

Public Document Pack



To: Councillor Greig, Convener; Councillor Mennie, Vice Convener; Councillors Allard, Blake, Bouse, Brooks, Hazel Cameron, Fairfull, Grant, McLeod, Radley, MacGregor and Mrs Stewart and Mrs Frances Cardno (Parent Representative - Primary Schools/ASN), Mr Michael Crawford (Parent Representative - Secondary / ASN), Ms Jacqueline Munro (Teacher Representative - Secondary Schools), Mr John Murray (Roman Catholic Religious Representative), Mr Madhav Regmi (Third Religious Representative), Miss Pamela Scott (Teacher Representative - Primary Schools) and Mrs Hilda Smith (Church of Scotland representative).

Town House,
ABERDEEN, 22 April 2024

EDUCATION AND CHILDREN'S SERVICES COMMITTEE

The Members of the **EDUCATION AND CHILDREN'S SERVICES COMMITTEE** are requested to meet in the **Council Chamber - Town House** on **TUESDAY, 30 APRIL 2024 at 10.00am**. This is a hybrid meeting and Members may also attend remotely.

The meeting will be webcast and a live stream can be viewed on the Council's website. <https://aberdeen.public-i.tv/core/portal/home>

JENNI LAWSON
CHIEF OFFICER - GOVERNANCE

BUSINESS

NOTIFICATION OF URGENT BUSINESS

1.1 There are no items of urgent business at this time

DETERMINATION OF EXEMPT BUSINESS

2.1 There are no items of exempt business

DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

3.1 Members are requested to intimate any declarations of interest

DEPUTATIONS

4.1 There are no requests for deputation at this time

MINUTE OF PREVIOUS MEETING

5.1 Minute of Meeting of 20 February 2024 - for approval (Pages 5 - 14)

COMMITTEE PLANNER

6.1 Committee Business Planner (Pages 15 - 24)

NOTICES OF MOTION

7.1 There are no Notices of Motion at this time

REFERRALS FROM COUNCIL, COMMITTEES & SUB COMMITTEES

8.1 There are no referrals at this time

PERFORMANCE AND RISK

9.1 Inspection Reporting - F&C/24/119 (Pages 25 - 76)

9.2 Performance Management/National Improvement Framework Progress Report - Families and Communities - CORS/24/117 (Pages 77 - 118)

EDUCATION

10.1 Behaviour Report - F&C/24/121 (Pages 119 - 148)

10.2 Health and Wellbeing - F&C/24/120 (Pages 149 - 198)

10.3 ABZ Campus - F&C/24/115 (Pages 199 - 212)

10.4 2023-24 Education Climate Change Report - F&C/24/118 (Pages 213 - 222)

**AT THIS JUNCTURE, THE EXTERNAL MEMBERS OF THE COMMITTEE WILL
DEPART**

CHILDREN'S SERVICES

11.1 Bairns Hoose - F&C/24/122 (Pages 223 - 230)

Impact Assessments for this Committee can be viewed here:- [Impact Assessments | Aberdeen City Council](#)

Service updates for this Committee can be viewed here:- [Education & Children's Services - Service Updates](#)

Should you require any further information about this agenda, please contact Steph Dunsmuir, sdunsmuir@aberdeencity.gov.uk

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EDUCATION AND CHILDREN'S SERVICES COMMITTEE

ABERDEEN, 20 February 2024. Minute of Meeting of the EDUCATION AND CHILDREN'S SERVICES COMMITTEE. Present:- Councillor Greig, Convener; Councillor Mennie, Vice-Convener; and Councillors Blake, Boulton (as substitute for Councillor Mrs Stewart), Bouse, Brooks, Hazel Cameron, Grant, Hutchison (as substitute for Councillor Fairfull), MacGregor, McLeod (for articles 1 to 12), McRae (as substitute for Councillor Allard) and Radley. External Members:- Mrs Frances Cardno (Parent Representative - Primary Schools/ASN) (for articles 1 to 13), Mr Michael Crawford (Parent Representative - Secondary / ASN) (for articles 1 to 13), Ms Jacqueline Munro (Teacher Representative - Secondary Schools) (for articles 1 to 13), Mr John Murray (Roman Catholic Religious Representative) (for articles 1 to 13), Mr Madhav Regmi (Third Religious Representative) (for articles 6 to 9), Miss Pamela Scott (Teacher Representative - Primary Schools) (for articles 1 to 9) and Mrs Hilda Smith (Church of Scotland representative) (for articles 10 to 13).

The agenda and reports associated with this minute can be located [here](#).

Please note that if any changes are made to this minute at the point of approval, these will be outlined in the subsequent minute and this document will not be retrospectively altered.

DECLARATIONS OF INTEREST AND TRANSPARENCY STATEMENTS

1. The following statements of transparency were noted:-

- in relation to item 9.3 (Inspection Reporting), Mrs Cardno advised that her daughter attended Forehill School, but not the Early Learning and Childcare provision, therefore she did not consider that this amounted to an interest which would prevent her from participating in the item;
- in relation to item 10.4 (Autumn in the City Programme), Councillor Blake advised that she had participated in activities but did not consider that this amounted to an interest which would prevent her from participating in the item;
- Councillor Grant made a general transparency statement that he had children at Riverbank School, which was mentioned in various items on the agenda, but he did not consider that this amounted to an interest which would prevent him from participating in the items;
- Councillor McRae made a general transparency statement that his partner was a teacher at Lochside Academy, but he did not consider that this amounted to an interest which would prevent him from participating in the items.

MINUTE OF PREVIOUS MEETING

2. The Committee had before it the minute of its previous meeting of 21 November 2023 for approval.

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The Committee resolved:-

to approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

3. The Committee had before it the business planner as prepared by the Interim Chief Officer – Governance (Legal).

The Committee resolved:-

- (i) in relation to item 9 (Autism Strategy and Action Plan), to note that guidance from the Scottish Government was still awaited but that the Chief Officer – Integrated Children's and Family Services would issue a service update in the interim;
- (ii) to note that there was no requirement for a report this cycle in respect of Education and Children's Services reforms (item 16) and therefore the item was removed from the planner; and
- (iii) to otherwise note the planner.

**PERFORMANCE MANAGEMENT/NATIONAL IMPROVEMENT FRAMEWORK
PROGRESS REPORT - CHILDREN'S AND FAMILY SERVICES - COM/24/052**

4. The Committee had before it a report by the Interim Director – Children's and Family Services which presented (a) the status of key performance measures relating to the Children's and Family Services function, (b) summary achievement data relating to the December national data release of Curriculum for Excellence outcomes in 2022/23 and (c) an interim progress update in relation to implementation of the Aberdeen City Council National Improvement Framework Plan 2023/24.

The report recommended:-

that the Committee note the report and provide comments and observations on the information contained in the report appendices.

The Committee resolved:-

- (i) in relation to school attendance data, to note that the Interim Director - Children's and Family Services and the Interim Chief Officer – Education would ascertain whether communication could be developed for parents and carers to highlight the potential impacts on, for example, attainment and life expectancy, where school attendance was below 95%;
- (ii) further to the recent behaviour in schools survey undertaken by the EIS, to note the significant, ongoing work to support all school communities so that they could offer a safe, respectful and peaceful environment for all;
- (iii) to instruct the Interim Chief Officer – Education to prepare a report back to the next Committee on managing behaviour in city learning settings;
- (iv) to note that officers would include within this report (a) detail of work undertaken in relation to improving the processes for reporting incidents in schools and making

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it easier for school staff to report and (b) information on the outputs from the Magpie Meet held in January 2024 and the sub group of Head Teachers meeting to discuss allocation of resources on staff training etc in respect of anti-bullying; and

- (v) to otherwise note the report.

CHILDREN'S SERVICES BOARD ANNUAL REPORT APRIL 2023 - MARCH 2024 - CFS/24/046

5. The Committee had before it a report by the Interim Director – Children’s and Family Services which outlined work undertaken by the Children’s Services Board over 2023/24, as well as proposed changes to the agreed Aberdeen City Integrated Children’s Services Strategic Plan to support Community Planning Partners to positively respond to changes in published data and national policy intent.

The report recommended:-

that the Committee –

- (a) note the progress made in delivering the Aberdeen City Integrated Children’s Services Strategic Plan from April 2023 to date;
- (b) note the changes evident in data sets released over the reporting period;
- (c) approve the Aberdeen City Integrated Children’s Services Strategic Plan Annual Report 2023/24;
- (d) delegate authority to the Interim Director Children’s and Family Services to submit the Annual Report to the Anti-Poverty and Inequality Committee for further review and thereafter to the Community Planning Management Board for ratification;
- (e) delegate authority to the Interim Director - Children’s and Family Services to submit the Annual Report to Scottish Government; and
- (f) instruct the Interim Director - Children’s and Family Services to report back to the Education and Children’s Services Committee within 2 committee cycles on proposed approaches to progressing:
 - more family centric approaches to support families facing complex challenges living in Scottish Index of Multiple Deprivation (SIMD) 1; and
 - a whole system approach to addressing obesity.

The Committee resolved:-

- (i) to note that the Aberdeen City Parent Forum was organising a survey of parents in relation to school meals, and that once the results were available, officers could convene a working group including parents and catering staff to discuss further, noting the suggestions about potentially sampling school meals as part of this review and taking on board previous work undertaken by the Scottish Youth Parliament in this area;
- (ii) in relation to the extension of free school meals to Primary 6 and 7 pupils, to note that officers were still awaiting detail of the timescales around this and would update the Committee once this was available;

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- (iii) in relation to the work to be undertaken on progressing more family centric approaches to support families facing complex challenges living in Scottish Index of Multiple Deprivation (SIMD) 1, to note that officers would engage with local ward Members during that process;
- (iv) to note that the Interim Director would ascertain whether it would be possible to provide information in relation to the capacities of specialist provision from pre-mainstreaming compared to now, noting that data might not be available due to the time since mainstreaming was introduced; and
- (v) to approve the recommendations contained in the report.

INSPECTION REPORTING - CFS/24/050

6. The Committee had before it a report by the Interim Director – Children’s and Family Services which detailed the outcome of inspection reports published by His Majesty’s Inspectorate of Education (HMIE) and The Care Inspectorate on the quality of Aberdeen City schools and Early Learning and Childcare settings since the last meeting of the Education and Children’s Services Committee.

The report recommended:-

that the Committee –

- (a) note the content of the report; and
- (b) instruct Interim Chief Officer - Education to continue to support Early Learning and Childcare (ELC) settings and schools to implement continuous improvement in keeping with the Quality Framework agreed at Committee in July 2023.

The Committee resolved:-

- (i) to note that there had been a number of ELC settings where inspections had returned a variation of gradings;
- (ii) to reaffirm Aberdeen City Council’s commitment to providing the highest quality Early Learning and Childcare; and acknowledge with encouragement that there was an overall upward trend of improvement in inspections;
- (iii) to acknowledge that there had been significant collaboration with officers and Head Teachers to work on improvement through the Collaborative Improvement model; and note that this provided a central monitoring role to allow wider team support for individual schools to provide quality teaching and learning;
- (iv) therefore, to instruct the Interim Chief Officer - Education to continue to report to committee on the improvement journey; and continue to work closely with Head Teachers to ensure ELC settings were receiving adequate support to deliver high quality ELC provision for all children in Aberdeen City; and
- (v) to approve the recommendations contained in the report.

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COLLABORATIVE IMPROVEMENT REPORT - CFS/24/048

7. The Committee had before it a report by the Interim Director – Children’s and Family Services which outlined the process of a Collaborative Improvement Review which the Education Service had participated in during November 2023, and presented the outcome of the peer review model.

The report recommended:-

that the Committee –

- (a) note the Collaborative Improvement Review report; and
- (b) instruct the Interim Chief Officer – Education to keep Committee sighted on national developments around Collaborative Improvement models which impact the remit of the Education and Children’s Services Committee.

The Committee resolved:-

to approve the recommendations.

MANAGEMENT OF RAAC IN SCHOOLS - RES/24/053

8. The Committee had before it a report by the Director of Resources which provided assurance in relation to the presence of Reinforced Autoclaved Aerated Concrete (RAAC) in school buildings. The report included details of the outcome of building inspections, along with an overview of the strategies and procedures which had been put in place to manage and maintain the affected buildings; and provided an update on progress with longer term planning for the removal of the RAAC from the buildings.

The report recommended:-

that the Committee –

- (a) note the contents of the report; and
- (b) instruct the Chief Officer – Corporate Landlord to carry out a detailed options appraisal for the long term future of Northfield Academy, with a view to providing a solution to address the presence of RAAC within the building, and to include an update on progress within the next annual update to the School Estate Plan in September 2024.

The Committee resolved:-

- (i) to approve the recommendations contained in the report; and
- (iii) to agree that there would be active engagement with the local community and young people.

NORTHFIELD PRIMARIES - RES/24/054

9. With reference to article 10 of the minute its meeting of 8 November 2022, the Committee had before it a report by the Director of Resources which presented a

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summary of the findings from a recent feasibility study which aimed to identify options for reducing the number of primary schools within the Northfield Associated Schools Group (ASG).

The report recommended:-

that the Committee –

- (a) note the content of the report; and
- (b) instruct the Chief Officer – Corporate Landlord to carry out further work to identify potential future options for improving and consolidating primary school provision in the Northfield ASG, alongside the planned review of the long term future of Northfield Academy, and to include an update on progress within the annual update to the School Estate Plan in September 2024.

