

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	8 November 2022
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	2021-22 Attainment and Achievement Data Performance Report
REPORT NUMBER	CUS/22/240
DIRECTOR	Angela Scott (Chief Executive)
CHIEF OFFICER	Eleanor Sheppard and Martin Murchie
REPORT AUTHOR	Shona Milne, Mark Jones and Alex Paterson
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 To provide Elected Members with oversight of 2021-22 Senior Phase data, Curriculum for Excellence (CfE) outcomes, and current in year progress towards the targets outlined in the Aberdeen City Council National Improvement Framework Plan 2022/23.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 notes the content of this report presenting the 2021-22 pre-review Scottish Qualifications Authority (SQA) and Insight Tool outcomes, provisional Curriculum for Excellence data for the same period and live attendance and exclusion data;
- 2.2 notes the content of Appendix A, outlining the progress of actions supporting delivery of the National Improvement Framework Plan 2022/23; and
- 2.3 provides comment on the approach taken to presenting the live data within the report to inform future reporting styles.

3. CURRENT SITUATION

3.1 Data Availability

- 3.1.1 Education data sets are released and validated at various points over a school year. Despite this, careful on-going analysis of live data helps the service identify and address potential issues in real time over a school session. In order to give Members full oversight of in year progress, live Curriculum for Excellence, attendance and exclusion data is included in this report. Members should note that there will be considerable movement as children make progress through the curriculum over the school year and that changes are also likely in validated attendance and exclusions data which could be statistically significant.

- 3.1.2 Scottish Qualifications Agency (SQA) data is released in August. The data shared in this report is pre-appeal data and slight changes are to be anticipated by the end of December when the final validated post appeal data is published. The first release of Insight data is available in late September. This first Insight release provides details on the achievement of young people in a wider range of vocational qualifications which are not awarded by SQA and helps give a sense of the total achievement of young people.
- 3.1.3 The range of different operating models and assessment methodologies over the last few years has impacted negatively on the validity of trend data. On this basis both Senior Phase and Curriculum for Excellence (CfE) data is most helpfully compared with 2018/19 data as 2018/19 was the last year in which a comparable exam diet and full CfE P1-S3 evaluations were held.
- 3.1.4 Narrative observations contained within this report are based on statistically significant data movements highlighting where variations potentially represent a material change out with the influence of differing cohort sizes and profiles. This approach is utilised to aid Officers and Elected Members to determine areas which would benefit from greater professional scrutiny.

3.2. Data Influences and Limitations

- 3.2.1 Care must be taken when comparing the attainment of cohorts over the past three years and when comparing these years to the attainment of earlier cohorts due to the changes in operating models put in place as a result of the coronavirus (COVID-19) pandemic. Members should note the considerable increase in school roll across Aberdeen City which will also have influenced the data.

Table 1.

Census date	Total number of pupils	Primary	Secondary
Sept '22 ¹	25,158	14,577	10,441
Sept '21	24,260	14,084	10,041
Sept '20	23,695	13,963	9,596
Sept '19	23,156	13,915	9,106

- 3.2.2 Destinations figures reflect both choices made by pupils, as well as the opportunities available to them upon leaving school. The availability of particular opportunities (employment opportunities, for example) may have been directly affected by the coronavirus (COVID-19) pandemic.
- 3.2.3 SQA, CfE and Insight data uses SIMD 2020 based data for academic years 2020/21 onwards which is not comparable with earlier years. On this basis, an additional element of caution requires to be exercised in direct comparisons with the 2018-19 baselines provided.

3.3 Progress towards Targets and Stretch Aims - Pre-Appeal SQA and Insight data

- 3.3.1 There has been a considerable rise in the number of young people in our schools. 4,140 young people were presented for SQA awards this year compared to 3,495 in 2019. As a result of this rise in pupil numbers there was a corresponding rise in presentations from 16,243 in 2019 to 20,152 in 2022.

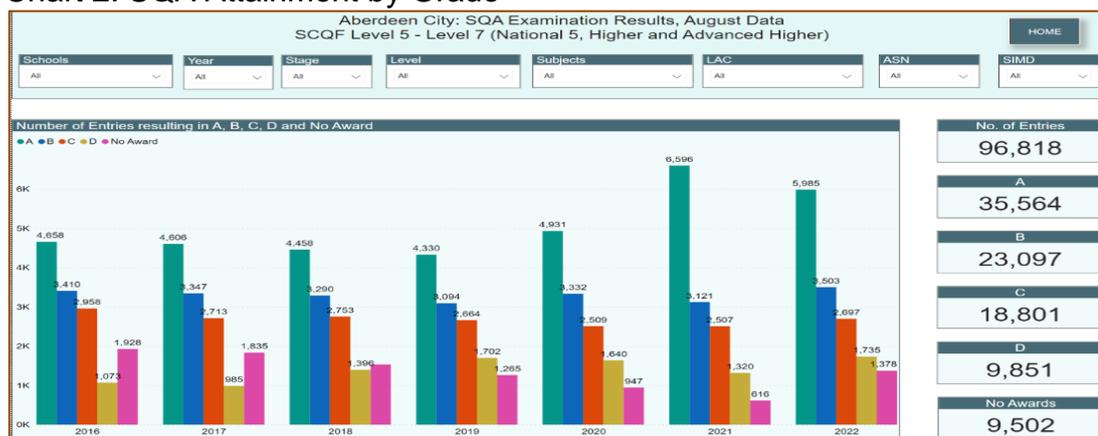
- 3.3.2 There is a rise in the number of presentations for SQA awards per pupil from 4.65 per pupil in 2019 to 4.87 per pupil in 2022. This rise is statistically significant and suggests that schools are encouraging young people to be more ambitious
- 3.3.3 The pass rate (A-C) for all (ungraded and graded) SQA courses is **81.08%** in **2022**. This is over 1.5% higher than in 2019 and suggests that some of the harms associated with the pandemic have been well mitigated.

Chart 1. SQA Attainment



- 3.2.4 There is clear evidence that improvement in the quality of SQA grades experienced over the last few years has been maintained. This will be as a result of changes to grade boundaries but will also be attributable to how hard staff and young people have worked over the last year. The ability of the service to keep schools open over the last 12 months will also have impacted positively. Young people are now far more likely to secure an A grade than they were previously, and initial review of national data suggests that Aberdeen City compares favourably with others.

Chart 2. SQA Attainment by Grade



3.3 Level 5: National Courses - National 5, All Stages

- 3.3.1 National 5 courses (SCQF Level 5) were introduced in 2014. National 5 courses require the attainment of a number of SQA quality assured internally assessed units and a course assessment which, in most cases, will be externally assessed through an examination and/or coursework.

3.3.2 National 5 courses are all graded A, B, C or D and 'No Award'; grades A to C indicate a pass and grade D indicates an achievement at SCQF Level 5.

Chart 3. SQA National 5 Attainment by Grade



3.3.3 There is an encouraging trend at National 5 with 2022 attainment exceeding that of 2019 and a positive trend in the number of entries. ACC Attainment at Nat 5 (79.5%) is statistically in line with the national pass rate of 80.8%

3.3.4 The ACC attainment rate at National 5 is the highest recorded under an exam diet. Of note also is that there are less 'no awards' than in 2019. This change is deemed to be statistically significant.

3.3.5 There is clear evidence that more young people are being presented for National 5 awards. This is extremely encouraging with the proportionate increase in presentations higher than the proportionate increase in pupil population. This indicates higher aspiration for young people in schools.

