oversight of the performance of all six priority groups highlighted in Child Poverty Plans as being most likely to be impacted by poverty and those at risk of facing further adversity as a result of protected characteristics. This proactive approach will help us design out inequality where possible to do so. It is hoped that the progress towards the stretch aims being set as part of the Scottish Attainment Challenge will be available through the School Profiles over session 22/23 to aid reporting and accountability further. Work on data will be maintained and continually developed over the coming years.

• Evaluation of progress against the ACC National Improvement Framework Plan to raise attainment

TOM FOUNDATIONS: Workforce

Levels of vacancy are now reduced leading to schools being for the most part fully staffed. Some schools, however, continue to face more challenges than others and they will be proactively supported and prioritised through probationer allocations for session 22/23.

We have a relatively young workforce compared to other Local Authorities.

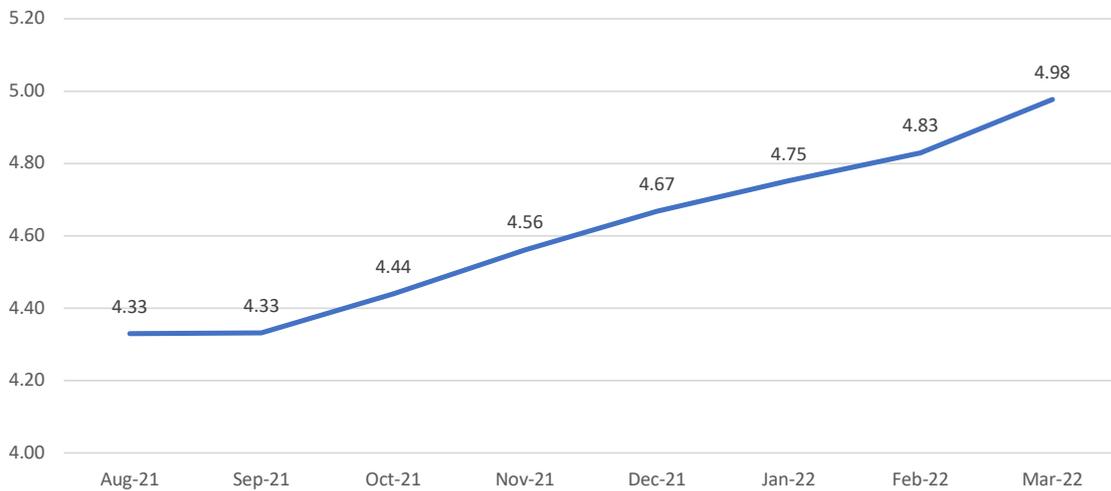


This trend is thought to be partially because of less staff moving to the central belt as a result of the COVID-19 pandemic and will be monitored closely.

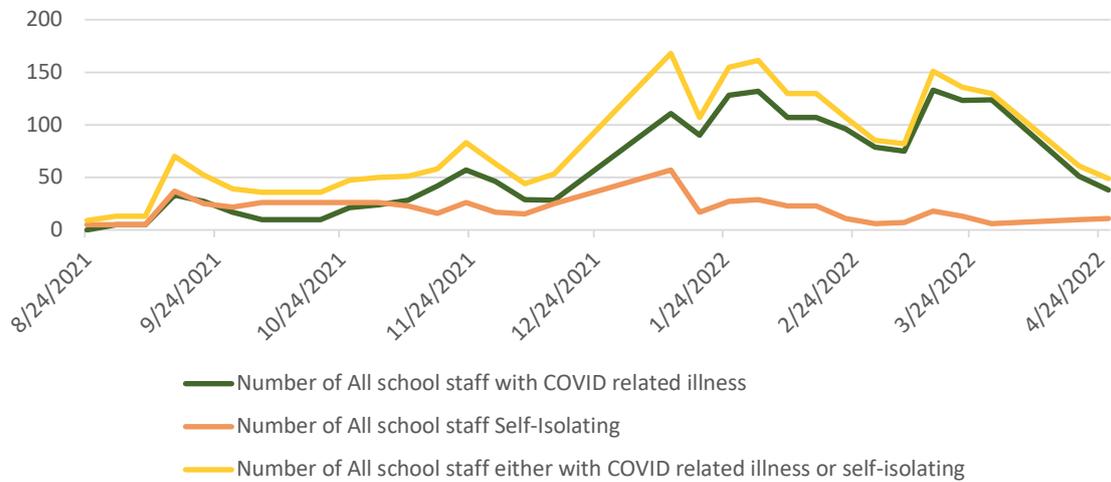
Staff attendance across the education service is generally higher than across other clusters although dipped from January to April as a result of the need to self-isolate due to the Omicron variant. The service will continue to monitor attendance routinely as we move through the pandemic. Targets to maintain attendance levels at under 4 days were not met.



ELC and Schools - Average employee absence days per FTE- 12 month rolling period 2021-22



Numbers of school staff absent due to COVID-19 infection or self-isolation 2021-22



There has been a notable increase in the number of applications being received for central officer, leadership and main grade posts with some Head Teacher posts now attracting over 15 applications from across the country. This is thought to be due to the improved positive profile of the service. There remain challenges in recruiting to certain specialist subject areas in secondary schools and the service has been exploring how a partnership with University of the Highlands and Islands or further collaboration across the Northern Alliance could help address some of these issues. The service will continue to be proactive in workforce planning.

Supporting probationers

Despite the challenges of the last year, schools continue to mentor and support new staff well. 98% probationers currently enrolled are making satisfactory progress. This suggests that we will exceed our target of 96% successfully completing their course.

Given the unusual operating environment an enhanced offer of professional learning and support was made available to probationers over 21/22 through the Columba 1400 Leadership Academy. Over 80 probationers have engaged in the sessions online following the Columban values of Awareness, Focus, Creativity, Integrity, Perseverance and Service. 93% of attendees said the session on Perseverance had high or very high impact on their practice with 91% of participants stating that they were likely to implement changes to their practice as a result. 80% of all evaluations rated the training as either very good or excellent.

"Talking about perseverance with other probationers made me realise how much we all need to talk to each other to share what we are experiencing."

Probationers have also accessed a mandatory programme of professional learning addressing themes such as supporting all learners, gender balance and unconscious bias, children's rights, learning for sustainability as well as a programme of optional sessions which have been well attended. Termly Health and Wellbeing sessions have ensured that relationships were maintained with a focus on 'promoting the health and wellbeing of self, colleagues, and young people. 97% of evaluations

of the mandatory programme were rated as good or better and 98% of participants stated that they would amend practice in light of the training.

"In the Supporting all Learners session made me reflect on what inclusion means and how I create an inclusive classroom."

100% of attendees reflected that an optional session on positive psychology had a high to very high impact on their practice, and all were likely or very likely to make changes to their practice.

"I found this so helpful in allowing me to reflect on my own health and wellbeing and gained ideas in how to support the children in my class."

Networking and face-to-face connections have been limited over session 2021/22 and Officers will seek to improve opportunities for face-to-face collaboration for our probationers and early phase teachers as we move forward. All training sessions will continue to be recorded and shared through a [probationer website](#) resource for later viewing as this approach helped us mitigate the impact of probationer absence.

Probationer mentors have engaged with two Columba Leadership sessions online which have helped strengthen the connections and values that underpin their mentoring relationships with probationers.

The proactive approach taken to supporting probationers has been effective in helping to mitigate the challenges of the last year and will be maintained over session 22/23.

Supporting Early Phase teachers

We have continued to provide a variety of synchronous and asynchronous learning opportunities through online sessions and learning activities in our SWAYs. Over 50 online sessions have been offered to staff over the school session so far, spanning a range of key themes including supporting inclusive practices, curricular support and learning for sustainability. There is evidence that a focus on early phase teachers is helping build confidence and greater innovation through quality improvement visits.

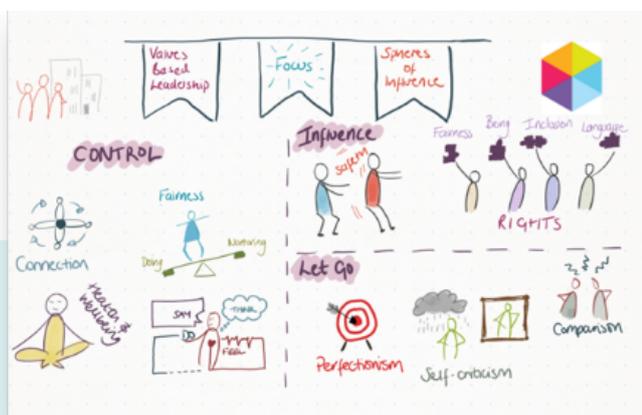
A cohort of 92 Early Phase (Year 2 to Year 5 Post-Probation) teachers have completed a growth mindset programme delivered in partnership with Limitless Learning with 92% of attendees completing all modules. 80% of participants felt the information on attainment had improved their knowledge, whilst 87% felt the information shared would make them a better teacher. Sessions have continually been adjusted throughout the programme following participant evaluations and feedback. This approach will be maintained.

Developing Middle Leaders

A bespoke new programme developed in collaboration with Drew Drummond of Drummond International and Sarah Philp of Sarah Philp Coach was offered to 31 Middle Leaders this session. The programme was designed specifically to help build a pipeline of leadership talent and reflects the findings of the OECD reports of 2015 and 2021. Time and space for meaningful collaboration was offered through the creation of 'trios' – providing an opportunity to explore professional practice, experience and develop shared action.

The 'Stepping into Leadership' programme was developed to increase confidence levels amongst Early Years Practitioners (EYPs) and address existing skills gaps which prevented EYPs moving into a Senior Early Years Practitioner (SEYP) role. The seven sessions were designed to empower, upskill and support internal EYPs in applying for the role of SEYP, with a focus on leadership and management themes. A total of 30 practitioners participated in cohort 1, with 18 of these having now been successfully appointed to the role of SEYP. Following the success of cohort 1, this programme was repeated, with 27 practitioners in attendance, with a further 20 progressing to the role of SEYP. The programme was highly effective in clarifying the additional duties and responsibilities expected of those in a senior role and empowered those with leadership potential to develop the skills and the confidence to apply for and secure leadership positions effectively. There is now a need to establish a mechanism to offer coaching to new seniors to help them continue to build leadership skills.

In light of the ELC Expansion, it was recognised that our current ELC leaders would benefit from the opportunity to develop their current skills/ practice. In collaboration with colleagues within People & Organisational Development, Family Learning, Excellence and Equity Practitioners and the wider education team, the ELC Locality Lead Officers designed a long term voluntary Career Long Professional Learning programme, aimed at ELC Leaders (SEYPs and Depute Head Teachers) to upskill the current workforce and promote quality ELC provision. The programme used digital tools for online delivery, timetabled to meet the needs of the workforce. Sessions were well attended by a mixture of SEYP, Principal Teacher and DHT staff. Feedback was positive and highlighted that having space to reflect with other ELC leaders was beneficial for staff development. Inspection reports are evidencing higher leadership gradings and this is thought to be partially attributable to this programme. Work to improve the quality of ELC will be taken forward through delivery of the ELC Delivery Plan agreed at Committee in June 2022.



Many staff have sought to undertake Masters level training this session. Through access to Northern Alliance Partnership funding, we secured access to Masters level learning with the University of Aberdeen for:

- 3 participants for Personal, Social Development, Health and Wellbeing
- 4 participants for Inclusive Pedagogy
- 8 participants for Postgraduate Certificate (PGCERT) Autism and Learning
- 5 participants for PGCERT Middle Level Leadership

7 members of teaching staff were funded by the service to engage in Masters Level courses ranging from Leadership, MEd Early Years, Masters of Education, Participation in Literacy Difficulties and Counselling and will complete their courses in Summer 2022.

Between 20-22, 8 future leaders began the Into Headship programme and 5 future leaders from both primary and secondary are registered to begin the programme in 2022/23. This exceeds the target set of 4 registered on the programme.

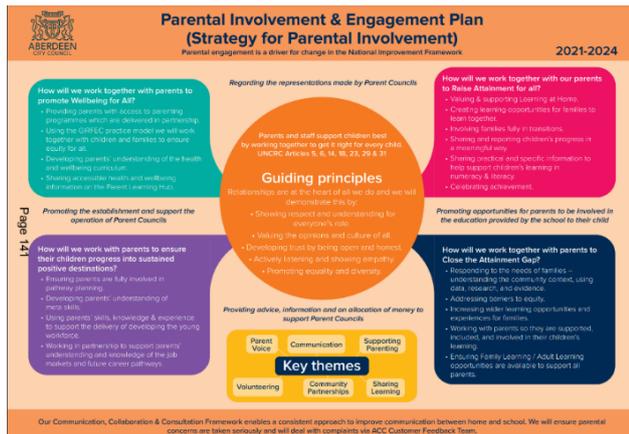
The service has successfully exceeded its target of a 5% increase in the number of staff engaging with leadership opportunities with 412 participants engaging in a range of courses over 21/22 compared to only 116 in the previous year. This constitutes considerable improvement on the previous year with evidence of sustained improvement over the last 4 years.

Developing leadership capacity has helped realise an improvement in the Quality Improvement grades for leadership of change from 65% of evaluations rated Good or above in 21/22 to 75% in 22/23. These results show sustained improvement over the last 3 years. The continued focus on the Leadership of Change and the development of our middle leaders will be maintained over the coming year.



TOM FOUNDATIONS: Partnership with Parents and Carers

The ACC citywide Parental Involvement and Engagement Plan (PIE) was approved by Committee in June 2021 and focuses on developing and strengthening relationships between parents and schools over the reporting period 2021 to 2024.



Twelve practitioners were trained to support delivery of a toolkit produced by Parent Network Scotland. Training focussed on key areas: selfcare, confidence, new research and developing new online delivery skills. The training was well received by the 12 practitioners:

"very positive experience. It pushed me out of my comfort zone and stretched me. It increased my confidence in what I could do online and helped me to master new skills with the IT. It reaffirmed to me how important it is to challenge myself to do things out of my comfort zone so I can grow and develop personally and professionally"

The restrictions in place have limited opportunities for face-to-face engagement but the service has continued to develop practice in keeping with the Plan. Work has involved establishing positive working relationships with multiple new partners to ensure we are maximising and highlighting the services and resources available to all families through schools. The health and wellbeing quadrant of the plan has been given most focus to date given the impact of the pandemic.

Communication has been a key focus and the monthly Parent SWAY newsletter has shared our education service news, school improvement information, advertised relevant parent events and signposted a range of wellbeing support for all families. Each edition has been opened at least 12,000 times suggesting that digital newsletters continue to reach parents and carers effectively. This approach will be maintained.

"Whilst I was anxious about facilitating the session online, I really enjoyed preparing and delivering the content. Receiving the feedback from everyone really helped my confidence and I'm now feeling more prepared for delivering the course. I felt the whole course has helped me both professionally and personally."

The Wellbeing Toolkit uses evidence-based interventions to support family wellbeing and has been effectively used over school session 21/22. Four courses were completed with 20 parents and 32 children involved. The Pilot evaluation showed an increase in all parents' understanding of their child's emotions, with 85% parents feeling more able to identify their feelings, and 80% more aware of how to support their child with emotions as shown by this feedback from parents:

"I now have more understanding of how my children think and see things from their side"

"The puffer fish breathing technique helped my son calm down"

"I learned about the importance of filling my cup, self-compassion"

"My awareness is much higher; it did open my eyes in many parenting areas I had no idea of"

"My future plans are to apply the tools regularly with my kids"

Following the successful completion of the Wellbeing Toolkit two parents are currently completing Parenting Matters SCQF Level 5 in Supporting Family Relationships and will be offered a place on Personal and Social Development to continue their Parent Academy Journey. Our engagement with the Wellbeing Toolkit will continue into session 22/23 as we continue to deliver against our PIE Plan.

The Parent Learning Hub website was refreshed using a parent focus group to ensure pages were useful and family friendly. We continue to develop and add accessible new pages as the needs of families change and use website analytics to monitor demand.

The Stronger Families Series (SFS) launched in August 2021 and provides focused learning to support the wellbeing needs of all. The Series has been shaped in collaboration with parents, head teachers, family practitioners and third sector

partners. Key sessions already delivered, or planned for the coming term, include:

- Penumbra – Self Harm
- NHS – Stress, Worry & Loneliness
- Sleep Scotland – Sleep for teenagers
- ACIS – Teenage Brain Development
- 4 Pillars – Supporting Grampian's LGBT+ community
- Emotion Coaching – an introductory session
- ACIS – Working through our worries together
- Priority Families – Peer Relationships/ Peer Pressure

619 parents and carers signed up to five virtual events although rates of attendance have not exceeded one third of those signed up. Feedback shows that 96% of parents who attended the workshop and completed the evaluation believed that their knowledge had increased in the subject area. When asked to score their confidence levels in applying their newfound knowledge the average score was 6.42 across the whole series. (1 = not confident, 8 = extremely confident). When asked how they rated the practical suggestions and advice given during each live event to support their child the average rating was 6.98 across the series. (1 = poor, 8 = excellent). Parents reflected a wide range of personal 'take aways' from the sessions:

"My normal is not my son's normal. Great advice."

"Reassurance that I'm doing the right things and feel confident to keep going"

"Tips to encourage a reluctant learner that reading should be relaxed and fun"

"Communication and asking how the children feel frequently so that they will know that there is someone who can talk to when they need is very important"

Those who registered but did not attend were contacted immediately afterwards and sent the recorded session. We look forward to testing a range of approaches to address uptake over session 22/23.

The Educational Psychology Service (EPS) digital hub has a section aimed specifically at parents and carers. It includes information relating to anxiety, self-regulation, parental wellbeing, as well as key education transitions and the Emotion Coaching programme. The EPS created, and posted on the EPS Digital Hub, an introductory Emotion Coaching video for parents. Following positive feedback from schools and families a more in-depth guided training video has been developed which all parents will be able to access from the EPS Digital Hub. The EPS has recently embedded a link onto each page of the digital hub, which takes users to a very brief Microsoft Form with questions designed to gather information about the type of visitor, (parent, teacher etc) what they were looking for and if they found it, the aim being to automate gathering evaluation data to enable the Service to plan and review content and ensure it remains relevant to parents and education staff.

A new partnership has been developed with Save the Children in three Aberdeen schools using proven, evidence-based activities to support and develop parental confidence with learning at home. Families Connect focuses on supporting parents and children to learn together and eight members of staff have been trained to deliver the project. Parents benefit from opportunities to co-design workshops of interest with topics to date covering child development, outdoor learning, and cultural food sessions. The eight-week programme provides a series of activities, techniques, and games that parents can try with their children at home. This co-design approach aims to help parents to support their children's learning in three key areas: literacy and language development, numeracy, and emotional development. The second phase of the project will see each school increase opportunities for parents to engage in children's learning and be more involved in school life. Learning from the three schools will inform next steps.

The easing of restrictions is now allowing an increased focus on the quality of transitions with youth workers supporting primary to secondary transitions over the Easter holiday period and in person transition planned for the summer term. Sadly, work to increase the number of parent volunteers in school has been limited due to the restrictions in place over much of the year.



All Early Learning and Childcare settings have at least one member of staff trained in Parents as Early Education Partners (PEEP). Many settings have been able to deliver sessions for parents but staffing challenges have impacted the universal delivery we had planned for as business continuity was prioritised. We look forward to taking this programme forward over session 2022/23.

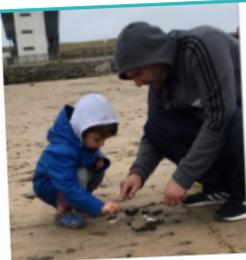
In June 2021, the Safer Schools app was launched for pupils, parents/carers and staff and provides relevant and current information on a wide range of safeguarding, wellbeing, and online safety subjects. The app was well received by our parent forum members and our child protection committee as proving a useful resource for all. All schools have signed up to the app, which was shared with all parents via a range of communication channels – direct email, text message and social media. An update to the app will take place in the summer which will provide statistics giving greater insight into usage of the app.

We continue to work to improve the quality of information made available to parents about their child’s progress and achievements. Broad General Education (BGE) tracking using Progress and Achievement is now effectively used across all our Primary Schools and links to the reporting system, reducing bureaucracy. Work has begun on developing this to include BGE in Secondary. Linking to PowerBI will allow us to have predictions for attainment across all schools at 3 tracking periods November, February and May. This will feed into the school profiles and allow greater visibility of the progress being made. There are already indications that this is leading to more consistent data collection.

A senior phase tracking pilot is being run using Robotic Process Automation (RPA) to send monthly attainment updates to learners and parents. Working in this way provides parents and learners with real time information on progress and predicted grades. Plans are to roll this out to all secondary schools from August 2022 if the pilot is successful.

The service has managed to resolve over 73% of complaints on time, under the 75% target set but in advance of most other frontline services. Response times dipped particularly over Term 3 when high numbers of central officers and head teachers and other senior leaders were routinely teaching. The service hopes to improve resolutions times as we move out of our pandemic response.

Progress towards delivering on the Parental Involvement and Engagement Plan has been swift, with the health and wellbeing quadrant the most well developed at this time. Work will continue over the lifetime of the current Plan with a key focus on face-to-face contact with families now that restrictions are lifting.



Links Hub Case Study

At Links Nursery and Hub, As part of our curricular offer we have dedicated Fridays to families to establish links at home and Nursery. Family Friendly Fridays provide fun outdoor activities for all children and families in the local community. Through our Family friendly Fridays, we have explored the Coastal Project with Family Learning, Outdoor Learning with Book Bug being our first visitor and PEEP sessions which has been incorporated in our outdoor Learning Sessions. Our families have joined our sessions in all weathers and have expressed how much they enjoy being part of Links Nursery and Hub.