The Committee resolved:-

- (i) to note that officers would circulate information on the outline process for the work set out in the report to Members outwith the meeting;
- (ii) to approve the recommendations contained in the report; and
- (iii) to agree that there would be active engagement with the local community and young people to provide reassurance that primary and secondary changes would be considered together.

SCHOOL ESTATE PLAN TIMELINE - RES/24/055

10. The Committee had before it a report by the Director of Resources which set out a draft revised timeline for the continued implementation of the recommended actions from the School Estate Plan.

The report recommended:-

that the Committee instruct the Chief Officer – Corporate Landlord to implement the School Estate Plan in accordance with the revised timeline presented at Appendix 1 of the report.

The Convener, seconded by the Vice Convener, moved the recommendation as contained in the report.

Councillor Blake, seconded by Councillor Grant, moved as an amendment:-

That the Committee:-

- (a) note that in appendix 1, the full business case for Bucksburn Academy extension was scheduled for winter 2024/25;
- (b) agree that Bucksburn Academy required a permanent extension because it was over capacity with a pupil roll of 890 and a capacity of 765;
- (c) agree that the temporary extension had a planning condition to remove within 5 years of planning consent given on 1 September 2022;

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- (d) agree that for a permanent extension to be available before September 2027, then a full business case must be expedited rather than delayed by a year;
- (e) note the inclusion of 'St Peter's School Refurbishment' within the School Estate Plan, following the approval of officer recommendations at the Education and Children's Services Committee in November 2023;
- (f) note that officers had advised Committee members that the new Riverbank Primary school would now not be completed until at least 'late 2024' and that progress for the St Peter's School Refurbishment was interdependent upon completion of the new Riverbank Primary School; and
- (g) instruct the Chief Officer – Corporate Landlord to report to the next meeting of Education and Children's Services Committee, following decisions made at the Council budget meeting, setting out clear milestones against the St Peter's School Refurbishment section of the School Estate Plan.

On a division, there voted:- for the motion (12) – the Convener; the Vice Convener; Councillors Boulton, Bouse, Brooks, Hazel Cameron, Hutchison, MacGregor, McLeod, McRae and Radley; and Mrs Smith; for the amendment (5) – Councillors Blake and Grant; and Mrs Cardno, Mr Crawford and Mr Murray; declined to vote (1) – Ms Munro; and absent from the division (2) – Mr Regmi and Miss Scott.

The Committee resolved:-

to adopt the motion.

AUTUMN IN THE CITY PROGRAMME 2023 - CFS/24/047

11. The Committee had before it a report by the Interim Director – Children's and Family Services which presented the high level evaluation of the Autumn in the City programme 2023.

The report recommended:-

that the Committee –

- (a) note the high level evaluation of the Autumn in the City programme;
- (b) agree to utilise the £27,914.83 which remained in the In the City 23/24 budget to design and deliver a more limited programme for the Easter holiday period; and
- (c) instruct the Interim Chief Officer – Education to report to Committee on the impact of the Easter (2024) programme following delivery.

The Committee resolved:-

to approve the recommendations.

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SCHOOL HOLIDAY PATTERN 2025 - 2030 - CFS/24/044

12. The Committee had before it a report by the Interim Director – Children’s and Family Services which sought approval for a recommended school holiday pattern for school sessions 2025–2026 to 2029–2030.

The report recommended:-

that the Committee –

- (a) approve the proposed school holiday pattern to 2030 outlined in Appendix A of the report; and
- (b) instruct the Interim Chief Officer – Education to publish details of the holiday pattern.

The Committee resolved:-

to approve the recommendations.

NATIONAL DELIVERY FRAMEWORK FOR SCHOOL AGE CHILDCARE AND LOCAL DELIVERY PLANS - CFS/24/014

13. The Committee had before it a report by the Interim Director – Children’s and Family Services which provided an update on the National Delivery Framework for School Age Childcare and on local delivery plans in Aberdeen.

The report recommended:-

that the Committee –

- (a) note the Scottish Government Delivery Framework for School Age Childcare 2023;
- (b) note the update on local delivery plans for School Age Childcare in Aberdeen;
- (c) welcome the additional funding from a successful bid to Scottish Government Inspiring School Age Childcare Spaces Programme; and
- (d) instruct the Interim Chief Officer - Education to work with key stakeholders to review and refresh the Aberdeen City Council Out of School Care Policy, in line with national policy, and report back to Committee in September 2024.

The Committee resolved:-

- (i) to note that officers would consider feedback given at the meeting by Members in respect of gaps in provision in particular areas of the city, for example, Sheddocksley and Lower Deeside when undertaking future reviews; and
- (ii) to approve the recommendations contained in the report.

At this juncture, the External Members of the Committee departed the meeting.

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SOCIAL WORK SERVICE PROVISION FOR UNACCOMPANIED ASYLUM-SEEKING CHILDREN AND YOUNG PEOPLE (UASYP) - CFS/24/045

14. The Committee had before it a report by the Interim Director – Children’s and Family Services which provided assurance that appropriate and effective support was afforded to Unaccompanied Asylum-Seeking Young People (UASYP) within Aberdeen City.

The report recommended:-

that the Committee –

- (a) note the current plans to provide appropriate accommodation, support and intervention to meet the needs of this vulnerable group of children and young people; and
- (b) instruct the Chief Social Work Officer to provide an annual update through the Children’s Services Plan Annual Report.

The Committee resolved:-

to approve the recommendations.

BAIRNS HOOSE - CFS/24/049

15. The Committee had before it a report by the Interim Director – Children’s and Family Services which provided an update on the outcome of Aberdeen City’s Bairns Hoose Pathfinder application and the subsequent “bid” application.

The report recommended:-

that the Committee –

- (a) note Aberdeen City’s successful Bairns Hoose Pathfinder application;
- (b) note the award of £281,875 for the year 2023/24 to support Aberdeen City’s delivery of a Bairns Hoose and to note a further round of funding would be made available for 2024/25 with a bid being required to be submitted by 21 February 2024; and
- (c) request that the Chief Social Work Officer provides Members with an update on progress to deliver a Bairns Hoose within the Annual Child Protection Committee Report and within the annual update to Aberdeen City’s Children’s Services Plan.

The Committee resolved:-

- (i) to thank officers for the immense amount of work undertaken so far to ensure a successful Pathfinder application for Aberdeen City; and note the ongoing work to deliver this transformative service for vulnerable children and young people across Aberdeen City and further;
- (ii) to understand that a Bairns Hoose was a transformative way of working with vulnerable children, minimising trauma and increasing wrap around support for children and young people within the justice system;

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- (iii) to reaffirm the Council's long-term commitment to a Bairns Hoose in Aberdeen as part of the Promise;
- (iv) to instruct the Chief Officer – Integrated Children's and Family Services to organise a return visit of the Committee to the Bairns Hoose, once construction of the facility was finished; and
- (v) to approve the recommendations contained in the report.

SECURE CARE PATHWAY REVIEW - CFS/24/051

16. The Committee had before it a report by the Interim Director – Children's and Family Services which provided an update on the learning identified in the recently published Secure Care Pathway report and highlighted any immediate implications for the delivery of services to children and young people from Aberdeen who were in or on the edges of secure care.

The report recommended:-

that the Committee –

- (a) note the contents of the report; and
- (b) note that the outcome of the Council's self-evaluation would contribute to the annual review of the statutory Children's Services Plan with required actions being built into the plan.

The Committee resolved:-

to approve the recommendations.

- **COUNCILLOR MARTIN GREIG, Convener**

| | A | B | C | D | E | F | G | H | I |
|----|---|---|--------|------------------|---|--------------------------|--------------------|---|---|
| 1 | EDUCATION AND CHILDREN'S SERVICES COMMITTEE BUSINESS PLANNER The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year. | | | | | | | | |
| 2 | Report Title | Minute Reference/Committee Decision or Purpose of Report | Update | Report Author | Chief Officer | Directorate | Terms of Reference | Delayed or Recommended for removal or transfer, enter either D, R, or T | Explanation if delayed, removed or transferred |
| 3 | 30 April 2024 | | | | | | | | |
| 4 | Inspection Reporting | A standing item (if required) to report on the outcome of inspections and any changes in the approach of inspection agencies | | Shona Milne | Education and Lifelong Learning | Families and Communities | 1.1.6 | | |
| 5 | Bairns Hoose update | To share with members progress in relation to the development of Aberdeen City's Bairns Hoose | | Graeme Simpson | Children's Social Work and Family Support | Families and Communities | 2.2 | | |
| 6 | Performance Management/National Improvement Framework Progress Report - Families and Communities | To present the regular performance update | | Alex Paterson | Data Insights | Corporate Services | 1.1.3 | | |
| 7 | Behaviour Report | E&CS 20/02/24 - (i) to instruct the Interim Chief Officer – Education to prepare a report back to the next Committee on managing behaviour in city learning settings; and (ii) to note that officers would include within this report (a) detail of work undertaken in relation to improving the processes for reporting incidents in schools and making it easier for school staff to report and (b) information on the outputs from the Maggie Meet held in January 2024 and the sub group of Head Teachers meeting to discuss allocation of resources on staff training etc in respect of anti-bullying. | | Shona Milne | Education and Lifelong Learning | Families and Communities | 1.1.1 | | |
| 8 | Education and Children's Services reforms | A standing item if required - To provide Committee with an update E&CS 24/01/23 - to instruct the Chief Education Officer to update Committee on further developments within one calendar year or earlier if on-going education reform triggered a change in the current operating model | | Eleanor Sheppard | Education and Lifelong Learning | Families and Communities | 1.1.1/2.1 | R | This is a standing item and there is no requirement for a report this cycle |
| 9 | Education Climate Change Annual Report | E&CS 21/03/23 - to instruct the Chief Officer - Education to report back on progress in one calendar year; and to request that the report back include further detail about the work of the various eco-groups in schools | | Stuart Craig | Education and Lifelong Learning | Families and Communities | 1.1.1 | | |
| 10 | Inspection Reporting – Inspection of Regulatory Care Services | E&CS 21/03/23 - to instruct the Chief Officer – Children's & Family Services to bring an updated report to Committee in March 2024. | | Graeme Simpson | Children's Social Work and Family Support | Families and Communities | 2.2 | R | This item has now been integrated into the regular inspection reporting updates to Committee and therefore is recommended for removal as no separate report is required |
| 11 | Health and Wellbeing | E&CS 23/05/23 - to instruct the Interim Director of Children's and Family Services to consider the findings of the report and plan next steps as part of work being taken forward through the Children's Services Plan and associated National Improvement Framework Plan; and to instruct the Chief Officer – Education to report the findings of the next Health and Wellbeing surveys to Committee within one calendar year. To include the update on the Health and Wellbeing summit | | Emma Powell | Education and Lifelong Learning | Families and Communities | 1.1.1 | | |

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| | Report Title | Minute Reference/Committee Decision or Purpose of Report | Update | Report Author | Chief Officer | Directorate | Terms of Reference | Delayed or Recommended for removal or transfer, enter either D, R, or T | Explanation if delayed, removed or transferred |
| 2 | Approaches to Quality Improvement | E&CS 04/07/23 - to instruct the Chief Officer - Education to review the impact of the arrangements on evaluations of core Quality Indicators over school session 2023/24, amending approaches as required, and report back to Committee in advance of the 2024/25 school session | | Shona Milne | Education and Lifelong Learning | Families and Communities | 1.1.1 | | |
| 26 | | | | | | | | | |
| 27 | 17 September 2024 | | | | | | | | |
| 28 | Education and Children's Services Performance Management Framework | To present the regular performance update | | Alex Paterson | Data Insights | Corporate Services | 1.1.3 | | |
| 29 | CSW Workforce Planning | To present an update | | Ali McAlpine | Children's Social Work and Family Support | Families and Communities | 2.1 | | |
| 30 | Inspection Reporting | A standing item (if required) to report on the outcome of inspections and any changes in the approach of inspection agencies | | Shona Milne | Education and Lifelong Learning | Families and Communities | 1.1.6 | | |
| 31 | Denominational Primary Schools Feasibility - Outline Business Case (Rec RC1) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for ensuring appropriate and sustainable long term denominational primary school provision for the city to meet forecast demand, and report back to the Education and Children's Services Committee with recommendations (approval of Outline Business Case and consultation proposal) E&CS 20/02/24 - approval of revised School Estate timeline | | Andrew Jones | Corporate Landlord | Families and Communities | 1.1.1, 1.1.5, 1.3 | | |
| 32 | School Estate Plan - Victorian Schools - feasibility study & options appraisal (CA1) | EODC 08/09/22 - to instruct the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and options appraisal to improve the suitability, accessibility and capacity levels of Victorian schools within Aberdeen City, and to report back to the Education and Children's Services Committee with recommendations and estimated costs. E&CS 12/09/23 - A Strategic Outline Case, detailing plans for the feasibility study, was approved by the Council's Capital Board in June 2023. The Design Team has been appointed to undertake the Feasibility Study which will be carried out over Autumn/Winter 2023/24 | | Andrew Jones | Corporate Landlord | Families and Communities | 1.1.1, 1.1.5, 1.3 | R | As per the report at the last meeting on the revised school estate timetable, the outline business case will now be presented to the Finance and Resources Committee for approval as there are no actions for the Education and Children's Services Committee. An update on this project will however be included in the annual School Estate Plan report in September |
| 33 | Performance Management Framework Report / National Improvement Framework – Education and Children's Services | To present the latest performance for the cycle and update on the progress made delivering the National Improvement Framework Plan EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point. | | Alex Paterson | Data Insights | Corporate Services | 1.1.3 | | |