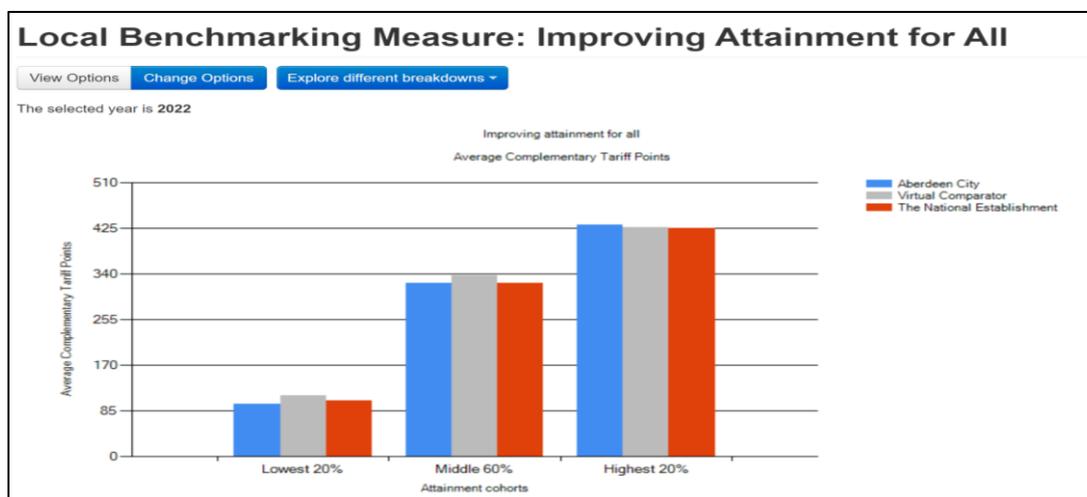
3.3.6 Pupils from across S1 to S6 were presented for a National 5 award with the highest number of entries from those in S4. There were more entries from S3 pupils than ever before with 31 passes achieved by young people in S3 (100% pass rate). This suggests an improvement in pace and challenge for those who are ready in advance of S4 but also indicates a need to explore when schools present these achievements as courses recognised by SQA before S4 do not 'count' towards school attainment.

3.3.7 The Insight Tool was released in late September. This tool allows Officers to look at the broader range of Level 5 qualifications which do not rely on one single high stakes examination. These courses are National Progression Awards and Skills for Work courses and provide breadth that doesn't exist in traditional national qualification subjects such as *Applied Sciences*, *Cyber Security*, *Web Design* and *Business & Marketing*.

3.3.8 The Insight Tool offers a chance to review results converted into Tariff Points, but with an allowance applied to take account of differing curriculum models where a young person may sit a different number of qualifications in S4. This table shows the picture for schools in Aberdeen City measured against both the Virtual Comparator (which allows us to see how the performance of our pupils compares to a similar group of pupils from across Scotland) and nationally.

There is evidence that our attainment is improving against previous years. There is clear evidence of the need to continue to broaden pathways for those in the lowest 20% and middle 60% although progress has been made from previous years. .

Chart 4.Improving Attainment For All, Tariff Points



3.3.9 As schools in Aberdeen City review and broaden their curriculum structures in S4-S6, they are continuing to increase the numbers of young people who have access to aforementioned National Progression Awards, Skills for Work courses and Foundation Apprenticeships. These courses offer a route to achieving a standard of Level 4, 5 or 6 without the requirement to sit an end of year examination, an assessment measure that evidence would suggest impacts on disadvantaged young people more than any other group. The table below provides an overview of the increase in National Progression Awards alone.

Table 2. Pupil Candidates Attaining Qualifications by SCQF Level

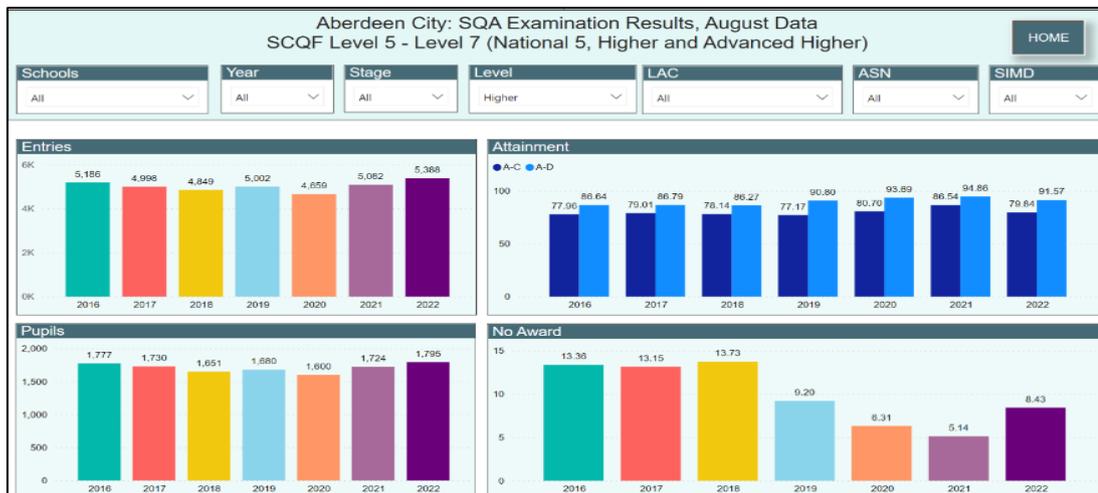
By level	2019	2020	2021	2022
Level 3	0	0	2	0
Level 4	6	38	66	46
Level 5	57	159	201	247
Level 6	48	92	116	106
Total	111	289	385	399

3.3.10 Insight evidences that a broader range of vocational qualifications have been made available to young people over academic session 2021/22 than in 2019. This change is statistically significant and will continue to be built upon as we develop the ABZ Campus.

3.4 Level 6 - Higher

3.4.1 The current Higher qualification was first introduced in 2015. The courses require the attainment of a number of SQA quality assured internally assessed units and a course assessment which, in most cases, will be externally assessed though an examination and/or coursework.

Chart 5. Pupil Candidate Attainment at SQA Level 6

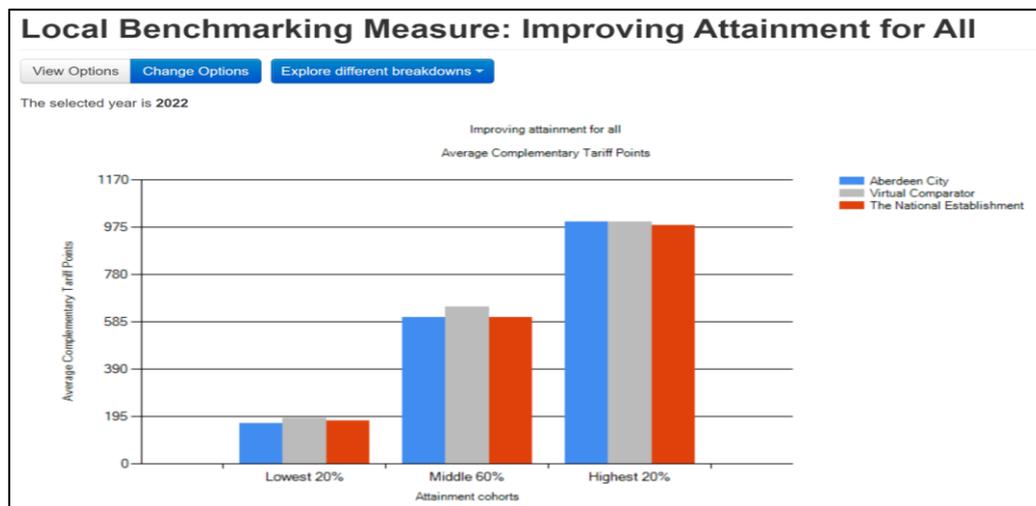


3.4.2 Attainment at Higher is 2.5% better than in 2019 and the highest rate recorded since 2015. This has been deemed to be statistically significant. There are less no awards than in 2019. ACC Attainment at Higher (80%) is statistically in line with the national pass rate of 79%.

