

ABERDEEN CITY COUNCIL

COMMITTEE	Education and Children's Services Committee
DATE	17 February 2026
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Inspection Reporting
REPORT NUMBER	F&C/26/029
EXECUTIVE DIRECTOR	Eleanor Sheppard
CHIEF OFFICER	Shona Milne/Graeme Simpson
REPORT AUTHOR	Shona Milne/Graeme Simpson
TERMS OF REFERENCE	1.1.6

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 since the last meeting of the Education and Children's Services Committee. The report also contains an update on progress towards inspection recommendations at Northfield and Harlaw Academies.

2. RECOMMENDATIONS

That the Committee: -

- 2.1 Notes the content of this report; and
- 2.2 Instructs the 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 agreed Quality Improvement Frameworks.

3. CURRENT SITUATION

- 3.1 The Education Service utilises a Quality Improvement Framework (QIF) to support schools and ELC settings to achieve the standards expected by external inspection agencies. 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*.

3.3 HMle INSPECTIONS

3.3.1 Northfield Academy Update

A set of five priorities were identified by HMle in January 2023 to help the school secure improvement.

3.3.2 Area for improvement 1: Senior and middle leaders should work to improve the strategic leadership of all areas of the school. Review and update the school's vision and values. There should be a clear and shared understanding of the expectations, direction and identity of Northfield Academy. Ensure plans for improvement are agreed with young people, teachers and parents.

Having made strong progress in this area, Northfield Academy has commenced the new session with the values of nurture, flourish and achieve now well embedded as part of school life. School priorities have been created with young people, teachers and parents.

3.3.3 Area for Improvement 2: Develop a calm, safe and purposeful learning environment. Build positive relationships across the school. Young people should be central to discussions about behaviour expectations and feeling safe in school.

Following on from the progress noted in this area by inspectors, the school has continued to embed policies, such as the mobile phone 'out of sight or in the box' policy to support a calm, purposeful learning environment. Relationships and behaviour continue to improve, with fewer duty (support) calls to classrooms noted by senior and middle leaders. To further support this, the school have worked alongside Community Justice Scotland to begin the universal and targeted roll-out of restorative practices. There is now consistent evidence that more young people feel safe in school.

3.3.4 Area for Improvement 3: Agree with staff a shared understanding of high-quality learning, teaching and assessment. Develop effective processes to plan, track and monitor young people's progress.

The school has entered the second year of the new tracking and reporting process, supporting teachers to have a better understanding of the progress of young people, and informing the implementation of timely interventions where progress is less positive. The Learning, Teaching and Assessment Framework continues to be embedded as part of classroom practice.

3.3.5 Area for improvement 4: Ensure the wellbeing needs of all young people are a key part of all school activities. Clarify procedures relating to pupil attendance and time keeping.

Wellbeing continues to be a significant focus across the school. The Crew model has now rolled into S3 with all young people across the broad general education accessing a key adult via their Crew Teacher. To compliment this, Mentors in Violence Prevention is being rolled out to S1, initially, by trained senior young people. Personal and Social Education continues to play an

important role for all young people, S1 – S6, and PTs Guidance continue to revise and revisit curriculum content to ensure its relevance.

Attendance continues to be a significant focus for Northfield Academy. The school's processes are now consistently in-keeping with Aberdeen City Council's policy and national expectations. Having reviewed previous sessions' data, the school restructured their day configuration in order to increase consistency and maximise learning time. One of the areas of focus across the authority has been the attendance of S4. As at the end of Term 2, there had been an improvement of 2.9% for this year group compared to the same point in 2024-25. Northfield Academy continue to be supported by an Education Scotland Attainment Advisor and the Local Authority's Educational Psychology Service in respect of continuously improving attendance and associated interventions.

3.3.6 Area for improvement 5: Urgently improve attainment from S1 to S6. Review the number of young people who leave school in S4 and S5, and those who do not go to a positive destination. Make plans to support broader achievements for all young people. The school should demonstrate how young people on reduced timetables are included, educated and safe.