| | A Report Title | B Minute Reference/Committee Decision or Purpose of Report | C Update | D Report Author | E Chief Officer | F Directorate | G Terms of Reference | H Delayed or Recommended for removal or transfer, enter either D, R, or T | I Explanation if delayed, removed or transferred |
|----|---|--|--|--------------------|--------------------------|--------------------------|-------------------------|--|---|
| 2 | Consultation on proposed new school at Bucksburn / Newhills | <p>EC&S 04/07/23 - to instruct the Chief Officer - Corporate Landlord to carry out a statutory public consultation on the proposal to establish a new primary school at Bucksburn / Newhills, and on proposed changes to the existing school catchment area for Brimmond School, to create a new catchment areas which would be served by the proposed new school; to provide Members with a firm date for the statutory consultation and to report the date to the next Committee meeting; and to report back to the Committee on the outcomes of the consultation at the first available meeting following conclusion of the consultation process.</p> <p>E&CS 12/09/23 - in relation to the proposal to establish a new primary school at Bucksburn / Newhills, and on proposed changes to the catchment area for Brimmond School, to note that the statutory consultation for the proposed new school at Bucksburn / Newhills will be carried out from 5 February 2024 to 22 March 2024. To note in the School Estate Plan that the Committee would consider consultation feedback & confirm decision on implementing proposals in July 2024</p> <p>E&CS 20/02/24 - E&CS 20/02/24 - approval of revised School Estate timeline - dates for carrying out the consultation to be confirmed</p> | | Andrew Jones | Corporate Landlord | Families and Communities | 1.1.1, 1.1.5, 1.3 | | |
| 55 | Loirston Loch Additional Primary Provision - Outline Business Case (L1) | <p>E&CS 12/09/23 - Instructs the Chief Officer – Corporate Landlord to make arrangements to carry out a feasibility study and stakeholder engagement to identify options for creating the required additional school capacity to serve the planned Loirston Loch development, and report back to the Education and Children’s Services Committee with recommendations as appropriate.(Recommendation L1)</p> <p>E&CS 20/02/24 - Revised school estate timeline approved. No immediate requirement for this, revisit post 2024</p> | Dates to be provided in future updates to school estate plan | Andrew Jones | Corporate Landlord | Families and Communities | 1.1.1, 1.1.3, 1.5 | | |
| 56 | Children’s Services Plan - Annual Update | <p>E&CS 21/03/23 - to instruct the Interim Director Children’s and Family Services to ensure that yearly progress reports are presented to Committee & thereafter for approval by the Community Planning Management Board over the lifetime of the Plan.</p> <p>E&CS 04/07/23 - to instruct the Interim Director Children’s and Family Services to report progress in developing a Family Support Model and progress on the impact of delivering improved multi-agency support to Kinship Carers through the Children’s Services Plan annual progress report.</p> <p>E&CS 20/02/24 - to note the current plans to provide appropriate accommodation, support and intervention to meet the needs of this vulnerable group of children and young people; and instruct the Chief Social Work Officer to provide an annual update through the Children’s Services Plan Annual Report.</p> <p>E&CS 20/02/24 - to request that the Chief Social Work Officer provides Members with an update on progress to deliver a Bairsn Hoose within the Annual Child Protection Committee Report and within the annual update to Aberdeen City’s Children’s Services Plan.</p> | | Eleanor Sheppard | Families and Communities | Families and Communities | 1.1.1 | | |
| 57 | | | | | | | | | |

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ABERDEEN CITY COUNCIL

| | |
|---------------------------|---|
| COMMITTEE | Education and Children’s Services Committee |
| DATE | 30 April 2024 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Inspection Reporting |
| REPORT NUMBER | F&C/24/119 |
| 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 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

| ELC Quality Indicators | Evaluation |
|------------------------------------|-------------------|
| 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 7th 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? |
|------------------------------|--|--|---|---|
| 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 | |
| Aberdeen City Council Policy Statement | |

| | |
|---|---|
| <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><u>Aberdeen City Local Outcome Improvement Plan</u></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>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>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>Integrated Impact Assessment</p> | <p>No assessment required. I confirm this has been discussed and agreed Shona Milne 2/4/24</p> |
| <p>Data Protection Impact Assessment</p> | <p>No DPIA is required.</p> |
| <p>Other</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

| | |
|----------------------|-----------------------------|
| Name | Shona Milne/Graeme Simpson |
| Title | Chief Education Officer |
| Email Address | shmilne@aberdeencity.gov.uk |
| Tel | 01224 522000 |

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Appendix A - Care Inspectorate Action Plan Woodside

| Areas for improvement | Measures of Success | Action required | Stakeholders & timescale | Desired outcomes for children | Evidence and confirmed completion | |
|---|---|--|--|--|--|-----|
| 1.1 - Nurturing, Care and Support | | | | | | RAG |
| <p>To support child's health, wellbeing and safety, the provider and manager should ensure staff are appropriately deployed and have the time needed in order to meet children's care and learning needs.</p> | <p>Staff practice observations will show an improvement with staff being less task orientated and more engaged with children.</p> <p>Informal and regular observations of number of staff outdoors.</p> <p>Staff deployment rota</p> | <p>Termly staff practice observations as per QA calendar. These will be compared over time to monitor the improvement of this. Feedback will be shared with staff in way of strengths and clear next steps.</p> <p>Staff deployment rota will clearly outline who is responsible for each task each day, ensuring the minimum number of staff required are doing this.</p> <p>SEYPs will amend deployment throughout the day as and when needed in response to children's needs. This will be discussed weekly with SEYPs at leadership meetings to monitor effectiveness of this.</p> <p>Any staff who are not following direction from SEYPs and DHT around deployment or actioning next steps from observations will be spoken to directly by DHT and a clear action plan created as part of the informal procedures around performance management.</p> | <p>DHT to complete Jan 24, Mar 24 and Jun 24.</p> <p>DHT created and implement by SEYPs starting 8th Jan 24</p> <p>SEYPs to be consistently achieving this by 29th March 24</p> <p>Starting 8th Jan 24, implemented by DHT.</p> | <p>Changes to staff deployment will allow all children to have the right care and support needed.</p> | <p>Completed staff practice observations.</p> <p>Deployment rota displayed on both playroom walls.</p> <p>Weekly Leadership meetings minutes</p> <p>Weekly Leadership meetings minutes Action plans and chronology where required.</p> | |
| <p>To promote children's understanding and enjoyment of healthy eating and drinking, the manager and staff should improve mealtime experiences. This should include but not be limited to ensuring the environment is calming</p> | <p>Children will speak positively about their lunch time experience.</p> <p>More children will choose to engage in the lunch experience.</p> <p>Staff practice observations.</p> <p>Completed observation/audit sheet for lunch routine</p> | <p>Staff will trial lunches for all children in one sitting in each playroom.</p> <p>Lunch routines will be established with all children. This will involve tidy up, wash hands, and sitting down. As all children will be partaking in this, staff will be able to be deployed to support and monitor.</p> | <p>8th Jan 24 by all ELC staff, lead by SEYPs</p> <p>By 29th March 24 by all ELC staff, lead by SEYPs</p> | <p>The lunch routines and atmosphere will allow children to enjoy their mealtime in a relaxed and unhurried environment.</p> | <p>SLT and SEYP observations of lunch routine.</p> <p>Completed observation/audit sheet for lunch routine</p> | |

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| <p>and relaxed with comfortable seating and table arrangements.</p> | | <p>Adequate tables will be set up in each room to ensure children all have enough space.</p> <p>Children will have reminders of expectations at the lunch table, including inside voices and staying seated until their table is finished.</p> <p>Staff will use calm and quiet voices when supporting the children and will refrain from raising voices across the playground.</p> <p>A smaller, quieter table will be set up in each room to support those children who require this space to engage in the lunch experience.</p> | <p>8th Jan 24 by all ELC staff, lead by SEYPs.</p> <p>By 29th March 24 by all ELC staff, lead by SEYPs.</p> <p>8th Jan 24 by all ELC staff, lead by SEYPs.</p> <p>15th Feb 24 by all ELC staff, lead by SEYPs.</p> | | | |
| <p>1.3 - Play and Learning</p> | | | | | | |
| <p>To support children's learning and development, the manager and staff should ensure children experience high quality play and learning relevant to their age and stage of development. This should include but not be limited to ensuring</p> <ul style="list-style-type: none"> • Staff are knowledgeable and trained in supporting children's learning • The learning environment sparks children's curiosity • Groups times are used effectively to support all | <p>Environmental audits as per QA calendar show an improvement when compared over time.</p> <p>Seesaw post outline clear learning and next steps.</p> <p>Staff practice observations show group time is effective to all learners.</p> <p>Attainment for almost all learners will continue to be raised and evidenced through the processes of tracking and monitoring.</p> | <p>School style context planners to be developed using Es and Os bundles to create learning contexts. This will support the intentional planning.</p> <p>Benchmarks across the progressions will be outlined in these planners to support pace and challenge.</p> <p>Floor books and Seesaw will be used to evidence responsive planning and learning environments will reflect this.</p> <p>Staff will engage in CPL around high quality responsive planning and the role of the adult in this. This will focus on where adults can extend and deepen learning through interactions.</p> <p>Staff will engage in CPL around child development and learning and this knowledge will impact staff interactions to support learning.</p> <p>Adult led activities (group times) will be planned using the Key Group Floor Book, ensuring these met the needs of all learners</p> | <p>15th April 24 by PT and DHT</p> <p>15th April 24 by PT and DHT</p> <p>15th April by KW</p> <p>13th and 14th Feb 24 with all ELC staff led by DHT.</p> <p>7th May 24 with all ELC staff led by DHT.</p> <p>Starting 13th and 14th Feb 24 by KW.</p> | <p>Intentional and responsive planning will enable all learners to access learning at a level suitable to their age and stage of development.</p> <p>Learning environments will enable all learners to access learning at a level suitable to their age and stage of development, in particular to engage learners</p> | <p>School context planners have developed and will be introduced in term 4.</p> <p>Seesaw observations and floor books evidence responsive planning.</p> <p>Connect, Challenge, Extend Role of the Adult Jamboard staff reflections.</p> <p>Responsive child led activities are captured in the floor books.</p> <p>Rota evidences staff deployment and maintenance responsibility. SLT</p> | |

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| <p>children's needs.</p> | | <p>who participate. Adult led activities will be kept to no more than 15 minutes and will be optional for children to participate.</p> <p>Outdoor environment will be set up daily by a designated member of staff as per the rota</p> <p>Outdoor resources will be organised and maintained by designated members of staff as per the rota on a weekly basis.</p> <p>CLP focusing on the importance of outdoor environment and the benefit this has on learners.</p> | <p>Starting 8th Jan 24 by all ELC staff depending on the rota.</p> <p>7th May 24 with all ELC staff led by DHT.</p> | <p>in problem solving, imaginative and creative play.</p> | <p>and SEYP observations of the outdoor environment.</p> | | |
| <p>3.1 - Quality Assurance and Improvements are well led</p> | | | | | | | |
| <p>Continue to progress along the improvement journey.</p> | <p>ELC staff will continue to engage positively in the Quality Assurance process with SEYP and DHT. This will be evidenced through links to documentation in the QA calendar.</p> <p>Next steps from QA and guidance around Improvements will be implemented and impactful.</p> <p>QI questions documented to support self-evaluation and next steps.</p> | <p>ELC leadership remits will be reviewed and summarised to make these more accessible for all staff.</p> <p>The improvement plan will be shared with all staff and displayed.</p> <p>QA calendar will be set out for SLT to follow. Initially lead by DHT with SEYPs to shadow.</p> <p>The QA calendar will be shared with all staff digitally for them to access at all times.</p> <p>Audits carried out as per QA Calendar will have comparisons to previous audits to measure impact.</p> <p>Accident/Incident Audit and Medication Audit processes will be improved to monitor these more closely and ensure safety for all.</p> <p>Self-Evaluation presentation will be shared and accessible to all staff. Staff can contribute to this at any time and will be supported to contribute to this in staff meetings.</p> | <p>7th May 24 by DHT</p> <p>14th Feb 24 by DHT with all ELC staff</p> <p>8th Jan 24 by DHT and SEYPs</p> <p>Ongoing by DHT and SEYPs</p> <p>29th Feb 24 by DHT</p> <p>8th Jan 24 by all ELC staff</p> <p>Ongoing lead by DHT</p> <p>5th July 24 by all ELC staff</p> | <p>In ELC, staff will continue to work together as a team on areas of improvements. SEYPs will start to take responsibility for aspects of the QA calendar, leading this team in these improvements.</p> <p>This will ensure children receive the highest quality care and learning as staff continue to develop and learn professionally</p> | <p>Improvement plan has been shared with all staff and visible in staffroom.</p> <p>QA calendar is accessible to all staff and is live and online. Evidence added to this is accessible to the SLT.</p> <p>New and up to date Accident /Incident and Medication Audit completed and added to evidence folders. Termly comparisons captured.</p> <p>Ongoing self-evaluation presentation is continually reviewed and added to.</p> <p>QI challenge question responses documented.</p> <p>SEYP/SLT have visited MileEnd, Seaton, Manorpark, Dyce ELCs.</p> <p>Google form captured staff consultation feedback on understanding of their role in ELC</p> | | |