TOM FOUNDATIONS: Processes

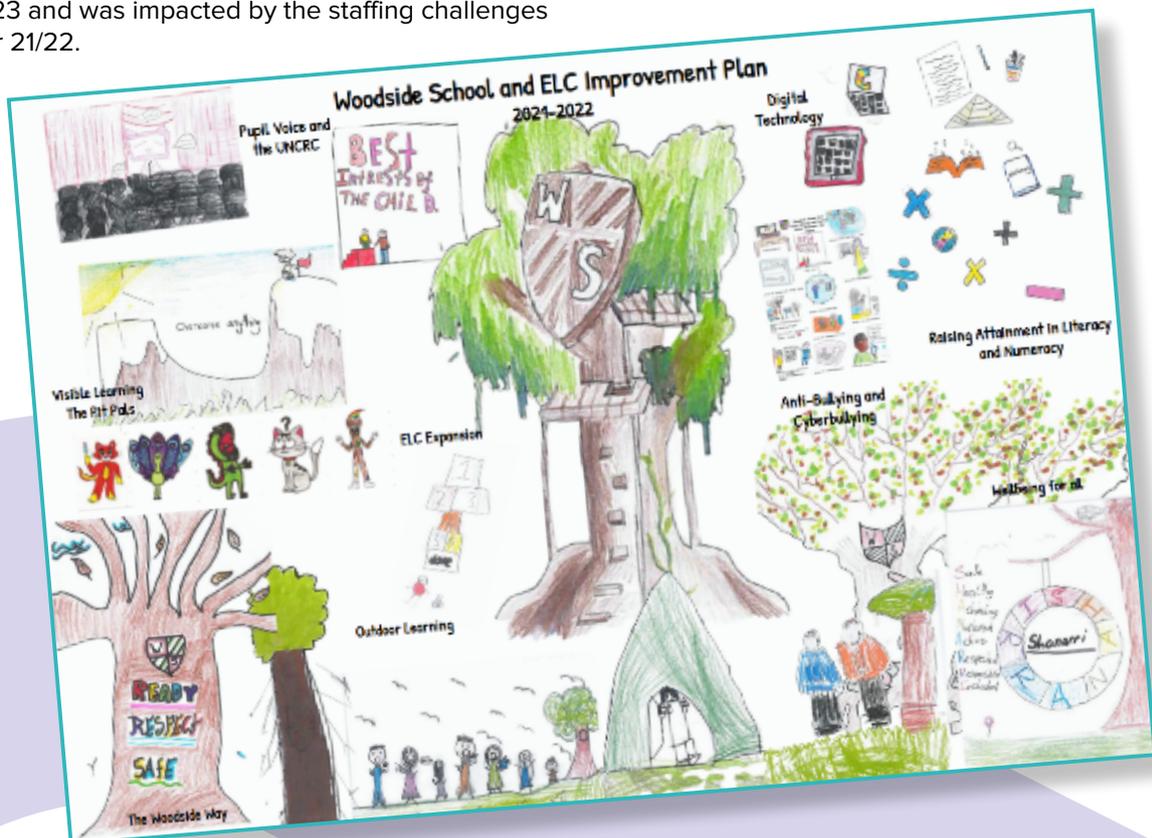
23 additional Quality Assurance and Moderation Support Officers (QAMSOs) have participated in training delivered by Education Scotland over the school session. QAMSOs were recruited from our teaching workforce to help drive moderation and the upholding of standards and provide a good opportunity for practitioners to take a leadership role. Evaluations show that 83% of participants are now confident in organising and supporting moderation activities against a baseline of 53%. Newly trained and existing QAMSOs will be invited to join a North QAMSO network facilitated by Education Scotland. This network will further enhance opportunities to develop moderation across the city and the Northern Alliance.

Work is ongoing to develop a site which provides local exemplification of standards for each level in literacy and numeracy as work had to be paused due to the staffing challenges faced over the session. Developing the site will support moderation across establishments and across the city and newly trained QAMSOs will be asked to support the maintenance of this site. The new QAMSOs will help support the continued development of subject networks to support moderation and practice across the BGE. This work will continue to be developed over session 22/23 and was impacted by the staffing challenges over 21/22.

Work to align statutory education plans has been successful, with responsibilities clearer and the work of the service more cohesive now. This has aided our ability to continue to make good progress whilst balancing unanticipated pressures. Work is now being undertaken to align the structure of wider strategic plans to improve our communication of performance and priorities to the communities we serve.

All School Improvement Plans reference the UNCRC, and all staff participated in mandatory training at the start of the school session. This work will continue through a reviewed Quality Improvement Framework to help ensure our working practices take account of learner voice and help drive the cultural shift required to deliver The Promise.

A few primary school learners have produced child friendly versions of the Standards and Quality Improvement Plan (SQUIP). These help learners to understand what improvements are planned and when they are achieved. Best practice has been shared to support spread.



TOM FOUNDATIONS: Digital

The education service is partnering with others in order to positively respond to the many issues Logan found in the national review of the technology ecosystem. This has been prioritised due to digital and technology being a growth area and therefore an area of opportunity for our young people in the longer term.

The service has developed a bank of physical computing resources, focused on primary Computing Science, which can be booked out by schools and demand across all schools is high.



Dash and Dot Robots with P5 pupils

Linked to this resource library is a wider programme of training and support. Demand for digital skills training and certification is high with 80.9% of 152 respondents to our training needs survey indicating a wish to progress or consider certified educator training. The favoured delivery for this was “Self-study using online resources with the option of one or two drop-in sessions for support.”

Feedback from training has been extremely positive, for example,

“The Google for Education webinars and YouTube videos are great. ACC provide a wide range of digital tools for the pupils.”

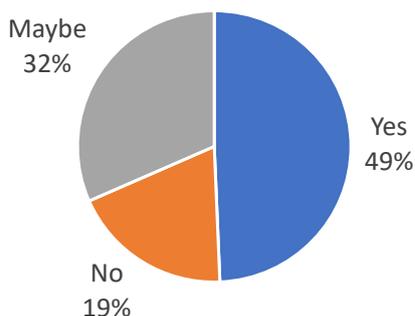
“I found Mote extremely useful... It allowed me to give more meaningful feedback to the pupils. The fact that it is audio and text was a real bonus for the pupils with dyslexic traits.”

To maximise our use of digital, we will continue development and support for Google Workspace and the closely integrated suite of tools which work within the platform. This provides our staff and learners with a single education identity and tools with which to build high quality learning experiences such as Adobe Creative Cloud Express, Canva, Mote, TextHelp, Read&Write, ThingLink, Education City and Soundtrap. This model of online digital tools maximises our investment in Chromebooks while also making digital learning available to pupils in any location, home, school, or any other place.

The service partnered with Education Scotland to support the Primary Computing Science national group.

Over £2.75 million has been invested in digital devices for pupils over the last 2 years to support digital learning and computing science in schools and at home. 251 staff from across the service have completed Google educator training at Level 1 and Level 2 and all of our schools have a Digital champion. Support for Digital Champions is ongoing through our Techie Tea breaks and digital learning training platform for educators following feedback from staff on preferred model of delivery for training.

Do you want to work towards Certified Educator?



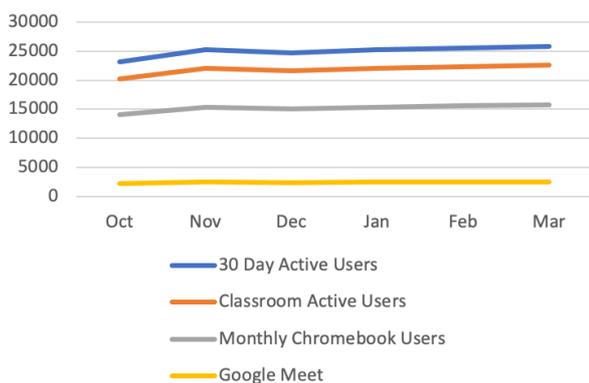
Schools continue to be supported to achieve the Digital Schools Award with 5 schools having achieved this award and 37 working towards accreditation.

The number of Chromebooks deployed to schools for one-to-one use by P6 to S1 and S4 to S6 pupils from August 2021 to April 2022 was 3,125. This added to the 7,142 devices issued to pupils between August 2020 and June 2021. The Scottish Government commitment to all children and young people having access to a free laptop will help us further this provision.

Google Workspace has continued to be extremely effective as our online learning platform. Almost all pupils engage with Google Classroom each month, with most users engaging weekly (typically over 21,000, 86.3% of pupils).

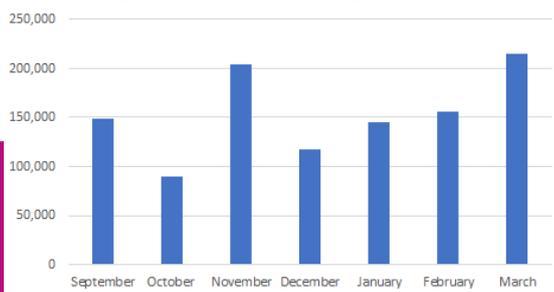
*Google Workspace usage (note we have 24313 students and 1404 active teachers).

Google Workspace Usage



Monthly engagement has continued at similar levels to during periods of home learning with pupils returning over 1 million assignments between September 2021 and March 2022. A typical pupil in ACC will complete between 40 and 50 online assignments during the school year.

Assignments Completed (Google Classroom)



Prior to the pandemic around one fifth of schools offered extra-curricular computing activities, this now has to be re-established. The Summer and Easter of Play programmes included Code Craft in partnership with North East Scotland College (NESCol) and all available spaces were utilised. We now plan to offer both a primary and secondary focused Coding Competition to reinvigorate coding in schools, involving industry and university sector, to promote Computing Science with a focus on addressing gender stereotypes within the sector.

Digital champions will help us launch a new digital skills framework, aligned to our wider skills framework, and also help support the provision of professional learning in Microbits as part of a funded programme by the Microbit foundation and Scottish Government. We also aim to establish an Esports competition for pupils in line with Esports pilot at the Commonwealth Games 2022.

Work progresses to establish a centre of excellence in a secondary school to promote digital skills and computing science as part of a digital ABZ Campus through our Classroom of the Future.

As we move forward it is important for us to understand some of the perceived barriers to a career in computer science. We will work to establish guidance on the standards of knowledge and skills for Computing Science educators which will provide a framework and professional learning offer to upskill existing staff and students in Initial Teacher Education (ITE) in partnership with Higher Education. We anticipate that this work will include developing greater confidence in secondary staff in areas such as cybersecurity, programming and data science.

We hope to support the university sector to offer Computing Science ITE in Aberdeen, to support recruitment locally and incentivise and explore how the distance learning approach of the University of Highlands and Islands (UHI) could support us in the short term.

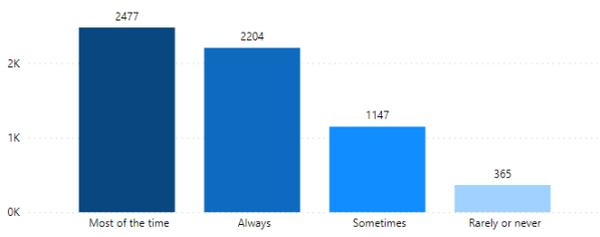


Good practice based on key themes is identified, captured and used as a CLPL opportunity including through the use of Digital Postcards being linked to the Learning, Teaching and Assessment Standard. Each postcard published hits at least 1000 impressions when shared on all social media platforms.

The service continues to build on the positive response to the delivery of a digital curriculum over the period of school closure and this work will be on-going so that our young people can confidently consider this growth sector.

In a recent Health & Wellbeing survey of 6193 learners, 76% (4681) stated that they felt safe online with 36% stating they always feel safe and 40% feeling safe most of the time. Although this looks like a decrease in numbers of children feeling safe online from the Learning at a Distance survey of June 2021 where 92% stating they felt safe online, our most recent survey had a much higher uptake and a focus extending beyond the use of Google Classroom. In real terms 4681 pupils have reported they feel safe online compared to 2909 in 2021. There is some variation however in those who strongly agree with this stating they felt safe always and those who felt safe most of the time.

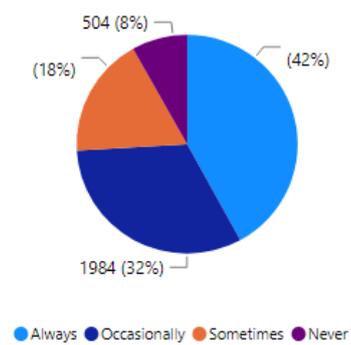
I feel safe online:



There is a need for us to ensure that learners have the resilience and access to appropriate support when faced with more challenging situations online in order to keep themselves safe. It is thought that this development will be taken forward through a review of the Anti-bullying policy in session 22/23 although our approach will be guided by the findings of our focus groups.

The service will balance driving the digital agenda with ensuring that our young people have the skills and knowledge to be safe in a digital environment. These areas will be a key focus over 22/23.

I feel safe and respected



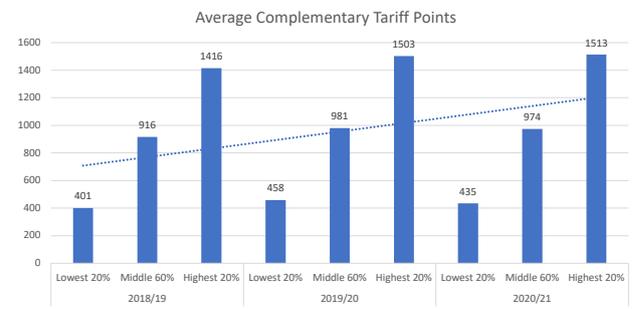
Summary of progress to date in raising attainment

Staffing disruption over the last year impacted on the quality of provision for children and young people as senior leaders prioritised business continuity. It also impacted on time for some school processes such as tracking and monitoring periods which will have impacted on the quality of tracking data. Live data suggests that tracking data is now largely in line with 18/19 levels.

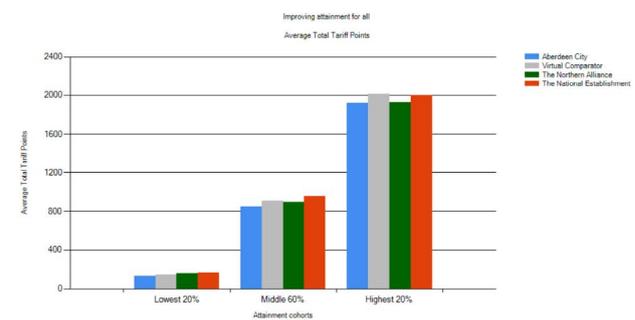
There is evidence that some young learners have gaps in early language skills, and this triggers a need to review our approach to supporting learners to support long term recovery. Work has been successfully undertaken to try and address gaps evident from the last two years in order to resume our work to improve outcomes from pre-pandemic levels. Work to address the needs of those with additional support needs has helped realise an improvement in general ASN performance against pre-pandemic levels although we need to do better for some children with neurodevelopmental needs who have been adversely affected by the changed operating environments of the last two years. This will be progressed through multi-agency work to develop a neurodevelopmental pathway and through focussed work across the service.

The performance of our Looked After Children (and particularly those who are looked after at home) will also be prioritised. Curriculum for Excellence data for Looked After Children continues to show a gap in both literacy and numeracy between those children who are looked after and their peers and this will be keenly focussed upon despite the small numbers in the cohort, which can skew data.

A review of secondary attainment data shows that the quality of grades awarded across the senior phase has significantly improved and there is evidence of steady improvement.



However, there continues to be evidence of narrow curriculum pathways as shown by the number of Average Tariff Points against the national and virtual comparator.



A key priority for session 22/23 will be the establishment of curriculum alignment through the introduction of ABZ Campus for session 2023/24. This will result in a Senior Phase for Aberdeen City Secondary Schools where vocational and academic pathways are co-created with key partners with a focus on local growth sector industries and available across the city. This area is explored in more detail later in this evaluation.

Looking at long term data, there is evidence of sustained improvement. The improvement is helping to improve our position against national data but there is more to do. The restrictions and need to respond to the pandemic have understandably impacted on our work in this area. The service will now fully resume the focus on improving attainment through an ongoing focus on high quality learning, teaching and assessment and broadening the curriculum offer by making effective and improved use of data.

Improvements planned for 22/23 associated with raising attainment include:

- review of the Anti-bullying policy
- continued development of pupil and parental participation
- further development of inclusive practice through the adoption of the Circle Framework in light of the increase in the number of children and young people being identified as having additional support needs (including early communication needs) in keeping with The Promise, the UNCRC and our Accessibility Plan
- increased scrutiny of the progress of our Looked After children at home and use of resource to improve outcomes for this group

- curriculum alignment and expansion of learning pathways including work to improve computer science and enterprise skills in keeping with our Pathfinder work and improved learning transitions from primary to secondary
- continue to improve the quality of learning, teaching and assessment including the provision of appropriate levels of differentiation, pace and challenge based on more robust tracking data



• Evaluation of progress against the ACC National Improvement Framework Plan to support positive health and wellbeing

TOM FOUNDATIONS: Partnership with children and young people.

The health and wellbeing of children and young people has been of local and national concern and the service has introduced a range of interventions and approaches to try and mitigate the harms associated with the pandemic. Many of these interventions are still in the pilot stage and will be subject to ongoing review to determine how to spread best practice and build an equitable model of provision. Decisions on the efficacy of our approaches will be fully determined when pupil surveys have been analysed fully to help us determine the strength of our approach to health and wellbeing.

Pupil agency

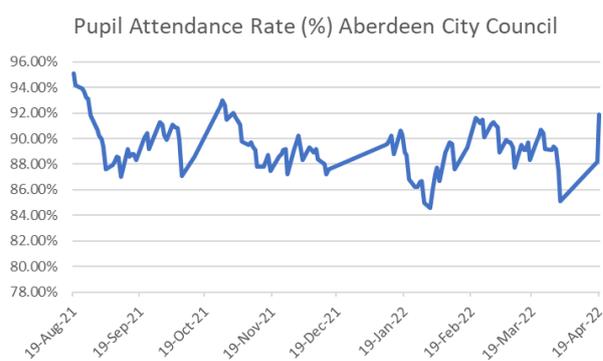
Positive wellbeing is most likely when children and young people have a sense of 'agency'. 33 of our schools already have a Rights Respecting Schools Award and 9 have registered. Despite 66% of schools being engaged with the programme, registration with the scheme does not fully realise the cultural shift required as we look to embed children's rights and deliver on The Promise. In order to reframe the UNCRC in the context of The Promise and Angela Morgan's review, mandatory training was delivered at the start of this school session for staff in all schools. As a result, school staff have developed their use of Pupil Voice over the session with Children's Rights featuring in all School Improvement Plans. There is evidence that some schools are analysing the experience of those with care experience more rigorously than others. There are plans to evaluate the consistency of approaches through the Aberdeen Quality Improvement Framework in session 2022/23 and share best practice around eliciting the voices of those who are Looked After or on the edge of care.

All policies relating to children take account of the UNCRC. A full evaluation of our work to embed the UNCRC and implement The Promise features later in this evaluative report.

Delivery of a strong universal offer

Despite the challenges of the Omicron variant, pupil school attendance remained higher than our virtual comparators although we failed to meet our target of 94.2% attendance with a year-to-date average of 89.5%, a figure that was ahead of the Scotland wide outcome of 88.4%

Within schools the development of strong health and wellbeing curriculum plans provide structure and support for teachers to deliver high quality sessions with a key focus on mental and physical wellbeing. Children and young people are provided with varied learning experiences to increase physical health and are supported and encouraged to talk about feelings, emotions and responses to these. The service has recently launched a [Wellbeing Site for Schools](#) to provide a clear and supportive curriculum overview and signposting to key resources and materials for assisting with the delivery of health & Wellbeing in Schools.



100% of schools report having access to a progressive and appropriate Health & Wellbeing curriculum that meets the needs of all children & young people. The curriculum offer is reviewed on a yearly basis in light of safeguarding data to help ensure that children and young people know how to keep themselves safe. Education Support Officers will work with Health and Wellbeing leads in schools over session 22/23 to help determine the collective strength of the offer being made.

In order to develop a clear understanding of A Good Childhood, as outlined in The Promise, and become more trauma informed, all schools have engaged with the Compassionate and Connected Communities (CCC) programme. Our 61 CCC trainers have led school staff teams to understand the impact on trauma on children and young people and consider how schools can wrap around and support. Almost all of our schools have completed this training over session 2021/22 and we anticipate that all schools will have completed the training by the end of session 2022/23. The positive impact of this programme can be seen in levels of school attendance and the ongoing reduction in exclusion incidents.

Schools across Aberdeen have a variety of personnel available to support and ensure the wellbeing needs of our learners and families are being met. There are currently 90 school staff undertaking training in an accredited Counselling Skills course with Aberdeen University. The programme is ongoing and impact data will be gathered upon completion of the programme.

SAMH (Scottish Association for Mental Health) and Penumbra have worked closely with the Service to provide high quality training on an ongoing basis for staff across the Education Service with a key focus on Self Harm and Suicide Prevention. There has also been a wider City offer of professional learning in this area more recently.

We are working with SHINE (Scottish Health Improvement Research Network) to undertake mental wellbeing surveys with learners from P6-S6 so that we can address any emerging needs within our schools and across the city. Schools also work with individual learners from Nursery – S6 to ensure a regular review of wellbeing is undertaken and this is usually supported using the Wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included - SHANARRI) to identify and support any areas of concern. Teachers, Guidance staff and support staff respond to the outcomes of these through careful planning of appropriate interventions and supports. All schools have completed the SHINE mental wellbeing survey, the results of which will heavily inform work at Local Authority and school level in 22/23. A full analysis of the city-wide data is being undertaken to inform service planning and evaluation of the totality of our approach to supporting wellbeing.



Provision of targeted services for children and young people

Work has accelerated to increase the provision of targeted supports for pupils. Across city schools we have a number of staff, including school nurses who are trained in LIAM (Let's Introduce Anxiety Management) which is delivered by CAMHS (Children and Adolescent Mental Health Services) staff. There are clear indications that this approach supports positive wellbeing in pupils and reduces risk.

Centrally commissioned school counselling services now provide targeted one to one support across all Secondary Schools compared to only 27% of secondary schools previously. The tender also makes provision for locality Primary Counsellors and holiday support. We have identified that there are areas / schools within Aberdeen where higher numbers of concerns have been identified and targeted planning has been undertaken to support staff within these areas, building staff resilience, providing targeted supervision, wellbeing plans for staff and focused professional learning. The impact of the expanded counselling services will be carefully tracked to inform next steps.

DBI (Distress Brief Intervention) is currently being piloted in 4 of our Secondary Schools in partnership with CAMHS and Penumbra which is beyond our initial plan to roll out the programme across two secondary schools only. These programmes offer more targeted support for young people who have been identified or self-identify the need for support and helps support some of our most vulnerable learners, allowing for trained staff to provide support and a pathway to support through Penumbra and CAMHS if required. We have worked closely with colleagues to increase the pilot from 2 schools to 4 increasing the staff numbers trained from 9 in 2020/2021 to 28 during 2021/2022. Evaluations of the impact of these pilots are ongoing and will inform longer term service delivery.

Our Educational Psychology Service (EPS) deliver several programmes to build staff capacity and capability, including professional development in

Emotion Coaching and Emotional Literacy Support Assistant training. Emotional Literacy Support Assistants (ELSA) is a unique training programme for Pupil Support Assistants and Early Years Practitioners. The outcomes of the 6 full days of training and career-long EPS supervision for trained ELSAs aligns with the 'skilled' and 'enhanced' levels of Education Scotland's 'Pupil Support Staff Professional Learning Framework'. Staff from across 29 different schools (26 Primaries & 3 Secondaries) have been part of the ELSA training. The first cohort of 21 ELSAs will be providing post evaluation data this coming term. Initial qualitative data from their supervision sessions is extremely positive regarding the impact ELSA is having in schools, both on their own practice and on children and young people's emotional literacy and wellbeing. The second cohort of 22 ELSAs will complete their training this academic year. Evaluations of each training session remain high with increases in both knowledge and understanding; and confidence in applying each topic reported.

