

## ABERDEEN CITY COUNCIL

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<b>COMMITTEE</b>	Education and Children's Services Committee
<b>DATE</b>	30 April 2024
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Inspection Reporting
<b>REPORT NUMBER</b>	F&C/24/119
<b>DIRECTOR</b>	Eleanor Sheppard
<b>CHIEF OFFICER</b>	Shona Milne/ Graeme Simpson
<b>REPORT AUTHOR</b>	Shona Milne / Graeme Simpson
<b>TERMS OF REFERENCE</b>	1.1.6

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### 1. PURPOSE OF REPORT

- 1.1 This report details the outcome of inspection reports published by His Majesty's Inspectors of Education (HMIe) and The Care Inspectorate on the quality of Aberdeen City schools and Early Learning and Childcare (ELC) settings since the last meeting of the Education and Children's Services Committee.

### 2. RECOMMENDATIONS

That the Committee: -

- 2.1 notes the content of this report; and
- 2.2 instructs the Interim Chief Officer – Education and Lifelong Learning to continue to support Early Learning and Childcare (ELC) settings and schools to implement continuous improvement in keeping with the Quality Improvement Framework agreed at Committee in July 2023.

### 3. CURRENT SITUATION

- 3.1 The Education Service utilise a Quality Improvement Framework (QIF) to support schools and ELC settings to achieve the standards expected by external inspection agencies. The current QIF, agreed at the Education and Children's Services Committee in July 2023, has been in place since August 2023. The QIF categorises schools/ELC settings as needing different levels of support based on internal self-evaluation and external scrutiny from the central team:
- Category 1/Universal includes schools/settings who have self and external evaluation identifying all core Quality Indicators (QIs) as good or better.
  - Category 2 /Targeted includes schools/settings with external and or self-evaluation which has identified one or more of the core QIs as *satisfactory* or *below*.

- Category 3/Intensive includes schools/settings with external and or self-evaluation which has identified one or more of the core Quality Indicators as *weak* or *unsatisfactory*.

A review of the impact of the QIF is due to be presented to the Education and Children's Services Committee in July 2024.

### 3.2 **Education Scotland Inspection of Woodside School and Nursery Class**

Woodside School and Nursery Class was inspected week beginning 4 December 2023 using the short inspection model. During the visit inspectors talked to parents/carers and children, worked closely with the headteacher and staff and visited classrooms in the school and ELC to see how well children were being supported. Taking this approach enabled them to triangulate evidence to support their evaluations.

The inspection team found the following strengths in the school's work.

- Staff keep the learning and wellbeing needs of children and their families at the heart of their work. This is resulting in very positive, caring and nurturing relationships between staff and children in the school and the nursery.
- In the school, the headteacher, senior leaders and staff focus effectively on improving learning experiences for children who require additional support or have barriers to learning. They plan support quickly and effectively to ensure children receive the right support at the right time.
- In the primary school classes, senior leaders and staff use Pupil Equity Funding well and work with partners successfully to close attainment gaps in children's learning. They use their detailed knowledge of children to plan a range of supports which are improving outcomes for children.
- In the nursery, practitioners plan careful support for children with barriers to learning. This is supporting children's emotional needs and helping them to settle well into nursery.

The following areas for improvement were identified and discussed with the headteacher and a representative from Aberdeen City Council.

- In the school, staff should continue to raise attainment in literacy, numeracy and health and wellbeing. Staff should continue to implement effective interventions to ensure children get the best chance to learn and achieve success at school.
- In the school, staff should continue to develop consistent approaches to high-quality learning and teaching to provide all children with the right level of challenge. Teachers should continue to develop their understanding of national standards of attainment and share effective practice with each other.

- In the nursery, senior leaders and practitioners should continue to provide opportunities for children to enjoy a wider range of experiences. This will help to support and extend children’s learning appropriate to their stage of development.
- In the nursery, practitioners should continue to improve their knowledge about the quality of their questioning when interacting with children. In doing so, this should support children to deepen their learning and make the best progress possible.

Woodside School secured Good against the Quality Indicators.