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| | | <p>All ELC meetings to start with QI challenge questions.</p> <p>Greater focus on opportunities for ELC staff to look outwards by visiting other settings or engaging in professional reading about other settings.</p> <p>Staff consultation to gather information about staff understanding of their role in improvement planning and seek their views on how this is implemented.</p> | <p>13th and 14th Feb 24 with all ELC staff led by DHT.</p> | <p>and act on feedback.</p> | <p>improvement journey. This evidenced sound understanding of improvement cycles and the purpose of this.</p> | |
| <p>Continue to develop parental partnerships and engagement.</p> | <p>Parental feedback surveys. ‘You said we did’, display.</p> <p>Seesaw posts will evidence community engagement</p> <p>Attendance at ELC Parent Support Group and survey feedback</p> | <p>Google form to be sent to parents/carers to seek information on Stay and Play preferences and specific skills/interests which parents/carers can offer in ELC. Stay and Play sessions to be responsive to parent feedback.</p> <p>Establish an ELC Parent contact within the ASN Support Group. This aims to be parent led and responsive to parent needs as they arise.</p> <p>Regularly seeking and acting upon parental/carers feedback through use of QR codes to support engagement. This feedback will be used to create a ‘you said, we did’ display.</p> | <p>29th Feb 24 by DHT for google form, sessions to start term 4.</p> <p>26th Aug 24 by DHT</p> <p>15th April 24 by SEYPs.</p> | <p>Increased engagement and partnership with parents and carers to promote community inclusion and skills development for children and families.</p> | <p>Google form captured parental/carers stay and play preferences and used to plan a stay and play week.</p> <p>ELC parent identified as lead contact within ASN group and Parent Council.</p> <p>QR codes trialled with limited engagement from parents/carers. Feedback to be sought through Google Forms on Seesaw as slightly higher response evidenced.</p> | |

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| HMIE Action Plan | | | | | | | |
| 2.3 Learning, teaching and assessment | | | | | | | |
| Areas for improvement | Measures of Success | Action required | Stakeholders & timescale | Desired outcomes for children | Evidence and confirmed completion | RAG | |

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| <p><u>Develop the learning environment as a teacher</u> Practitioners will ensure that all children can access a wide range of learning activities, resources and opportunities that engage, challenge and motivate them to lead their own learning.</p> | <p>Completed environment audits.</p> <p>Baseline and follow up comparator environmental audits will show significant improvement. (see above CI actions/measures)</p> <p>Senior Leadership observations of child engagement will demonstrate improved environment.</p> <p>Reduction in accidents and incidents due to engaged and purposeful play.</p> <p>Boardmaker environmental print visible and used purposefully by all.</p> | <p>Practitioners to model and promote safe and purposeful use and care of resources. Ongoing Care Inspectorate action above regarding cleaning rota and practitioners assigned to designated playrooms supports this improvement area.</p> <p>Sensational environment audit and SLT environment audit</p> <p>Practitioners to develop and make use of other spaces within ELC (mezzanine level, cloakroom area) for additional/quiet activities to support engagement for all children.</p> <p>Purchase Board maker to provide a consistent communication tool which better enables all children to access the learning environment with a greater degree of independence. Resources, timetables and choices to reflect a consistent communication approach.</p> | <p>All SEYPS and EYPS Aug 2024</p> <p>Heather Ritchie Suz from Sensational Jan 2024</p> <p>Sonja Lowit May 2024</p> | <p>All children will be engaged and challenged in their learning, experiencing breadth and depth of the curriculum. Children will be empowered to develop greater levels of autonomy in their own learning journey.</p> | <p>Staff practice observations and informal observations.</p> <p>Environmental audit with comparison over time evidences an improvement in accessibility and range of resources. SLT observations evidence that practitioners are starting to build confidence in using a variety of spaces to support learner's engagement.</p> | |
| <p><u>Planning, tracking and monitoring</u> Ensure that intensive and responsive planning meets the needs of all children through appropriate challenging experiences.</p> | <p>Feedback from staff on Floor book CPLD.</p> <p>Floor books evidence responsive planning.</p> <p>Completed Key Group Attainment Overviews will evidence professional challenge and support in regard to planning.</p> <p>Alignment of Floor books, Seesaw, planning documents and Key Group Attainment Overviews will be triangulated and be in alignment.</p> <p>Individual Child Tracking Sheets will evidence progress and achievement and identified gaps/extensions will be resourced and observed in the ELC environment.</p> | <p>Floor book CPLD provided for all ELC staff.</p> <p>Termly Tracking meetings will focus on planning for all learners in each key group. Coaching approach style questioning and professional challenge used by SLT to ensure learning planned meets the needs of all.</p> <p>Termly Tracking meetings involve analysis of Floor Books for each Key Group.</p> <p>Individual Tracking sheets will be embedded and ELC staff will routinely update and bring these to termly tracking meetings taking professional ownership of these.</p> <p>Intentional IDL planners, created by the leadership team, will provide opportunities</p> | <p>Carol Main 7th May 2024</p> <p>Heather Ritchie Oct 2024</p> <p>Heather Ritchie June 2024</p> <p>Heather Ritchie December 2024</p> | <p>All children experience appropriate levels of challenge to ensure progression through responsive and planned play.</p> | <p>Completed Key Group Attainment Overviews capturing professional dialogue and challenge.</p> <p>Individual tracking sheets are being used with an element of SLT scaffolding support. These are evidenced in folders.</p> <p>Intentional IDL planners have been created by the leadership team and are ready to be introduced as per timeline.</p> | |

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| | Completed planners will evidence intentional learning experiences and resources provided. Evaluations of these will evidence the responsive planning within this. | for breadth and depth of the curriculum while allowing for personalisation and choice in each playroom. | | | | |
| <p><u>Improve the quality of interactions</u></p> <p>Practitioners will ensure that consistent high-quality interactions support and extend individual learning needs. Practitioners will model simple, reduced language, strengthened by consistent approaches to universal communication.</p> | <p>Consistent universal visual communications visible in ELC and referred to by children, parents and staff.</p> <p>Padlet created by SensationALL</p> <p>Completed reflection sheets by all ELC staff in response to all Padlet videos.</p> <p>Completed IDL planners which reflect quality questioning of learners.</p> | <p>Purchase Board Maker to provide a consistent, universal communication tool for all children to support them in making informed choices about their play and learning, and support early communication, language and literacy skills.</p> <p>Modelling and reflection sessions with ELC staff supported by Sensational on intensive interactions tailored to individual and group needs. These will be captured on video on Padlet for all staff to observe. Reflection templates developed to support reflective practice.</p> <p>Floor book CPLD for all ELC staff with a focus on questioning and intensive interactions.</p> <p>Introduction of IDL planners which focus on and support quality questioning.</p> | <p>Sonja Lowit May 2024</p> <p>ELC staff October 2024</p> <p>Carol Main May 2024</p> <p>Heather Ritchie December 2024</p> | <p>Interactions will support and extend learning needs consistently for all children.</p> | <p>Padlet has been developed. Modelling sessions have taken place and are documented on the Padlet for staff use. Reflection templates developed and ready for use.</p> <p>Intentional IDL planners have been created by the leadership team and are ready to be introduced as per timeline.</p> | |
| <p><u>Improve the quality of observation</u></p> <p>Seesaw observations will be consistent across key groups and reflect progress over time, capturing breadth and depth of knowledge and understanding.</p> | <p>Individual learning journeys on Seesaw triangulate with tracking information.</p> | <p>Seesaw policy reviewed an updated in consultation with all ELC staff and shared with parents.</p> <p>Tracking meetings with Key Workers to refer back to Seesaw journals to cross reference.</p> <p>Seesaw posts to become part of the Quality Assurance Calendar for session 24/25.</p> | <p>Heather Ritchie Feb 2024</p> <p>Heather Ritchie June 2024</p> <p>June 2024</p> | <p>Children will build on prior learning enabling improved progress over time.</p> | <p>Updated Seesaw policy.</p> <p>Completed Key Group Attainment Overviews capturing professional dialogue and challenge.</p> | |
| HMle Action Plan | | | | | | |

3.2 Securing children's progress

| Areas for improvement | Measures of Success | Action required | Stakeholders & timescale | Desired outcomes for children | Evidence and confirmed completion |
|--|---|--|---|---|---|
| <p>Raise attainment in literacy and numeracy Children will develop further their skills in listening, talking, turn taking and early reading skills to support language and literacy development.</p> <p>Children will further develop their counting skills and explore numbers through play and real-life contexts.</p> | <p>Boardmaker environmental print visible and used purposefully by all.</p> <p>Year on year ACEL data in literacy and numeracy evidences increase in attainment.</p> <p>Sample tracking of cohorts overtime will evidence increases in attainment in literacy and numeracy.</p> <p>In literacy, ACEL data will surpass stretch aims by 10%.</p> <p>In numeracy, ACEL data will surpass stretch aims by 3%</p> | <p>Purchase Board Maker to provide a consistent, universal communication tool for all children to support them in making informed choices about their play and learning, and support early communication, language and literacy skills.</p> <p>Attainment gaps in literacy and numeracy will be identified through termly tracking meetings using the Key Group Needs Overview. Professional dialogue during these meetings will support differentiated planning for individual key groups, as well as individual children within these.</p> <p>Continual reinforcement of the Woodside Way, through daily dialogue, reference to displays and the four capacities will support turn taking and development of appropriate communication.</p> <p>The playrooms will be further resourced with numeracy resources which support real life contexts such as calendars, coins, measuring tapes, meter sticks etc.</p> <p>IDL context planners will be developed and introduced. These will make differentiated links to literacy and numeracy which support child led learning.</p> | <p>May 24 Sonja Lowit</p> <p>Heather Ritchie Jan 24</p> <p>All ELC staff</p> <p>Aug 24 Heather Ritchie</p> <p>Louise Mason and Heather Ritchie Feb 24</p> | <p>All children will develop a secure foundation in literacy and numeracy skills at an Early Level.</p> | <p>Completed Key Group Attainment Overviews capture professional dialogue and differentiated planning of next steps for individual key groups, as well as individual children in literacy and numeracy.</p> |
| <p>Outdoor provision All children benefit from increased opportunities to free flow between indoors and outdoors learning environments.</p> | <p>All children observed to access the outdoor environment while leading their own learning.</p> <p>Outdoor resources organised and maintained with the staff rota being followed.</p> | <p>Outdoor environment will be open from 9am drop off where staffing ratio allows.</p> <p>A range of outdoor environment open throughout the day where staffing allows with the exception of lunch.</p> | <p>Heather Ritchie Jan 2024</p> | <p>Children will demonstrate increased self-regulation skills and capacity to engage in play.</p> | <p>SLT observations of environment use.</p> |

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| | | <p>Outdoor environment will be set up daily by a designated member of staff as per the rota</p> <p>Outdoor resources will be organised and maintained by designated members of staff as per the rota on a weekly basis.</p> <p>CLP focusing on the importance of outdoor environment and the benefit this has on learners.</p> | <p>Starting 8th Jan 24 by all ELC staff depending on the rota.</p> <p>7th May 24 with all ELC staff led by DHT.</p> | | <p>Rota evidences staff deployment and maintenance responsibility. SLT and SEYP observations of the outdoor environment.</p> | |
| <p>Progress</p> <p>Continue to develop systems and processes to ensure the capture of reliable evidence of progress overtime.</p> | <p>Completed Key Group Attainment Overviews</p> <p>Individual Child Tracking Sheets will evidence progress and achievement</p> <p>Seesaw observations will evidence individual learning journeys.</p> <p>Tracking over time spreadsheet will evidence individual progress.</p> <p>Established format for tracking 2-year-olds.</p> | <p>Tracking and monitoring processes will be embedding and SEYPs will take responsibility for these. This will include:</p> <p>Individual Tracking Sheets per child</p> <p>Seesaw Observations</p> <p>Floor book entries</p> <p>Key Group Needs Attainment Overview</p> <p>Tracking over time spreadsheet, in line with the school format will be created and used to track attainment over time.</p> <p>Tracking format for 2-year-olds to be evaluated and adapted where needed. SLT to look outwards to other ELC settings for best practice examples in tracking developmental milestones for 2-year-olds.</p> | <p>Heather Ritchie Jan 2024</p> <p>August 2024 Heather Ritchie</p> <p>Dec 2024 Heather Ritchie</p> | <p>Practitioners will ensure that children are building upon previous learning and skill development.</p> | <p>Completed Key Group Attainment Overviews capturing professional dialogue and challenge.</p> <p>Individual tracking sheets are being used with an element of SLT scaffolding support. These are evidenced in folders.</p> <p>Tracking overtime spreadsheet has been developed and ready to embed in August.</p> | |
| <p>Practitioners will support children to develop as effective contributors, successful learners, responsible citizens and confident individuals.</p> | <p>All ELC staff have a secure and shared understanding of the four capacities and their context in Woodside ELC.</p> <p>Staff will support children to have a secure understanding of the four capacities and their context in Woodside ELC.</p> <p>Floor books and Seesaw posts will have clear links to the four capacities.</p> | <p>CPLD session with all ELC staff to refresh their understanding of the four capacities and identify and agree upon what these mean within the context of Woodside ELC.</p> <p>SLT will explore use of Seesaw/floor books to link learning to the four capacities.</p> <p>Children will engage with Key Workers when uploading Seesaw posts to ensure a sense of achievement.</p> | <p>August 2024 with all ELC staff lead by SLT</p> <p>August 2024 Heather Ritchie</p> <p>October 2024 by all KW</p> | <p>Children will develop their understanding of the capacities and recognise and experience a sense of achievement.</p> | | |

Key

DHT – Depute Head Teacher & Registered Manager

PT – Principal Teacher

SEYP – Senior Early Years Practitioner

LLO – Locality Lead Officer

KW – Key Workers

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Westpark Action Plan - How Good is Our School?