The EPS continue to support schools across the city at the universal level through Early Intervention Consultations (EIC), using solution focused approaches to help education staff to meet the needs of all learners, including those with Autism Spectrum Condition (ASC). So far, this academic session 32% of EICs have been related to ASC. This is a new method of data collection but the Service hope to consider annual comparisons and fluctuations in this data as we move forward. The EPS collaborates with the Autism Outreach Service when appropriate to support individual children and families.



Webinars and practice exemplification have been developed to support staff in the creation of Individualised Education Programmes and Child’s Plans, with a focus on meeting learners’ needs through appropriate and clear SMART targets. As part of the Quality Improvement calendar (QI 3.1), a sample of plans is shared with QIO/QIM teams. Good practice is captured and cascaded. A baseline is being established to inform where additional support is required to ensure greater consistency in this area.

Current data suggests that 1078 children have additional support needs based on ‘family issues’. This is a reduction from the 2020/21 census which recorded 1230 pupils. This suggests that local GIRFEC arrangements are better meeting the needs of families but will continue to be monitored as we develop our Partnership approach to Family Support.

ASN Need recorded as “Family Issues”

2019/20 Census	2020-21 Census	Current Data
1151	1230	1078

Near misses or behavioural incidents can occur when children are dysregulated or distressed as a result of trauma. Considerable work has been undertaken to improve staff knowledge of near miss and incident reporting and a collaborative approach with Trade Unions is helping to improve the consistent use of the system and leading to an increase in reporting, which is welcomed. Every school has been given the opportunity to undertake training and 82% have either participated or signed up as of April 2022. Data suggests that the level of reporting is higher than pre-pandemic levels which suggests that proactive work has been successful in encouraging reporting. There is still work to do to ensure that incidents and near misses are used to inform planning for pupils and to use this data to help shape our model of support for children and families.



A key measure which indicates that children are thriving in inclusive schools is the level of bullying incidents reported.

	Bullying Incidents	Roll	per 1000
2019/2020	115	23380	4.92
2020/2021	192	23907	8.03
2021/2022	201	24356	8.25

The data identifies that there has been a slight decrease in incidents from pre-pandemic levels (223 incidents in 18/19 compared with 201 over session 21/22).

Further scrutiny of the data has identified changed trends in bullying incidents. Bullying incidents where racism was recorded as the reason have risen slightly from 47 incidents in session 2020/21 to 58 in 2021/22, there is also a slight rise in the number of incidents linked to perceived sexual orientation from 11 in 2020/21 to 13 in 2021/22. There has been a decrease in the number of bullying incidents which refer to body image/ physical appearance from 20 in 2020/21 to 12 in 2021/22 with incidents relating to sexism and gender also decreased.

There is a gender aspect which is evident and identifies that 70% of bullying incidents are raised by girls.

The data highlights that the nature of bullying has changed considerably and that there is a need to review the Anti-bullying policy to ensure that we proactively respond. This will be prioritised over session 22/23.

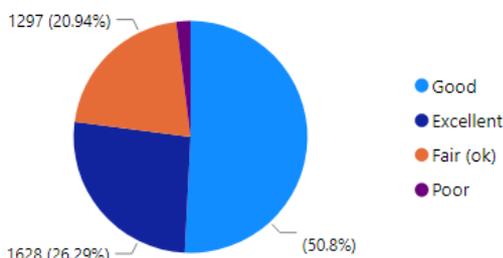
The expansion of Early Learning and Childcare provided an ideal opportunity to consider how services could best wrap around children and families. The Links Hub is a targeted ELC provision delivered in partnership with Health Visitors and Tier 2 colleagues from across the Partnership. The co-location of services has helped the universal services plan to meet the needs of some targeted families together and there is clear evidence of risk being reduced without the need for access to specialist service. We will see this approach spread as Health Visitors start to be located in schools.

Following a review of the strength of our universal health and wellbeing offer, work will progress to determine the efficacy of the targeted offer across all schools. This will help to shape the approach taken by Youth Workers in schools over the coming year, help inform the development of the Partnership Family Support Model and help guide the further co-location of the universal services of health and education.

Supporting physical health and wellbeing of our people

In our recent Health and Wellbeing Survey out of the 6193 learners who completed it, 1419 learners (22.91%) said their physical health was fair or poor with 507 (8.19%) of learners stating that they did less than 30 mins physical activity on their most active school day and 101 (1.63%) stating that they did none. 1401 (22.62%) of learners undertook 2 hours or more.

In general, how would you say your physical he...

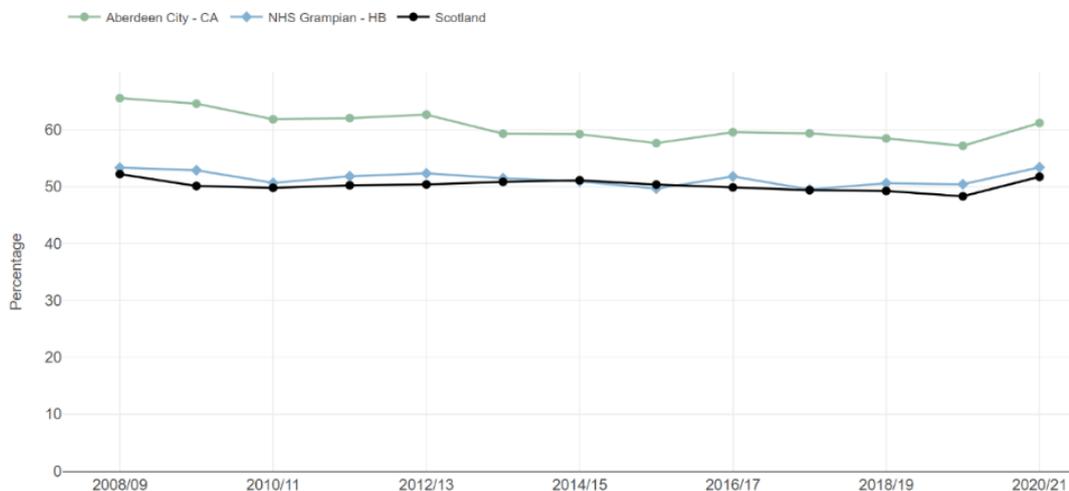


We have built closer partnership working with our colleagues across multiple organisations to develop Aberdeen PEPAS (Physical Education, Physical Activity and Sport) Group. This has provided a platform for colleagues to review and share data in relation to the physical wellbeing of learners within Aberdeen and working collaboratively to identify how to meet the physical needs identified. This joined up approach was established in April 2021 with joint leadership of the group being supported by ACC and Sport Aberdeen representative. The PEPAS group have a clear focus on encouraging schools and families to incorporate physical activity into their everyday routines, developing a shared understanding of needs across the city, considering and developing appropriate professional learning, developing a supportive, clear PE progression, building outdoor, community based physical activities for families to engage with and offering where possible free activity to children and young people. This group will play a key role in helping support the delivery of the Free Bikes initiative over the lifetime of the Scottish Parliament.

Active Schools offered an increased level of support to provide both level 1 and level 2 Bikeability training allowing us to increase the number of P6 and P7 pupils participating in and completing Bikeability certification. We have updated school travel plan guidance and Active travel to school has risen over the last 2 years. This will be maintained with cross organisation work to make travel to school safer, more child-friendly and to reduce vehicle congestion at school gates.

Active travel to school

Percentage



We have worked with Active Schools to develop an Active Schools Recovery Project, focusing on additional resource of Active Schools Assistants, funded from the Recovery Funding. The project aims are to; Positively impact the health and wellbeing of pupils across all schools in the city, support the development and upskilling of school staff in supporting pupils' health and wellbeing and to positively link with and provide additional benefits to existing health and wellbeing programmes and initiatives in schools. Each school will receive support one day per week to deliver and support organised playground activity, enhance confidence of support staff in using sport, working 1-2-1 with pupils or with small groups of pupils that the school has identified require additional support, using sport and physical activity to achieve positive outcomes, delivering Playground Leaders programmes and supporting teaching staff to deliver P.E.

Health and wellbeing in the early years

1140 hours of ELC was successfully rolled out from August 2021 and this has led to a sharp increase in uptake. Our two fully Outdoor ELC Provisions officially opened in March 2022 and provide scope to offer a nature/nurture provision to targeted families from August 2023 by benefiting from two of our city parks as a context for learning. This approach will ideally benefit some children and the service is working with health to ensure that parents and carers are aware of the opportunities. Uptake of eligible 2 places has risen to the national average and work is on-going to promote this service further. A full evaluation of the expansion is available [here](#).

We have established a funding and application process for all registered childcare settings to deliver free milk and healthy snack (fruit and vegetables) to all children attending an ELC setting for 2 or more hours per day via the Scottish Milk and Healthy Snack Scheme (SMHSS). The Scheme aims to ensure that as many pre-school children as possible will receive a daily serving of milk and healthy snack to contribute towards healthy growth development and the promotion of healthy eating habits for later life. One of the principles of the scheme is that it is provided free of charge and ELC settings must not charge families for this benefit.

To date, a total of 139 registered childcare settings have signed up to deliver the Scheme in the city, with 5426 children receiving a serving of milk and healthy snack on each day they attend their ELC setting. We have also contributed to an evaluation of the first

year of the Scheme which will see an increase in the amount per serving and more flexibility for ELC providers delivering the Scheme from 1 April 2022.

TOM FOUNDATION: People – Staff wellbeing

There has been an increase in the number of School health and wellbeing leads. 100% of schools have now have an identified member of staff to take on this role in keeping the target we set. This provides a network of colleagues to support the wellbeing of staff within our schools and regular contact beyond the senior leadership team to share and build supports for all staff. Unfortunately, Mental First Aid training was put on hold due to the need for online delivery and the provider was unable to support this approach. We have ensured however, that Mental Health First Aiders who are already trained across ACC have been highlighted to staff through the weekly education newsletter with regular Health & Wellbeing updates being provided.

The Educational Psychology Service have been offering confidential 1:1 coaching sessions to support staff wellbeing, as well as facilitating team support sessions to groups of education staff. Unfortunately take up of both these offers has been limited, despite enquiries being received. The EPS wonder whether staff feel they do not have time to commit regularly to this support, or perhaps upon discussing with a member of the team, have decided it's not what they are looking for. The Service have reflected that the offer could also be advertised more regularly via the Education Newsletter to highlight availability. In addition, the EPS has also contributed to the delivery of online health and wellbeing support sessions for education staff, drawing upon mindfulness skills and positive psychology.

There is also recognition of the wellbeing needs of adults within our services with regular support provided to staff through activities such as wellbeing walks, Multiagency support network providing safe and supported time to debrief, 1-1 and peer coaching sessions led by an Educational Psychologist and signposting to wider opportunities. These opportunities have been highly evaluated.

Summary of progress to date in improving health and wellbeing

Considerable work has been undertaken to improve the health and wellbeing of children, young people and staff and many data sets around individual interventions and self-evaluation gradings of QI3.1 evidence steady improvement in this area.

There is now a need to look holistically to determine the extent to which the offer made in schools is helping to mitigate risk and this will be undertaken as partnership data sets are merged as part of the Family Support Model. Pupil surveys are currently being analysed to ascertain the extent to which the curriculum offer meets the needs of our learners and our analysis will inform next steps.

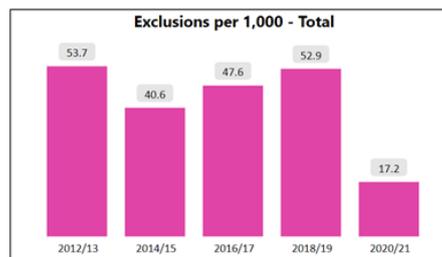
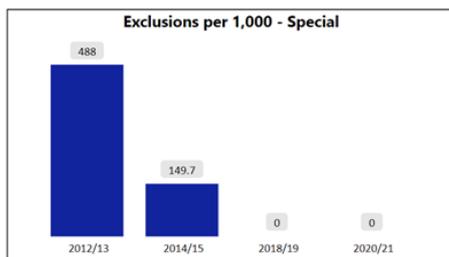
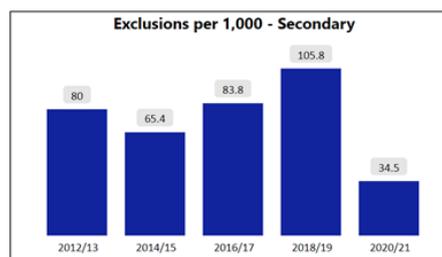
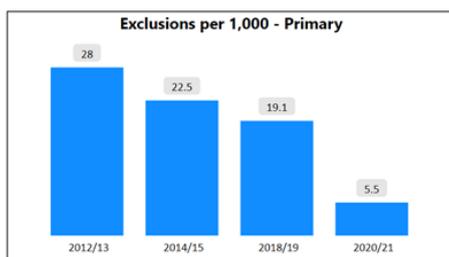
Effective risk assessments have helped maintain levels of pupil attendance at school. Looking at data by group highlights a need to improve attendance for those with additional support needs and for those living in areas of deprivation.

Exclusion rates have considerably reduced from 52.9 per 1000 children in 18/19 to 17.9 per 1000 children in 20/21. There is evidence that these have reduced further over session 21/22. Exclusion rates for Looked After Children and those living in areas of deprivation are higher than the city average and require to be focussed upon. This is thought to be partially due to a lack of flexibility in the curriculum.

The number of children identified as being at risk of exclusion on SEEMiS has dropped from 101 on the census of last year to 92 this year. This represents a reduction of 9% from last year and suggests that the reduction in levels of exclusion will be maintained.

Priorities for improvement to support positive health and wellbeing, based on the findings of this evaluation include:

- a review of the Anti-bullying policy
- further development of inclusive practice through the adoption of the Circle Framework in light of the increase in the number of children and young people being identified as having additional support needs (including early communication needs) in keeping with The Promise and the UNCRC
- increased scrutiny of the progress of our Looked After children at home and use of resource to improve outcomes for this group
- curriculum alignment and expansion of learning pathways including work to improve computer science and enterprise skills in keeping with our Pathfinder work and improved learning transitions from primary to secondary
- review of the impact of universal and targeted supports for wellbeing in light of pupil surveys and inform the Partnership development of a model of Family Support



Evaluation of progress against the ACC National Improvement Framework Plan to close the gap (the education service contribution to the Child Poverty Action Plan)

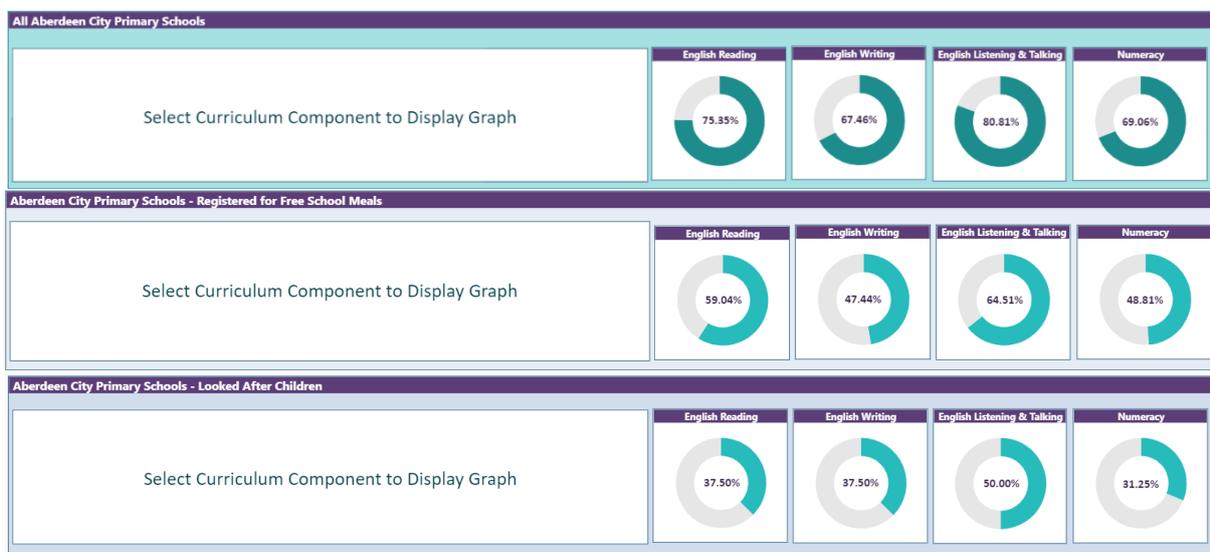
Work to understand the changing local economy

The downturn in Oil and Gas and COVID-19 pandemic has seen a significant increase in the number of free school meal registrations over the past year and is an indication of the changed economic circumstances facing families across the city. In collaboration with the customer function, the service has made 11,451 COVID Hardship Grants (now the Scottish Child Payment Bridging Payments) available to families and a total of 14,564 chromebooks and 500 MFi connections have been allocated to children and young people.

The service provided supermarket vouchers to parents/carers on low incomes when their children or young people were required to self-isolate. Vouchers were also provided during holiday periods for all families in receipt of free school meals due to low income and this is continuing. In the year to date, vouchers provided were equivalent to the value of 300,570 school meals. We estimate that a further 62,400 meal equivalent vouchers will be issued in the year, bringing the total to 362,970.

Significant work has been undertaken to ensure that schools are better able to identify and support families who are impacted by poverty. School profiles have been overhauled to allow schools to drill down into data sets based on both SIMD quintiles and also into groups such as those who are Looked After in order to establish the improvements required as part of school improvement planning work. Work is currently underway to ensure that live data is also fed into the school profiles to enable school leaders to see the impact of changes in real time. This is critical given that some data sets (such as exclusion) are only validated every two years and will enable us to focus more forensically on understanding the needs of our Looked After children, those on the edge of care in 2022/23 and other groups identified to be at the greatest risk of poverty. This will help schools plan based on more robust data for session 2022/23.

The visuals below give a sense of how schools will be able to view a range of data in the new school profiles.



Targeting benefits realisation through education recovery

Financial inclusion advisors have been attached to schools as part of our approach to education recovery. Over the period December 2021 to February 2022 the enhanced Financial Inclusion Team's advisors helped families achieve the following:

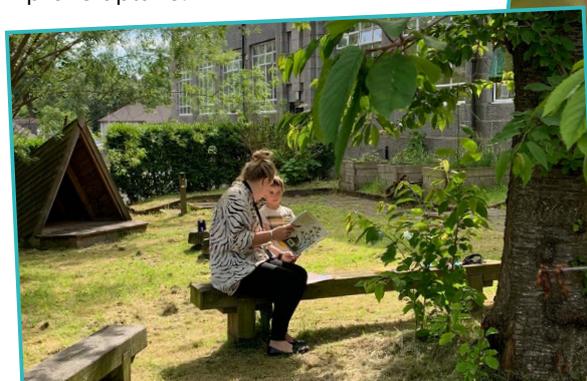
- Financial Gains of £41,582.59
- Assisted/Assisting 36 households with debt issues
- Helping with total debts of £108,722.68
- 65 households were given full benefit checks only
- Assisted 16 households to claim benefits
- Assisting 3 households to challenge being turned down for benefits



As all Money Advisors have been appointed, become more familiar with the scenarios facing families and as awareness of the service has grown the added value increases. For March 2020 alone (which costs the education service around £13,000 a month to deliver) the Financial Inclusion Money Advisors can evidence:

- Financial Gains of £44,319.42
- Assisted/Assisting 30 households with debt issues
- Helping with total debts of £95,724.44
- 49 households given full benefit checks
- Assisted 10 households to claim benefits
- Assisting 2 households to challenge being turned down for benefits

There is now a need to promote this service more widely across the universal services of health and education to further improve uptake.



In addition to maximising the uptake of benefits, time is now being committed to address the root causes of poverty through the strengthened development of skills for life, learning and work by looking at the needs of young people and their families more holistically. This is seeing strengthened partnerships with our City Growth and Early Intervention and Community Empowerment functions. It is hoped that increased provision of learning pathways for young people will be made available from August 2023 by establishing curriculum alignment and looking at how to extend provision to local communities in order to break the poverty cycle.

Building capacity and capability

The Educational Psychology Service delivered a pilot training project to 5 nurseries within Aberdeen City, focusing on inclusion of, and delivery of, quality ELC provision to 2-year-olds. This pilot involved creation of 3 virtual training sessions which extended and complemented the information in the Ready Steady 2 guidance, based on feedback from Senior Early Years Practitioners. Staffing challenges resulted in only 40% of practitioners within the pilot nurseries able to watch 1 of the virtual training sessions.

The Ready Steady 2 virtual training sessions have now been made available for all Aberdeen City ELC provisions to access and are available on the Educational Psychology Service Digital Hub. The Early Years Team have raised the profile of these training videos through publication in monthly newsletters and through discussions with staff. The videos have been viewed 47 times (Brain Development), 33 times (Social and Emotional Development) and 30 times (Language and Communication) respectively.



Capitalising on the expansion of early learning and childcare

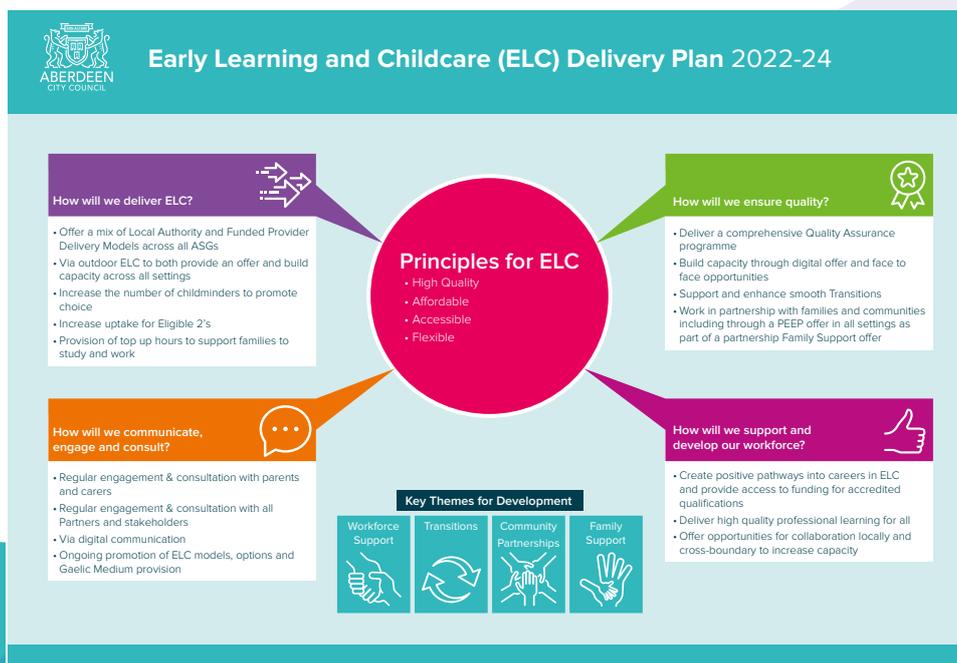
Two of the intended benefits of the expansion of Early Learning and Childcare (ELC) are: to narrow the poverty related attainment gap; and to give more parents and carers the opportunity to be in work, training or study. During our recent ELC consultation (November 2021) we asked parents and carers what impact the expansion of ELC has had on them and their families. 38.7% of respondents suggested more money/disposable income as a positive impact on their family and 28.5% are now considering a return to work or study.