3.4.3 Pupils from across S3 to S6 were presented for a higher with the highest proportion of young people being in S5.

3.4.4 Insight provides an opportunity to review this progress in grades when converted into Tariff Points in measuring *Attainment for All*. In the table below, performance for S5 young people in Aberdeen City is ahead of the national picture for two of the three cohorts and making progress against the virtual comparator.

Chart 6.



3.4.5 The improvement in performance at Level 6 is pleasing, reflecting both hard work from staff teams and incredible resilience from young people in rising to the challenge of exams after the pandemic. Specifically, schools have been focusing on ensuring the best choice advice is given to young people in selecting courses, tracking progress during the year, and preparing them effectively for the examinations. Further progress in measures such as the table above will be seen as schools provide a broader range of courses offering an alternative route to demonstrating ability at Level 6.

3.5 Level 7 - Advanced Higher

3.5.1 The current Advanced Higher (SCQF Level 7) qualification was first introduced in 2016. The courses require the attainment of a number of SQA quality assured internally assessed units and a course assessment which, in most cases, will be externally assessed through an examination and/or coursework.

Chart 7. Pupil Candidate Attainment at SQA Level 7

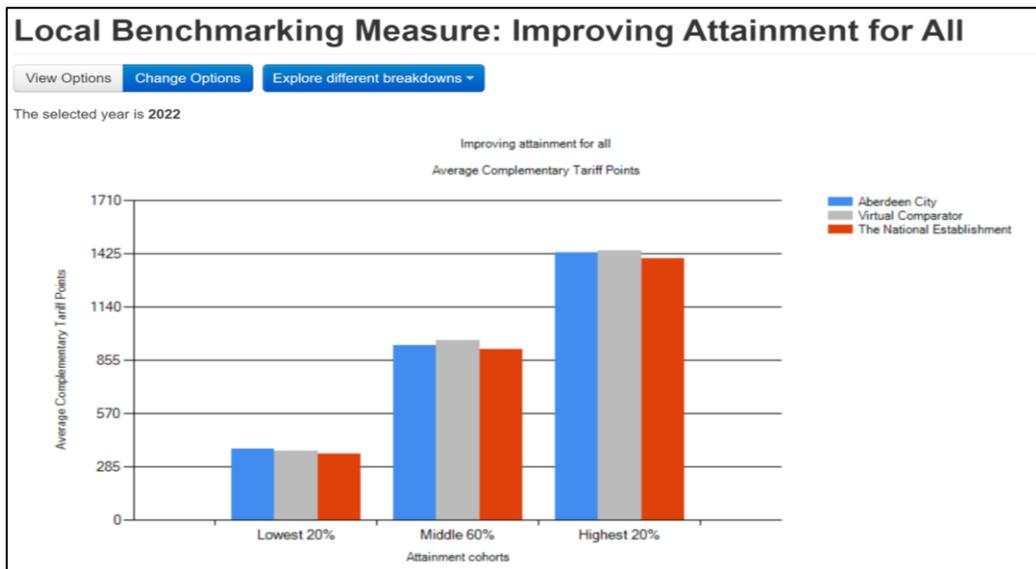


3.5.2 ACC Attainment at Advanced Higher (80.3%) is in line with national pass rate of 81.3%. There is a considerable rise in entries (the highest ever recorded) which suggests increased ambition for young people, this rise is proportionately greater than the increase in school roll. This will have impacted the reduction in attainment from 2019. In 2019 the Local Authority was an outlier and had incredibly high attainment at Advanced Higher well above the national average, the more equalised attainment rate across all three levels (Nat 5, Higher and Advanced Higher) in 2022 is really encouraging and suggests that each qualification is being given equal focus now.

3.5.3 Young people from across S4 to S6 were presented for an Advanced Higher. Those presented in S4 and S5 enjoyed a 100% pass rate.

3.5.4 Using similar tables from Insight, this time showing tariff points for S6 young people as part of the *Attainment for All* picture, demonstrates a positive picture. Although there has been a fall off from the high-mark of performance at Advanced Higher in 2019, performance for S6 students (where Advanced Highers are most common) remains good, ahead or close to virtual comparator and out-performing the national picture in all three key groups.

Chart 8.



3.5.5 As schools look towards what course choice will be like in 2023-24, there has been a determination to look towards piloting of HNC qualifications as part of the S6 experience. HNC qualifications are at Level 7 (at the same level as Advanced Higher but carrying the weight of multiple Advance Higher Awards) and are traditionally taught in further education establishments. This is an exciting offer that has been the result of collaboration between schools, North East Scotland College and our local Universities as we develop ABZ Campus.

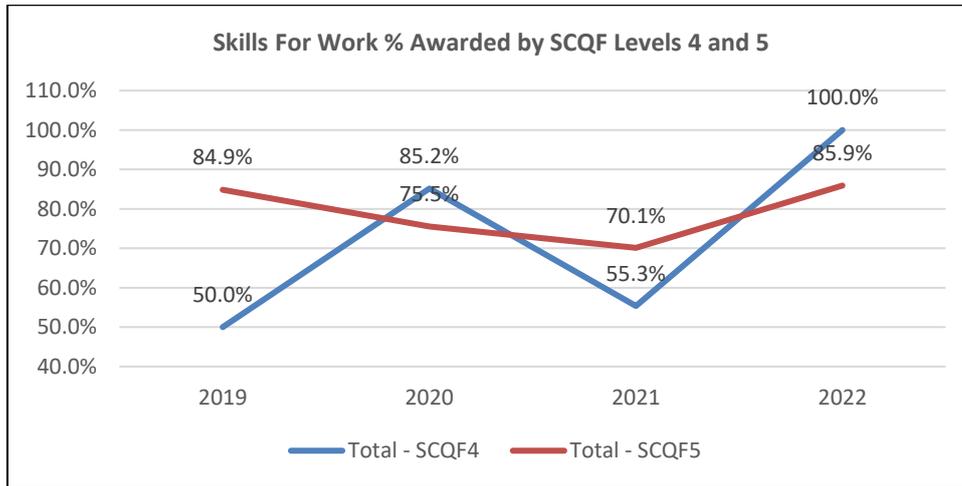
3.5.6 Linking with the theme of expanded curriculum provision, the take up of National Progression Awards at SCQF Levels 4, 5 and 6 has grown substantially with 370 awards being made in 2021/22, as opposed to 100 in 2019 and 600 awards made against the Personal Achievement curriculum with 30% of these being achieved at SCQF Levels 5 and 6. In 2019, this figure was 14.8%

3.6 Skills For Work

3.6.1 The award rate for Skills For Work, across the phases, at both SCQF 4 and 5 have materially regained the reductions experienced in the midst of the pandemic although with a reduced number of entries. It is likely that some of this reduction is as a result of a greater proportion of pupils electing to focus on academic based subjects or national progression awards and some residual impacts on the accessibility of some Skills for Work courses caused by COVID-19 restrictions.

3.6.2 At subject level, taking account of necessary data suppression, the largest number of courses to date resulted in 100% award rates with four courses; Travel and Tourism SCQF 4, Engineering Skills, Early Learning and Childcare, and Sport & Recreation (all at SCQF Level 5) falling into this category.

Chart 9. Skills For Work, % awards at SCQF Levels 4 and 5



3.7 Senior Phase - Breadth and Depth Outcomes and SCQF Level 3 in Literacy and Numeracy

3.7.1 There is evidence of improvement in both the number of pupils achieving 1+ qualification at SCQF Level 5 and Level 6 and of the grades awarded. Tracking data over the year will enable the Service to determine the likelihood of achieving the target set for 22/23.