Primary School Quality Indicators	Evaluation
Learning, teaching and assessment	Good (4)
Raising attainment and achievement	Good (4)

The staff were pleased that the work they had done to improve learning, teaching and assessment and raising attainment was recognised by the inspection team. The inspection team were confident that the school leadership team would be able to continue to lead improvement within the school.

This evaluation matches with our own internal Quality Improvement evaluation which had evaluated the teaching and learning in the school as Good in a Quality Improvement visit on 7th November 2023.

Following this positive inspection, the school will now move up from Category 2 to **Category 1** of the school Quality Improvement Framework. The good practice identified has already been used to inform support for schools in Categories 2 and 3.

### 3.3 HMIe made the following evaluations of the Woodside Nursery class.

Nursery Class Quality Indicators	Evaluation
Learning, teaching and assessment	Satisfactory (3)
Securing children’s progress	Satisfactory (3)

The Care Inspectorate awarded the following Grades to the ELC provision.

Aspect being inspected	Evaluation December 23
How good is our care, play and learning?	Adequate (3)
How good is our leadership?	Adequate (3)

This is the first inspection of Woodside ELC provision since the move to 1140 hours and a joint inspection by the two inspection agencies. Inspectors from both agencies agreed that staff were caring, welcoming and supportive towards children. They felt there were opportunities to further develop and extend learning activities to develop skills through real life contexts. Inspectors felt that the improving quality of the learning experiences was helping children to make satisfactory progress, however children now need to be given the opportunity to develop their independence and ability to self-regulate through increasing

access to outdoors by providing free flow. The locality lead will continue to work closely with the staff to improve free flow access to the outdoor space. Visits will be arranged to other local settings to support this area of development. Inspectors agreed that the setting had an inclusive ethos and involved parents through daily sharing photographs of their child's learning. They felt children's health and wellbeing was well supported and personal plans helped to facilitate this. The staff were pleased that the work they had done in relation to creating a positive and inclusive ethos had been recognised. Officers had been working closely with the School and ELC staff to support recruitment and decrease staff absence.

At the last Quality Improvement visit the central team had graded the setting as satisfactory and working in collaboration with the HT had agreed the setting should remain in **Category 2** at that point. Following the visit from HMle the ELC will remain in the **Category 2** of the Quality Improvement Framework.

Support will be provided through

- Access to the universal management training offer.
- Opportunities for staff to visit Category 1 settings to shadow peers.
- Support and challenge visits from the locality lead providing clear feedback and next steps to action.

A copy of the ELC action plan can be found at Appendix A. A copy of the full report can be found [here](#).

#### 3.4 **Education Scotland Inspection of Westpark School and Nursery Class**

Westpark School and Nursery Class was inspected week beginning 11 December 2023 using the short inspection model. During the visit, inspectors talked to parents/carers and children, worked closely with the headteacher and staff and visited classrooms in the school and ELC to see how children were being supported.

The inspection team found the following strengths in the school's work.

- Children in the school and nursery are friendly and show kindness to each other. They are polite and come to school each day keen to learn.
- The wide range of clubs, which give children opportunities to enjoy playing games and sports with their friends out with the school day. These support children to develop their confidence and take on new challenges.

The following areas for improvement were identified and discussed with the headteacher and a representative from Aberdeen City Council.

- Staff in the school and nursery need to develop further their approaches to gathering information from observations or assessments of children's progress. They need to use this information more effectively so that children can build on what they can already do.

- All staff, including senior leaders, should deliver consistently high-quality learning and teaching which provides children with increased pace and challenge. They need to ensure lessons have a clear focus on children making greater progress.
- Senior leaders and teachers need to ensure that regular checks of children's progress lead to improvements in their attainment.

Westpark School was evaluated as Weak against the Quality Indicators

Primary School Quality Indicators	Evaluation
Learning, teaching and assessment	Weak (2)
Raising attainment and achievement	Weak (2)

Inspectors noted that school values were embedded and the value of kindness had particular impact on the ethos of the school. There was a strong sense of belonging and staff are caring towards children which is ensuring they feel valued. Although children come to school eager and ready to learn, the curriculum on offer was not ideally matched to their needs. Teacher judgements were not sufficiently robust signalling a need for greater opportunities for moderation across the school.