- 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.

2.3 Learning, teaching and assessment - Weak

| Areas for Improvement | Actions Required | Desired Outcomes for Learners | Timescales | Evidence and confirmed completion | RAG |
|---|--|--|------------|---|-----|
| Staff should continue to engage in professional learning, further exploring the role of the adult in supporting learning through play . | <ul style="list-style-type: none"> • Early Level partnership working to be established with DHT Kingswells, PT Bramble Brae and DHT Quarryhill. <ul style="list-style-type: none"> - Share/discuss relevant reading materials. - Peer support to improve role of the adult/interactions, spaces and experiences. | Staff will be able to support and extend children's learning through play. | March '24 | <p>Group established.</p> <p>March - Settings have been visited by DHT, Kingswells.</p> <p>Dates set for improvement planning support sessions – April.</p> | |
| Teachers need to support children better to take greater responsibility for leading their own learning. This should include developing children's understanding of what they are learning and why. | <ul style="list-style-type: none"> • SLT/CTs to develop and review approaches to planning to ensure learners are leading their own learning. • Further develop use of 'Big Questions' for IDL contexts. • Further develop choice and autonomy across the school. (Assignments, projects, group work, goal setting, determine own path.) | Children are supported more effectively to develop an understanding of their next steps in learning. | Ongoing | Feb/April – Collegiate discussion regarding the refreshed approach to IDL/knowledge harvest conducted to inform Big Questions/planning. | |
| Most lessons are not planned at the right level of difficulty to provide all children with appropriate levels of pace and challenge . Children's work is often pitched at too | <ul style="list-style-type: none"> • SLT/CTs to develop and review their approaches to planning to ensure they plan children's learning progressively through the CfE levels. | Teachers will plan more clearly for different groups of children within each class to ensure all children make greater progress in their learning. | Ongoing | Feb – agreed approaches for use of progressive planners for Literacy, Numeracy, HWB & IDL. | |

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| <p>low a level or repeats what they have already learned. Teachers need to develop how they plan learning which builds progressively on what children can already do.</p> | <ul style="list-style-type: none"> • April/May – review use of progressive planners, ensuring appropriate pace, challenge and support is evident. | | | | |
| <p>Senior leaders should consider how Westpark Workshops build on children’s prior learning.</p> | <ul style="list-style-type: none"> • SLT to quality assure monthly workshop activities ensuring they contribute to individual skills development and wider life of the school. • SLT/CT to create guidance material to support planning for Westpark Workshops. • Alter plans to ensure Westpark Workshops build on prior learning and link to skills development. • Staff to ensure Westpark Workshops are appropriately challenging. | <p>Workshop activities will build on learners prior learning and will have a clear learning focus.</p> | <p>June '24</p> | | |
| <p>Teachers should continue to develop how they use outdoor spaces.</p> | <ul style="list-style-type: none"> • Outdoor learning lead to be established. • Working group to create an action plan to support improvement planning. • ‘Certificate in Outdoor Practice’ online taster session (19.4.24 – www.outdoorstinking.co.uk) • SLT to monitor use of outdoor environment linked to IDL. | <p>Planning will support children to learn in a wide range of contexts.</p> | <p>Aug '24</p> | | |
| <p>Teachers need to improve the clarity of learning intentions and success criteria so that children are much clearer on what they are learning and why, and how they will know how successful they have been.</p> | <ul style="list-style-type: none"> • ‘Quality LI/SC’ CLPL sessions to be undertaken by all CTs. LI & SC PP.pptx • SLT to quality assure through learning walks/classroom observations. • Pupil focus group to be used to evaluate progress. | <p>Children will be clear about the knowledge and skills they are developing or how they will know they have been successful.</p> | <p>May '24</p> | | |

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| Teachers need to develop the use of more skilled questioning techniques. | <ul style="list-style-type: none"> • 'Effective Questioning' CLPL sessions to be undertaken by all CTs/PSAs. Higher Order Questioning & Thinking.pptx • SLT to quality assure through learning walks/classroom observations. | More skilled questioning techniques will promote children's curiosity and help children to reflect more on their learning. | June '24 | | |
| Teachers need to develop consistently high-quality verbal and written feedback across the school to help children know what they have done well and identify their next steps in learning. | <ul style="list-style-type: none"> • SLT/CT to develop expectations document linked to feedback. • Feedback CLPL sessions to be undertaken by all CTs/PSAs. • SLT to quality assure through learning walks/classroom observations. • Pupil focus group to be used to evaluate progress. | Learners will be able to identify next steps in their learning. | Aug/Sept ' 24 | | |
| Senior leaders and teachers need to use assessment information more effectively to make accurate judgements of children's progress, and plan appropriate support where this is required. | <ul style="list-style-type: none"> • SLT to audit current assessment approaches. • CT/SLT sharing session to be undertaken. Share good practice/new examples for assessment/evidence gathering, across the curriculum. (Promote collaboration/learning from each other.) | Consistent approaches evident regarding use of assessments to support teachers' professional judgements throughout the school. | June '24 | | |
| Continue to develop approaches to moderation . | <ul style="list-style-type: none"> • SLT to provide opportunities for moderation across the school. (Stage/level planning, teaching and evaluating/assessing.) • SLT to provide opportunities for moderation with CTs from other settings. | Improved understand regarding progression through Curriculum for Excellence levels. | Ongoing. | | |

3.2 Raising Attainment & Achievement - Weak

| Areas for Improvement | Actions Required | Desired Outcomes for Learners | Stakeholders & timescales | Evidence and confirmed completion | RAG |
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| <p>Improve attainment in Literacy and English.</p> | <p>SLT/CTs to agree expectations for teaching Literacy, closely considering the following points.</p> <ul style="list-style-type: none"> • Listening & Talking focus: Increase learner confidence levels when contributing their ideas in whole class or small group discussions. • Reading focus: <ul style="list-style-type: none"> ➤ Early Level – consider pace (new sounds & words). ➤ First Level - increase confidence when answering inferential and evaluative questions about familiar texts. ➤ Second Level – focus on author techniques (word choice/ emotive language). Increase focus on reading for enjoyment. • Writing focus: Presentation and handwriting – across the school. Increase range of purposes/extended writing. <p>CT to closely consider evidence gathering for Literacy. (Seesaw from ELC – P3, Google Classroom for P4-7.)</p> | <p>The majority of children making greater progress from their prior levels of attainment in Literacy.</p> | <p>Ongoing</p> | <p>Feb '24 - Early Level staff revisited Active Literacy, application of phonics & use of progression planners.</p> <p>March '24 Expectations linked to daily writing/weekly extended writing, feedback and target setting for all learners agreed.</p> <p>April '24 Draft expectations linked to assessment of reading and writing shared.</p> | |
| <p>Improve attainment in Numeracy and Mathematics.</p> | <p>SLT/CTs to agree expectations for teaching Numeracy, closely considering the following points.</p> <ul style="list-style-type: none"> • Number, money and measurement. <ul style="list-style-type: none"> ➤ Early Level – Increase opportunities to use and record numbers. ➤ First Level – Fractions and use of analogue time requires focus. | <p>The majority of children making greater progress from their prior levels of attainment in Numeracy.</p> | <p>Ongoing</p> | | |

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| | <ul style="list-style-type: none"> ➤ Second Level – Mental calculations of money including percentages – requires focus. • Shape, position and movement. ➤ Focus required – angles. ➤ Further opportunities to consolidate S, P & M learning needed. • Information handling. ➤ Focus needed – recording data/use of digital technologies. <p>CT to closely consider evidence gathering for Numeracy. (Seesaw from ELC – P3, Google Classroom for P4-7.)</p> | | | | |
| Senior leaders need to establish a range of accurate data on how well children are progressing in their learning. | <ul style="list-style-type: none"> • SLT to audit current assessment approaches. • CT/SLT sharing session to be undertaken. Share good practice/new examples for assessment/evidence gathering, across the curriculum. (Promote collaboration/learning from each other.) • SLT to create a clear assessment calendar and system for tracking and monitoring accurate data. | CTs increased confidence in their use of a range of assessments, data, and moderation activities will ensure professional judgements are increasingly robust. | June '24 | | |
| Senior leaders and staff's analysis of data does not yet identify trends in attainment over time for different groups of children. | <ul style="list-style-type: none"> • Systems to be established to enable staff to monitor and report on the progress of learners (i.e. EAL/Care Experienced learners). • Focus on specific cohorts – May tracking meetings. | Staff are able to use assessment information effectively to accelerate children's progress. | May '24 | | |

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| Further develop tracking systems linked to participation in club. SLT/CTs need to link to the specific skills being developed through participation. | <ul style="list-style-type: none"> SLT/CT to consider use of ACC Skills Framework. ACC Skills Framework (sharepoint.com) | Children will understand the skills they are learning through these experiences. | October ' 24 | | |
| Staff should consider how children can take on more leadership opportunities across the school. | <ul style="list-style-type: none"> SLT/CTs to audit current opportunities for pupils to take on leadership opportunities. Share ideas/agree plans to increase opportunities. | Leadership opportunities will enable learners to be included more fully in school improvement. | Aug '24 | | |
| SLT to further use and analyse the data linked to the poverty related gap , more rigorously. | <ul style="list-style-type: none"> Further develop use of Pupil Equity planner. HT to link in with Suzie Wood, Education Scotland Attainment Advisor. | SLT will be able to identify how effective targeted interventions are helping children most affected by poverty to attain as best they can. | June '24 | | |

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| | Completed | | Due for completion by end of 23/24 | | Planned for session 23/25 |
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Westpark Action Plan - How Good is Our Early Learning & Childcare?

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.

2.3 Learning, teaching and assessment Weak

| Areas for Improvement | Actions Required | Desired Outcomes for Learners | Timescales | Evidence and confirmed completion | RAG |
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| <p>Senior leaders and practitioners should use local authority progression frameworks to plan children's learning and individual next steps. They should improve approaches to measure and check all children's progress.</p> <p>Practitioners need to develop an understanding of how to plan effectively and record children's learning.</p> <p>Practitioners need to plan learning that extends and develops levels of engagement further.</p> | <ul style="list-style-type: none"> PT/SEYP - create a shared vision/guidance material illustrating ELC Westpark planning systems (intentional, responsive and personal planning). ELC team to further develop their knowledge and understanding of the ACC Early Level Progression Pathways. QIO/LL support visits to be offered while developing planning processes. Personal Plans to be updated to include a clear support strategies section. Record keeping linked to Personal Planning to be accurate and kept up to date. SEYP/PT to quality assure. SEYP/PT to ensure learner's Care Plans are up-to-date. | <p>Practitioners will confidently facilitate both intentional and responsive learning opportunities that offer support and challenge.</p> <p>Personal plans are used effectively to meet learners needs.</p> | May '24 | <p>New planning documentation/approaches being developed.</p> <p>Personal Plans now include clear strategy section.</p> | Yellow |
| | | | Mar '24 | | Yellow |
| | | | Ongoing | | Yellow |
| | | | Mar' 24 | | Green |
| | | | Ongoing | | Yellow |
| Ongoing | Yellow | | | | |
| Practitioners need to develop further their use of open-ended questions to extend and deepen children's learning. | <ul style="list-style-type: none"> Practitioners - use national practice guidance to increase further their knowledge and understanding of the role of the adult to support children's learning. SEYP/PT/LL to observe/support practitioners with a specific | Practitioners will be able to extend children's learning through use of open-ended questioning. | May '24 | | Yellow |

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| | <p>focus linked to Realising the Ambition.</p> <ul style="list-style-type: none"> Practitioners to participate in LL training offer linked to quality interactions. (Group reflection tasks.) 1:1 support meetings led by SEYP to be established for all ELC staff. | | | | |
| Senior leaders need to improve the availability of digital resources to increase children's digital skills more effectively across the setting. | <ul style="list-style-type: none"> SEYP to share Education Scotland's Digital Learning at Early Level video with full team. https://sites.google.com/ab-ed.org/elcpartners-sharepoint/home/professional-learning/elc-training-aberdeen Audit use of digital technology. Increase the offer, link to intentional planning. Daily use of Seesaw. Practitioners will plan time for children to share the online platform posts with adults and discuss what they are learning through their play. | <p>Seesaw utilised effectively to increase confidence levels for all learners.</p> <p>Digital resources enhance children's learning.</p> | April ' 24 | | |
| ELC team need to ensure the quality of observations are consistently high quality and capture significant learning for every child. Practitioners need to identify clear, appropriate and meaningful next steps for all children. | <ul style="list-style-type: none"> Peer monitoring (within setting/other settings). LL to lead training linked to quality observations. Progression pathways to be used consistently to create meaningful next steps. | Practitioners will be able to set clear, appropriate and meaningful next steps for all children. | May ' 24 | | |
| Practitioners need to develop a shared understanding of national standards through more opportunities for moderation | <ul style="list-style-type: none"> Early Level partnership working to be established with DHT Kingswells, PT Bramble Brae and DHT Quarryhill. | Increased understanding of national/local standards across Early Level. | March '24 | Group established. | Dates set for improvement planning support sessions. |