In June 2025, the % of S3 young people achieving Level 3 and Level 4 Literacy rose by 21% and 23% respectively. In Numeracy, the % of S3 young people achieving Level 3 rose by 1.8%, bringing the figure broadly in line with the national average. At Level 4, a 7% increase also saw this fall in line with the national average.

Northfield Academy has seen signs of attainment gains from the SQA results achieved in 2025, including:

- 68% of young people in S4 achieved an SCQF Level 4 award in both Literacy and Numeracy, an increase of nearly 25% on the previous year.
- 37% of young people in S4 achieved an SCQF Level 5 award in both Literacy and Numeracy, an increase of 17.4% on the previous year.
- By S6, 79% young people achieved an SCQF Level 5 award in both Literacy and Numeracy, a 22% increase on the previous year and the highest % recorded in five years.
- 69% of young people in S4 achieved at least one pass at SCQF Level 5, an increase of over 22% on the previous year.
- 54% of young people in S4 achieved at least five passes at SCQF 4, an increase of over 15% on the previous year.
- By S6, 79% young people achieved at least one pass at SCQF 6, and increase of 6% on the previous year. The % S6 achieving at least five passes at SCQF 6 rose to 41%, a 21% increase on the previous year.

Supported by positive partnerships with organisations such as Skills Development Scotland and *WorkingRite*, the school's positive destination figure rose by 1.6% in 2025. Provisional figures on the percentages of young people who leave Northfield Academy to a positive destination anticipate a further increase of 2.5% in 2026, representing the highest overall total in four years.

Young people continue to experience a wide range of lunchtime and after-school activities as part of the wider curriculum. Notably, Northfield Academy has expanded its range of competitive sports teams to include football, rugby and running, which complements the school's partnership with Aberdeen Community Football Club Trust and participation in Scottish Rugby Union's/Cashback's 'School of Rugby'. In addition, the school is now routinely hosting performing arts concerts as a platform for young people to showcase their talent in this area. For the first time, the role of 'Prefect' was offered out to all young people across the school (as opposed to limiting this to seniors). Similarly, the opportunity to become a House or School captain was broadened.

In-line with national guidance, Northfield Academy continue to use reduced (bespoke) timetables as a last resort option with regular review cycles in place. The total number of young people on a reduced timetable has decreased since the January 2023 inspection with improved systems in place to track and monitor the effectiveness of this intervention.

3.3.7 The school recognise that these are only the first signs of improved attainment and there remains much to be done in S4, and particularly in S5 and S6. **Appendix A** contains the Action Plan designed to continue to develop these priority areas.

3.3.8 The school remains committed to continued improvement across the priority areas identified by HMIE, and looks forward to a further HMIE visit towards the end of 2026.

3.3.9 Northfield will remain in **Category 3** of the Quality Improvement Framework

3.3.10 Harlaw Academy Update

Three key priorities have been consistently scrutinised by HMIE colleagues during visits to Harlaw Academy. After being Acting Head Teacher from June 2024, Stuart Craig secured the Head Teacher position permanently in October 2025 allowing the school to continue its current trajectory of improvement.

3.3.11 Area for Improvement 1: Streamline approaches to improvement so that self-evaluation activities clearly identify priorities which will make the biggest difference to outcomes for young people.

Staff continue to lead change through their involvement in improvement groups. Recent key developments led by staff include: the launch of the school's updated mobile phone policy; the creation of the 'Courtesy Charter' launched in January 2026 and ongoing work to produce an updated relationships framework for session 2026-27. Processes and systems within the school have been strengthened and this is leading to more accurate self-evaluation and identification of actions required to improve the school.

3.3.12 Area for Improvement 2: Continue to improve the quality of learning, teaching and assessment so that young people's experiences engage them and meet their needs. Develop more fully an ethos for learning with high expectations and mutual respect.

Staff continue to engage in professional learning to support improvements in learning and teaching across the school and observations of teaching practice suggest that questioning techniques are being better embedded with clear

progress evident. The professional learning culture continues to be supported by regular lunch and learn sessions led by the Principal Teacher of Learning & Teaching. There have also been two full staff meetings which focused on feedback; as well as a session during the in-service day in November to maintain a focus on this area. The whole school approach to feedback is successfully raising expectations within the classroom. A staff working group has been looking at Courtesy across the school with the Courtesy Charter launching across the school in January, this will support the further development of mutual respect within the learning culture of the school.