Officer-led Quality Improvement visits took place in February and September 2023. Evidence from these visits resulted in an overall assessment of the school at Satisfactory and the school remained at **Category 2**. Records show that there was limited follow up of next steps identified during the visit partially due to the quality improvement team covering vacant head teacher posts, this vulnerability will have to be addressed.

Following the inspection the school has moved to **Category 3** and is receiving additional support on a weekly basis.

- 3.5 HMle made the following evaluations of the Westpark Nursery class. The Care inspectorate were not part of this inspection.

Nursery Class Quality Indicators	Evaluation
Learning, teaching and assessment	Weak (2)
Securing children's progress	Weak (2)

As was the case in the school the children at ELC experience warm and nurturing relationships with staff. The curriculum requires to be reviewed to ensure practitioners are planning appropriately for learning as well as offering spontaneous play opportunities. Immediately following the inspection, the Locality Lead delivered sessions on planning and all practitioners attended the learning festival where they were able to see examples of quality planning in the ELC. A quality improvement calendar is now in place and there is a detailed action plan in place to meet the improvements in the report.

Quality Improvement visits had taken place in February and September 2023 and evidence from these visits resulted in an overall assessment of Satisfactory for ELC and the setting remained at **Category 2**. Following the inspection the

setting has moved to **Category 3** and is receiving additional support on a weekly basis.

The overall assessment of Satisfactory was based on observations of practice in classrooms and although the plans had been discussed, officers had not spent time scrutinising these. This scrutiny of written plans will be built into future Quality Improvement Visits.

On going support to address the areas for improvements across the school and ELC will be provided through:

- Partnership working with Kingswells Primary SLT to develop a greater understanding of play based learning.
- Officers working in collaboration with SLT and teaching staff to review planning and the curriculum on offer ELC – P7.
- Moderation activities in school and across the ASG in order to improve teacher judgement of achievement of a level.
- Staff having opportunities to visit other settings to see high quality learning and teaching.

Progress will be monitored through Quality Improvement Visits and fortnightly meetings with SLT. A copy of the action plan for school can be found at Appendix B and one for the ELC at Appendix C.

A copy of the full report can be found [here](#)

It is of concern that the officer evaluations were one grade higher than those awarded by HMIE. Following a review, it is thought that the reduced level of support afforded to the school due to officers covering vacant HT posts has impacted on progress. It has been agreed that building scrutiny of written plans into quality assurance processes would further strengthen approaches.

Following the HMIE visit to this school and others in the locality there has been a review of the working arrangements of the QI team across the city. In order to achieve greater consistency, the service will be moving to a model where officers will spend more time working across different localities to ensure consistency in evaluative judgements across all Quality Improvement visits.

### **3.6 Education Scotland Inspection of Cults Primary School**

Cults Primary School was inspected during week beginning 8 January 2024 using the short inspection model. During the visit, inspectors talked to parents/carers and children, worked closely with the headteacher and staff and visited classrooms in the school to see how children were being supported.

The inspection team found the following strengths in the school's work.

- Articulate and confident children who are very proud of their school. They are enthusiastic, motivated and engage well in learning. They are kind and respectful to each other and adults.
- Staff who play an important role in the life of the school. Working very well together, they create a warm, calm, nurturing environment where children are encouraged to work hard and achieve.

- The school community's commitment to developing the use of digital technology to support learning and teaching. Children across the school use a range of tools and platforms confidently to enhance their learning across the curriculum, and to develop their digital skills.

The following areas for improvement were identified and discussed with the headteacher and a representative from Aberdeen City Council.

- Senior leaders and staff should continue to develop high-quality approaches to learning and teaching and ensure these are used consistently across the school. This includes ensuring children have regular opportunities to lead their own learning across the curriculum.
- Across the school, teachers should plan learning which is open-ended and provides children with more challenge. This will help children make the best possible progress.
- Senior leaders and staff, as planned, should continue to develop systems to demonstrate children's progress in learning over time across all areas of the curriculum

Cults Primary School was evaluated as Good against the Quality Indicators.