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| within the school and across the local learning community. | <ul style="list-style-type: none"> - Share/discuss relevant reading materials. - Peer support to improve interactions, spaces and experiences. | | | | |
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3.2 Securing children's progress - Weak

| Areas for Improvement | Actions Required | Desired Outcomes for Learners | Stakeholders & timescales | Evidence and confirmed completion | RAG |
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| <p>Tracking of children's progress over time is not yet sufficiently robust to reflect accurately the progress children are making. Senior leaders and practitioners need to gather evidence to improve the accuracy of their professional judgements.</p> <p>Practitioners should improve how they meet these targets to ensure that children make progress in a timely manner.</p> | <ul style="list-style-type: none"> • Tracking and monitoring system to be established. Link to both developmental overviews and E&O benchmarks. • Ensure termly data discussions are undertaken with SLT (Nov, Feb, May). • SEYP/PT to use data to inform planning. | Shared understanding of tracking system, and increased staff confidence levels linked to achievement of a level, will improve forward planning for individuals and cohorts. | May '24 | | |
| The use of targeted intervention data should be more consistently used to identify targets and support for individual children. Senior leaders should ensure identified strategies to support all children who require additional support are consistently used by all practitioners. | <ul style="list-style-type: none"> • Ensure Care Plans/Child's Plans are robust. • Practitioners to identify where further support or challenge is required – link to personal plans. • SEYP/PT to ensure clear interventions are planned, when required, linking with other agencies. | Quality assurance will confirm all learners needs are being met. | Ongoing | | |
| Most children need more opportunities to regularly write for a purpose. | <ul style="list-style-type: none"> • Continue to evaluate how effective and relevant experiences/spaces are in encouraging choice, | Learners will benefit from a Literacy and Numeracy rich environment. | Ongoing | | |
| Most children would benefit from opportunities to | | | | | |

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| develop their skills in information handling. (Maths/Numeracy) | <p>curiosity, creativity and critical thinking.</p> <ul style="list-style-type: none"> • Ensure environmental print is meaningful. • Consider/evaluate as a team what literacy and numeracy looks like throughout ELC setting (inside & out). • Visit other settings to observe, consider spaces/use of resources. • Develop context areas guide for all practitioners. ('What kind of learning could you see in this area?') | | | | |
| Practitioners should continue to develop children's skills in self-regulating their emotions and communicating their needs. | <ul style="list-style-type: none"> • Relationships Policy ensures a shared understanding of techniques/approaches to support learners to manage their emotions. • Supports/strategies will be included in Personal Plans. | A shared approach will be observed linked to self-regulation & techniques. | June '24 | | |
| Increased 'free flow' between inside and outside throughout the day required. | <ul style="list-style-type: none"> • SEYP to continue to guide practitioners in daily routine expectations and address staff deployment concerns directly as required. • Enhanced staffing allocation will ensure free flow availability can increase. SEYP/PT to monitor. | Pupils will have regular access to inside/outdoors and make choices about their learning environment. | March' 24 | | |
| Practitioners should make better use of information and data available, including data related to the setting's socio-economic context. | <ul style="list-style-type: none"> • Planning should be informed by context/community/individual needs. • SEYP/PT to ensure there are improved links with other agencies (Home Start/CFine/HV etc..) | Contextualised planning evident to support learners. | Ongoing | | |

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| | Completed | | Due for completion by end of 23/24 | | Planned for session 23/25 |
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| Areas for improvement | Action required | Stakeholders & timescale | Desired outcomes for children | Evidence and confirmed completion | RAG Rating |
|---|---|---|---|--|------------|
| How good is our care play and learning? 1.1 Nurturing care and support & 1.3 Play and learning | | | | | |
| Organisation of toothbrushing | Review the toothbrushing procedure to make it more time efficient whilst still complying with the Child Smile requirements | All ELC staff Ann Buchan (Child Smile) April 24 | Staff have more time with the children out with the toothbrushing area | Children are not interrupted from their play. Wait times are minimal. Staff are required to monitor at all times. | |
| Supervision of handwashing | Learning opportunities to show the importance of handwashing. Staff supervision points to ensure thorough handwashing | All ELC staff April 24 | Infection control Children's H&WB – awareness of the importance of handwashing | Activities on offer pre-lunch to stagger the handwashing and service time. | |
| Improvements to the lunch time routine | Staff huddle and consultation re how to improve efficiency of lunch service. Clearer direction from SEYP. Staff supervision points/specific roles. | All ELC staff March 24 | Children have less waiting time Children are aware of table manners Children are involved in service and clearing – increased independence | Activities on offer pre-lunch to stagger the handwashing and service time. Children can begin when their table are seated. | |
| Personal plans to ensure children's needs are fully met | Record clear strategies in personal plans More detailed support plan to support progress and development | All ELC staff Parents September 24 | Children's needs are clear and can be met by all staff. Consistency when dealing with challenges. Observations of children's learning is specific and individualised and shows progression | Strategies page to be added to the personal plan. Tracking and monitoring document to be used when recording observations to show the learning taking place and the next steps. | |
| Increase opportunities to rest in a relaxing and quiet area | Review the daily routine to include opportunities for rest and relaxation. Review the set-up of the classroom to make a quiet area suitable for rest and relaxation. | All ELC staff June 24 | Children have the right to rest. | Tent area with cushions and blankets have been added to the story area. Children access the area when required. | |
| Improve planning approaches | Observations will identify next steps or support children's individual interests or learning needs | All ELC staff SLT | Children are challenged and supported to enhance their learning opportunities | P1 and ELC staff consultation to create a tracking sheet SLT met with ASG ELC to share their tracking and monitoring. | |

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| | | | | SLT created a spread sheet to help track the progress and show progression. | |
| Recording, administration and monitoring of medication | In line with current guidance | All ELC staff Parents Immediately | Children are safe and medical needs are met | New medication form completed by all parents in line with the CI guidance. Medication labelled and review dates adhered to Clear protocol for dealing with diabetes, allergies and seizures. | |
| How good is our setting? 2.2 - Children experience high quality facilities | | | | | |
| Parental access to the classroom | Increase opportunities for parent to access the classroom more | All ELC staff Parents March 24 | Children are able to share their learning experiences with their parents Improved home/school links | Opportunities for parents to visit the setting have been introduced, e.g. mother's day snack, World Book day storytime, valentine's craft, etc. Parent display wall to show feedback and floor book pages for evidence. | |
| Increase engagement of children in their learning | Further develop some areas of play to increase the engagement of children in their learning | All ELC Staff SLT June 24 | Children have access to engaging learning opportunities that are accessible to all. Access to literacy and numeracy rich learning opportunities. | All staff have engaged in CIRCLE training. Learning walks with literacy and numeracy focus scheduled by SLT. Ongoing review and revamp of areas – staff to take responsibility to develop areas | |
| How good is our leadership? - 3.1 Quality assurance and improvement are led well | | | | | |
| Impact of self-evaluation | Collate findings and show how this influences change | All ELC staff SLT June 24 | Children are part of a quality setting that are reflective and proactive in change | Updated floor book to collate evidence of self-evaluation to show the journey of improvement. Staff are consulted during staff meetings and can see their views are effective in change. | |
| Quality assurance | More thorough quality assurance and how it impacts improvements | All ELC staff SLT June 24 | Children are part of a quality setting that are reflective and proactive in change | Quality Assurance Calendar in place and evidence gathered Wider range of samples taken when quality assuring More robust checks of medication using CI guidance | |

| How good is our staff team? – 4.3 Staff deployment | | | | | |
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| Staff communication | More direction and leadership during busier times, e.g. lunch time routine | All ELC staff June 24 | Staff used more effectively to increase engagement with and supervision of children. Increased productivity of staff for quality questioning and observations to challenge and support learners. | Rota of supervision areas and key tasks has been introduced Regular staff meetings | |

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| <p>How good is our care, play and learning? (Requirement 1)</p> <p>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:</p> <p>a) Ensure all staff are aware of and understand the information within the personal plans and use this to effectively to meet each child’s health, welfare, and safety needs.</p> <p>b) Ensure all staff understand and follow all procedures for the safe storage, recording and administration of medication.</p> <p>This is to comply with Regulation 5 (1)(2) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, (SSI 2011/210).</p> <p>This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15); and 'My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected' (HSCS 1.23).</p> | <p>Improvement Action Point:</p> <p>ELC Team will identify promptly, children who have barriers to learning and require additional support.</p> <p>Increase the provision of high-quality personalised support through effective staged intervention processes to meet learners needs.</p> |
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| Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i> | Actions Required What do we need to do? | Timescales | Resources Who and what is required? (including cost/fund) | R A G |
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| <p>IEPs will be created to identify specific targets that will be tracked.</p> <p>Attainment data and QA discussions will evidence impact of interventions</p> | <p>All key workers to complete personal plan audit detailing how strategies for individual children will be transferred into practice to support play and learning. Audit completed 17/11/23. Key workers to share audit with team to ensure consistent understanding of approaches.</p> <p>Personal Plans to be reviewed and updated accordingly in term 3 as part of QA calendar.</p> <p>Key children and strategies discussed and shared at fortnightly team meetings.</p> <p>A Key Worker overview will be completed which highlights individual children's needs. This will be shared with all supply staff to ensure all staff have a clear overview of individual needs and how to respond to these (completed 08/01/23).</p> <p>Head Teacher to review key aspects of updated Medication Policy with team. Simplified flow chart of Medication procedures and correct forms</p> | <p>Dec 2023</p> | <p>Head Teacher, SEYP’s, EYP’s</p> <p>Revised personal plan format</p> <p>Systems for quality assurance</p> | |

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| | <p>to be completed also revised with team (17/11/23 and 23/01/23).</p> <p>SEYP to provide additional time out for all staff to reread new Medication Policy and sign to show understanding.</p> <p>Medication audits planned for in QA Calendar.</p> <p>Care Plans to be reviewed and signed by parents each term.</p> <p>Head Teacher to complete random medication checks to ensure correct medication procedures are being followed at all times.</p> <p>Staff training on how to write an IEP.</p> | | | |
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| <p>How good is our setting? (Requirement 2)</p> <p>By 31 December 2023, the provider must provide a safe and clean environment for children.</p> <p>To do this, the provider must, at a minimum:</p> <p>a) Ensure that children’s handwashing is effectively supervised and supported; and</p> <p>b) Have robust arrangements in place to ensure that children are protected through secure entry to the premises.</p> <p>This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).</p> <p>This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19); and 'My environment is secure and safe' (HSCS 5.19).</p> | <p>Improvement Action Point:</p> <p>Staff will understand and implement the appropriate procedures to ensure children are safe and healthy.</p> |
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| Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i> | Actions Required What do we need to do? | Timescales | Resources Who and what is required? (including cost/fund) | R A G |
|--|---|------------|---|-------------|
| Quality assurance observations undertaken by Head Teacher and SEYP will show that staff are actively implementing the policy and procedure to ensure children are safe and health. | <p>Staff Rota to document member of staff responsible for supervising handwashing at lunch, tea and snack times.</p> <p>All staff aware of importance of ensuring good handwashing routines.</p> <p>Cleaning schedules in place to ensure hygiene throughout ELC.</p> <p>Staff rota documents staff member responsible for ensuring secure entry to the premises.</p> <p>Updated Missing Child Policy details procedures that staff follow to ensure children are protected through secure entry to the premises.</p> <p>All staff understand that any visitor should report to the main office to sign in.</p> | Dec 2023 | Full ELC Team – quality assured by SLT/SEYP’s Cleaning schedule exemplar (ELC Sharepoint) Review as a team current policy and procedure. | |

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| | <p>** Additional action following CI inspection 28th February 2024</p> <p>Revisit routines and staffs role in supporting supervision to ensure effective handwashing,</p> <p>Standard operating procedure audits (including handwashing) added to annual quality assurance calendar and completed by the SEYP for individual staff. Staff will be provided with individual feedback.</p> | April 2024 | | |
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| How Good is Our Leadership? (Area for improvement 1) | | Improvement Action Point: | | |
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| <p>To ensure that practice protects and promotes positive outcomes for children, meets regulatory requirements and SSSC expectations, the provider should develop robust quality assurance practices. This should include, but not be limited to:</p> <p>a) Regular support and supervision of staff.</p> <p>b) Audits of all records and practice.</p> <p>This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).</p> | | <p>Quality Assurance Calendar for session 2023-2024 will provide planned evaluation activities to monitor the progress of our improvement agenda and evaluate our practice against HGIOELC QI's.</p> <p>All stakeholders will be aware of our Improvement Plan and progress made and will be involved in evaluating our provision.</p> <p>SLT and SEYP's will ensure opportunities for staff to look outwards in order to review and refresh their pedagogical knowledge and learn from best practice.</p> <p>Focus on planning, learning environment, interactions.</p> | | |
| Measures of Success How will we know this has been achieved? What evidence will we have? | Actions Required What do we need to do? | Timescales | Resources Who and what is required? (including cost/fund) | R A G |
| <p>Quality Assurance Calendar will evidence QA focus.</p> <p>Evidence from QA activities and feedback will show continuous self-evaluation of practice linked to HGIOELC QI's and key improvement priorities.</p> | <p>Quality Assurance Calendar will be created for 2023-2024 which will record the focus of continuous improvement.</p> <p>Continually monitor QA evaluations to identify any key themes and ensure progress being made.</p> <p>QA activities will inform focus of staff meetings/ training.</p> | <p>Term 1</p> <p>ongoing</p> | <p>SLT/ SEYP</p> <p>QA calendar examples shared by HT.</p> <p>SEYP to evaluate examples</p> | |
| <p>Progress will be displayed, visually on our Improvement Wall.</p> <p>Feedback from our stakeholder self-evaluations will show parents understand and help shape our improvement journey.</p> <p>Staff self-evaluation will show a shared</p> | <p>We will create an interactive improvement planning wall which clearly identifies our priorities and the progress we are making towards this.</p> <p>We will include creative and manageable ways to gather feedback from parents on our key priorities and HGIOELC core QI's.</p> <p>Our Improvement wall will clearly identify key priorities of</p> <p>-Planning for learning</p> <p>- quality interactions</p> | <p>Term 1</p> <p>ongoing</p> | <p>HT, SEYP, All ELC Team.</p> | |