At the heart of the ELC Expansion is increasing family resilience through improved health and wellbeing of children and parents, so as a Local Authority we took the opportunity to put significant resources into the Parents as Early Education Partners (PEEP) ‘Learning Together’ Programme for ELC staff in both our school nurseries and funded provider settings. The programme is designed for practitioners who work with parents and babies/ young children, to contribute to:

- strong parent-child relationships
- increased parental knowledge and confidence in how to support their child’s learning and play in day-to-day life
- children’s personal, social and emotional development, communication and language, early literacy and maths, and health and physical development

Sessions were delivered online via Microsoft Teams over four half day sessions and are ongoing. The practitioners engaged with a small group during the training in order to develop confidence using the PEEP resources and are then introduced to the PEEP Team Network. 106 practitioners from ELC settings in Aberdeen City have completed the programme and are qualified to deliver PEEP as part of our universal family support offer. The delivery of the programme to parents and carers has been hampered by the Covid-19 restrictions, although settings are using remote delivery where possible. We look forward to welcoming families to face to face PEEP sessions as soon as staffing allows.

Proactive planning and the targeting of families by multi-agency partners has helped realise an increase in the percentage of vulnerable 2–4-year-olds accessing early years provision from 12.3% to 16.5%. There have been 2 care experienced parents who have applied for an Eligible 2’s place since this became a new eligibility criterion. Both children are placed and engaging positively. The service will continue to work to identify and place those deemed to be more vulnerable as a priority by working in collaboration with key partners.



Readiness to learn and the use of Education Recovery Funding

The use of education recovery funding has helped develop collaborative practices more fully, as partners supporting communities have negotiated how best to make the best use of Youth Workers, Family Learning workers and those with financial inclusion expertise to address 'the gap'. There is a considerable body of evidence emerging that the provision of such resources to communities across the city has enabled more targeted and timely interventions to be put in place to support children, young people and families.

School Youth Work pre and post engagement evaluations evidence:

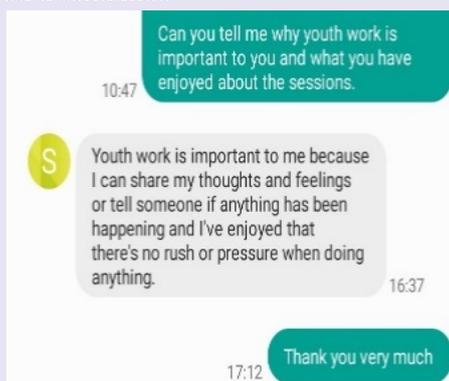
- Primary pupils who are targeted for a youth work intervention see an average gain of 25% across the 4 key measures
- An example of attendance increasing from 54% in August 2021 to 78% in March 2022 for primary pupil A who had high anxiety
- An example of attendance increasing from 69% to 100% for a primary pupil B who was a school refuser
- An example of attendance increasing in a high anxiety secondary pupil from 50% in August 2021 to 94% in February 2022

Youth Work Case Study

Individual case work with a young person in S3 who found managing social situations in a large secondary school challenging and was very anxious about coming to school and engaging with peers. Referral came through school nurse, supported by the young person's Principal Teacher Pupil Support (PTPS). Youth work engagement started over the summer holidays 2021 with the young person engaged in 3 walk and talk sessions: visits to the art gallery and the science centre. This informal setting allowed the young person and youth worker to build a positive relationship. 1 to 1 support continued in school on a weekly basis. The focus of the work has been to engage in various activities to build confidence, resilience, and coping strategies to relieve anxiety.

The young person's attendance in August 2021 was 50%. In February 2022 it was 94%. Class teachers consistently reported the following when asked to gauge the difference in the young person over the past 7 months, they said:

- Increased confidence
- Engagement in class
- Improved attendance



Evidence

- Young person's feedback
- Attendance increased – 50% to 94%
- Key case tracker measures indicate improvement
- Feedback from the young person's PTPS
- Feedback from the young person on current progress
- Young person taking part in a Dynamic Youth Award

Guidance Teacher Feedback

The young person has benefited from Youth Work input. Not only does he seem more confident, sociable, and communicative, but engagement in his subjects has also increased.

The young person is on our key case tracker meaning he is one of the young people we monitor closely each term. His attendance has increased and so has his engagement with learning. In a PTPS check-in email on March 2, 2022, he said:

"Hello Miss C, thank you, I've been trying to improve my attendance and I'm glad it did improve well. I am doing great and some subjects I find difficult or don't understand but I ask, or the teacher helps me, and it works out so in general school has been going fine."

Scottish Attainment Challenge and Family Wellbeing Funding will be used to maintain this resource over session 22/23. Considerable time will be invested in analysing the impact of this resource and aligning provision to the Partnership model of Family Support which is currently under development.

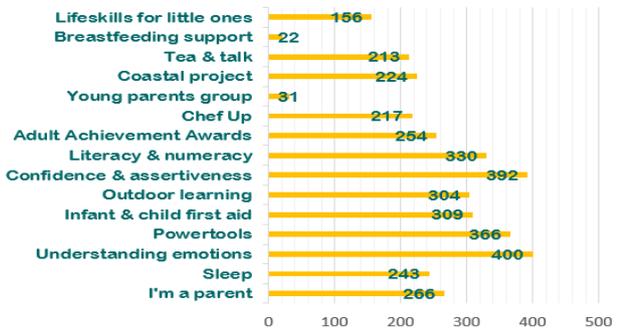
Family Learning

A recent survey of parents across the city elicited 551 responses and illustrated the growing demand for support from the Family Learning team.

There is considerable appetite from parents across the City to understand their child’s emotions and all Partnership Forums are taking steps to meet this need through the Family Learning team.

Plans for each Partnership Forum are derived from the reported needs of parents and carers. Some communities see a higher levels of requests for 1-2-1’s from parents which will either be allocated, or sign posted to groups depending on the need.

Demand for Courses



Cost of the school day

From August 2022 all costs of the school day were removed, this included removing all costs for Music Instruction and removing all curricular costs for families. The Music service is currently offering tuition to 1774 learners across the city with a waiting list of 1701 which shows an increase in demand for the service which is not unexpected. There are an additional 1509 learners requesting tuition in instruments not currently available in their locality. These figures are being used to look at how allocations will be organised to ensure maximum uptake.

The Closing the Gap Improvement Group developed guidelines for school leaders in order to ensure that costs or lack of equipment did not prohibit access to the curriculum or the participation of children and young people in the life of the school. This has been further developed through the provision of a range of extra-curricular free sporting activities which offer priority placements for those most in need including those who are disabled, or care experienced. Work on this area will continue to ensure that no child misses out on opportunities because of their financial situation.

Child development

Several Scottish and UK publications acknowledge the impact of the periods of lockdown on our children and young people. Child’s planning support received requests for assistance from 34 non-verbal nursery learners and 442 children are now recorded as having communication support needs compared to 363 last year. Work to address concerns around early language acquisition has developed as planned through delivery of Talkboost, however, it has become clear that consideration of environmental factors and careful consideration of pedagogies would support further improvement alongside the universal roll out of PEEP when staffing is more stable. These areas will be progressed over 22/23.

There are indications that levels of numeracy are improving. This will be consolidated over the coming year.



Supporting Refugees

In September 2021, given the deteriorating situation in Afghanistan, the Home Office airlifted over 7000 individuals from Kabul airport as part of the Locally Engaged Staff (LES) Scheme. To meet the temporary needs of families before they find permanent accommodation the Home Office procured hotels across the UK including 3 hotels in central Aberdeen to provide bridging accommodation to a sizeable community. Overnight around 30 families with a total of 79 children and young people arrived in the city. Initial contact with families in the hotels was made by education staff shortly after their arrival and two enhanced English as an Additional Language provisions were established in local schools, one primary and one secondary, offering a bespoke introduction to the English language and to the school system for these young people. Following this transitional support, around 80 primary children and young people are now attending city schools.

Several hundred Ukrainian families were temporarily housed in the city just prior to the summer holiday period. The education service established and delivered summer play hubs and a bespoke Summer in the City offer to ensure that children and young people had the opportunity to connect in a safe environment and play. These opportunities offered supports to around 50 children and young people per day.

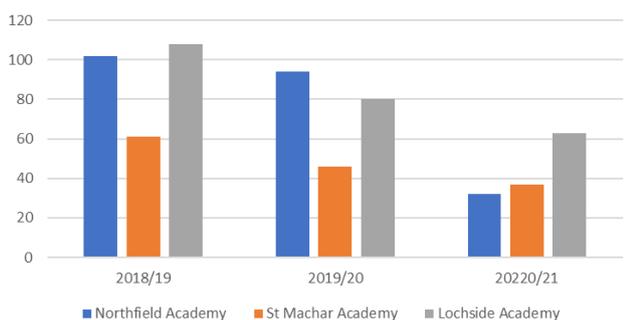
Reducing Exclusion in our priority areas

There is a general downward trend in the number of exclusion incidents over the past 3 years in Primary and Secondary and the service has successfully met its target.

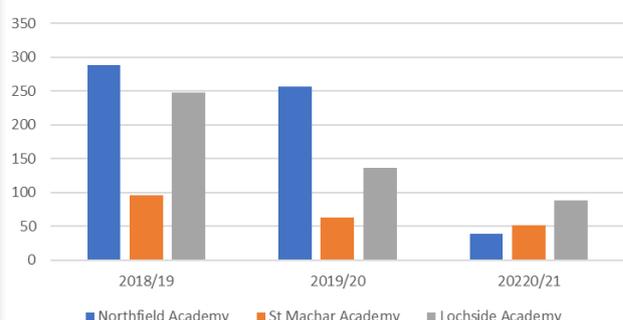
Work in schools continues to promote whole school approaches to inclusion and promoting positive relationships, including Compassionate Connected Communities. Schools follow ACC's Staged Intervention Framework and Single Request for Assistance procedure to consider appropriate supports for learners. GIRFEC principles are embedded in our schools and fundamental to this is the partnership approach, which considers the complexity of the lives of some of our learners, to prevent exclusion.

Schools are supported by their QIOs/QIMs to promote inclusion and prevent exclusion. Officers continue to monitor data on a monthly basis to enable earlier discussion with Head Teachers and proactive planning where trends are becoming established. This includes regular, active dialogue to ensure robust Individualised Education Programmes, Child's Plans, Co-ordinated Support Plans and Person Centred Risk Assessment (PCRA) are in place to support individual learners as required, with consideration of relevant supports for individuals.

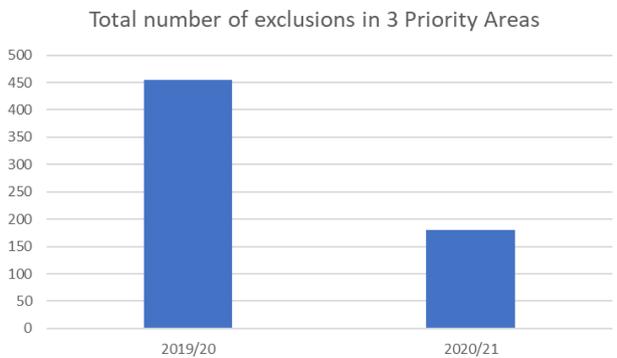
Number of Excluded Pupils



Number of Temporary Exclusions



Total number of exclusions in the 3 priority areas shows a 60% reduction from 2019/20 to 2020/21.



The Impact of Pupil Equity Funding

City schools have developed or changed their approaches and interventions over the period of funding, particularly in response to challenges around changing learner needs and availability of resource presented by the Covid 19 pandemic. Across schools, funded interventions have continued to have a strong focus on numeracy, literacy and health and wellbeing. Specific interventions around nurture, resilience, mental health and emotional wellbeing have been a common focus, as have areas such as family engagement and outdoor learning.

In some schools targeted interventions have required a change of approach and development of new skills for staff. Schools have responded quickly to change plans when staffing issues have meant partner organisations have been unable to fulfil their commitments. One primary school lost their child and family resource worker and quickly changed the use of this resource to increase Pupil Support Assistant capacity, training these workers in specific interventions to support youngsters who were not on track. This approach was very much data led and, although it is still early days there is already encouraging early evidence of improvements in these learners' wellbeing, resilience, engagement and attainment.

Across the city there is evidence of the wider impacts associated with the additional funding. There has been an increase in collaborative working, both within and across schools and teachers planning and working together has contributed to the development of a more positive and collegiate ethos underpinned by the sharing of practice across individual schools and across Associated School Groups.

The tracking of particular groups has been strengthened over the session and will now be extended to include those identified as being at risk of poverty in keeping with refreshed Scottish Attainment Challenge guidance. This approach will help us work in partnership with colleagues in our Employability Services to support parents and carers from the 6 priority groups into work or to improve their labour market position.

Updated guidance on the use of Scottish Attainment Challenge funding has been used to update the Service Quality Improvement Framework to ensure that addressing poverty is mainstreamed in our school improvement processes. The updated national expectations have also been woven into this evaluation and Plan to ensure a cohesive approach.

The revised national approach to the oversight of Scottish Attainment Challenge funding will help increase visibility of the impact of planned interventions on children and young people.

Attainment of those living in our priority areas

The events of the last two years have negatively impacted the poverty related attainment gap, with Achievement of Curriculum for Excellence levels (ACEL) data evidencing that the gap increased over school session 20/21. Schools have worked hard to address this over school session 21/22 and Curriculum for Excellence levels have now broadly returned to pre-pandemic levels.

There is evidence of gradual improvement in the number of young people in quintile 1 achieving 5 or more qualifications at both SCQF Levels 5 and 6. There is also clear evidence that the percentage point difference between those in SIMD 1 and 5 has steadily reduced but our progress is not as rapid as some other Local Authorities including our virtual comparators. There is a need to accelerate work planned to broaden the range of SCQF qualifications to ensure that the increased number of young people staying on in school have an appropriate range of learner pathways.

Summary of progress to date in closing the gap

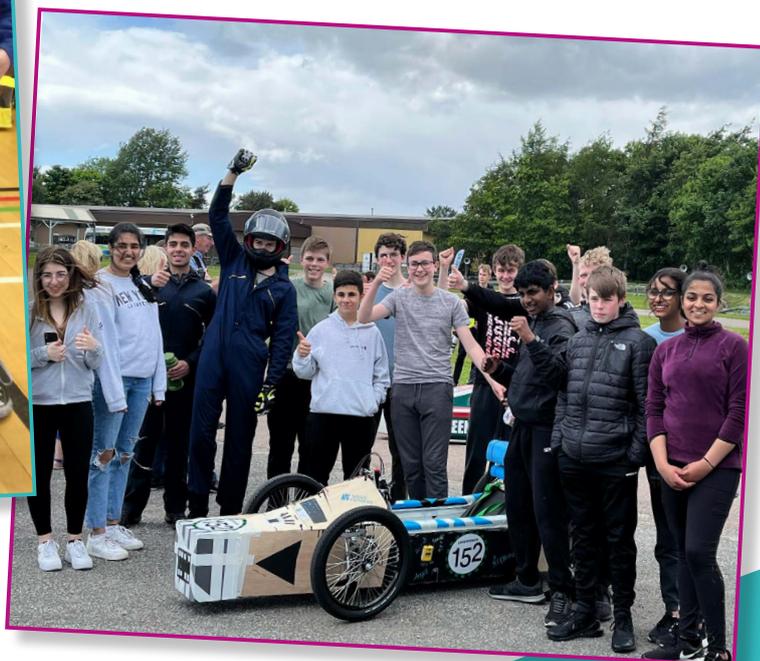
The service now responds more positively in working to prevent families from being adversely impacted by poverty and we now have access to improved school profiles to support a more forensic analysis and tracking of the gap at school level.

Considerable progress has been made in the number of young people who secure a positive initial destination with levels across our priority areas increasing from 82% of our S4-S6 young people in a positive destination in 2019-2020 to 92% in a positive destination in 2020-21.

A review of longer-term data shows steady improvement but highlights how we are not yet overtaking the rate of improvement of others. The considerable re-design of the city campus and extension of the range of qualifications should help to address this from August 2023.

Improvements planned aligned to this aspect of the Service Plan include:

- further development of inclusive practice through the adoption of the Circle Framework in light of the increase in the number of children and young people being identified as having additional support needs (including early communication needs) in keeping with The Promise and the UNCRC
- increased scrutiny of the progress of our Looked After children at home and use of resource to improve outcomes for this group
- increased scrutiny of the performance of the 6 groups identified in the Child Poverty Action Plan as being impacted by poverty as well as those with protected characteristics and better tracking and sharing of impact data to help spread emerging best practice
- curriculum alignment and expansion of learning pathways including work to improve computer science and enterprise skills in keeping with our Pathfinder work and improved learning transitions from primary to secondary



• Evaluation of progress against the ACC National Improvement Framework Plan to improve Employability and Positive Destinations

Continued development of ABZ works

Following the successful launch of ABZ works last year, resource has been identified to continue to prioritise its development. [ABZ Works](#) uses a combination of images, text, animations and videos to provide engaging and appealing content with a local context. All storyboards, text and layouts have been tested with industry specialists, young people and career changers to ensure that it is relevant information. Using data from Skills Development Scotland’s Regional Skills Assessment, we have designed highly visual representations to communicate complex information around career pathways and growth sectors. The audience has been clearly defined with graphic elements and animations developed to specifically target each segmented group. [Example of ABZ works development](#)

One of the key functions of the website is to communicate the additional skills that will be required to succeed in any future jobs, including meta-skills or future skills to ensure that young people can thrive within a shifting labour market. Skills like emotional intelligence, the ability to collaborate within a team and critical thinking are even more desirable now and it is important that our learners recognise their value.

Animations, such as the one produced about [transferrable skills](#), aim to communicate how skills like teamwork and problem-solving are highly portable and can be used across industries and sectors.



The planned installation of chatbot technology from March 2022 will increase engagement with our website users and offer a more personalised, interactive experience.



Between the launch of the website in early September 2021 and the 1st of March 2022 there were 3635 website visits to the ABZ Works website. It will be important to ensure that the platform continues to take account of the national economic strategy and local developments such as the potential location of a Green Port to inform content. The Education Service continues to collaborate closely with colleagues in City Growth to ensure alignment.

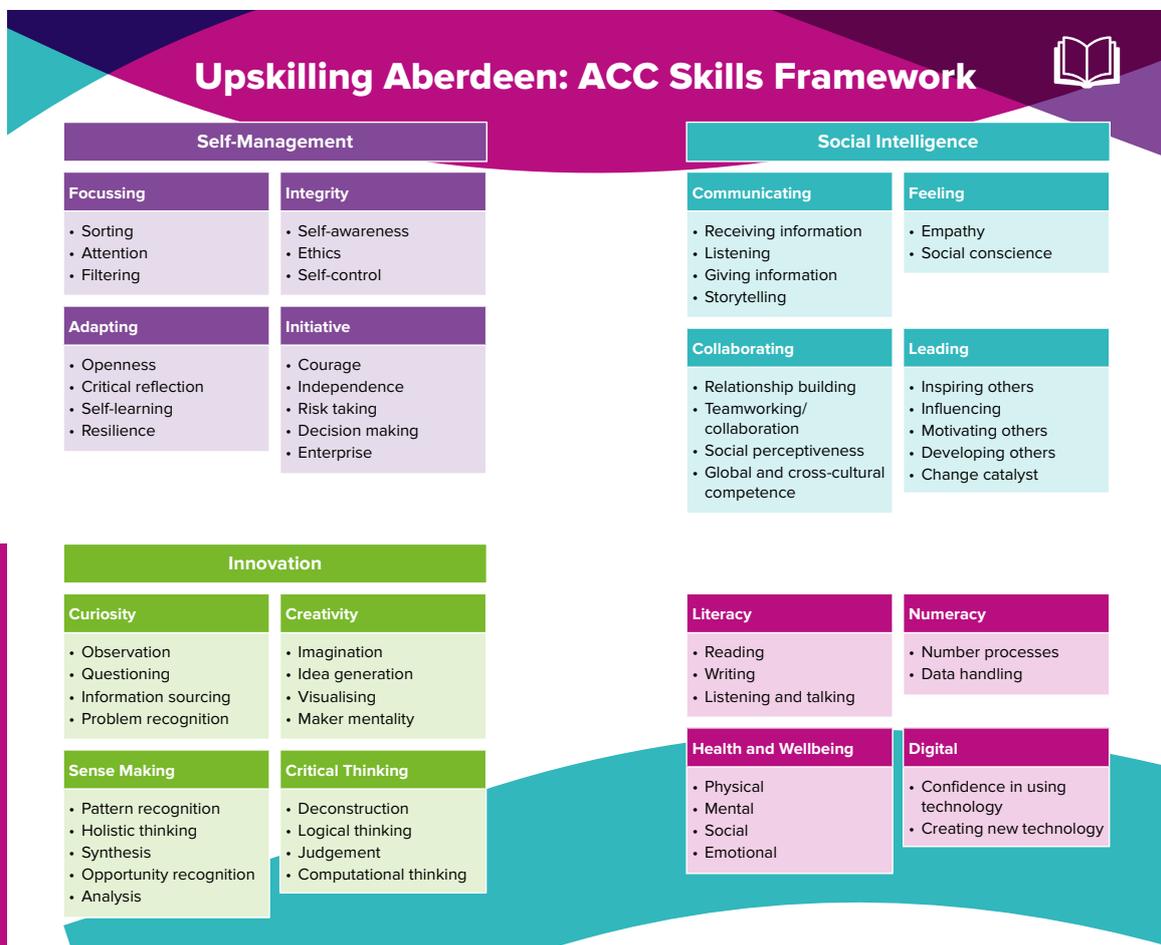
Understanding and feeding our local economy

One of the areas of focus continues to be increasing the access our young people have to develop skills in taking courses linked to our local growth sector areas (Life Sciences, Digital, Tourism & Hospitality, Early Learning Childcare, Energy, Health & Social Care, Construction). There has been an 8% increase in the courses with growth sector links on offer with anticipated further gains made with the introduction of ABZ Campus in 2023/24.

The Covid-19 pandemic and associated economic impact has demonstrated the vulnerability of our economy and the pandemic has accelerated workplace changes in a speed and manner we could never have envisaged. It is clear the world of work has fundamentally changed and that school leavers will be facing a different workplace in the future. We can anticipate that in addition to job specific skills, young people and adults alike will need to have the ability to learn and update skills throughout their life so that they are able to take their place in an increasingly complex and competitive economic landscape.