Primary School Quality Indicators	Evaluation
Learning, teaching and assessment	Good (4)
Raising attainment and achievement	Good (4)

Education Scotland did not include the ELC in the inspection as they had a positive Care Inspectorate inspection within the last 18 months. The report was published on the 9 November 2022 and can be found [here](#).

Staff were pleased that their collegiate working was highlighted and that inspectors noted the positive ethos within the school, which supports all children to achieve. The whole school commitment to developing digital was also highlighted as good practice and will be used to support digital development with other schools in the city.

The school had hosted an officer-led Quality Improvement Visit on 8 November 2023 and the team evaluated all areas as good and the decision was made that the school should remain in **Category 1** of the Quality Improvement Framework.

These findings align with the HMle evaluation and as a result the school will remain in **Category 1**.

The good practice identified will be used to inform support for schools in Category 2 and Category 3 of the Quality Improvement Framework.

### 3.7 **Education Scotland visit to Queens Cross Nursery.**

Queen's Cross Nursery is a funded provider setting which operates from Queen's Cross Church. HMle inspected the setting in the week beginning 8 January 2024. Inspectors found the following strengths within the setting

- Positive relationships between children, the manager, practitioners and parents. The caring and nurturing approach helps children to settle well into nursery and feel secure.
- Children are independent when getting ready for outdoors and during mealtimes. They are confident when serving themselves their snack and lunch.

The following areas for development were identified and shared with the team and a central officer

- The manager and practitioners should improve the quality of the learning environments and children's experiences. Children need a wider range of natural materials and everyday objects to explore and investigate. This should support children to develop their curiosity, imagination and problem-solving skills.
- The manager and practitioners should improve approaches to planning to ensure that children are supported to build on what they already know. They should ensure they provide a balance of responsive and planned learning experiences for children.
- Practitioners need to improve their approaches to understand how well children are learning. This will help practitioners to know where children need the right level of help with their learning to ensure they all make the best possible progress.
- The manager and practitioners should access relevant training to ensure they understand fully their roles and responsibilities in relation to safeguarding children.

The HMle evaluation for Queens Cross Nursery Limited

<b>ELC Quality Indicators</b>	<b>Evaluation</b>
Learning, teaching and assessment	Weak (2)
Raising attainment and achievement	Weak (2)

Staff and the management team in the setting were disappointed with the evaluation from Education Scotland.

Following Quality Improvement visits to the setting the Locality Lead evaluation was satisfactory resulting in them being placed in Category 2 of the Quality Improvement Framework. Locality Lead visit records did not highlight any concerns picked up by the inspection team and the manager did not access

support available from the central team prior to submission of the setting's self-evaluation.

The outcome from the visit prompted a review of the arrangements for supporting funded provider managers to prepare the self-evaluation requested prior to an Education Scotland Inspection visit. Clear guidance will be issued on what should be contained in the self-evaluation document and the quality assurance process to be followed prior to submission of any paperwork related to an Education Scotland inspection.

All funded provider managers also attended a session at the Early Learning festival in February which provided an overview of the expectations of all inspection bodies. This session will be repeated annually as part of the ongoing manager training.

The setting will move to **Category 3** of the Quality Improvement Framework.

A new locality lead has been allocated who will be in the setting at least monthly, offering a range of support including;

- Child protection and safeguarding training for staff and committee members (this was undertaken immediately following the inspection).
- Opportunities for staff to visit other settings.
- Reflective sessions around national guidance documents and the impact on practice.

Progress will be monitored through monthly visits from the locality lead to quality assure practice and provide detailed feedback on next steps.

### 3.8 **Inclusion in Education Scotland Best Practice Resource**

Education Scotland have produced a new resource to support the sharing of best practice in Preventing and Responding to Bullying. Aberdeen Grammar School and Aberdeen School for the Deaf participated in the thematic inspection. Inspectors were impressed with the processes and supports in place in both establishments and case studies from both schools have been selected to form part of the final resource. Copies of the case studies can be found [here](#)

### 3.9 **Care Inspectorate Inspections**

The Care Inspectorate has now resumed their standard inspection model and no longer prioritise the inspection of settings deemed to be at higher risk.

3.10 Where a setting has been subject to a return visit from the Care Inspectorate, we have included the date of their previous visit and the gradings for reference.