Chart 10. Pupil Candidates Attaining 1 or more passes at SCQF Level 5 by grade

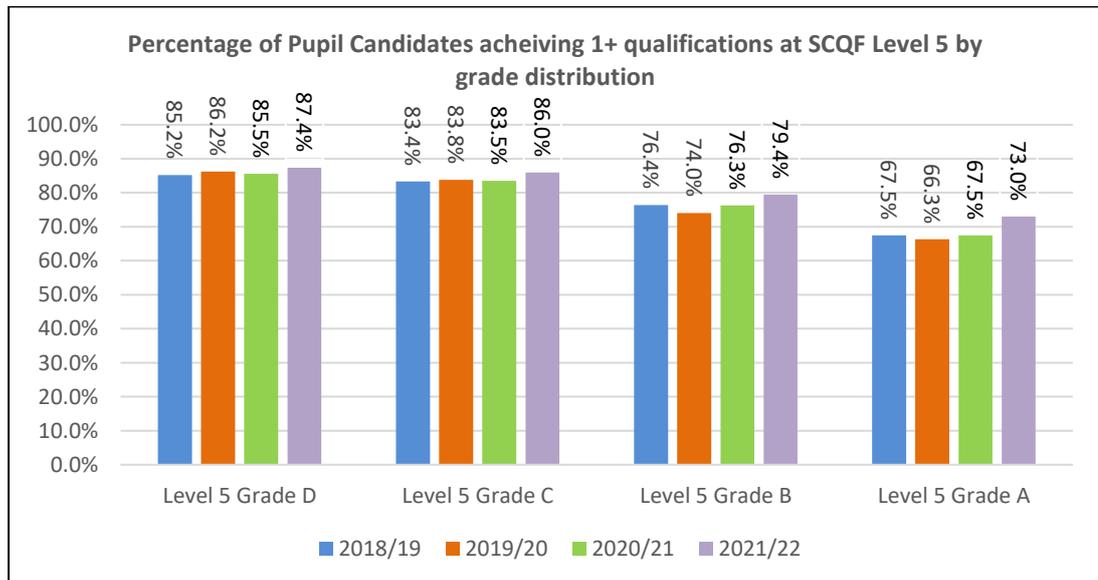
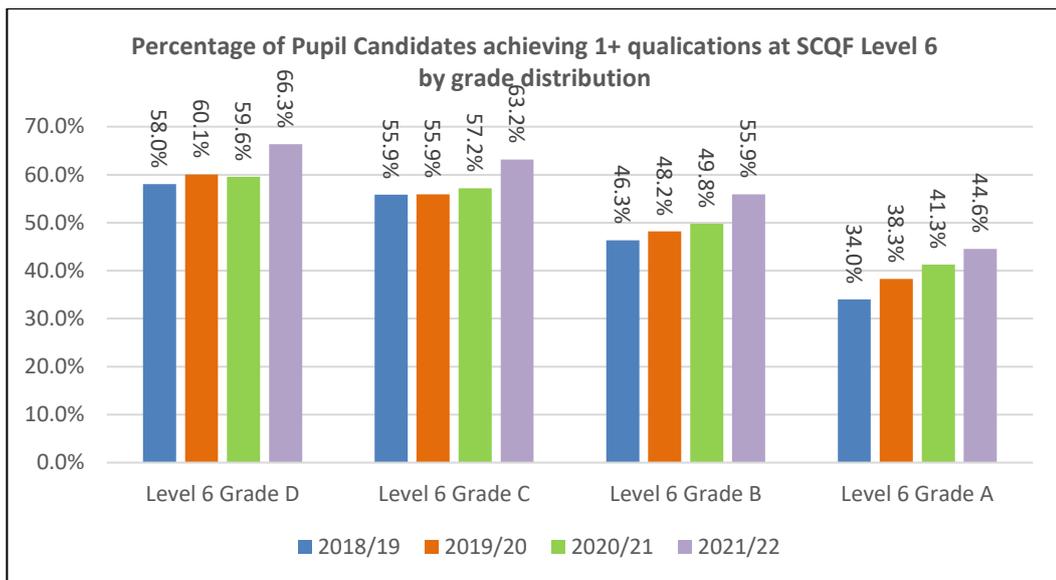


Chart 11. Pupil Candidates Attaining 1 or more passes at SCQF Level 6



3.7.2 The 2021/22 outcomes show sustained improvement towards the 2022/23 target when aggregated to Authority level,

3.7.3 There has been a statistically significant uplift in the 2021/22 pre-appeal outcomes around the proportion of candidates achieving SCQF Level 3 in Literacy and Numeracy and material closing of the gap to both National and Virtual Comparator.

Chart 12. % of Pupil Candidates achieving SCQF Level 3 in Literacy and Numeracy

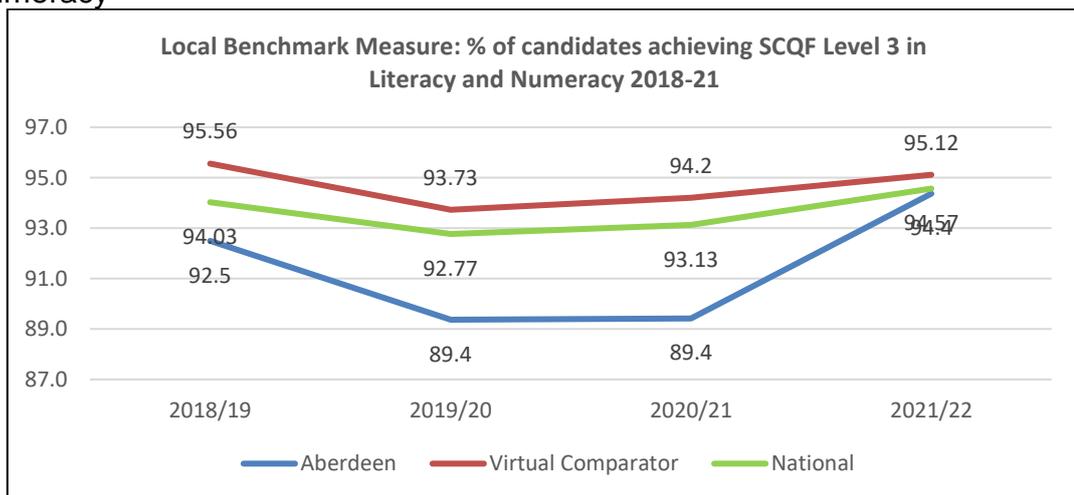


Table 5. National Benchmark Measure: Proportion of school leavers Attaining a minimum of SCQF Level 3 in Literacy and Numeracy by SIMD Quintile

	All Leavers	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5
Current level (2021/22)	92.8%	90.1%	88.1%	95.6%	5.6%
National (2021/22)	94.6%	91.1%	93.5%	97.6%	6.5%
Pre-appeal data 21/22	94.4%	93.0%	89.5%	96.5%	3.5%
Target 2022/23	94.6%	91.6%	93.1%	97.1%	5.6%

3.7.4 Assuming that the pre-appeal trends are replicated equally in subsequent Leaver outcomes, and that this improvement rate is sustained during the current year, this suggests that the Service is on track to meet, or closely match, the 2022/23 targets and a reduction in the deprivation associated gap between SIMD 1 and 5.

3.7.5 The data suggests that the gap is more evident at SIMD 2. There is a need to explore this more fully with schools.

3.8 General reflections on Senior Phase data

3.8.1 The quality of grades has improved significantly from 2019. This is really encouraging.

3.8.2 There is evidence of improved presentations which is very encouraging. This will continue to improve with the development of ABZ Campus.

3.8.3 The data around LAC (Looked After Children) confirms that those who are looked after away from home do better than those at home. The Edge of Care pilots at Lochside and Northfield will be key to bucking this trend as we move forward.

3.8.4 There is considerable evidence of improvement against 2019 levels in National 5 and Higher. In general terms, attainment is now in line with national averages and progressing towards the virtual comparator.