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| <p>understanding of our improvement journey.</p> <p>Staff will have a clear understanding of their roles and responsibilities in our improvement journey.</p> <p>Quality Assurance visits will evidence the improvements in practice.</p> | <p>- Quality Environments both inside and out Environment</p> | | | |
| <p>Staff will complete feedback forms after each visit that highlight how their visit will impact on practice and support improvement focus area.</p> | <p>HT, SEYP to identify ELC settings to visit.</p> <p>SEYP to give staff members improvement focus areas and responsibilities.</p> <p>Staff will provide feedback from visits to other settings and will share developments on findings.</p> <p>SLT will support staff to identify relevant settings to visit.</p> <p>Realising the Ambition focus as staff team.</p> | <p>Term 1 and ongoing</p> | <p>All staff</p> | |

Muirfield School ELC Improvement/Action Plan 2023/2024

| How good is our staff team? (Area for Improvement 2) | | | | Improvement Action Point: |
|--|---|-----------------------------|--|---|
| <p>To ensure children’s emotional and developmental needs are consistently met, the provider should:</p> <p>a) Review staff deployment taking account of children’s needs, staff knowledge and skills.</p> <p>This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I use a service and organisation that are well led and managed' (HSCS 4.23).</p> | | | | <p>A high quality learning environment with meaningful interactions, rich learning experiences and interesting and motivating spaces inside and out.</p> <p>Develop high quality intentional and responsive planning that respond to the needs of all children.</p> |
| Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i> | Actions Required What do we need to do? | Timescales | Resources Who and what is required? (including cost/fund) | R A G |
| <p>Learner feedback will reflect positive interactions, experiences and spaces.</p> <p>Self-Evaluation feedback from all stakeholders will evidence progress (pre and post enhancements)</p> <p>Realising the Ambition Environment audits will evidence quality.</p> <p>Leuven Scale, CICS and Up, Up and Away evaluations will evidence children’s wellbeing and engagement and evaluate quality of learning environment.</p> | <p>HT/ SEYP’s to support staff training using RtA with a focus on developing a quality learning environment- interactions, experiences and spaces.</p> <p>HT/ SEYP’s to develop QA observation formats which incorporates Leuven Scale, RtA and relevant HGIOELC QI’s.</p> <p>Include learners and stakeholders in improvement planning and self-evaluation process via ebooks and Improvement planning journey wall.</p> <p>HT to provide environment posters that highlight key resources, the adult role, and key questioning for each play context to support quality developments.</p> | <p>Oct 2023 and ongoing</p> | <p>HT to provide examples of improvement/self-evaluation wall.</p> <p>SEYP’s to lead development of Improvement Display.</p> <p>ELC team to involve children in improvement process and record via ebook or floorbook.</p> <p>HT to provide formats for QA observations.</p> | |

Muirfield School ELC Improvement/Action Plan 2023/2024

| | | | | |
|---|---|------------------|--|--|
| <p>QA visits and observations will evaluate practice in relation to core QI's and Realising the Ambition National Practice Guidance. Click here for format.</p> | | | | |
| <p>Planning formats will evidence quality of planning.</p> <p>QA of planning will evidence planning against HGIOELC QI's.</p> <p>QA observations will evidence planning in practice. Feedback will evidence progress.</p> <p>Learner observations will evidence impact of planned learning opportunities and ELC teams ability to plan responsively and in the moment.</p> <p>Learning observations will be of high quality focussing on learning/skills being developed and next step to support progress.</p> | <p>SEYP's to support team to develop confidence in intentional planning and responsive planning.</p> <p>HT/ SEYP's to evaluate observations and consider training to ensure observations are high quality and staff can identify any next steps or enhancement needed to move learning forward.</p> <p>Staff to work in pairs to plan developments for individual contexts, including children, parents and other staff in improvement process.</p> | <p>Sept 2023</p> | <p>Planning formats.</p> <p>Education Scotland Observation training video.</p> <p>ELC team. Resources may be required to support planning for play contexts.</p> | |

ABERDEEN CITY COUNCIL

| | |
|--|---|
| COMMITTEE | Education and Children's Services |
| DATE | 30 April 2024 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Performance Management/Improvement Framework Progress Report – Families and Communities |
| REPORT NUMBER | CORS/24/117 |
| EXECUTIVE DIRECTOR/INTERIM EXECUTIVE DIRECTOR | Andy MacDonald/Eleanor Sheppard |
| CHIEF OFFICER/INTERIM CHIEF OFFICER | Martin Murchie/Shona Milne |
| REPORT AUTHOR | Alex Paterson/Shona Milne |
| TERMS OF REFERENCE | 1.1.3 |

1. PURPOSE OF REPORT

- 1.1 To present Committee with (a) the status of key performance measures relating to the Children's and Family Services function and (b) an interim progress update in relation to implementation of the Aberdeen City Council National Improvement Framework Plan 2023/24.

2. RECOMMENDATION

- 2.1 That the Committee note the report and provide comments and observations on the information contained in the report appendices.

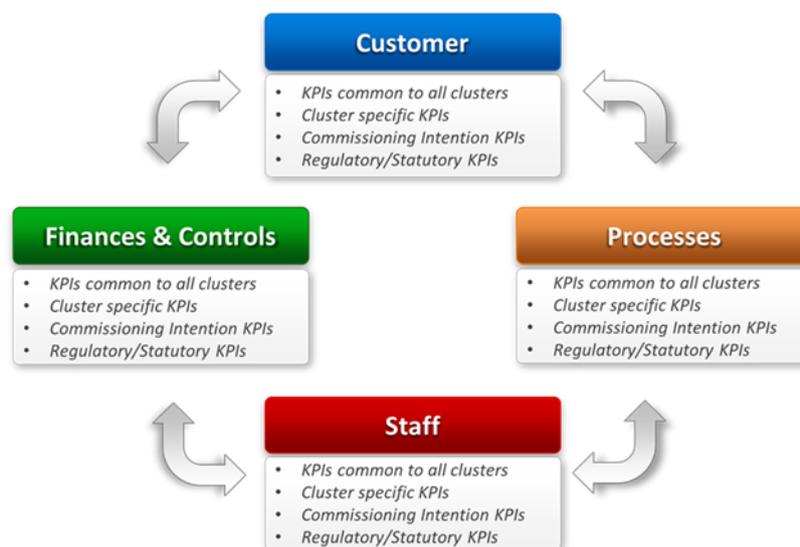
3. CURRENT SITUATION

Report Structure and Content

- 3.1 Performance Management Framework Reporting against in-house delivery directly contributing to, or enabling delivery against, the City's Local Outcome Improvement Plan, (LOIP) has informed development of successive Council Delivery Plans, including the [2023-24.Council Delivery Plan](#) (the Plan) that was agreed by Council on 1st of March 2023.
- 3.2 Appendix A reflects the in-year content against this Plan, which has subsequently been replaced by the 2024-25 Council Delivery Plan at the Budget meeting on 6th March 2024.
- 3.3 Reporting against the refreshed Plan, including updating of Service Standards agreed at that meeting, will be incorporated within future Performance Management Framework reports to each of the relevant Council Committees.
- 3.4 The Council's Performance Management Framework, supporting and enabling scrutiny against progress of the Council Delivery Plan and its key measures,

establishes a robust performance management and reporting system which encompasses single and multi-service inputs, outputs and outcomes.

- 3.5 Service Standards against each function/cluster, associated with Council Delivery planning, offer continuous insight into the effectiveness, and accessibility of core service provision to the Council's stakeholders and City communities.
- 3.6 Where appropriate, data capture against these Standards is directly incorporated within the suite of measures contained within Appendix A and is reported against on either a quarterly or annual basis.
- 3.7 The Performance Management Framework provides for a consistent approach within which performance will be reported to Committees. This presents performance data and analysis within four core perspectives, as shown below, which provides for uniformity of performance reporting across Committee.



- 3.8 This report, in Appendix A, focuses on year-to date information around operational measures, Service Standards, and national measures aligned with Education & Lifelong Learning and Children's Social Work and Family Support Clusters
- 3.9 Work around aligning corporate metrics and Performance Management Framework reporting against the new organisational Function and Cluster structures, outlined and agreed in the TOM1.2 Organisational Structure report to Council on 7th February 2024, is currently on-going, and will be reflected in future reports to the relevant Committees
- 3.10 Appendix B reflects on progress against implementation of the present National Improvement Framework Plan for the City, agreed at the September meeting of this Committee, as at April 2024.
- 3.11 Within the summary dashboard the following symbols are also used:

Performance Measures

Traffic Light Icon

-  On target or within 5% of target/benchmarked outcome
-  Within 5% and 20% of target/benchmarked outcome and being monitored
-  Below 20% of target/benchmarked outcome and being actively pursued
-  Data only – target not appropriate/benchmarked outcome not available

4. FINANCIAL IMPLICATIONS

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

5. LEGAL IMPLICATIONS

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

6. ENVIRONMENTAL IMPLICATIONS

There are no direct environmental implications arising out of this report

7. RISK

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

| Category | Risks | Primary Controls/Control Actions to achieve Target Risk Level | *Target Risk Level (L, M or H) *taking into account controls/control actions | *Does Target Risk Level Match Appetite Set? |
|-------------------|-----------------------------|---|---|---|
| Strategic | None | NA | NA | NA |
| Compliance | No significant legal risks. | Publication of service performance information in the public domain ensures that the Council is meeting its legal obligations in the context of Best value reporting. | L | Yes |

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

8. OUTCOMES

| <u>Council Delivery Plan</u> | |
|--|--|
| | Impact of Report |
| <p><u>Aberdeen City Council Partnership Agreement</u></p> <p>Improving Educational Choices</p> | <p>This report supports the following key Council priorities:</p> <ul style="list-style-type: none"> - Commit to realising the potential of each individual, by seeking to widen curriculum choice and implement progressive choices. - Work with the city's universities, North East Scotland College and businesses to increase educational and training options and the number of care experienced young people and young people from deprived communities, going onto positive destinations, including further and higher education, vocational training and apprenticeships. - Promote the number of apprenticeships on offer through the council. |

| | |
|--|--|
| <p>Creating Better Learning Environments</p> | <ul style="list-style-type: none"> - Work to ensure that every school community provides a safe and respectful environment for young people and staff. |
| <p>Caring for Young People</p> | <ul style="list-style-type: none"> - Ensure the Council follows best practice as a corporate parent to get the best outcomes for looked-after young people, those in kinship care and those with additional support needs such as autism, developmental disorders or mental health problems. - Work with the Scottish Government to expand free early learning and childcare to one- and two-year-olds from low-income households. - Continue to seek to support young people to receive care in Aberdeen, through fostering, adoption and other services and seek to reduce “out of authority” placements - Ensure local education services identify young people with mental health problems and help them get early support and help, where appropriate, to transfer to adult services. |

[Aberdeen City Local Outcome Improvement Plan](#)

| | |
|--|---|
| <p>Prosperous Economy Stretch Outcomes</p> | <p>The detail within Performance Management Framework reporting to this Committee contributes to evidence of how Education Service delivery leads, contributes to, or influences, Stretch Outcomes 2 and 3 in the LOIP through the following objectives.</p> <p>Support 15 care experienced young people to progress to employment through public sector funded employability programmes by 2023.</p> <p>Increase the number of people within Aberdeen City gaining qualifications in ICT and Digital skills at SCQF Levels 7 and above by 10% by 2023.</p> |
| <p>Prosperous People Stretch Outcomes</p> | <p>The detail within Performance Management reporting to this Committee evidences how Education Service delivery leads, contributes to, or influences, Children & Young People Stretch Outcomes 4 to 9 in the refreshed LOIP. This includes the following objectives</p> |

| | |
|-----------------------------------|--|
| | <p>Reduce the number of children starting P1 with an identified speech delay by 5% by 2023.</p> <p>Increase to 80%, the number of staff who feel confident about how to directly support, or refer a child for support, and signpost to appropriate services by 2022.</p> <p>100% of schools offer sustainable and equitable access to counselling for those children aged 10 and above who require it by 2022.</p> <p>100% of children and young people have free access to physical activity which improves mental health and wellbeing by 2022.</p> <p>Increase the number of care experienced young people accessing a positive and sustained destination by 25% by 2022.</p> <p>Increase the number of accredited courses directly associated with growth areas by 7% by 2023.</p> <p>Increase the number of vulnerable learners entering a positive and sustained destination by 7% by 2023. Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 93% by 2023.</p> <p>Achieve UNICEF badges in: - Leadership - Culture - Communication - Place - Child Friendly Services – Participating</p> <p>Increase to 100% of staff working directly and indirectly with children who have received child friendly city training by 2023.</p> <p>Increase number of young people who need support in relation to trauma and bereavement having access to such support by 50% by 2023.</p> |
| Prosperous Place Stretch Outcomes | <p>The detail within Performance Management reporting to this Committee evidences how Education Service delivery leads, contributes to, or influences, LOIP Stretch Outcomes 14 and 15. Respectively, this contributes to delivery of the following improvement projects:</p> <p>Increase % of people who walk as one mode of travel by 10% by 2023.</p> <p>Increase % of people who cycle as one mode of travel by 2% by 2023.</p> |

| | |
|-------------------------------------|---|
| | Increase community food growing in schools, communities and workplaces by 12 programmes by 2023 |
| Regional and City Strategies | <p>The detail within Performance Management reporting to this Committee evidences how Education Service delivery leads, contributes to, or influences outcomes aligned to the City's National Improvement Framework Plan, and outputs/outcomes related to the City's involvement in the Northern Alliance collaborative.</p> <p>Data contained in the report is also contextual evidence of the Education Services contribution to Children's Services planning, along with both regional Economic and Skills strategies.</p> |