3.11 **Little Trees** is a new funded provider setting situated on Campus 3 in Balgownie Science and Technology Park and provides care for a maximum of 64 children. The Care Inspectorate visited in January 2024 to conduct an unannounced visit over 2 days. This was the first inspection for the newly registered service. Inspectors spoke to children, families staff and visiting professionals to inform their evaluation. Inspectors noted that children were well

cared for, experiencing kind and caring interactions by staff who knew them. They commented on how the indoor space provided a pleasant welcoming environment for children. Children benefitted from both planned and spontaneous play opportunities, however observations picked up that the outdoor space required to be upgraded and refreshed in order to meet the needs of all children.

Aspect being inspected	Evaluation January 2024
How good is our care, play and learning?	Good (4)
How good is our setting?	Adequate (3)
How good is our leadership?	Good (4)
How good is our staff team?	Good (4)

The service was able to share plans for the outdoor space and how they are making use of local green spaces to supplement their own outdoor area. Staff were pleased that their efforts to improve the indoor environment had been recognised.

This setting had been visited several times prior to registration and received support visits following registration. The locality lead had identified planning and outdoor learning as next steps.

To support the development of Outdoor Learning, one of the staff members has been allocated a place on the Learning Through Landscapes course.

The setting will sit within **Category 2** of support in the Quality Improvement Framework

Progress will be monitored through regular visits from the locality lead to QA practice and provide detailed feedback on next steps. A copy of the full report can be found [here](#)

- 3.12 **Seaton School ELC**, a local authority run setting, was inspected in an unannounced visit in February 2024. Inspectors note that the children were incredibly well supported by staff who knew them well and were responsive to their needs. The commitment of the team to developing communication and celebrating the diversity of the families accessing the service was also highlighted as the reason for ensuring excellent outcomes for all children. Inspectors identified that leadership was strong and this support empowered staff to have high aspirations for children and families.

Aspect being inspected	Recent Evaluation February 2024
How good is our care, play and learning?	Very Good (5)
How good is our setting?	Very Good (5)
How good is our leadership?	Excellent (6)
How good is our staff team?	Excellent (6)

The playroom and outdoor area offered a rich learning environment in which learners were able to see their own culture and language, helping them to feel included. Staff are delighted that all the work they have done to support families and ensure positive outcomes for children has been recognised.

The work they have done will be showcased to others and staff will have the opportunity to support in other settings across the city.

The locality lead who has been supporting the setting has been impressed with the progress made in developing the planning and delivery of play, learning and development.

The setting will move into **Category 1** of the Quality Improvement Framework and practice will be shared with settings in categories 2 and 3. A link to the full inspection can be found [here](#)

**3.13 Culter School ELC** a local authority run setting, was inspected in an unannounced visit over 2 days in February 2024. Inspectors noted that all parents who returned the online questionnaire indicated that they were happy or very happy with the overall service provided. Inspectors reported that children experienced warm, caring and nurturing approaches to support their wellbeing from staff who were committed to their role. Although inspectors observed that staff supported most children well and could speak to them about the individual care and support and adaptations made for some of the children attending, clear strategies were not always recorded in children's personal plans to help ensure a consistent approach. On day 1 of the inspection significant concerns were raised around the recording and safe administration of medication. Some inhalers did not have a prescription label and some forms lacked clear information to be taken when administering or in an emergency. Inspectors discussed this with the manager and immediate action was taken to address this.

Aspect being inspected	Recent Evaluation February 2024
How good is our care, play and learning?	Adequate (3)
How good is our setting?	Good (4)
How good is our leadership?	Adequate (3)
How good is our staff team?	Good (4)

The setting was sitting in Category 2 of the Quality Improvement Framework and this had been validated during a central officer Quality Improvement Visit on the 7<sup>th</sup> February 2024. Following the inspection the Locality Lead visited the setting to support the manager to audit personal plans and discussed the importance of updating all staff to ensure strategies identified to support children are being used consistently by all. Time was also spent reviewing medication procedures to ensure they met Care Inspectorate guidance.

The manager and staff team have already addressed several of the areas identified for improvement. They are currently reviewing the vision, values and

aims in partnership with parents and children. The setting will remain in **Category 2** of the Quality Improvement Framework.