Table 3. National 5 and Higher Attainment by SIMD Banding

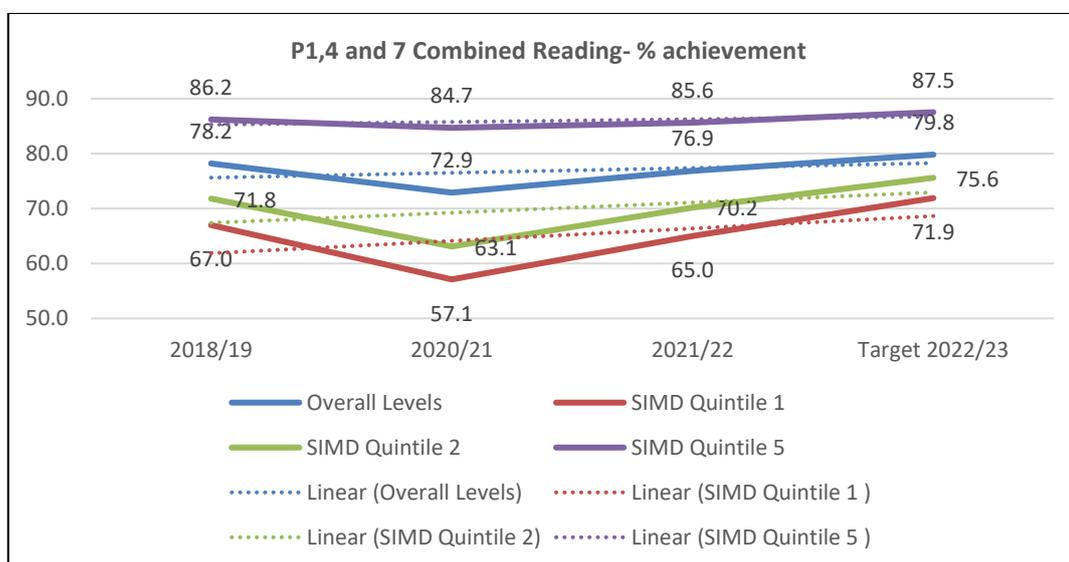
SIMD banding	Improvement in National 5 attainment compared with 2019	Improvement in Higher attainment compared with 2019
1 (133 pupils in total)	11%	8%
2 (312 pupils in total)	5%	6%
3 (186 pupils in total)	1%	9%
4 (269 pupils in total)	2.5%	13%
5 (609 pupils in total)	3%	5%

Note: Pupil Census data from 2016 to 2019 (academic years 2016/17 to 2019/2020) is matched with SIMD2016 data. Pupil Census data from 2020 and 2021 (academic years 2020/21 and 2021/2022) is matched with SIMD2020 data.

3.9 Progress towards Targets and Stretch Aims - Curriculum for Excellence data

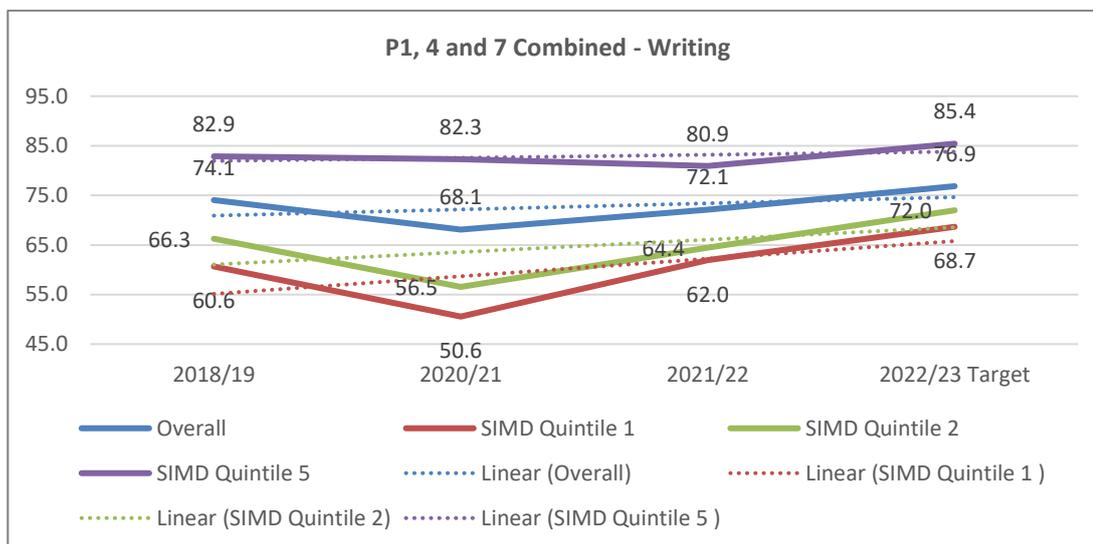
- 3.9.1 Members will be aware that aspirational short-term targets and longer term stretch aims were agreed as part of the National Improvement Framework Plan for 2022/23. Mechanisms are in place to track progress against these targets over a school year and report our live progress to Committee over the school year.
- 3.9.2 Schools are currently in the middle of the first tracking period and have the school year ahead to support children and young people to make the progress anticipated. Members should note that targets set are for the end of school year position.
- 3.9.3 Early analysis of the provisional CfE data for 2021/22 shows some closing of the Attainment Gap, although this is less evident at P4 than at P1 and 7. Additional scrutiny of the data will be undertaken to identify trends at more granular levels, and in comparison with the National outcomes, as and when this is released in December.
- 3.9.4 The charts below offer timeline trends against each Curriculum for Excellence component with progression towards the 2022/23 targets based on linear data projection which effectively 'smooths' the impact of variations in pupil cohort sizes and profiles.
- 3.9.5 Within the commentaries, differences of less than one percentage point being generally disregarded as representing a material change in outcomes or variation from target. It is anticipated that each tracking period will drive projections upwards.
- 3.9.6 Progress in **reading** appears to be on track, it is anticipated that the variance between the target for June 2023 and the current trendline will be addressed over the school year. The progress of those in SIMD 1 and 2 will be monitored following the first tracking period to determine if any further action is required.

Chart 13. Primary 1-7 Combined, Reading



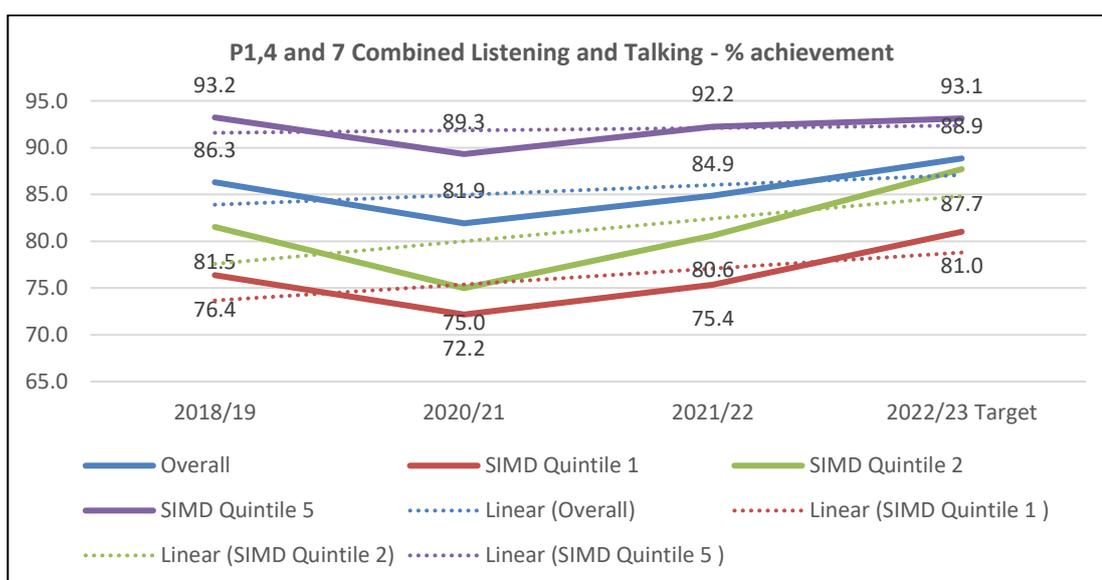
3.9.7 Officers have identified a need to offer a higher level of support to some schools to support the development of **writing** and 6 schools have been identified to work on the Children and Young People’s Improvement Collaborative (CYPIC) Writing Project. P4 and P5 teachers in these schools will be offered training in proven tools and techniques for raising attainment in writing.