3.3.13 Area for Improvement 3: Strengthen approaches to monitoring young people's progress across all subject areas so that staff at all levels have a clear overview of learners' progress. Continue to raise attainment of young people at all stages.

The new local authority tracking system has been embedded within the junior and senior phase of the school with parents/carers receiving more regular updates on the progress of their child. School staff can now gather a 'live' overview of any young person's attainment enabling the school to identify interventions to support a young person where necessary. The school is continuing to widen the curriculum in the senior phase to give learners more options to be successful. The curriculum offer being made to young people in S4-S6 for session 2026-27 will be the broadest yet.

3.3.14 The school will remain in **Category 3** of the Quality Improvement Framework to ensure the HT and the senior leadership team SLT have the support required to continue to realise improvement.

3.3.15 Members will be pleased to note that the strategy of change in the senior phase curriculum has realised improvements in the quality of A-C passes at key stages of SQA attainment. Harlaw Academy saw signs of attainment gains from the SQA results achieved in 2025. For example:

- 77% of young people in S4 presented for National 5 qualifications achieved an A-C pass in 2025, an increase of 5% on the previous year.
- 91% of young people in S4 presented for National 5 qualifications achieved an A-D award in 2025, an increase of 6% on the previous year.
- 70% of young people presented for Higher qualifications achieved an A-C pass in 2025, an increase of 5% on the previous year.
- 82% of young people presented for Higher qualifications achieved an A-D award in 2025, an increase of 4% on the previous year.
- 61% of young people in S5 achieved at least one Higher qualification in 2025, an increase of 9% on the previous year.

3.3.16 The Harlaw Academy Action Plan can be found at **Appendix B**.

3.3.17 Oldmachar Academy

In November 2025, a team of HMIE inspectors visited Oldmachar Academy to undertake a full-model inspection. During the visit they visited classes, talked with parents/carers, staff, partners and young people, and worked closely with

the headteacher and senior leaders. The inspection team found the following strengths in the school's work.

- Young people are engaged, articulate, and welcoming. They are proud to be members of the Oldmachar Academy community. They demonstrate the school values well in their everyday contributions to the life of the school.
- The highly regarded headteacher, ably supported by senior and middle leaders, provides effective leadership to the school. This is leading to improvements in young people's wellbeing and learning experiences.
- Staff support young people's wellbeing very effectively through a range of carefully considered approaches. A strong and embedded approach to wellbeing is supporting improvements for outcomes, including achievements, for young people.
- Staff know young people very well as learners and have built highly respectful and supportive relationships with them. As a result, young people engage very well in classes and are clear about their next steps in learning.

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

- Staff should continue to focus on improving the quality of National Qualification passes, especially for young people in S6.
- Senior leaders should continue to develop the role of all stakeholders, especially young people, in taking forward change across the school. This should involve stakeholders in identifying improvement priorities and evaluating their impact.

Secondary School Quality Indicators	Evaluation
Leadership of Change	Good (4)
Learning, teaching and assessment	Very Good (5)
Ensuring Wellbeing, Equality and Inclusion	Very Good (5)
Raising attainment and achievement	Good (4)

3.3.19 The school are pleased that HMIE colleagues recognised the qualities evident in the young people at Oldmachar Academy and the priority placed by school staff on knowing their young people well and fostering positive relationships. Further they are pleased that, through the leadership of the Headteacher, Senior Leaders and Middle Leaders, wellbeing and learning are strong and will continue to realise improvements in attainment.

A copy of the letter to parents/carers can be found [here](#).

3.4 CARE INSPECTORATE INSPECTIONS

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. The Care Inspectorate are now using the new Quality Improvement Framework for Early Learning and Childcare. During inspections they will no longer evaluate 'How good is our setting?' unless in previous inspection the setting did not meet the National Standard in this area (Good 4).

3.4.1 Woodside ELC, a local Authority setting in Woodside, received an unannounced Inspection which took place on 10 and 11 November 2025. The two inspectors inspecting the setting spoke to staff, children and parents as well as undertaking observations and reviewing documentation. As this is the new framework we can only compare on the 3 gradings received.