It is important that we build capacity and confidence in teaching staff to support pupils to better understand and discuss their skills and know how they can be developed and applied in the world of work. A formal skills framework has been developed to address this need. The draft was shared with Head Teachers in September 2021 and the final version adopted in March 2022. The aim of the framework is to support settings to embed skills across the curriculum, creating a consistent and continuous approach to skills development, including a shared skills language, aligned with local needs. In collaboration with Skills Development Scotland (SDS), 14 schools are engaged in this project and 10 schools have a leadership role on the Steering Group to drive this forward. Work will now progress to develop a digital skills progression to support our response to the Logan Report.

Work continues to develop a tracking system to inform the choices of young people and curricular offer through the use of Seemis Progress and Achievement (P and A) and Power BI. Successful roll out of the system will enable staff to direct young people appropriately to ensure sufficient challenge.



Accelerate

Four secondary schools within the local authority have joined the Accelerate programme, a community-connected learning initiative supported by the Wood Foundation. This programme has included a collaborate visit to the XP Academy in Doncaster, and a study visit to the Academies of Nashville. An agreed set of outcomes will be derived from these visits to support improvement both in the schools participating in the programme and other secondary schools. The service continues to be grateful for the investment by Wood Foundation in our secondary schools.

Curricular alignment and the development of ABZ Campus

Secondary Head Teachers began a collaborative review of City Campus provision in March 2022 which has now been in place for 11 years. An early review of data suggests that the provision should be extended to offer a wider range of courses which capture assessment evidence through a broader range of assessment approaches such as National Progression Awards, Skills for Work courses and Foundation Apprenticeships. This work will be progressed over session 2022/23 to form a refreshed City Campus offer to be known as ABZ Campus.

There is agreement that curriculum alignment would help expand the range of learner pathways and secondary colleagues have developed a proposal for implementation from August 2023. Curriculum alignment will help the service ensure a more comprehensive range of learner pathways for young people across all schools with the full spectrum of interests and preferred learning styles catered for the city. It will also allow us to consider our use of digital delivery, enjoy closer collaboration with Further and Higher education partners to help to drive improvement in attainment. This development is aligned with the recommendation of the OECD to drive,

'collaboration between practitioners for curriculum design and experimentation within and across schools, and collaboration between schools and universities'.

Greater provision of Foundation Apprenticeships is in place across the city with the number of young people engaging with the model increasing from 161 in 2020-2021 to 179 in 2021-22 in keeping with our target. This is resulting in valuable learning experiences for young people. Responses to these Foundation Apprenticeships include comments such as:

"It's worth it, it will be good on your CV. It can be difficult at times but you won't regret it" and "it has given me the chance to go and try out the practical support involved with adult social care. The things we have learned in the class have helped us understand why the service users get the support they do and to look at their individual needs."

More equitable access will be supported through our work on the City Campus.

Hard to fill specialisms

The service is working with the University of Highlands and Islands (UHI) to secure subject specialists in Home Economics, Design and Technology and Computer Science as an interim measure to address the issues with under provision which limits our ability to adequately prepare young people for growth areas. This partnership with UHI should see an increase in the provision of Home Economics specialists from August 2022 and a partnership delivery model over 2022/23 which will see Design Technology and Computer Science specialists being available from August 2023.

Transition planning

More effective transition planning is helping us increase the number of positive destinations being achieved by young people. A new pathway planning process was put in place which has added greater rigour and consistency to the process. As a result of the new process, and despite the challenges in the local economy, thanks to the hard work of school staff and partners, positive destinations data for August 2022 increased by 5.1% from last year to 95.1% and is the highest ever recorded by the city.

Third sector organisations Barnardo's, Foyer and Station House Media Unit (SHMU) continue to support the delivery of a programme of support for both winter and summer leavers. Numbers of winter and summer leavers have decreased significantly as more pupils stay on at school. It is thought that the ABZ Campus model across all city schools will provide a greater variety of choice, especially vocational opportunities, for children and young people who remain at school.

A range of mentoring opportunities remain available through Career Ready and MCR pathways for example. Some mentoring providers have experienced considerable recruitment difficulties over the last year and the provisional engagement targets set have not been met.

Wider achievement

Schools welcomed the opportunity to begin to open up opportunities to children and young people more fully with a small number of residential undertaken this year. The challenges of staffing residential experiences for young people were significant and we look forward to building up the number further next year. P7 residential are once again taking place in 2022, along with curricular daytrips and sports team events across all schools. Pupil numbers participating in the Duke of Edinburgh program have returned to pre pandemic levels with 866 pupils currently active across the city.

As part of the digital transformation strategy, ACC have collaborated with Evolve, an existing web based, digital platform for the planning, approval and management of educational visits, sports fixtures and extracurricular activities. The system has reporting capabilities to develop performance analysis of participation and attainment inclusive of wider achievement awards (including Duke of Edinburgh.) Evolve is widely used across Local Authorities and

is currently developing in-system links to secure payment systems, Health and Safety Executive, National libraries, National governing bodies, and other external organisations.

The system is scheduled to go live in August 2022 and will run in parallel with the existing email-based approval system until October 2022 to allow for training and familiarisation. This work will be maintained.

Attainment and Transitions to Adulthood LOIP Improvement Group

Considerable improvement activity is now undertaken with partners through Improvement Groups associated with the Local Outcome Improvement Plan (LOIP) and associated Children's Services Plan. The education service continues to play a significant role in these groups.

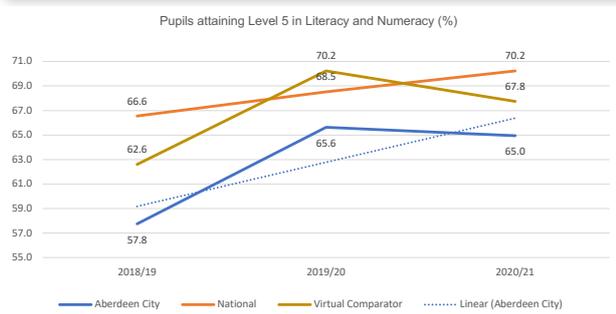
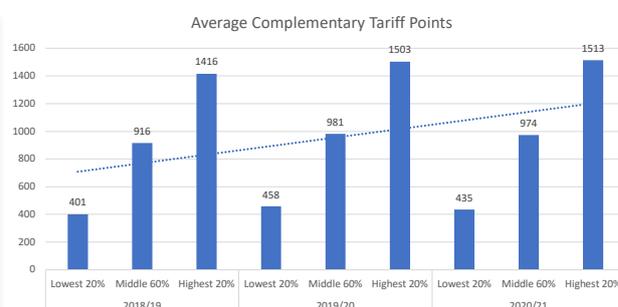
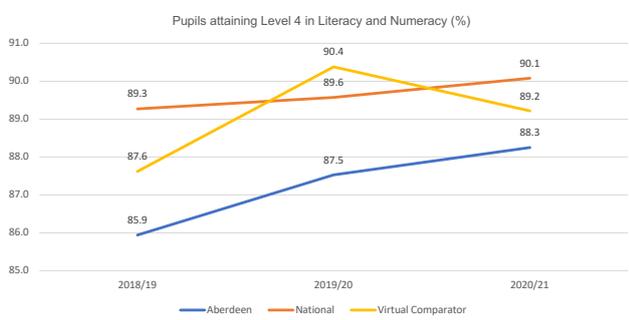
Considerable improvement activity has taken place to reshape our curriculum in response to the local economy. The service has been working with partners to increase the number of accredited courses directly associated with growth areas by 7% by 2023. Early data comparing 2019-20 with 2021-22 suggests an 8% increase already although there is a commitment to look to extend this further given the considerable ongoing changes to the local economy.

Collaboration with the range of partners including the NHS is helping to shape several foundation apprenticeship opportunities for young people at Northfield. Many of the offers will guarantee a work placement and mentor for young people whilst undertaking a Foundation Apprenticeship. Work is progressing to guarantee a Modern Apprenticeship interview upon successful completion of the Foundation Apprenticeship. This approach, which is being heavily supported by colleagues in People and Organisation, presents a unique opportunity for young people to secure their destination whilst still progressing through the senior phase and will see further promotion of apprenticeship opportunities across the organisation and beyond.

Are our changes realising sufficient improvement?

Prior to the pandemic, schools were exploring their curriculum offer at local level. The last two years have seen some curricular changes and improvement in the quality of grades. Care should be taken in making direct comparisons given the changed approaches to certification over the last 2 years. It is clear however, that despite making improvements at pace there is still considerable headroom in attainment which will require a more radical approach to realise.

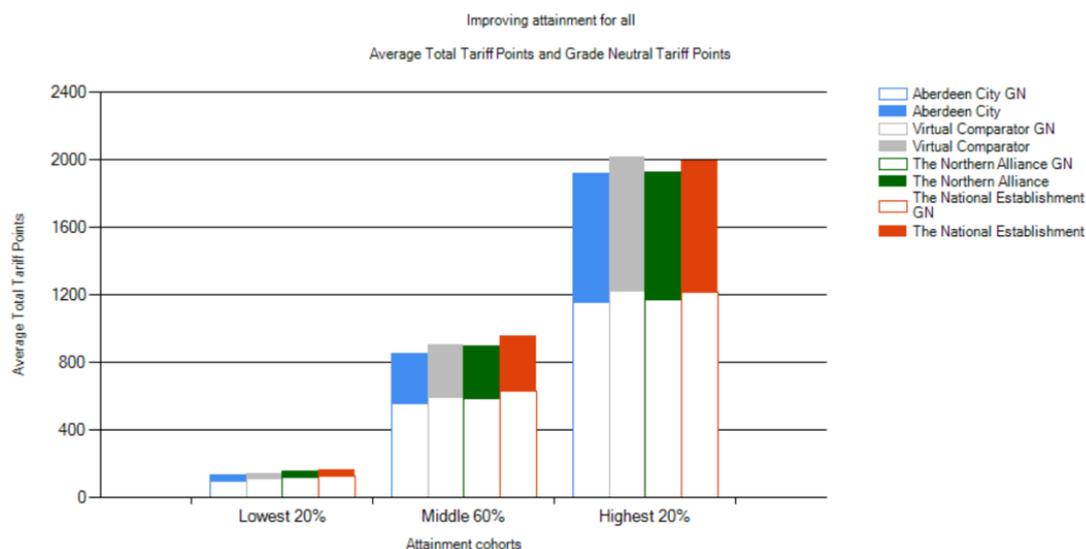
This is further illustrated by a review of complementary tariff scores. At each quintile cohort, (20% Lowest, Middle 60% and Highest 20% of attainers) the city has experienced a rising trend in Average Complementary Tariff Scores across the three-year period (illustrated by the dotted trendline). There 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%.



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

However, a review of national and virtual comparator data shows there is still more to be achieved.

The selected year is 2021



This graph shows that our middle 60% and upper 20% of young people in Aberdeen City secondary schools have performed behind the virtual comparator in 2021 when all attainment data is taken into account. It is believed that one of the key ways in which we can improve this picture is to provide learner pathways (new courses with vocational or clear links to growth industries) that better motivate all of our young people. This is one of the central reasons for the introduction of the new ABZ Campus.

Positive destinations

The entirety of the work carried out to support young people in Secondary Schools has culminated in an improved picture for Aberdeen City on the number of young people reaching positive destinations. This remains a work in progress with the full impact of the pandemic yet to be realised. However, it is pleasing to see figures for the local authority both increasing on prior years and overtaking the virtual comparator.

Establishment	Year	% of School Leavers in a Positive Destination
Aberdeen City	2020/21	95.38
Virtual Comparator	2020/21	95.2
The Northern Alliance	2020/21	95.32
The National Establishment	2020/21	95.48
Aberdeen City	2019/20	90.29
Virtual Comparator	2019/20	93.65
The Northern Alliance	2019/20	92.99
The National Establishment	2019/20	93.36
Aberdeen City	2018/19	93.74
Virtual Comparator	2018/19	94.82
The Northern Alliance	2018/19	94.98
The National Establishment	2018/19	95.05

Summary of progress to date

Considerable work has been and continues to be undertaken in this area as schools work to respond to the changing economic landscape. Secondary School Head Teachers are currently responding to the need to;

- review the City Campus model that has been in place for the past ten years
- build in capacity to create new learner pathways, and
- create a more effective way to work with curriculum partners such as NESCol

It is believed that this work could play a critical part in maximising offers being made to young people across Aberdeen City from August 2023 and improve our ability both to meet the needs of all learners and respond to changing economic conditions.

The work involved in gaining such alignment is considerable and this will be the key focus in this area for 22/23 as we continue to work with partners to ensure that young people have the skills they need to move onto education, employment or training in a changing local economy.

Priorities for improvement, based on the findings of this evaluation include:

- further development of inclusive practice through the adoption of the Circle Framework in light of the increase in the number of children and young people being identified as having additional support needs (including early communication needs) in keeping with The Promise and the UNCRC
- increased scrutiny of the progress of our Looked After children at home and use of resource to improve outcomes for this group
- curriculum alignment and expansion of learning pathways including work to improve computer science and enterprise skills in keeping with our Pathfinder work and improved learning transitions from primary to secondary



Upholding Children's Rights and keeping The Promise

Given the transformative nature of The Promise, a baseline evaluation has been undertaken to help measure progress against over the coming years to ensure that the Local Authority and wider partnership are strongly positioned to deliver this important national policy.

Child Friendly Cities

Aberdeen City Council and Community Planning Partners continue to move closer to realising our collective ambition of Aberdeen becoming a UNICEF U.K. accredited 'Child Friendly City' as part of stretch aim 7 in the Local Outcome Improvement Plan. Partners have worked to finalise the Action Plan which was approved by the Community Planning Aberdeen Board (CPA Board) in April 2022. This outlines all planned activity and the corresponding evaluation framework and marks the official conclusion of the planning phase. Community Planning Partners hope to realise accreditation within 3 years.

Keen to build on gathering momentum, a range of training opportunities has been provided to council staff across a range of services and staff within key partner organisations. This will ensure that there is a robust and consistent understanding of children's rights and take full cognisance of them when considering and taking action that directly (or indirectly) affects the lives of the city's children and young people and, where possible, provide opportunities for them to be directly involved in meaningful participation in decision-making. This commitment is demonstrated by the importance placed on children's rights as part of the recently reviewed 'Integrated Impact Assessment' which forms part of our committee processes.

All Council decisions which impact children and young people are now taken following consideration of the impact of such decisions on children and young people as part of the Committee process. This drive to take a rights-based approach to decision making is being extended across the Community Planning Partnership. Our work, and that of partners, is shaped around 6 badges which are led by a team from across the Community Planning Partnership.

Culture - The 'vision of childhood', fundamental to a child rights-based approach (CRBA) is understood and promoted because staff know how to effectively practice and embed a child rights-based approach.

Cooperation & Leadership - Leaders within and beyond the local authority understand and value the importance of incorporating children's rights, needs and views in decision-making.

Communications – Comms staff and local media understand and value a child rights perspective *and* Child Friendly City status is regularly communicated to all members of the community (including children and young people) in a manner that is accessible and appropriate.

Child Friendly Services - All services, including health, justice, social services, and others are child friendly.

Participating - Children and young people's views are considered in decision making processes and there is clarity about how their participation has made an impact.

Place - Urban planning services apply a child rights-based approach (CRBA) to design, development, and provision, this will include participatory research.

This approach, although more complex than that taken by other cities in the programme, who are only looking at their own organisation, will allow our children and young people to claim their rights across the Community Planning Partnership as our young people do not see institutional boundaries.

As partners increasingly value and seek feedback from children and young people, consideration has been given to how to provide a platform to support engagement with young people more directly. This work will see the launch of a webpage on our website linked to various youth groups already established in the city including our Champions Board so that partners can seek feedback directly from our children and young people. We anticipate that this will be an important step in ensuring our young people directly inform decision making across the Community Planning Partnership.

Peace Pledge

Representatives from each secondary school took on the role of Peace Ambassadors, writing a collaborative peace pledge for all of the children and young people in Aberdeen. By participation in the Peace Fields Project and drawing up their Peace Pledge, young people from schools across the city have come together to speak with one voice. Through the Pledge they have highlighted the importance of having safe and welcoming spaces where young people from different communities and backgrounds can come together and enjoy physical activity in a peaceful way. The council intends to use this project as a catalyst to ensure other areas of the city are just as inclusive, safe and peaceful.

Children's right to have a say in decisions which affect them

A number of workshops, focus groups and electronic surveys have been established to understand issues of significance to children and young people more fully in order to ensure their views are fully taken into account. An example of this is that children and young people have directly influenced the Beach and City Centre Masterplan through creative workshops which culminated in their views being shared with Council. [Masterplan for Council Meeting](#). On 7th March 2022 Council agreed the Council Delivery Plan which encompasses the Service Standards expected of all functions of the Council.

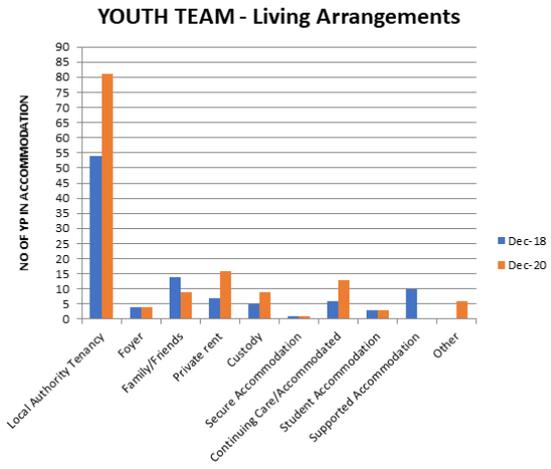
In 2021, Aberdeen City Council's Repairs and Maintenance Team responded to a request from our care experienced young people through the Champions Board and produced video tutorials focusing on basic property maintenance tasks for first-time tenancy holders. This is just one example of how services across the Council are responding positively to requests from our young people.

The Throughcare Housing Protocol recognises the statutory duties toward care experienced young people and the requirement to support access to housing resource, reducing the risk of homelessness and associated vulnerabilities which can be lifelong. In April 2021, a Housing Support Officer became co-located with the Youth Team. This post supports our care experienced young people to navigate Housing systems taking a relational approach and aims to make sure that transitions from care into their first tenancy are as coordinated and transparent as possible. For 2022, the focus will be on developing more resources to support young people and staff to manage these transitions and systems. An evaluation of the role is to be undertaken in 2023.

Throughout 2021, we continued to see a positive trend in care experienced young people accessing and sustaining tenancies (with a decrease in the use of temporary accommodation arrangements) and of those that did terminate their tenancy within 365 days of securing a property, all went on to secure other forms of accommodation.

Ref		Availability	Responsive	Quality	Eligibility	Prescribed	Target
	Customer Feedback / Access to Information						
1.	We will respond to Stage 1 complaints to within 5 working days		✓			Y	75%
2.	We will respond to Stage 2 complaints within 20 working days		✓			Y	75%
3.	We will respond to escalated stage 2 complaints within 20 working days		✓			Y	75%
4.	We will respond to Freedom of Information requests within 20 working days		✓			Y	85%
5.	We will respond to Environmental Information Regulation Requests within 20 working days		✓			Y	85%
6.	We will respond to non complex Subject Access Requests within 1 month We will respond to complex Subject Access Requests within 3 months		✓			Y	80% 70%
7.	We will respond to Access to School Records requests within 15 school days		✓			Y	100%
8.	We will respond to Data Protection Right requests within 1 month		✓			Y	100%
9.	We will respond to Members/MP/MSP enquiries submitted via our online portal within 15 working days (recognising that in some complex cases this standard will not be met)		✓			N	75%
	Children's Rights						
10.	We will meaningfully consult with children and young people about any proposed changes which will directly or indirectly effect them and ensure that our policies and practices comply with the principles of the UN Convention on the Rights of the Child. Dignity - Each child is a unique person with intrinsic worth and should be respected and valued in all circumstances. Best interests of the child - Determining and doing what is best for a child, with that child, at that time and in that situation. Non-discrimination - Each child is treated fairly and protected from discrimination.		✓	✓		Y	100%

The data indicates the growing numbers of looked after young people remaining in placement on a Continuing Care basis, thus promoting their opportunities for successful transition.



Keeping The Promise across the education service

In taking forward Plan 21-24, the education service has focussed on building capacity across the five fundamentals of The Promise in order to build the solid base advocated in Plan 21-24.

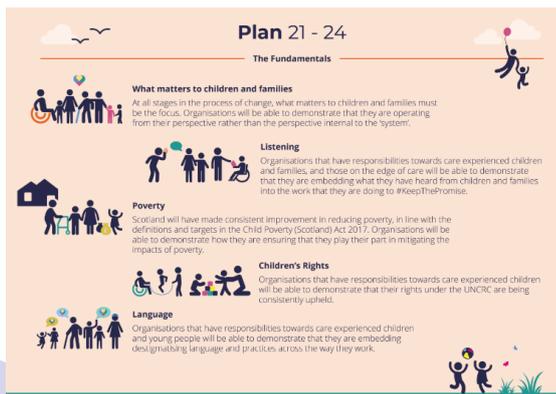
The scope of work in year 1 has been universal in order to support the shift to a more 'customer led' approach to decision making and exemplify the system shift required in keeping The Promise. This scope will be narrowed further in year 2 with expectations of schools outlined in the updated Quality Improvement Framework 2022/23. Taking a universal approach in the first instance should help ensure that all schools and educational services (including those who currently do not support those who are Looked After) keep The Promise together. Our evaluation of the extent to which we are addressing poverty is contained in the previous section on closing the gap.

Listening

A broader range of mechanisms have been adopted to ensure that children and young people are directly influencing decisions which affect them. In addition to work to ensure children are consistently influencing the supports being afforded to them through the Child's Planning process, practice reviews have been introduced to reflect on multi-agency decision making and practice when a single agency feels that our collective efforts have fallen short of expectations. Although in its infancy, this approach will undoubtedly offer a valuable opportunity to challenge ourselves to ensure that our young people achieve the best possible outcomes.

Work to develop ASN and Outreach services and our Fit Like Hubs (Tier 2 services) has been directly informed by service users. Their voices continue to influence the on-going development of both services.

Programmes such as the Summer and Easter of Play were directly shaped by the voices of all children and young people with resource allocated according to the self-reported needs of children and families. Looked After children and those on the edge of care were given priority access to the summer programme and took advantage of around 4% of all available activities. Evaluations from children and young people averaged 9.5/10.



What matters to children and young people

Schools and the education service are actively seeking the views of children and young people to inform decision making. This is making sure that children and young people can influence how we prioritise our time and amend systems and approaches based on what is important to our children, young people and families.