Chart 14. Primary 1-7 Combined, Writing



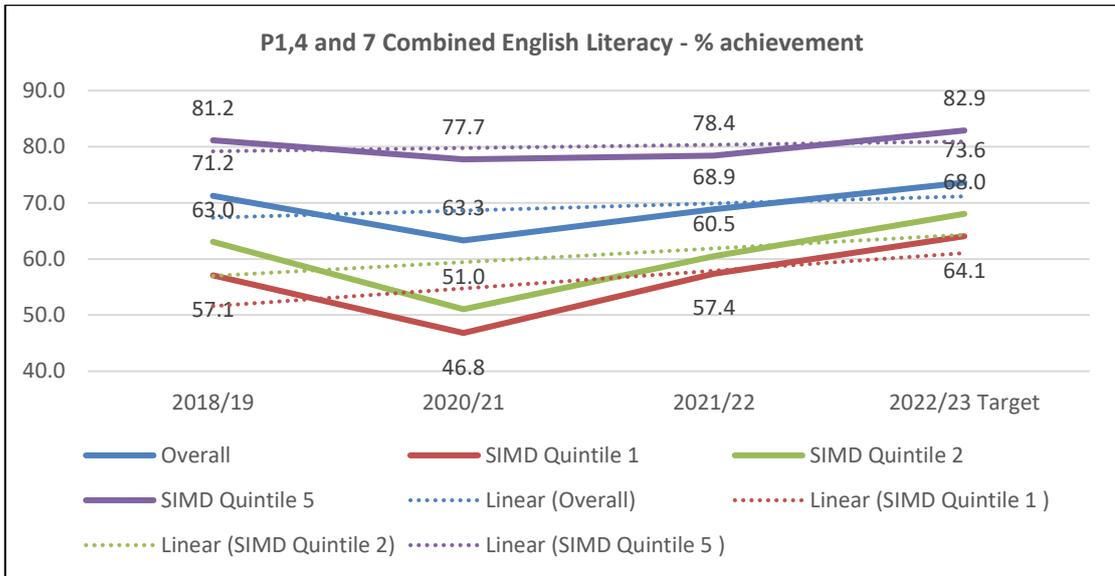
3.9.8 Progress in **listening and talking** appears to be on track to be achieved by June 2023, it is anticipated that the slight variance between the target for June and the current trendline will be addressed over the school year.

Chart 15. Primary 1-7 Combined, Listening and Talking



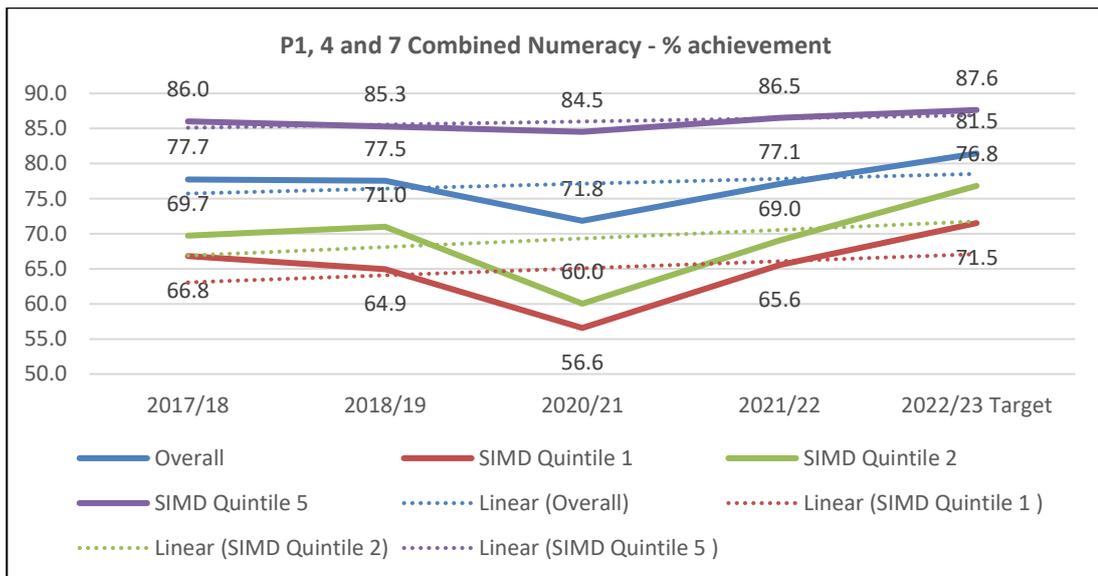
3.9.9 Progress in **literacy** appears to be on track, it is anticipated that the slight variance between the target for June 2023 and the current trendline will be addressed over the school year.

Chart 16. Primary 1-7 Combined, English Literacy



3.9.10 Progress in **numeracy** appears to be on track although will require careful monitoring of SIMD 1 and 2 cohorts over the year on a school by school basis.

Chart 17. Primary 1-7 Combined, Numeracy



3.9.11 As with any form of projection, this information is offered as a statistically based guide to future potential performance, rather than a forecast of 2022/23 outcomes, given the variables involved. This modelling will be re-visited, strengthened and reported, at various points throughout the academic year as and when additional data becomes available to the Service following the three set tracking periods across a school year.

3.10 Progress towards Targets and Stretch Aims – Attendance and Exclusions

Attendance

3.10.1 Reference to live data in the system has been included against the metrics below as we work towards achieving the targets outlined by the end of the school session.