Aspect being inspected	Previous evaluation (Dec '23)
How good is our care, play and learning?	Adequate (3)
How good is our leadership?	Adequate (3)

Aspect being inspected	Current evaluation (Nov '25)
Leadership	Very Good (5)
Children Play and Learn	Good (4)
Children are Supported to Achieve	Good (4)

Inspectors noted staff across the setting were kind and caring providing nurture and support to families using their knowledge of individual needs. Robust quality improvement processes were in place and this was supporting all staff to contribute to continuous improvement. Engagement with parents had been enhanced and families now feel their views are heard and actioned. Children enjoyed being in the ELC and were observed leading their own learning. Literacy and numeracy were embedded in the setting with staff optimising opportunities to develop this further both in the playroom and the outdoor areas. Although almost all areas for improvement were met there is still a need for the setting to review transitions and ensure children's needs are met consistently throughout the day.

The setting was in category 3 prior to the inspection and had been receiving intensive support from the locality lead. Following the inspection the setting will move to Category 1.

The full report can be read [here](#).

3.4.2 Rocking Horse Nursery, a funded provider setting based in the grounds of University of Aberdeen, received an unannounced inspection which took place on 6 and 7 October 2025. The two inspectors inspecting the setting spoke to staff, children and parents as well as undertaking observations and reviewing documentation. As the setting was below the national standard for all four areas in the previous inspection, the inspectors evaluated the quality indicator 'Children thrive and develop in quality spaces' during this inspection.

Aspect being inspected	Previous evaluation (Oct '24)
How good is our care, play and learning?	Adequate (3)
How good is our setting?	Adequate (3)
How good is our leadership?	Adequate (3)
How good is our staff team?	Adequate (3)

Aspect being inspected	Current evaluation (Oct '25)
Leadership	Very Good (5)
Children Thrive and Develop in Quality Spaces	Very Good (5)
Children Play and Learn	Very Good (5)
Children are Supported to Achieve	Good (4)

Inspectors noted that strong leadership, a motivated staff team and high levels of engagement from families had supported continuous improvement which led to high quality play and learning outcomes for the children.

Diversity and inclusion were well promoted through multicultural resources, family representation, and cultural celebrations, supporting a welcoming and inclusive environment. Children enjoyed a variety of stimulating and exciting play and learning experiences supported by skilled staff and a rich learning environment both indoors and outdoors.

The setting was a category 2 level of support prior to this inspection and will now move to category 1.

The full report can be read [here](#)

3.4.3 Midsocket Playgroup, a funded provider setting based in Rosemount Learning Centre, received an unannounced inspection which took place on 30 September 2025 and 01 October 2025. The inspector inspecting the setting spoke to staff, children and parents as well as undertaking observations and reviewing documentation. As the setting was below the national standard for "How good is our setting?" in the previous inspection, the inspectors evaluated the quality indicator 'Children thrive and develop in quality spaces' as an extra QI during this inspection.

Aspect being inspected	Previous evaluation (May '24)
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)

Aspect being inspected	Current evaluation (Oct '25)
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Leadership	Good (4)
Children Thrive and Develop in Quality Spaces	Good (4)
Children Play and Learn	Very Good (5)
Children are Supported to Achieve	Very Good (5)

Inspectors noted that children were happy, confident and settled. Children were leaders of their own play and learning and could select and use resources to meet their interests. The staff team worked well together to meet children's needs. It was noted that improvements had been made to the indoor and outdoor environments, although there was a feeling there was still room for further improvement. Partnership working with parents was a key strength in the service delivery. Moving forward, as part of the quality assurance process, management should ensure everyone is fully involved in the self evaluation process and development.

The setting was a category 2 level of support prior to this inspection and will now move to category 1.

The full report can be read [here](#)

3.4.4 Sunnybank ELC, a Local Authority setting in Sunnybank, received an unannounced inspection which took place on 18 and 19 November 2025. The inspection was carried out by two inspectors from the Care Inspectorate. There is no comparison evaluation for this setting as the previous inspection took place in 2019. The setting were therefore evaluated on the three areas only.