Session 2021/22 saw the establishment of the first ever Aberdeen City Climate Change conference for young people. Young people from across the city, under the stewardship of their elected Pupil Climate Change President, explored a range of issues associated with our work to achieve Net Zero. The establishment of a Climate Change Pupil Group comprising young people from all secondary schools will enable our young people to directly inform the decision making of the Council to ensure that decisions take account of what matters to young people most. The Council has committed a budget of £150,000 to the group to further their plans and plans are underway to ensure sufficient linkage with our Champions Board.

Specific services designed to support children who are Looked After or on the edge of care have been further developed over the school session. The Champions Board is co-chaired by a Champion and a Young Person and young people who attend the Champions Board set the agenda, learn leadership skills and advocate on behalf of their peers. There is a real focus on genuine participation to ensure a move from 'doing to' to 'doing with.' The work of the group is driven through the [Champions Board Plan 2021](#).

Young People through the Champions Board requested that information was available for schools to support both staff and pupils to have a greater understanding of 'What it means to be Care Experienced'. The Virtual School Education Support Officer worked alongside a group of Care Experienced young people to create a programme for schools that will deliver on their ask. The programme is being developed to take cognisance of The Promise Change Plan, UNCRC and Angela Morgan's Review. A group of Principal Teachers of Guidance are being consulted throughout the development to ensure the programme will be deliverable in schools.

The Planning for Positive destinations meetings undertaken in all city secondary schools provide an opportunity for proactive planning for young people. The Virtual School Education Support Officer works alongside school staff, the Throughcare and

Aftercare and ACC employability teams to support the transition onto independent living and a positive destination. As of February 2022 there had been an increase of 52% in the number of young people receiving Aftercare Support from the Youth Team. There is also now a planned and structured local residential aftercare programme delivered as part of core local residential children's home support which currently supports 20 young people.

All schools offer a range of mentoring opportunities, with MCR pathways available for all those with care experience across 6 academies. There are some indications that engagement with this helps to increase school attendance and improve long term outcomes.

Language

Some of the language used to describe incidents and near misses is thought to be at odds with the language of the UNCRC and The Promise. Colleagues across the cluster are working with Health and Safety colleagues to address this whilst still meeting statutory obligations in terms of The Health and Safety Executive. It is hoped that more careful use of the language used to report near misses and incidents will help shift the narrative from 'assault' and 'violence' to trauma, dysregulation and compassion and that trauma informed language will influence reporting to various Committees.

The Education Service has been liaising with colleagues who are part of the Each and Every Child initiative. The Each and Every Child initiative aims to support people at all levels in the community to shift how they communicate when speaking about care experience, and to change how they think, feel and act in order to influence public opinion.

The Write right about Me (WRAM) project is starting to drive a decisive shift in professional writing about children and young people. The Project has listened directly to those with care experience to understand the impact of poorly chosen language on those accessing their records and is driving a change in writing about children and young people across the partnership. Learning from WRAM is being embraced by our local universities who are supporting our teachers, social workers and health staff of tomorrow to be more conscious how they frame their recordings. Plans are in place to roll out training across all schools.

Children's Rights

The Virtual School has been in place for many years now. It effectively ensures that robust education protocols are in place for Looked After Children (Individual Education Plans, Coordinated Support Plans (CSPs), timely enrolment in appropriate education provision and attendance thereafter and that any trends are identified and addressed). Support for parents, foster carers and kinship carers includes help to navigate the educational landscape, including understanding qualifications, supports and pathways. Having worked to increase the number of Looked After Children considered for a CSP last session, training has been delivered to social work colleagues to support the consideration of a CSP for all Looked After Children in other local authorities. The voice of the child or young person is captured as part of this consideration.

We would want all of our children to make use of key staff in school for support and guidance and these positive relationships are evident in most cases. However, we recognise that there are times when young people may need access to an impartial Officer and our Virtual School undertakes this function. Our Virtual School acts as an advocate for children and young people and enjoys close collaboration with the Children's Rights Service. All children and young people supported by the Right's Service are made aware of the role of the Virtual School so that they know that support is available to them if required. This ensures that the child or young person's views are heard and responded to consistently.

The Virtual School (a Tier 2 service) is central to supporting the multi-agency teams around each child with regard to their education, ensuring effective child centred planning wherever the child or young person attends school. There is evidence that the involvement of the Virtual School reduces the time spent out of education for a number of Looked After Children this year who have transitioned between local authorities and schools. As 222 of our Looked After children are educated in another local authority, this supports their journey into a positive destination. Given this high number we have begun more rigorous quality assurance of Residential Schools, which has been enhanced through the establishment of a Quality Improvement Officer (ASN), and proactive planning to welcome children and young people back to the city where appropriate to do so.

As we work to return many children and young people to the city, we recognise the need to diversify and amend ways of working to support children who are already looked after or on the edge of care. Two workshops held in June 2022 have helped develop two pilots to be implemented over school session 22/23. These two pilots will inform longer term planning and be closely aligned to our developing Family Support Model.



Keeping The Promise: The 5 priority areas – What the Education Service is doing.

Our care experienced young people are central to our decision making and many of the improvements outlined across all 4 themes within the National Improvement Framework Plan contribute to our work to keep The Promise. Where there is crossover information has not been duplicated.



Building capacity and Supporting the Workforce

A range of professional learning has been offered to build capacity in the workplace with universal engagement with the Compassionate and Connected Communities (CCC) programme key to our work to deliver on The Promise.

A Good Childhood

Our work to ensure a good childhood is outlined in our evaluation of health and wellbeing and will be further developed over session 22/23 as we develop a partnership model of Family Support.

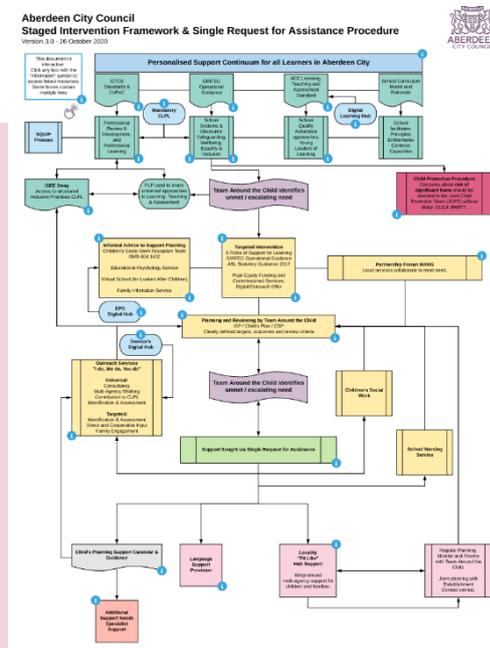
The service continues to consider how the Expansion of Early Learning and Childcare can best support vulnerable groups and improved analysis of data by groups will support our proactive planning in this area.

Planning

The service routinely monitors key measures such as attendance and exclusion of our Looked After Children and will extend this monitoring to include rigorous tracking at school level for those who are looked after or on the edge of care next session. This approach will complement the work being undertaken across our secondary schools to determine the extent to which young people are reaching their full potential through the provision of effective learning pathways for all groups. We anticipate a far broader range of pathways being in place from August 2023 and more creative and earlier engagement with families. The two pilot projects for those on the edge of care will support longer term planning.

Tracking and monitoring of data at school level is improving but will be further developed following the launch of the live data in school profiles. This will allow a seamless transition from primary to secondary and support achievement of the highest levels of attainment which are a precursor of wellbeing.

The Virtual School works closely with partners to ensure Care Experienced Young People are prioritised, barriers identified and removed. Part of this work involves supporting the planning for positive destinations meetings in the city academies, meeting with local Further Education and Higher Education leads for corporate parenting and being part of a Working group with Working Rite and ABZ works. This has involved a review of the impact of the programme, including identifying further opportunities for wider achievement along with the possible scaling up of the programme.



Whole Family Support

We recognise that supporting parents is essential and the extensive range of interventions delivered are outlined in previous sections of this evaluation. The need to design and deliver more bespoke packages of support for children and families who are on the edge of care will be taken forward through our two pilots next session.

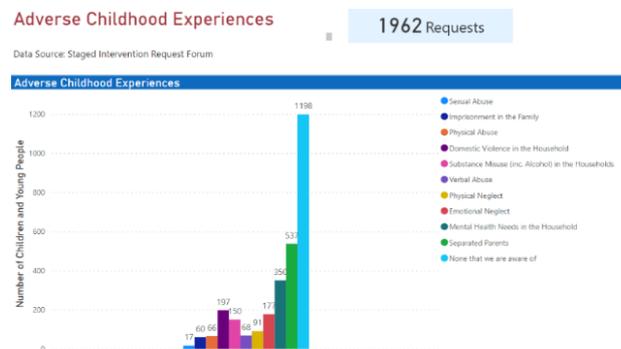
Following analysis of the effectiveness of ASN and Outreach services, the education service began transforming the management and delivery models of ASN and outreach services around 3 years ago. The development of a refreshed Staged Intervention Framework helped clarify expectations of how universal resource available in each school should be utilised prior to seeking additional and more targeted resources.

A generic request for assistance form was developed to function as a single access point for all ASN and Outreach services including the School Nursing Service, Children’s Social Work, Autism Outreach and the virtual school. This form is used by Named Persons in health and education and by partners if they wish to request a service. The data is used at three levels; at whole system level to help us determine the success of our current approaches, at category of need level to help shape thresholds and approaches and at individual pupil level to help inform individual planning for children and young people.

Each request is automatically transferred to the service being requested using an (RfA) which directs each request to a secure channel in the Request for Assistance Portal ensuring only relevant staff have access. Key staff from each service receive an email to inform them of the new request, they then access the channel to process them. This approach ensures that requests are quickly processed and the person making the referral informed of the outcome of their request.

All of the data is fed into one Power BI. Keeping this data in one place helps us to:

- identify where there are high levels of requests which may indicate either a hot spot of need or a less effective universal offer which needs to be addressed
- move resource to areas of high need and reshape internal commissioning
- identify patterns and emerging risks based on pupil or geographical characteristics)
- plan holistically to meet the needs of children and families



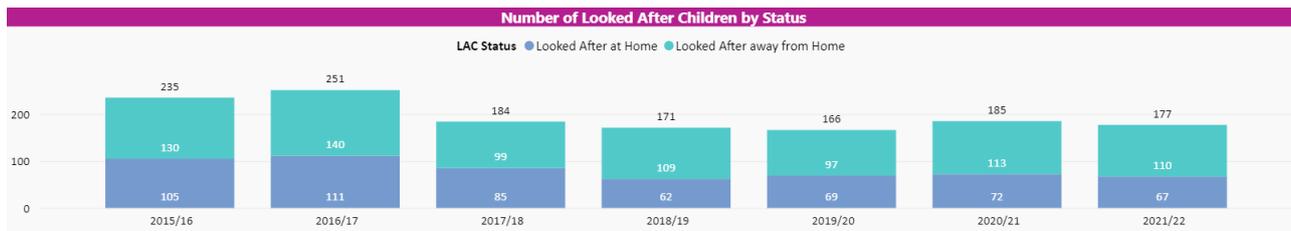
Any known Adverse Childhood Experiences (ACEs) are captured. This approach is proving helpful in identifying emerging risks. You will see in the visual that over a quarter of requests for assistance come from those who live in single parent households. As a result of this, our stronger families series has looked to address this need and the summer and Easter programmes will prioritise those from single parent households.

The system has helped transform working practices, resource allocation and our commissioning of internal services and is now being extended to include all services for children as we design our model of Family Support.



What does the data tell us about our Looked After Children?

The number of Looked after children attending city schools currently sits at 177. The number has been fairly consistent over the last 5 years.



Our schools and The Virtual School support personalised planning for individuals. As a result of this personalised approach, we have seen an increase in school attendance and reduction in unauthorised absence from school.

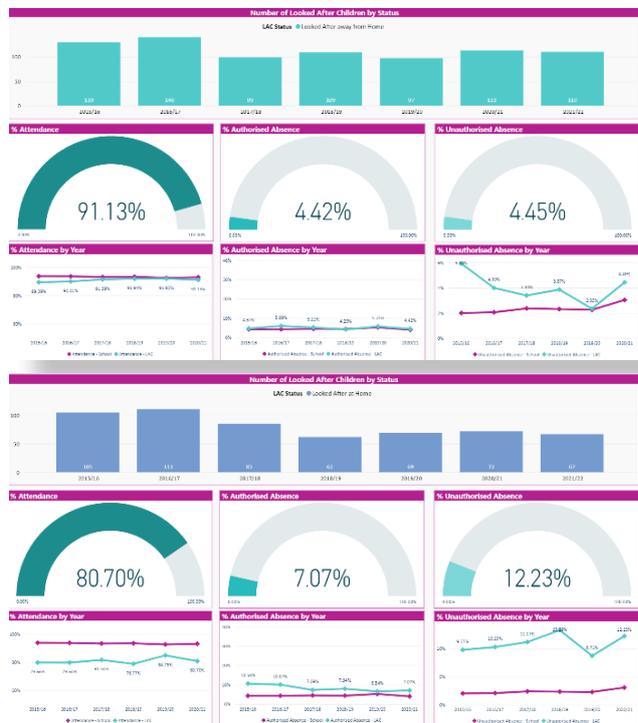
Attendance

Validated data for 2020/21 shows that children and young people who are care experienced have a mean attendance of 87.17%. This is 5% lower than the average attendance of 92.97%.

Exploring the data by group, however, highlights a contrasting picture for those who are looked after away from home compared to those who are looked after at home.

Children and young people who are Looked after away from home enjoy school attendance only one percentage point lower than their peers (91%). The attendance of those looked after at home is significantly lower at 81%.

Attendance is tracked monthly and there has been an increased focus on supporting accurate recording of attendance of our Looked After Children, some of whom have a personalised curriculum that involves support by 3rd sector partners and commissioned services. With the return to in school learning, there has been an increased drive to engage young people in the MCR Pathways programme to support attendance in school and this has helped realise an improved trend despite the general reduction in school attendance due to the COVID-19 pandemic.



Live data validates the need to focus on the attendance and achievements of those who are Looked After or in kinship care arrangements over the coming year and ensure that personalised pathways are appropriately meeting individual needs. This learning has informed the establishment of our two pilot projects across Northfield and Lochside Associated Schools Groups.



Exclusion

Exclusions have reduced steadily over the past 5 years. This is thought to be as a result of a greater focus on wellbeing in schools and of clarifying expectations and legal obligations. A small-scale audit across Education and Children’s Social Work explored in greater detail the circumstances and needs of a small group of young people who had been excluded on multiple occasions, some of whom were on the edge of care. This reinforced the close correlation between ACEs and the emotional presentation/wellbeing of the young people in school and has informed the professional learning offer delivered across the service. Considerable work has been undertaken to support wellbeing in schools but the delivery of some interventions for individuals was compromised due to the staffing shortages due to the need to self-isolate. This is likely to have compromised the impact of some personalised pathways.

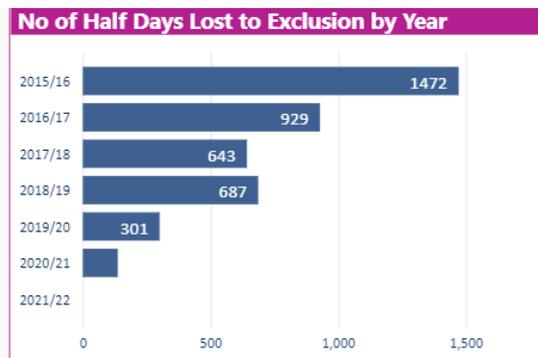
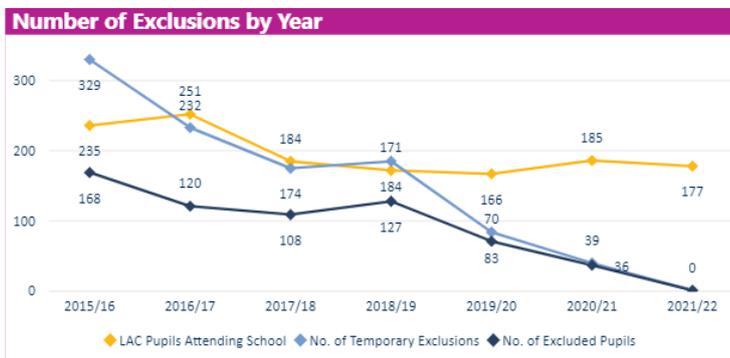
Data shows that exclusion incidents for Looked After children and young people are continuing to fall with the number of exclusion incidents for academic year 2021/22 currently sitting at 27.

The exclusion pattern for those Looked after at home now aligns with that for those who are looked after away from home. When explored further, it is evident that the children and young people had become dysregulated resulting in them presenting

with distressed behaviours that can be challenging for adults around them. It is likely that the staffing shortages in schools as a result of self-isolation have impacted on the supports available for children and young people in schools who become dysregulated.

15 Looked After children have been excluded to date this academic year with 7 of those having repeat exclusions and accounting for 16 of the 27 total incidents. 7 of the children are Looked After away from home and 8 are Looked After at home. Secondary pupils account for 78% of the exclusions. The development of ABZ Campus should help address this.

It was also noted that 11 of the 27 incidents from across the year occurred in March. The build up to the holiday months can be particularly challenging for Looked After Children, there is a need to take proactive action to address this obvious rise in anxiety in future and this will be considered and planned for as we reshape the approach taken by the Virtual School and run two pilots across two Associated Schools Groups to explore new delivery models of the Virtual School. It is hoped that a year round model of delivery will help prevent peaks of dysregulation.



Attainment at CFE

Curriculum for Excellence levels shows a continued gap in attainment between those with care experience and their peers in keeping with the national picture. The challenge in analysing data for Looked After children remains that there are small numbers in each cohort which means that a single child can have a significant impact on the percentages calculated. To give a sense of the variation in numbers, the number of P1,4 and 7 pupils for whom ACEL data would be collected, has ranged from 29 to 42 over the last two years. Given the small numbers in the cohort, accurate 'value added' can only be effectively calculated every 4 years by looking at the progress of individual children.

In general terms, ACEL data for those with care experience mirrors the wider city trend and saw a decrease over session 2020/21. Levels for 2021/22 looks set to exceed pre-pandemic levels in writing and numeracy. Reading and listening & talking look to be recovering to within <5% of the baseline percentage.

It is well documented that looked after and care experienced young people have a range of needs, strengths and vulnerabilities. Whilst their circumstances vary, most have experienced some form of difficulty in their lives. Many of these young people have experienced multiple, serious adversities, which may include socio-economic disadvantage, parental drug and alcohol misuse, and domestic violence. They can live in chaotic households and may experience more uncertainty

about where and who they live with which may make it difficult to study at home, complete assignments or homework. They are significantly more likely to have physical health conditions, poorer mental health (even when poverty and disadvantage are accounted for), emotional difficulties, and face multiple barriers when it comes to addressing such difficulties, all of which may have an impact on school attendance. Much of this was further impacted upon during the pandemic and it can be seen from the data that for each ACEL area, the trend across the 3 years for Looked After Children reflects the pattern for both those in SIMD 1 and for those with ASN.

Of those who were Looked After at the point of census whose data is captured here, 9% are no longer Looked after and there is recognition that there needs to be an increased focus on our care experienced learners as their needs are enduring beyond their time in care. Moving forward into 2022/23, there will be a broadened focus on supporting those who are previously Looked After to ensure interventions continue to be in place to meet their needs and on those at risk of being accommodated or 'on the edge of care'.

74% of the learners in the cohort attend schools in 3 of the city's Associated School Groups (Northfield, Lochside and St Machar). This data has informed the location of our two pilots which will see changes in working practices for our Virtual School and other colleagues across the Council and wider Community Planning Partnership.

Senior Phase attainment

Despite city wide initial leaver destinations data for 20/21 being the highest ever recorded in the city, those who are Looked After achieved below the virtual comparator. Although there remains a gap between the percentage of Looked after Children achieving a positive destination in Aberdeen City and the Virtual Comparator, this is the highest percentage achieved over the past 7 years and there is evidence of sustained improvement. There is a need to continue to focus on this area with a range of partners including Further and Higher Education in order to ensure that our looked after children consistently achieve a positive destination.

For the 2020/21 cohort, 4 young people did not move into a positive destination (are Looked after at home and 2 are Looked After away from home). All 4 had a high level of complex need with 2 of the young people continuing to require a high level of support from the Virtual School and internal and external partners.

Although there is evidence of sustained improvement, there is a need to broaden the range of curriculum pathways available to children and young people. This area will be a key focus in 2022/23 through the development of ABZ Campus with a workstream focussed on the needs of those who are care experienced.

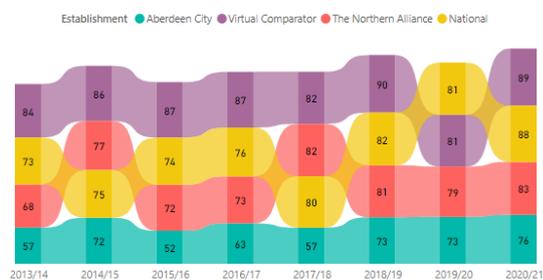
As more children are moved from out of Authority placements to being looked after at home, there is a need to amend our arrangements for supporting those who are Looked After or on the edge of care. All schools will be asked to scrutinise the performance of this group and work collaboratively across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

The percentage gap between Looked After children and the city population achieving 4 or more qualifications at SCQF level 3 has increased in 2020/21. Those Looked After at home have performed better than in the previous years.

In order to ensure our Looked After Children consistently achieve, there needs to be a focus on developing personalised curriculums that meet their needs and provides the opportunity to engage in a breadth of subjects. This will be partially realised by the Virtual School working on-site in two Associated Schools Groups to help work with school staff and multi-agency partners to build the curriculum offer most likely to realise improvement across key measures and partially through our work to develop ABZ Campus. In the short term there is evidence that some personalised pathways could be improved, and the quality assurance of personalised pathways will be undertaken more routinely from August 2022.

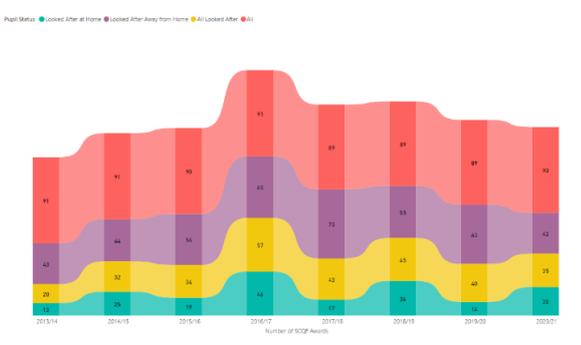
Looked after children, and those on the edge of care, will be a key focus over school session 22/23.

% of All Looked After Leavers in Positive Destinations



For the 2020/21 cohort, 4 young people did not move into a positive destination (are Looked after at home and 2 are Looked After away from home). All 4 had a high level of complex need with 2 of the young people continuing to require a high level of support from the Virtual School and internal and external partners.