Chart 18. Local Benchmark Measure: Percentage Pupil Attendance by Year

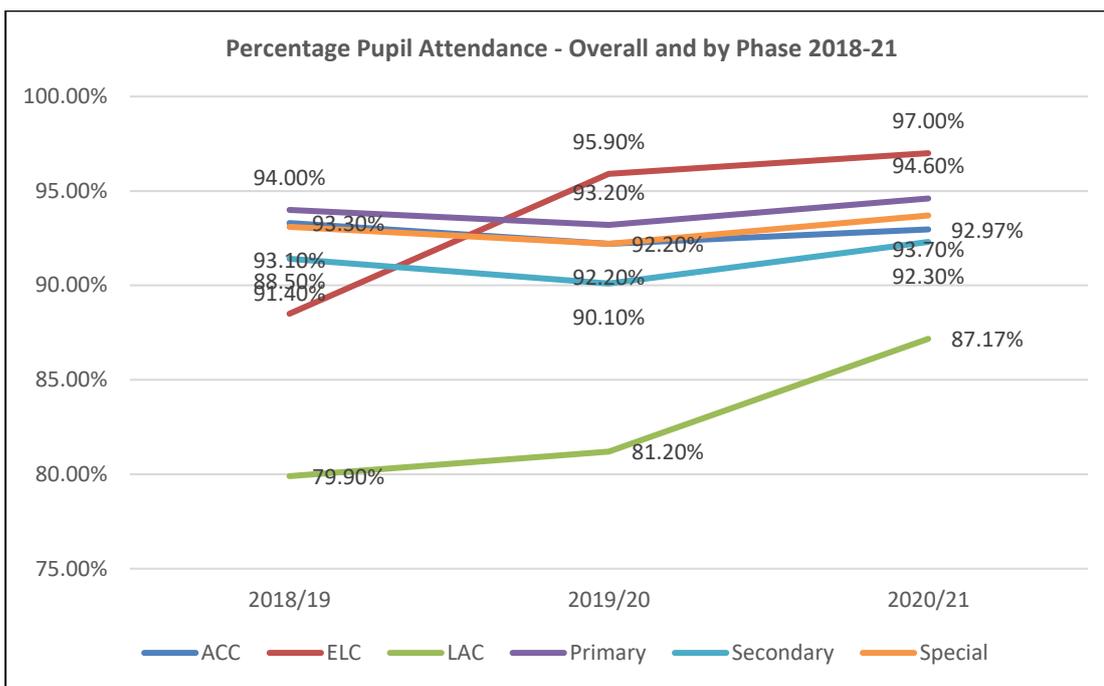
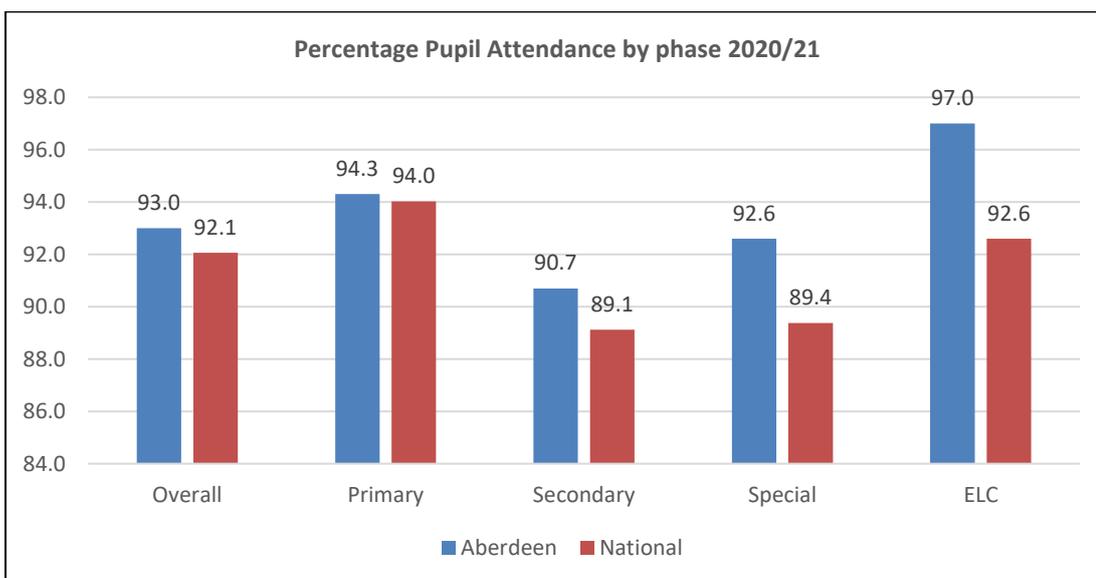


Chart 19. National Benchmark Measure: Percentage Pupil Attendance 2020/21



3.10.2 The data collated by the Scottish Government’s Education Analytics Service against 2021/22, (although not directly comparable with the Local or National Benchmark data, as it includes the suppressive effect of COVID-19 within it’s calculations), indicated that the Overall Attendance in schools for the year was 90.3%, compared with the National figure of 89.0%.and a Large Urban Authority figure of 89.2%.

3.10.3 The live data for 2022/23 to date is recording an average Overall Attendance Level (by Present Openings) of 93.1%, marginally above the whole year data for 2021/22 and which, taking variations throughout the year into account, would provide for a linear forecast closely matching the 2022/23 target of 94.8%.

Table 4. Live Average Attendance by Openings – August-September 2022

Overall	Primary (inc. Nursery)	Secondary	Special
93.1%	94.5%	91.0%	90.3%

3.10.4 Across the suite of Overall and SIMD based cohorts, the City has traditionally performed well in comparison with national and geographic benchmarking over the past four years, including during the COVID-19 pandemic. As at the current data snapshot, there is a reasonable sense of confidence that the 2022/23 targets can be achieved, although the smaller cohort sizes (e.g. SIMD 1 and LAC in particular) are more vulnerable to variations in end of year forecasting.

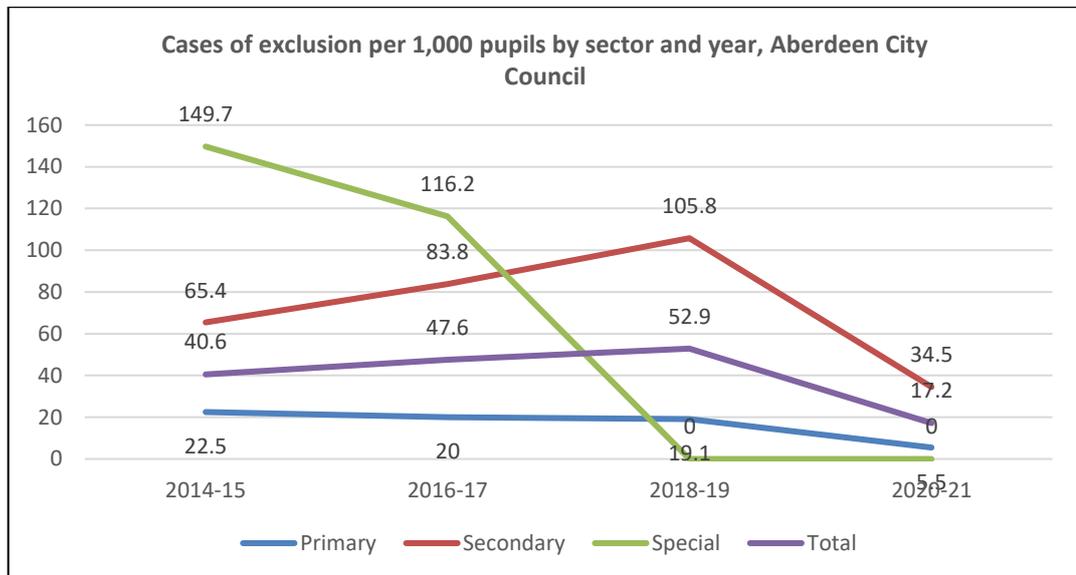
Exclusions

3.10.5 Although the influence of COVID-19 across the 2020-2021 academic year was clearly evident across the national Exclusions dataset, the City has experienced a greater two-year improvement in the level of exclusions than its benchmarks with an improvement in the rate of exclusions per 1,000 pupils of 67.5%, from 2018/19 in comparison with the national change of 41% and an Urban Mean of 48.4%, and is the largest rate of improvement amongst Scottish Local authorities.

3.10.6 The overall number of pupils experiencing exclusion had fallen from 626 to 294, a reduction of over 50% with the rate of exclusion incidence per excluded pupil falling from just under 2 exclusions per academic year to less than 1.4 occasions as an average.

3.10.7 Across the phases, exclusion incidence of Primary school pupils reduced by around 72% with a lower 60% fall in the number of pupils excluded while, at Secondary level, the change from 2018-19 was marginally less, showing a reduction of 65% in the number of incidence and 50% fewer pupils experiencing an exclusion. Within Special schools, there were no incidence of exclusion for the second recorded academic year. Provisional 2021/22 and live data from the current year suggests that we are on track to meet our end of year target.

Chart 20. Exclusions Timeline



3.10.8 The current in-year data around Exclusions (based on Openings) is captured in the table below. It is presently too early to extrapolate this information directly to end of year outcomes aligning with the national data captured above although the indications around the reduction in the average monthly number of Distinct Pupils Involved in Exclusion (this would have equated to 24.5 pupils in 2020/21) is a positive underlying trend.