In making their evaluations of the service inspectors spent time with children using the service, spoke with eight of their parents/carers, assessed core assurances, including the physical environment, spoke with staff and management, observed practice and children's experiences and reviewed documents.

Aspect being inspected	Evaluation Nov 25
Leadership	Very Good (5)
Children Play and Learn	Good (4)
Children are Supported to Achieve	Very Good (5)

Inspectors noted that children were very happy, confident and settled. The staff team worked very well together to meet children's needs. They used their skills and knowledge to ensure good quality outcomes for children.

They found that partnership working with parents was a key strength in the service delivery. Quality assurance processes were robust and well embedded, however outcomes could also be made more measurable to strengthen evaluation. They felt the setting should also review their free flow system to ensure children have greater daily access to outdoor play, supporting their health, wellbeing, and learning experiences.

The setting was category 1 prior to inspection and will remain in category 1.
The full report can be read [here](#)

3.4.4 Muirfield ELC, a Local Authority setting within Muirfield School, received an unannounced inspection which took place on 5 and 6 November 2025. The inspection was carried out by two inspectors from the Care Inspectorate.

In making their evaluations of the service inspectors spent time with children using the service, spoke with eight of their parents/carers, assessed core assurances, including the physical environment, spoke with staff and management, observed practice and children's experiences and reviewed documents.

The setting was evaluated on 3 areas during this inspection as they were meeting the standard already in the "How Good is our Setting?"

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

Aspect being inspected	Current Evaluation (Nov '25)
Leadership	Very Good (5)
Children Play and Learn	Very Good (5)
Children are Supported to Achieve	Very Good (5)

Inspectors reported that children were cared for in a well-led service where effective quality assurance practices resulted in sustained improvements for children and families. Children enjoyed high quality play experiences and experienced consistently kind, supportive interactions. Staff had developed their skills and knowledge in planning for children's learning and assessing their progress. They were knowledgeable about children's individual needs and responded appropriately to meet these.

Muirfield were previously in category 2 of the Quality Improvement Framework and will now move to category 1.

The full report can be read [here](#)

3.4.5 Kittybrewster ELC, a Local Authority setting in Kittybrewster School, received an unannounced inspection which took place on 18 and 19 November. The inspection was carried out by two inspectors from the Care Inspectorate. The lead inspector's team manager was also present in a quality assurance role. In making their evaluations of the service inspectors spent time with children using the service, spoke with parents/carers, assessed core assurances,

including the physical environment, spoke with staff and management, observed practice and children's experiences and reviewed documents.

The setting was evaluated on 3 areas during this inspection as they were meeting the standard already in the "How Good is our Setting?"

Aspect being inspected	Previous evaluation (Jan '25)
How good is our care, play and learning?	Adequate (3)
How good is our setting?	Good (4)
How good is our leadership?	Good (4)
How good is our staff team?	Good (4))

Aspect being inspected	Current Evaluation (Nov '25)
Leadership	Good (4)
Children Play and Learn	Good (4)
Children are Supported to Achieve	Satisfactory /Adequate(3)

Inspectors reported that the team had worked in partnership with children, parents and carers to refresh the nursery's vision, values and aims and had been embedding these into daily practice. Children had fun and benefitted from a good range of indoor play and learning opportunities. The outdoor space, however, should be further developed to provide more interesting and stimulating opportunities for children. Improvements to planning for children's learning had led to more positive experiences for children. They were cared for by nurturing and caring staff, which supported them to feel secure and valued. Some changes to practice in supporting children at snack and mealtimes was now needed to ensure that children's health and safety needs are fully supported. Improvements to some documentation, including accident and incident reports was required to ensure all key information is captured. To ensure that children are unable to gain entry to spaces that are not supervised or risk assessed for their use, a more robust risk assessment of the outdoor environment was needed.

Kittybrewster will remain in category 2 of the Quality Improvement Framework. The full report can be read [here](#) (Appendix C) Action plan

3.4.6 Greyhope ELC, a Local Authority setting in Greyhope School, received an unannounced inspection which took place on 8th, 9th and 10 December 2025. This inspection was carried out by two inspectors from the Care Inspectorate.