A copy of Culter ELC Action Plan can be found at appendix D

A link to the full inspection report can be found [here](#)

- 3.14 **Broomhill School ELC**, a local authority run setting, was inspected in an announced visit in January 2024. Inspectors noted that children were relaxed and confident in the service. The children were comfortable in approaching staff for support. Children benefitted from strong connections to the school and the local community. Children enjoyed an environment that was spacious, with lots of natural light and had direct access to the outdoor areas. The vision, values and aims are set throughout the whole school supporting the nursery to be a part of the school community. Children benefitted from a staff team which was consistent, supporting attachments and a consistency of care. Inspectors also noted that staff should continue to develop their skills in supporting spontaneous play for children

Aspect being inspected	Previous evaluation January '23	Recent Evaluation January 24
How good is our care, play and learning?	Good (4)	Good (4)
How good is our setting?	Good (4)	Good (4))
How good is our leadership?	Adequate (3)	Good (4)
How good is our staff team?	Good (4)	Good (4)

Following the previous inspection the Locality Lead Officer has been visiting the setting weekly to support staff to implement the recommendations from Care Inspectorate and Education Scotland. The setting will sit in **category 2** of the Quality Improvement Framework.

A link to the full inspection report can be found [here](#).

- 3.15 **Muirfield School ELC**, a local authority run setting, received a follow up inspection in February 2024 to review progress on the requirements made at a previous inspection.

Requirement 1

By 31 December 2023, the provider must ensure that children receive care and support that meets their needs. To achieve this, the provider must, as a minimum:

- a) Ensure all staff are aware of and understand the information within the personal plans and use this to effectively meet each child's health, welfare and safety needs

. b) Ensure all staff understand and follow all procedures for the safe storage, recording and administration of medication

Action taken on previous requirement

Improved personal planning information, which had been gathered with families, had the potential to better support children. However, personal plans had not been reviewed by all staff, and were not routinely being shared with relief staff. This meant that the strategies for supporting individual children were not being consistently used. An improved system for recording medical information had been introduced during the last inspection. However this was not being consistently used by all staff.

This requirement has not been met and the timescale has been extended to 3 April 2024

Requirement 2 By 31 December 2023, the provider must provide a safe and clean environment for children. To do this, the provider must, at a minimum:

a) Ensure that children's handwashing is effectively supervised and supported.

b) Have robust arrangements in place to ensure that children are protected through secure entry to the premises.

Action taken on previous requirement

A rota had been put in place to ensure that staff were clear on their roles and responsibilities for practices, such as monitoring the main door and handwashing. During the inspection, appropriate arrangements were in place to ensure that the main entry door was supervised. Although some children were being supported to wash their hands effectively, supervision of this was not consistent.

Of the two requirements made at the previous inspection, one remains in place and the other was partially met. A new area for improvement was made to address the supervision of hand washing.

There have been inconsistencies across the staff team. In order to address this there have been changes made to the leadership team within the nursery and the Locality Lead Officer will be in the school daily to work with the team and support the transition period.

A copy of the updated Muirfield Action Plan is available at appendix E.

A copy of the report can be found [here](#)

3.15 **Braehead School ELC**, a local authority run setting, was inspected in an announced visit in March 2024. Inspectors noted that children were cared for by nurturing, supportive and responsive staff. Children received individualised care which was supported by information recorded in their personal plans. The children were well supported to play, learn and have fun in an attractive, welcoming environment with easily accessed play areas. The inspectors commented on the culture of continuous improvement within the setting which promoted positive outcomes for the children and families.

Aspect being inspected	Recent Evaluation February 2024
How good is our care, play and learning?	Very Good (5)
How good is our setting?	Very Good (5)
How good is our leadership?	Very Good (5)
How good is our staff team?	Very Good (5)

The management and staff are delighted that their hard work has been recognised and will continue to develop the service to ensure positive outcomes for children and families.