Table 6. Live Average Monthly Exclusions by Openings August-September

Number of Exclusion Incidents	Number of Distinct Pupils Involved	Average Length of Exclusion (Openings)
15.25	14	3

3.11 School Leaver Destinations

3.11.1 In 2020/21, Aberdeen City recorded its highest level of Initial Destination positivity over the lifetime of the current national measure, with an outcome of 95.4%, an advance of 5.1 percentage points on the prior year and, more significantly, an increase of 1.6-percentage points ahead of 2018/19, which was the previously greatest percentage of school leavers recorded in a sustained positive destination.

Table 7. Initial School Leaver Destinations: % of school leavers participating in education, training, employment and other positive destinations at initial sample point.

	All Leavers	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5
Current (2020/2021)	95.4%	91.9%	93.9%	97.6%	5.7%
National (2020/2021)	95.5%	92.8%	94.5%	97.6%	4.8%
Target 2022/23	95.9%	93.4%	95.3%	97.9%	4.5%
% Increase	0.5%	1.5%	1.4%	0.3%	-1.2%
Stretch Aim 2025/26	97.9%	95.0%	95.8%	98.7%	3.7%

3.11.2 This improvement trend was validated by both the subsequent Sustained Destinations publication and through the more comprehensive Annual Participation Measure released in September 2022.(Table 9 below)

Table 8. Annual Participation Measure: % of school leavers participating in education, training, employment and other positive destinations

	Overall levels	SIMD Quintile 1	SIMD Quintile 2	SIMD Quintile 5	GAP Q1 - Q5
Previous (2020/21)	90.9%	81.3%	84.9%	94.9%	13.6%
National (2020/21)	92.2%	87.1%	90.4%	96.4%	9.3%
Target 2022/23	92.2%	85.0%	87.0%	96.0%	11.0%
Improvement (percentage points)	1.2%	3.7%	2.1%	1.04%	-2.6%
Stretch Aim to be achieved by 25/26	94.5%	90.9%	94.0%	97.3%	6.4%

3.11.3 In each of these releases, there is some evidence that the gap in outcomes between those recorded as being resident within areas with the higher levels of deprivation (SIMD 1 and 2) and those in the SIMD 5 cohort, narrowed during the current reporting year after a previous increase in the gap in the midst of the pandemic

3.11.4 The most recent release of the national Monthly Participation Snapshot for 16-19-year olds (May 2022) indicates that Aberdeen is above the National figures for both 16-17 year olds combined (95.7% as opposed to 94.9%) and the wider 16-19 year old cohort at 90.7% with the Scotland figure being 89.5%

3.11.5 Although, in part, reliant on the continued accessibility of employment opportunities as the City's economy recovers, with the impact of the ABZ Campus becoming more embedded, there is a reasonable level of confidence that the 2022/23 targets will be achieved. These assumptions are supported by linear data projections based on the currently available data and will be updated on the release of national datasets.

3.12 Summary Position Statement

3.12.1 As at the point of report writing, there is substantial data based evidence that the outcomes of pupils have, where affected by the pandemic in both of the prior years, recovered and are generally tracking both in line with expectations aligned to targets and the Stretch Aims outlined, and positively in comparison with 2018/19.

3.12.2 Where areas of potential shortfall have been identified, the Service is addressing these through the current National Improvement Framework although further detailed analysis of the Insight data, that provided through the in-year three tracking periods, and future national publications, will be undertaken to ensure that the NIF remains appropriate at each data release point.

3.12.3 The appendix attached to this report outlines progress being delivered in support of the NIF across the current academic year.

4. FINANCIAL IMPLICATIONS

4.1 There are no financial implications arising from this report. The costs of all improvement actions will be undertaken within existing budgets.

5. LEGAL IMPLICATIONS

5.1 The Standards in Scotland's Schools Etc. Act 2000 requires that, as the Education Authority, Aberdeen City Council has a duty to:

- Enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils because of socio-economic disadvantage.
- Endeavour to secure improvement in the quality of school education with a view to achieving the strategic priorities of the NIF.
- Undertake annual planning and reporting and annual school improvement planning to address the four priorities of the NIF.
- Ensure strategic decisions are taken with due regard as to how they will address, or help to address, the disparity of educational outcomes which exist between the most and least disadvantaged and at the same time raise attainment for all.

5.2 The Equality Act 2010 also imposes a public sector duty on the Education Authority, when making decisions of a strategic nature, to have due regard to the desirability of exercising its functions in a way which is designed to reduce the inequalities of outcome which result from socio-economic disadvantage.

6. ENVIRONMENTAL IMPLICATIONS

6.1 No environmental implications identified.

7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H) <small>*taking into account controls/control actions</small>	*Does Target Risk Level Match Appetite Set?
Strategic Risk	Risk of not improving outcomes for learners	Changes to our provision and service delivery will enable primary prevention and early intervention thereby reducing potential risk.	L	Yes

Compliance	Non-compliance with legislation, financial claims, and legal challenge (tribunals).	Mitigated by services being realigned to better meet the needs of our young people in Aberdeen City and prevent escalation of need and through carefully analysis of data sets to take actions when emerging issues are identified.	L	Yes
Operational	Staff are overwhelmed, which leads to low morale as staff feel unable to meet the educational and well-being needs of young people.	Mitigated by Offering a range of professional learning and support to staff and senior leadership teams	L	Yes
Financial	Risk of not having sufficient resource.	Mitigated by maximising the impact of staff on children and young people and building capacity where possible to do so.	L	yes
Reputational	Risk that poor quality of provision will present a reputational risk to the Council	Mitigated through the establishment of a set of measures to routinely track impact over a school year.	L	Yes
Environment / Climate	None			

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Impact of Report	
Aberdeen City Council Policy Statement UNICEF Child Friendly accreditation.	The proposals within this report support the delivery of Child Friendly City accreditation as children and young people will be directly involved in shaping the service.
<u>Aberdeen City Local Outcome Improvement Plan</u>	

<p>Prosperous People - 95% of all our children, including those living in our priority neighbourhoods, will sustain a positive destination upon leaving school by 2026</p> <p>Mitigating the causes of immediate and acute poverty</p> <p>Supporting vulnerable and disadvantaged people, families and group</p> <p>Poverty affecting those with protected characteristics and in specific communities</p> <p>90% of Children and young people will report that their experiences of mental health and wellbeing have been listened to by 2026. This is reflected in interactions, activities, supports and services</p> <p>Improving health and reducing inequalities.</p> <p>Increasing children's knowledge and understanding of their own physical and mental wellbeing and take an early intervention and prevention approach.</p>	<p>The detail within this report supports the delivery of Children & Young People Stretch Outcomes 4 to 9 in the refreshed Local Outcome Improvement Plan. This includes the following projects:</p> <ul style="list-style-type: none"> • Increase to 80%, the number of staff who feel confident about how to directly support, or refer a child for support, and signpost to appropriate services by 2022. • Increase the number of care experienced young people accessing a positive and sustained destination by 25% by 2022. • Increase the number of vulnerable learners entering a positive and sustained destination by 7% by 2023. • Increase the number of young people who leave school with a minimum of Scottish Vocational Qualification 3 in literacy and numeracy and 4 other qualifications to 93% by 2023. • Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023
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<p>Regional and City Strategies</p> <p>Regional Cultural Strategy</p> <p>Prevention Strategy</p> <p>Children's Services Plan</p> <p>National Improvement Framework Plan</p>	<p>The pilots will be aligned fully with the Prevention Strategy and will form a critical part of the Children's Services Plan.</p> <p>This pilot features in the Aberdeen City National Improvement Framework Plan for 2022/23</p>
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9. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	Required

Data Protection Impact Assessment	Not required
Other	None

10. BACKGROUND PAPERS

None

11. APPENDICES

Appendix A – Progress towards delivering the National Improvement Framework

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