In making their evaluations of the service inspectors spent time with children using the service, spoke with parents/carers, assessed core assurances including the physical environment, spoke with staff and management, observed practice and children's experiences and reviewed documents.

As the setting was below the national standard for "How good is our setting?" in the previous inspection, the inspectors evaluated the quality indicator

'Children thrive and develop in quality spaces' as an extra QI during this inspection.

Aspect being inspected	Previous evaluation (Oct 24)
How good is our care, play and learning?	Adequate (3)
How good is our setting?	Adequate (3)
How good is our leadership?	Adequate (3)
How good is our staff team?	Adequate (3)

Aspect being inspected	Current evaluation (Dec '25)
Leadership	Good (4)
Children Thrive and Develop in Quality Spaces	Good (4)
Children Play and Learn	Satisfactory /Adequate(3)
Children are Supported to Achieve	satisfactory /Adequate(3)

Inspectors noted that Children were well settled, happy and having fun during their time at nursery. They were confident in their environment independently accessing resources and spaces to support their play. Strong leadership within the service promoted a culture of continuous improvement. Staff were committed to developing their skills and knowledge. Play and learning opportunities should now continue to be developed to promote children with challenge and develop their skills. The action plan to address the adequate areas can be found at Appendix D.

Greyhope were previously in category 2 of the Quality Improvement Framework and will remain in category 2.

The full report can be read [here](#)

3.4.7 St Margarets Nursery, a funded provider setting in St Margarets Independent School, received an unannounced inspection which took place on 26 November 2025 and 27 November 2025. The inspection was carried out by one inspector from the Care Inspectorate.

In making their evaluations of the service inspectors spent time with children using the service, spoke with eight of their parents/carers, assessed core assurances, including the physical environment, spoke with staff and management, observed practice and children's experiences and reviewed documents. There is no comparison evaluation for this setting as the previous inspection took place in 2017. The setting were therefore evaluated on the three areas only.

Aspect being inspected	Evaluation Nov 25
Leadership	Good (4)
Children Play and Learn	Good (4)
Children are Supported to Achieve	Very Good (5)

Inspectors noted that children experienced kind and nurturing interactions from staff who knew them well. Positive relationships had been developed with families who felt welcomed into the service. Children benefitted from carefully planned experiences, both within and beyond the setting. Staff were flexible and worked together to meet children's individual needs. Self-evaluation was beginning to inform developments within the service. Strong connections to the school and wider community promoted children's sense of belonging.

The setting was in category 1 prior to inspection and will remain in category 1. The full report can be read [here](#)

3.5 School Age Childcare Inspections

3.5.1 None in this cycle.

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) <small>*Taking into account controls/control actions</small>	*Does Target Risk Level Match Appetite Set?
Strategic Risk	Risk of not improving outcomes for learners	Positive engagement with Inspection agencies and sharing learning across the system where appropriate.	L	Yes

Compliance	Risk of not complying with national guidance	Positive engagement with Inspection agencies and sharing learning across the system where appropriate.	L	Yes
Operational	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
Financial	No risks identified			
Reputational	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
Environment / Climate	No risks identified			

8. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
<p>Aberdeen City Council Policy Statement</p> <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>
<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</p>	<p>Engagement with inspectors provides an opportunity to learn from national best practice and validate self-evaluation evidence available. The support and challenge received by Inspectors</p>

positive destination upon leaving school by 2026.	helps to shape improvement plans for the coming sessions in keeping with the LOIP stretch aims.
Regional and City Strategies	
Regional Cultural Strategy	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.
Prevention Strategy	
Children's Services Plan	
National Improvement Framework Plan	

9. IMPACT ASSESSMENTS

Assessment	Outcome
Integrated Impact Assessment	No assessment required. I confirm this Shona Milne , Chief Officer Education and Lifelong Learning
Data Protection Impact Assessment	No DPIA is required.
Other	

10. BACKGROUND PAPERS

None

11. APPENDICES

Appendix A – Northfield action plan
Appendix B – Harlaw action plan
Appendix C – Kittybrewster action plan
Appendix D – Greyhope action plan

12. REPORT AUTHOR CONTACT DETAILS

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