Braehead will remain in **Category 1** of the Quality Improvement Framework and practice will be shared with settings in categories 2 and 3

A link to the full inspection report can be found [here](#)

### 3.16 **Children’s Social Work**

The Care Inspectorate’s year-long thematic review in respect of **Disabled Children and Young People** continues, involving all 32 local authority areas. As previously advised, Aberdeen City is one of four local authority areas where the Care Inspectorate are undertaking a “deeper dive”. This activity, undertaken in January and February, involved a range of inspection activities including file reading, meeting with children, young people, and families in receipt of support/services, as well as meeting with relevant staff.

3.17 The Care Inspectorate will provide verbal feedback to the four local authority areas involved in the ‘deeper dive’ activity. This feedback will support our ongoing improvement work as well as our preparation for a future Joint Inspection of Services to Children and Young People in need of Care and Protection. In addition, the learning will feed into the statutory Children’s Services Plan.

3.18 It is the intention of the Care Inspectorate to publish their Review report in the summer of 2024. A report on the findings of the thematic review will be presented to Committee in the autumn of 2024.

## 4. **FINANCIAL IMPLICATIONS**

4.1 There are no financial implications arising from this report.

## 5. **LEGAL IMPLICATIONS**

5.1 There are no direct legal implications arising from the recommendations in this report.

## 6. **ENVIRONMENTAL IMPLICATIONS**

6.1 No negative environmental impacts have been identified.

## 7. RISK

Category	Risks	Primary Controls/Control Actions to achieve. Target Risk Level	*Target Risk Level (L, M or H)  *Taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
<b>Strategic Risk</b>	Risk of not improving outcomes for learners	Positive engagement with Inspection agencies and sharing learning across the system where appropriate.	L	Yes
<b>Compliance</b>	Risk of not complying with national guidance	Positive engagement with Inspection agencies and sharing learning across the system where appropriate.	L	Yes
<b>Operational</b>	Risk that schools/ELC settings do not accurately identify the areas for improvement that will make the greatest difference to learners	Quality assurance arrangements in place to validate self-evaluation gradings	L	Yes
<b>Financial</b>	No risks identified			
<b>Reputational</b>	Risk that poor quality of provision will present a reputational risk to the Council	High levels of assurance are taken Quality Improvement and Inspection visits	L	Yes
<b>Environment / Climate</b>	No risks identified			

## 8. OUTCOMES

<b><u>COUNCIL DELIVERY PLAN</u></b>	
<b>Impact of Report</b>	
<b>Aberdeen City Council Policy Statement</b>	

<p>Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices.</p> <p>Commit to closing the attainment gap in education while working with partners across the city.</p>	<p>External scrutiny provides helpful assurance that there is sufficient focus on helping young people recover from the pandemic and that the school self-evaluation and improvement plan is well positioned to support a closing of the poverty related attainment gap.</p>
<p><b><u><a href="#">Aberdeen City Local Outcome Improvement Plan</a></u></b></p>	
<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>Engagement with inspectors provides an opportunity to learn from national best practice and validate self-evaluation evidence available in schools. The support and challenge received by Inspectors helps to shape improvement plans for the coming sessions in keeping with the LOIP stretch aims.</p>
<p><b>Regional and City Strategies</b></p> <p>Regional Cultural Strategy</p> <p>Prevention Strategy</p> <p>Children’s Services Plan</p> <p>National Improvement Framework Plan</p>	<p>Engagement with the Inspectorate is fully aligned to the city prevention strategy. Work to address poverty and improvement in the Children’s services plan, the Child Poverty Action Plan and the National Improvement Framework Plan is also supported through external scrutiny.</p>

## 9. IMPACT ASSESSMENTS

Assessment	Outcome
<p><b>Integrated Impact Assessment</b></p>	<p>No assessment required. I confirm this has been discussed and agreed Shona Milne 2/4/24</p>
<p><b>Data Protection Impact Assessment</b></p>	<p>No DPIA is required.</p>
<p><b>Other</b></p>	

## 10. BACKGROUND PAPERS

None

## 11. APPENDICES

**Appendix A – Woodside ELC Action Plan**

**Appendix B – Westpark School Action Plan**  
**Appendix C – Westpark ELC Action Plan**  
**Appendix D – Culter ELC Action Plan**  
**Appendix E - Muirfield ELC Action Plan**

**12. REPORT AUTHOR CONTACT DETAILS**

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