% of Leavers Achieving SCQF Awards, Aberdeen City



Conclusion

The education service continues to help drive the improvements outlined in the Local Outcome Improvement Plan (LOIP), the associated Children's Service Plan, the Child Poverty Action Plan as well as reflecting on the improvements detailed in the Aberdeen City Council National Improvement Framework Plan. As we move back into 'business as usual' there is a need to reduce the number of areas for improvement in order to address some of the issues emerging from the data and accelerate work in these areas in closer collaboration with colleagues in school.

Priorities for improvement, based on the findings of this evaluation include:

- a review of the Anti-bullying policy
- continued development of pupil and parental participation
- further development of inclusive practice through the adoption of the Circle Framework in light of the increase in the number of children and young people being identified as having additional support needs (including early communication needs) to ensure needs are met in keeping with The Promise, the UNCRC and our Accessibility Plan
- increased scrutiny of the progress of our Looked After children at home and use of resource to improve outcomes for this group

- increased scrutiny of the performance of the 6 groups identified in the Child Poverty Action Plan as being impacted by poverty as well as those with protected characteristics and better tracking and sharing of impact data to help spread emerging best practice
- curriculum alignment and expansion of learning pathways including work to improve computer science with the newly established Aberdeen Computing Collaborative, enterprise skills in keeping with our Pathfinder work and improved learning transitions from primary to secondary
- review of the impact of universal and targeted supports for wellbeing in light of pupil surveys and inform the Partnership development of a model of Family Support
- continue to improve the quality of learning, teaching and assessment including the provision of appropriate levels of differentiation, pace and challenge based on more robust tracking data



Raising Attainment Stretch aims and year targets (inclusive of closing the gap measures)

Stretch aims have been set to reflect the uncertain nature of the increasing roll, including an estimated 5% increase in non-UK nationals by the end of September 2022.

Our targets for 2022/23 reflect the progress made and potential for improvement as we continue recovery from the pandemic and have not taken into account an increase in roll at this stage to ensure that we remain aspirational. Targets will be reviewed on a yearly basis.

Core Quality Indicators

Work to develop leadership is on-going and will help us improve evaluations of Q1.3 (leadership of change).

Stretch Aim – 85% of all schools will self-evaluate Q1.3 Leadership of Change at good or better by 2026

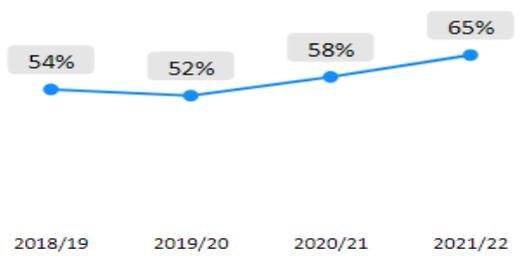
Target for 2022/23 – 75% if schools will self-evaluate Q1.3 Leadership of Change at good or better by the end of school session 22/23.

The quality of learning, teaching and assessment continues to be an area of focus given the inextricable links between the quality of provision and attainment and participation data. On-going work will help us improve evaluations of QI 2.3 (learning, teaching and assessment)

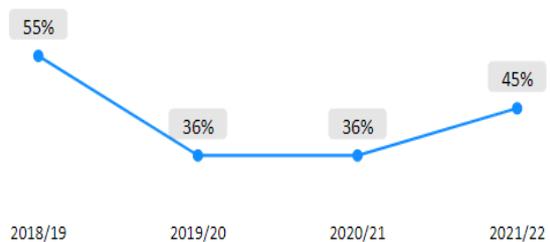
Stretch Aim – 80% of our schools will self-evaluate QI2.3 Learning, Teaching and Assessment at good or better by 2026

Target for 2022/23 – 55% of our schools will self-evaluate QI2.3 Learning, Teaching and Assessment at good or better by the end of school session 22/23

QI 1.3 - Leadership of Change: % Schools Evaluated at 'Good' or Above



QI 2.3 - L, T & A: % Schools Evidencing Good or above



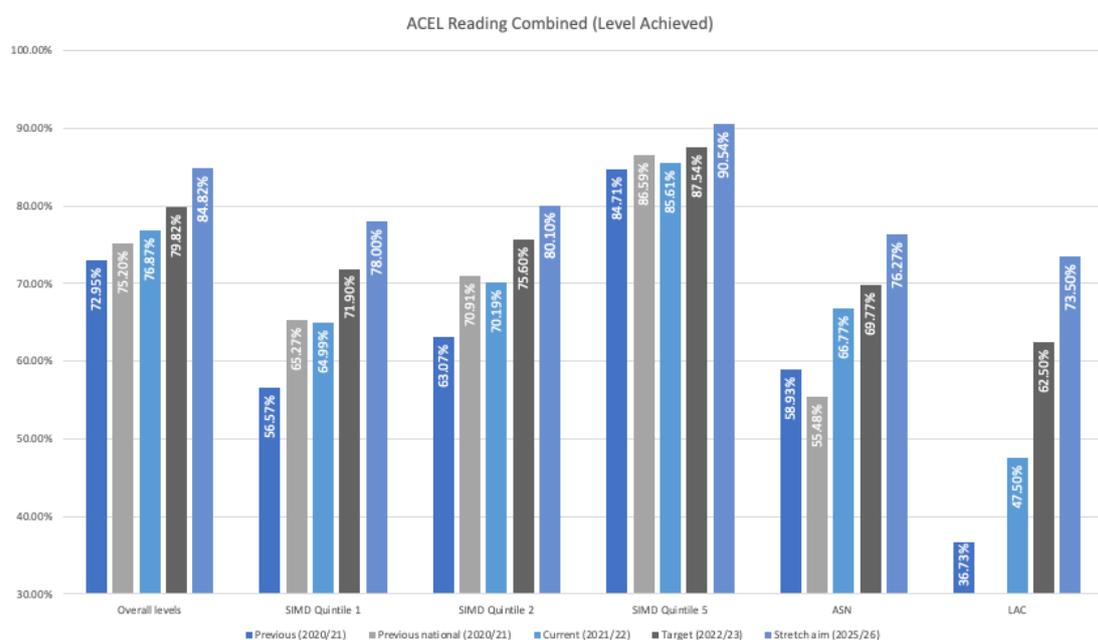
Curriculum for Excellence data (ACEL)

Tracking data for 20/21 looks to be now largely in keeping with pre-pandemic levels. It is now important to improve from this position as we head into a school session which will more closely resemble pre pandemic school sessions. Stretch aims and targets for individual groups are included in the graphs below.

ACEL Reading

Stretch Aim – 84% of learners will achieve predicted levels by 2026

Target for 2022/23 – 79% of learners will achieve predicted levels by the end of school session 22/23



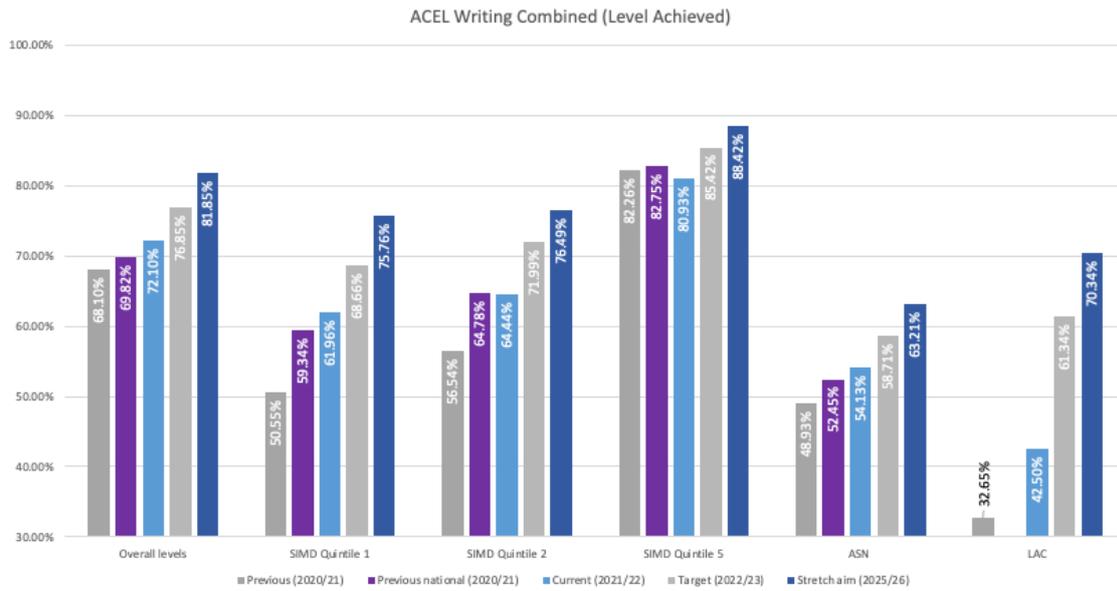
ACEL P1, P4, P7 Reading Combined

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current level (2020/21)	72.95%	56.57%	63.07%	84.71%	28.14%	58.93%	36.73%
National (2020/21)	75.20%	65.27%	70.91%	86.59%	21.32%	55.48%	
Forecast (2021/22)	76.87%	64.99%	70.19%	85.61%	20.62%	66.77%	47.50%
Target to be achieved over 2022/23	79.82%	71.90%	75.60%	87.54%	15.64%	69.77%	62.50%
Improvement (percentage point) for 22/23	2.95%	6.91%	5.41%	1.93%	-4.98%	3.00%	15.00%
Stretch aim to be achieved by 2025/26	84.82%	78.00%	80.10%	90.54%	12.54%	76.27%	73.50%

ACEL Writing

Stretch Aim – 81% of learners will achieve predicted levels by 2026

Target for 2022/23 – 76% of learners will achieve predicted levels by the end of school session 22/23



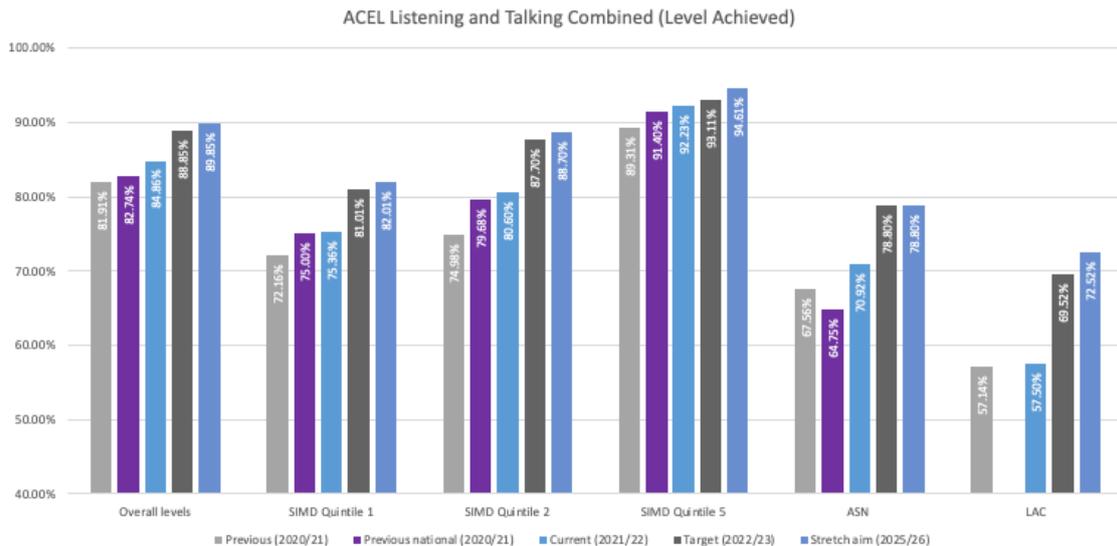
ACEL P1, P4, P7 Writing Combined

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current (2020/21)	68.10%	50.55%	56.54%	82.26%	31.71%	48.93%	32.65%
Current national (2020/21)	69.82%	59.34%	64.78%	82.75%	23.41%	52.45%	
Forecast (2021/22)	72.10%	61.96%	64.44%	80.93%	18.97%	54.13%	42.50%
Target to be achieved 2022/23	76.85%	68.66%	71.99%	85.42%	16.76%	58.71%	61.34%
Improvement (percentage point) for 22/23	4.75%	6.70%	7.55%	4.49%	-2.21%	4.58%	18.84%
Stretch aim to be achieved by 2025/26	81.85%	75.76%	76.49%	88.42%	12.66%	63.21%	70.34%

ACEL Listening and Talking

Stretch Aim – 89% of learners will achieve predicted levels by 2026

Target for 2022/23 – 88% of learners will achieve predicted levels by the end of school session 22/23



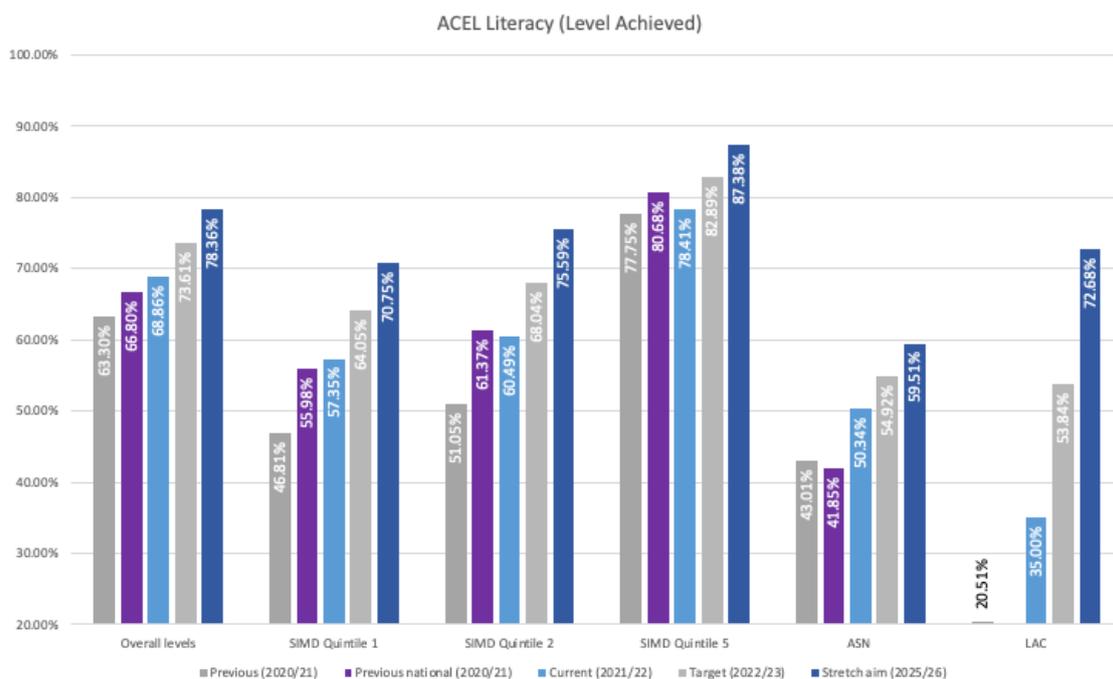
ACEL P1, P4, P7 Listening and Talking Combined

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current (2020/21)	81.91%	72.16%	74.98%	89.31%	17.15%	67.56%	57.14%
Current national (2020/21)	82.74%	75.00%	79.68%	91.40%	16.40%	64.75%	
Forecast (2021/22)	84.86%	75.36%	80.60%	92.23%	16.87%	70.92%	57.50%
Target to be achieved 2022/23	88.85%	81.01%	87.70%	93.11%	12.10%	78.80%	69.52%
Improvement (percentage point) for 22/23	3.99%	5.65%	7.10%	0.88%	-4.77%	7.88%	12.02%
Stretch aim to be achieved by 2025/26	89.85%	82.01%	88.70%	94.61%	9.60%	78.80%	72.52%

ACEL Literacy Combined

Stretch Aim – 78% of learners will achieve predicted levels by 2026

Target for 2022/23 – 73% of learners will achieve predicted levels by the end of school session 22/23



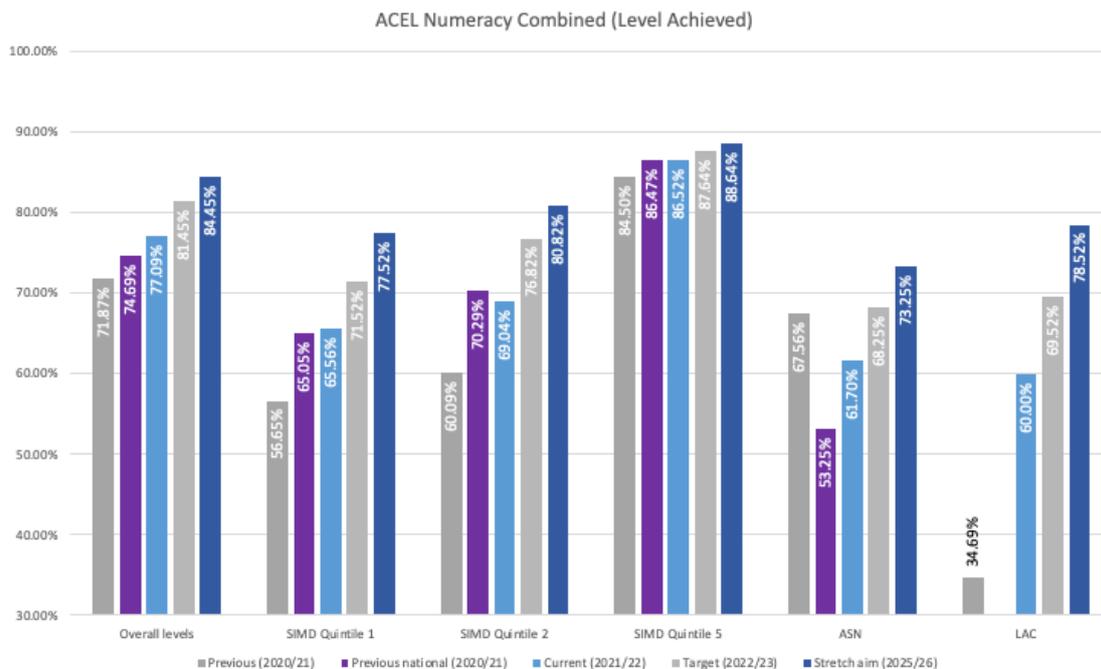
ACEL P1, P4, P7 Literacy

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Previous (2020/21)	63.30%	46.81%	51.05%	77.75%	30.93%	43.01%	20.51%
Previous national (2020/21)	66.80%	55.98%	61.37%	80.68%	24.70%	41.85%	
Current (2021/22)	68.86%	57.35%	60.49%	78.41%	21.06%	50.34%	35.00%
Target to be achieved 2022/23	73.61%	64.05%	68.04%	82.89%	18.84%	54.92%	53.84%
Improvement (percentage point) for 22/23	4.75%	6.70%	7.55%	4.49%	-2.21%	4.58%	18.84%
Stretch aim to be achieved by 2025/26	78.36%	70.75%	75.59%	87.38%	16.63%	59.51%	72.68%

ACEL Numeracy

Stretch Aim – 84% of learners will achieve predicted levels by 2026

Target for 2022/23 – 81% of learners will achieve predicted levels by the end of school session 22/23



ACEL P1, P4, P7 Numeracy Combined

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Previous (2020/21)	71.85%	56.57%	60.03%	84.52%	27.95%	54.13%	34.69%
Previous national (2020/21)	74.69%	65.05%	70.29%	86.47%	21.42%	53.25%	
Current (2021/22)	77.09%	65.56%	69.04%	86.52%	20.96%	61.70%	60.00%
Target be achieved 2022/23	81.45%	71.52%	76.82%	87.64%	16.12%	68.25%	69.52%
Improvement (percentage point)	4.36%	5.96%	7.78%	1.12%	-4.84%	6.55%	9.52%
Stretch aim to be achieved by 2025/26	84.45%	77.52%	80.82%	88.64%	11.12%	73.25%	78.52%

Health and Wellbeing Stretch aims and year target (inclusive of closing the gap measures)

Stretch aims have been set to reflect the uncertain nature of the increasing roll, including an estimated 5% increase in non-UK nationals by the end of September 2022.

Our targets for 2022/23 reflect the progress made and potential for improvement as we continue recovery from the pandemic and have not taken into account an increase in roll at this stage to ensure that we remain aspirational. Targets will be reviewed on a yearly basis.

Core Quality Indicators

Gradings for QI 3.1 have been improving over the last 4 years.

Stretch Aim - 100% of schools will evaluate QI 3.1 at good or better by 2026

Target for 2022/23 - 85% of schools will evaluate QI 3.1 at good or better by the end of school session 22/23

QI 3.1 - Wellbeing, Equality and Inclusion: % Schools Evaluating Good/Very Good



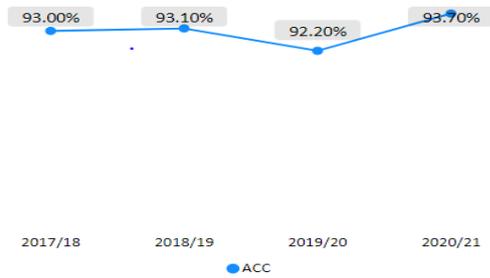
Attendance and exclusion

Effective risk assessments have helped maintain pupil levels of attendance at school although this could be further improved by focussing on the effectiveness of approaches at school level.

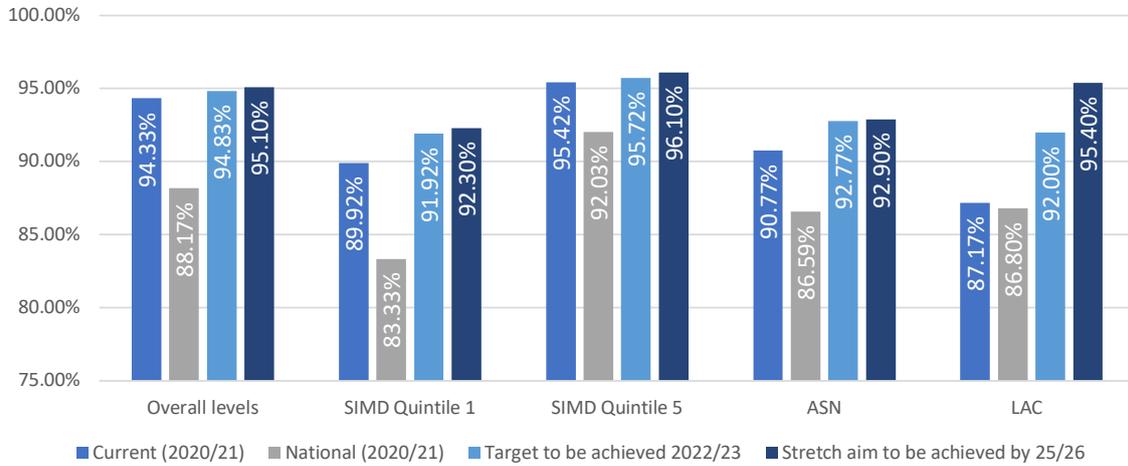
Stretch Aim - 95% of all children and young people will attend school regularly by 2026

Target for 2022/23 - 94.8% of all children and young people will attend school regularly by the end of school session 22/23

Percentage Attendance (citywide) over time



%Attendance All Schools (schools open)

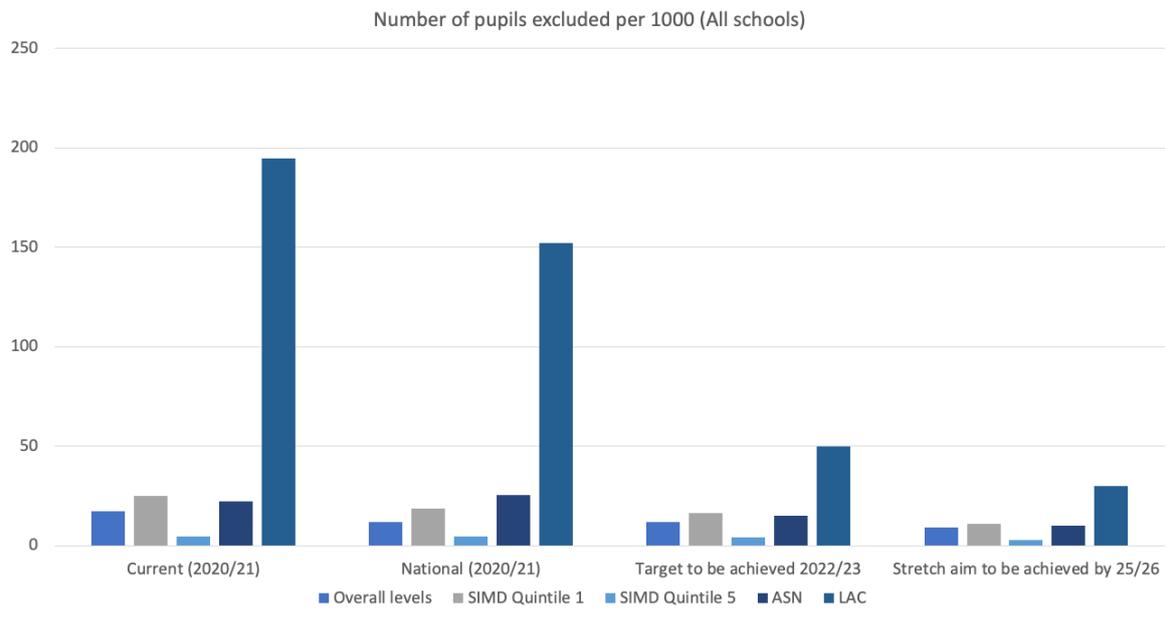


%Attendance All Schools (schools open)

	Overall levels	SIMD Quintile 1	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current (2020/21)	94.33%	89.92%	95.42%	5.50%	90.77%	87.17%
National (2020/21)	88.17%	83.33%	92.03%	8.70%	86.59%	86.8%*
Target to be achieved 2022/23	94.83%	91.92%	95.72%	3.80%	92.77%	92.00%
Improvement (percentage point)	0.50%	2.00%	0.30%	1.70%	2.00%	4.83%
Stretch aim to be achieved by 25/26	95.10%	92.30%	96.10%	3.80%	92.90%	95.40%

*Most recent national data 2018/2019





Number of pupils excluded per 1000 pupils (all schools)

	Overall levels	SIMD Quintile 1	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current (2020/21)	17.2	25.1	4.7	20.4	22.4	194.59
National (2020/21)	11.9	18.8	4.8	14.0	25.5	152.0*
Target to be achieved 2022/23	12	16.5	4	12.5	15	50
Improvement (percentage point)	30%	34%	15%	39%	33%	74%
Stretch aim to be achieved by 25/26	9	11	3	8	10	30

*Most recent national data 2018/2019

Positive Destinations Stretch aims and year target (inclusive of closing the gap measures)

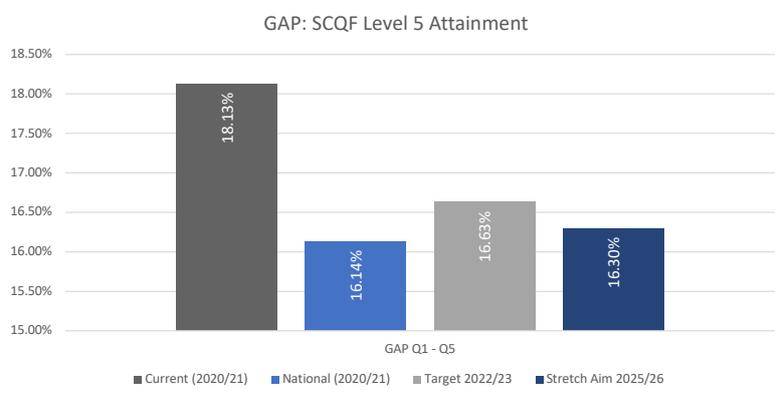
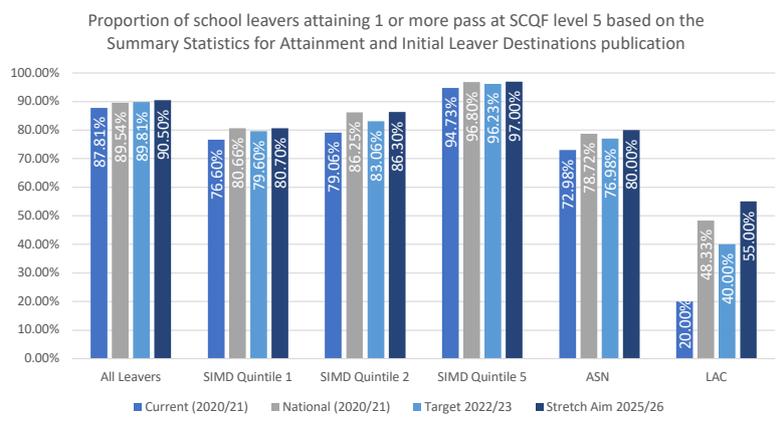
Stretch aims have been set to reflect the uncertain nature of the increasing roll, including an estimated 5% increase in non-UK nationals by the end of September 2022.

Our targets for 2022/23 reflect the progress made and potential for improvement as we continue recovery from the pandemic and have not taken into account an increase in roll at this stage to ensure that we remain aspirational. Targets will be reviewed on a yearly basis.

School Leaver data

Stretch Aim – 90% of all young people will attain 1 or more pass at SCQF Level 5 by 2026

Target for 2022/23 – 89% of young people will attain 1 or more pass at SCQF Level 5 by the end of 22/23.

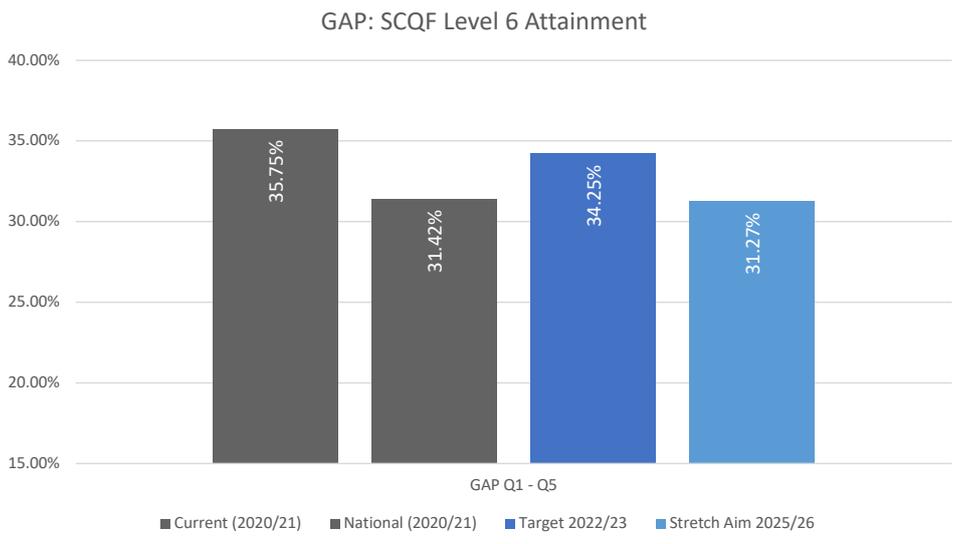
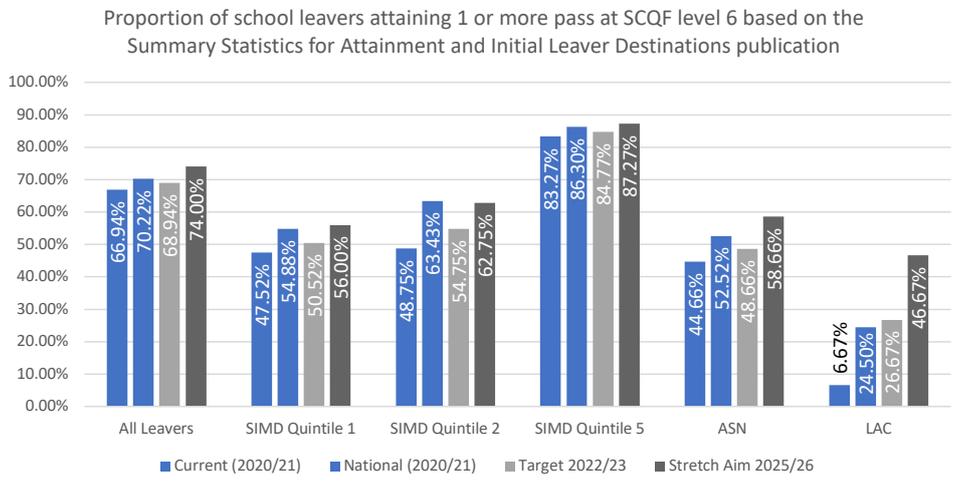


Proportion of school leavers attaining 1 or more pass at SCQF level 5 based on the Summary Statistics for Attainment and Initial Leaver Destinations publication

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC*
Previous (2020/21)	87.81%	76.60%	79.06%	94.73%	18.13%	72.98%	20.00%
National (2020/21)	89.54%	80.66%	86.25%	96.80%	16.14%	78.72%	48.33%
Target to be achieved 2022/23	89.81%	79.60%	83.06%	96.23%	16.63%	76.98%	40.00%
Improvement (percentage points)	2.00%	3.00%	4.00%	1.50%	-1.50%	4.00%	20.00%
Stretch Aim to be achieved by 25/26	90.50%	80.70%	84.50%	97.00%	16.30%	80.00%	55.00%

Stretch Aim – 74% of all young people will attain 1 or more pass at SCQF Level 6 by 2026

Target for 2022/23 – 68% of young people will attain 1 or more pass at SCQF Level 6 by the end of 22/23.



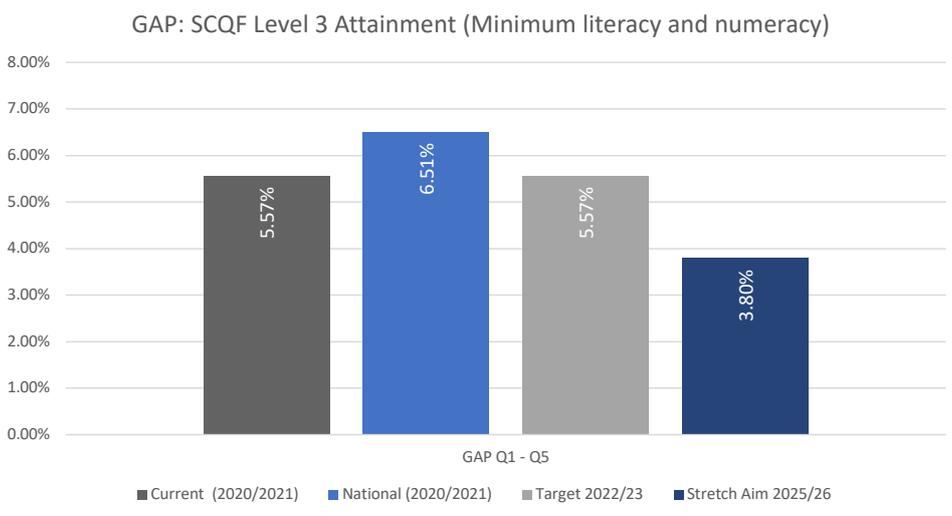
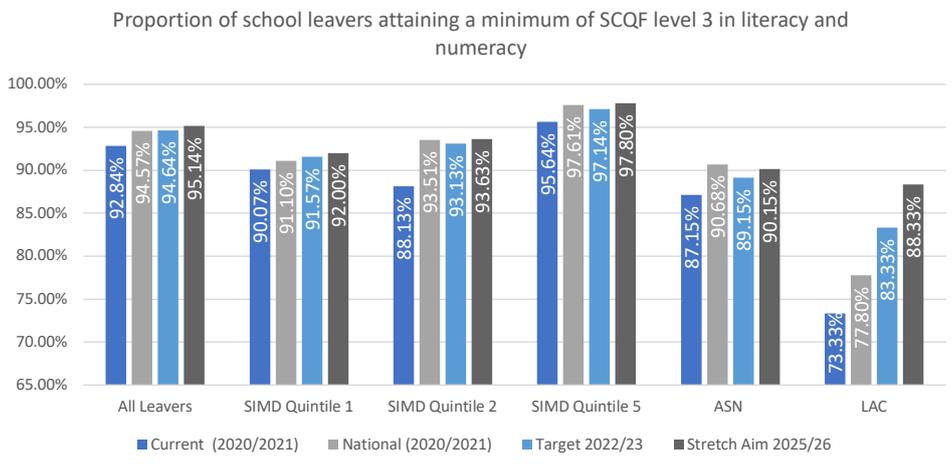
Proportion of school leavers attaining 1 or more pass at SCQF level 6 based on the Summary Statistics for Attainment and Initial Leaver Destinations publication

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC*
Previous (2020/21)	66.94%	47.52%	48.75%	83.27%	35.75%	44.66%	6.67%
National (2020/21)	70.22%	54.88%	63.43%	86.30%	31.42%	52.52%	24.50%
Target to be achieved 2022/23	68.94%	50.52%	54.75%	84.77%	34.25%	48.66%	26.67%
Improvement (percentage points)	2.00%	3.00%	6.00%	1.50%	-1.50%	4.00%	20.00%
Stretch Aim to be achieved by 25/26	74.00%	56.00%	62.75%	87.27%	31.27%	58.66%	46.67%

*1 looked after child achieved SCQF level 6 in cohort of 15 leavers.

Stretch Aim – 95% of all young people will attain a minimum of SCQF Level 3 in literacy and numeracy by 2026

Target for 2022/23 – 94% of young people will attain a minimum of SCQF Level 3 in literacy and numeracy by the end of school session 22/23

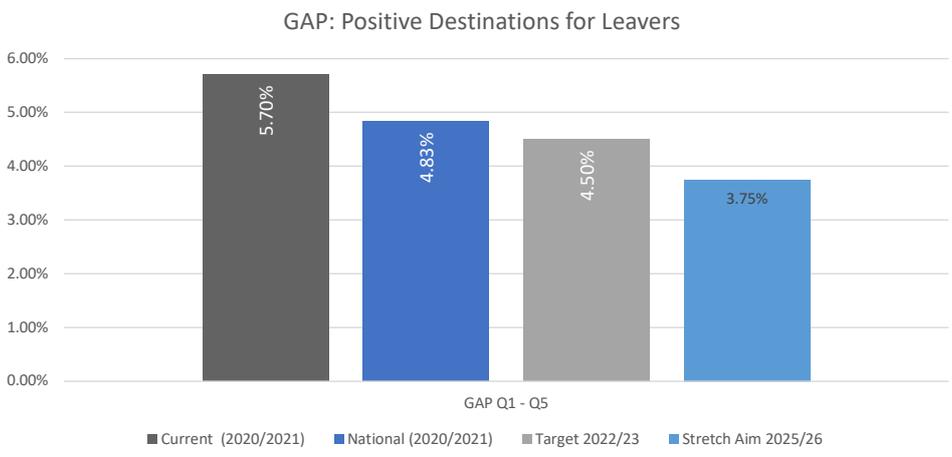
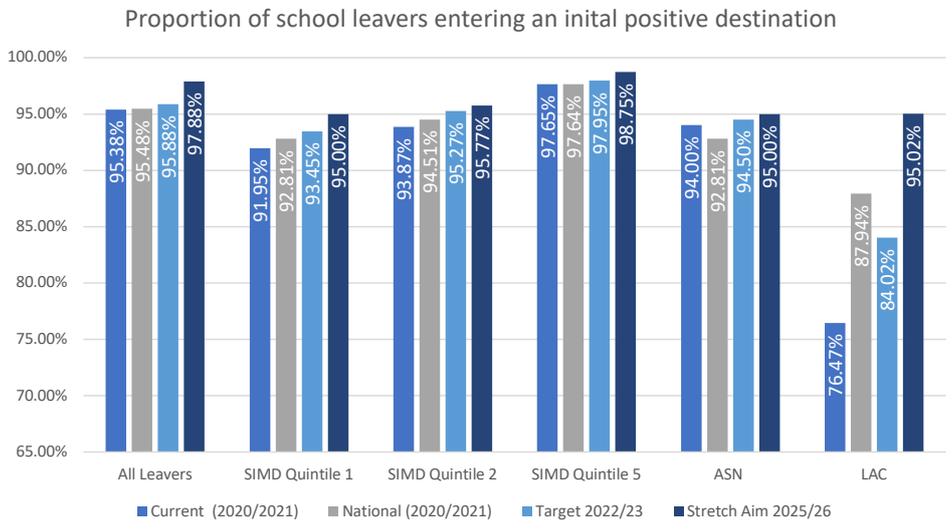


Proportion of school leavers attaining a minimum of SCQF level 3 in literacy and numeracy

	All Leavers	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current level (2021/22)	92.84%	90.07%	88.13%	95.64%	5.57%	87.15%	73.33%
National (2021/22)	94.57%	91.10%	93.51%	97.61%	6.51%	90.68%	77.80%
Target 2022/23	94.64%	91.57%	93.13%	97.14%	5.57%	89.15%	83.33%
% Increase	1.80%	1.50%	5.00%	1.50%	0.00%	2.00%	10.00%
Stretch Aim 2025/26	95.14%	92.00%	93.63%	97.80%	3.80%	90.15%	88.33%

Stretch Aim – 97% of all young people will enter an initial positive destination 2026

Target for 2022/23 – 95% of young people will enter an initial positive destination by the end of school session 22/23



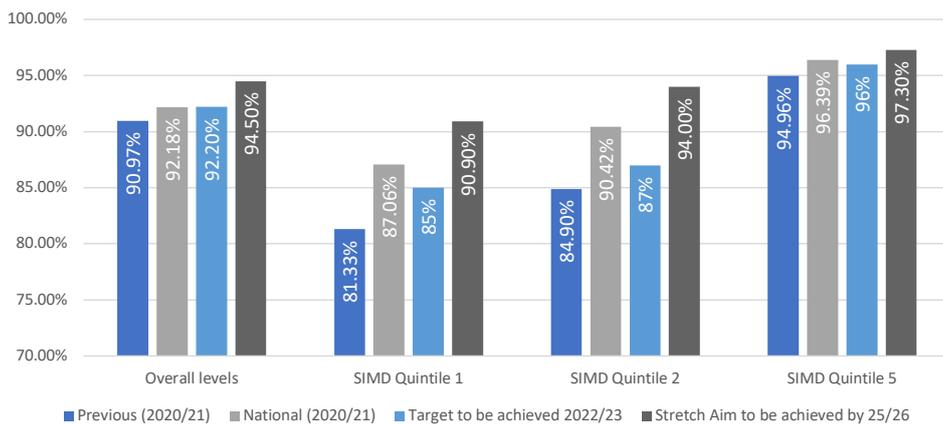
Proportion of school leavers leaving to a positive destination

	All Leavers	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5	ASN	LAC
Current (2020/2021)	95.38%	91.95%	93.87%	97.65%	5.70%	94.00%	76.47%
National (2020/2021)	95.48%	92.81%	94.51%	97.64%	4.83%	92.81%	87.94%
Target 2022/23	95.88%	93.45%	95.27%	97.95%	4.50%	94.50%	84.02%
% Increase	0.50%	1.50%	1.40%	0.30%	-1.20%	0.50%	7.55%
Stretch Aim 2025/26	97.88%	95.00%	95.77%	98.75%	3.75%	95.00%	95.02%

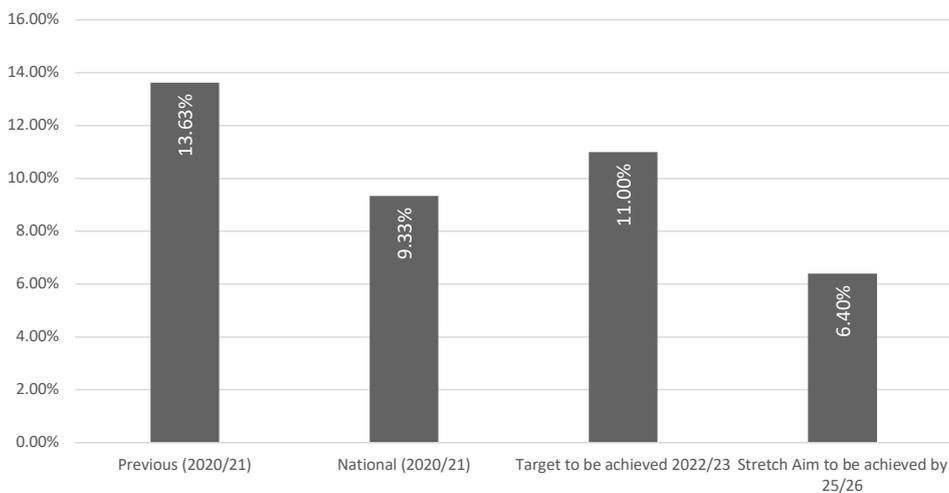
Stretch Aim – 94% of all young people will be participating in education, employment or training by 2026.

Target for 2022/23 – 92% of young people will be participating in education, employment or training by the end of school session 22/23.

Proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland



GAP Q1 - Q5 in Participation



Percentage participation of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland by 2026

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5
Previous (2020/21)	90.97%	81.33%	84.90%	94.96%	13.63%
National (2020/21)	92.18%	87.06%	90.42%	96.39%	9.33%
Target to be achieved 2022/23	92.20%	85%	87%	96%	11.00%
Improvement (percentage points)	1.23%	3.67%	2.10%	1.04%	-2.63%
Stretch Aim to be achieved by 25/26	94.50%	90.90%	94.00%	97.30%	6.40%