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|--|--|
| Integrated Impact Assessment | It was confirmed by Chief Officer, Martin Murchie, on 18 th January 2024 that no Integrated Impact Assessment is required for this report |
| Data Protection Impact Assessment | A Data Protection Impact Assessment is not required for this report. |
| Other | No additional impact assessments have been completed for this report. |

10. BACKGROUND PAPERS

Aberdeen City National Improvement Framework Plan 2022/23 – CUS/22/166
Aberdeen City National Improvement Framework Plan 2023/24 – CFS/23/268
TOM 1.2 Organisational Structure Update: – February 2024 – CUS/24/043
Council Delivery Plan 2024-25 – COM/24/060

11. APPENDICES

Appendix A – Education and Children's Services Performance Summary Dashboard

Appendix B – Progress Update on Implementation of the National Improvement Framework Plan, April 2023/24

12. REPORT AUTHOR CONTACT DETAILS

Alex Paterson
Strategic Performance and Improvement Officer
apaterson@aberdeencity.gov.uk
01224 045324/07540 295159

Shona Milne
Interim Chief Officer - Education and Lifelong Learning
ShMilne@aberdeencity.gov.uk
01224 522710

Appendix A - Performance Management Framework Report – Families and Communities

Education and Lifelong Learning

1. Customer

Service Level Measures – 2023-24 Service Standards

| Performance Indicator | 2023/24 Academic Year to Date Value | 2023/24 Target | Status | Long Trend - Annual |
|---|-------------------------------------|----------------|---|---|
| We will meet all requests for early learning and childcare placements. | 100% | 100% |  |  |
| We will meet all requests for a primary and secondary school placement. | 100% | 100% |  |  |
| ACC managed/funded Early Learning and Childcare settings will meet the National Standard * | 100% | 100% |  |  |
| Primary, secondary, and special schools will achieve an average evaluation of 'good' or better in formal evaluations of core Quality Indicators by Education Scotland (based on academic year to date) | 90.6% | 100% |  |  |
| We will process requests for additional support to meet the wellbeing needs of children and young people within 40 days | 100% | 100% |  |  |

Service Commentary

The metric suite above offers evidence against the Service Level Standards which were agreed at the Budget meeting of Council on 1st March 2023, In some instances, the phrasing around these may differ marginally from that expressed in the Appendix of that report to enable conversion of the statements in the Standards for presentation as reportable measures.

ELC National Standard – Day Care of Children and Out of School Care

*The National Standard is deemed not to have been met where, subsequent to full inspection, a provider is unable to meet the recommendations for improvement within a reasonable timescale, and to the satisfaction of the inspecting agency, through a series of follow-up visits. This Standard remains unchanged.

The table below reflects the average outcomes from Care Inspectorate evaluation of both Aberdeen City Council and Partner Provider settings over the course of the 12-month period to 31st March 2024.

Table 1. Percentage of Care Inspectorate Evaluations of Core Quality Indicators receiving an average score of Good or Better (12 month rolling average to March 2024)

| | Care Inspectorate Core Quality Indicators | | | | |
|---|--|--------------------------------|-----------------------------------|-----------------------------------|--------------------------------------|
| Core Quality Indicator Scope | How good is our care, play and learning? Score | How good is our setting? Score | How good is our leadership? Score | How good is our staff team? Score | Overall Core Quality Indicator Score |
| Percentage of assessments achieving National Standard (average score) | 86.2% | 87.9% | 93.1% | 91.4% | 89.7% |

The sample size reflects outcomes from published inspections of 29 publicly funded day care of children establishments on a rolling 12-month basis and encompasses the evaluation of 116 Core Quality Indicators(CQI). Where an establishment has been subject to more than one inspection over the course of this 12-month period (e.g., as a result of a follow up recommendation in the original inspection) only the most recent outcomes are captured in these metrics.

These data represent a minimal reduction on that presented to the previous meeting of this Committee (Overall CQI Score falling from 90.5%) as a consequence of the formal publication of inspection outcomes reflected in the Inspections Report discussed at that meeting, but marginally above the first reporting of this quarterly measure in November 2023 and the full year outcome for 2022-23. At both of these snapshot points a OCQI outcome of 89.5% was recorded.

The CQI scores against each of the four Quality Indicators for local authority managed ELC establishments is marginally higher than those of the combined local authority and partner provider data above, providing for an Overall CQI score of 90.3%

Education Scotland Inspection Reporting

There has been three publications of Education Scotland short inspections since the previous report to the February meeting of this Committee, with a small drop in the session year-to-date outcome from 93.75% to 90.6%. For context, the full academic year outcome for the 2022 session offered an average of 80% of Education Scotland evaluations of Quality Indicators being graded as Good or Better.

The rolling 12-month outcome has risen to 95.9% in comparison with 84.1%.which was noted in the previous report. This latter timeline equates to the full fiscal period aligned with the Service's wider Statutory Performance Indicator measure, which as a contributing metric, was 65.3% in 2022/23, although it should be noted that there was more limited Education Scotland inspection activity in that year.

All National Standards and Inspections data is based on publications as of 31st March 2024.

Corporate Measures – 2023/24 Cluster Level Indicators

| Performance Measure | Quarter 1 2023/24 | Quarter 2 2023/24 | Quarter 3 2023/24 | Quarter 4 2023/24 (to date) | 2023/24 Target | Status | Long Trend - Quarterly |
|--|----------------------|----------------------|----------------------|------------------------------------|-------------------|---|---|
| | Value | Value | Value | Value * | | | |
| Total No. complaints received (stage 1 and 2) - Education | 33 | 13 | 31 | 23 | | |  |
| % of complaints resolved within timescale (stage 1 and 2) - Education | 78.8% | 61.5% | 58.1% | 69.6% | 75.0% |  |  |
| % of complaints with at least one point upheld (stage 1 and 2) – Education | 12.1% | 23.1% | 16.1% | 4.3% | | |  |
| Total No. of lessons learnt identified (stage 1 and 2) - Education | 5 | 0 | 3 | 0 | | | |

Service Commentary

Quarter 4 to date saw a fall in the number of complaints and an increase in the % of complaints resolved within timescale, although this measure is marginally short of the corporate target. The proportion of complaints with at least one point upheld is the lowest recorded for an individual quarterly period to date.

The data for the financial year-to-date shows that the number of complaints received (100) is similar to the same period in 2022/23 and the proportion which were responded to within timescale is currently slightly lower at 67% (73% in 2022/23) The percentage of complaints with at least one point upheld is presently 13.9% that is lower than any prior year for this measure (in 2022/23 the figure was 15.7% and in the last pre- COVID year, 2019-20, was 36.6%)

* Data excludes monthly outcomes for March 2024.which are pending

2. Process

Chart 1. National School Attendance Measure 2023-24 (as at 6th March 2024)

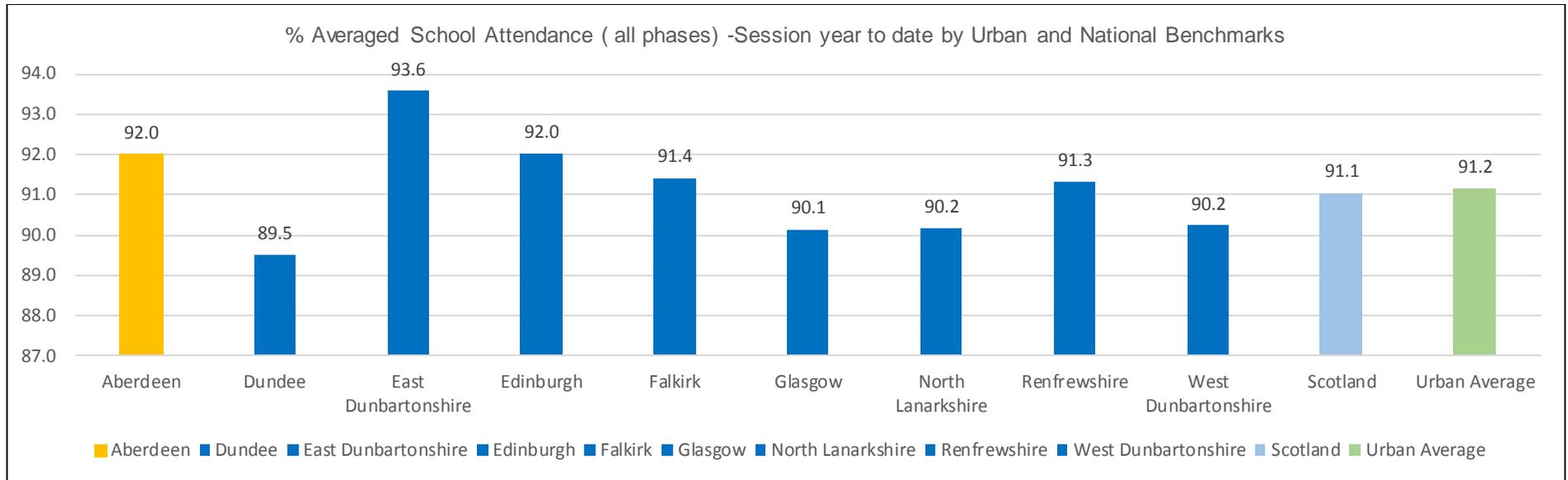
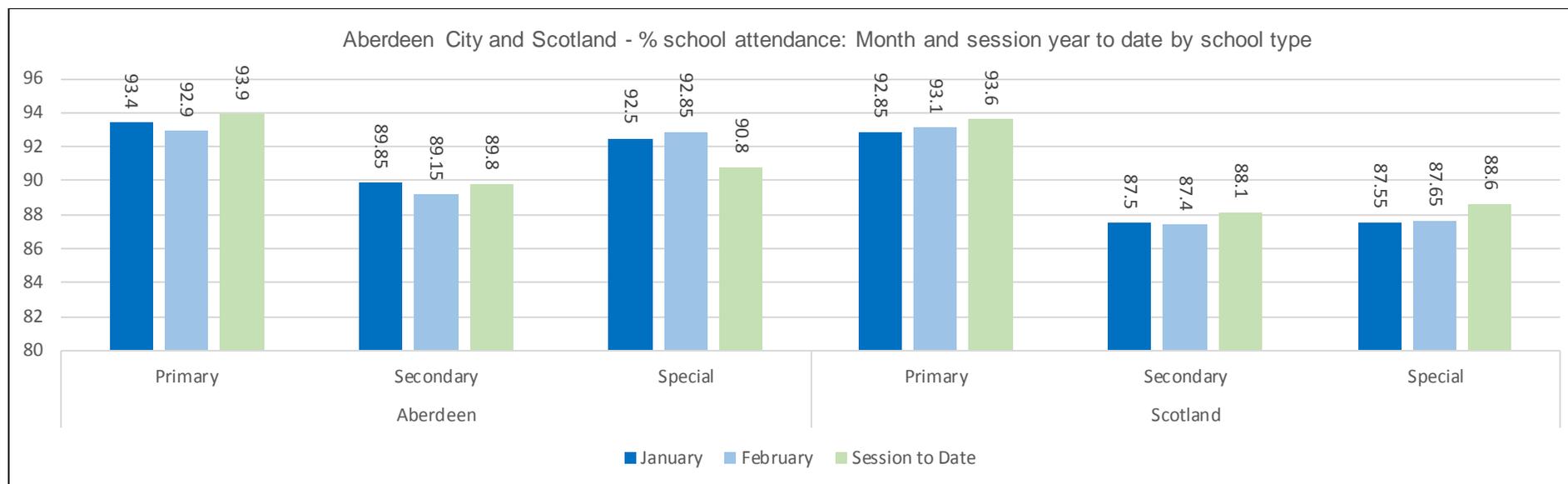


Chart 2. National School Attendance Measure 2023-24: Month and Session Breakdown by School Type (as at 6th March 2024)



Service Commentary

National School Attendance Measure 2023-24

Year-to-date pupil attendance overall for Aberdeen City sat above that of the majority of its natural benchmark authorities, the Urban Geography Average and the National figure with a similar pattern being observed against each of the three school types. Averaged data is presented in the first table as the number of data submissions to the Education Analytics service by each Authority varies and this off-sets any distortion created by this variation.

National School Attendance Measure 2023-24 by School Type

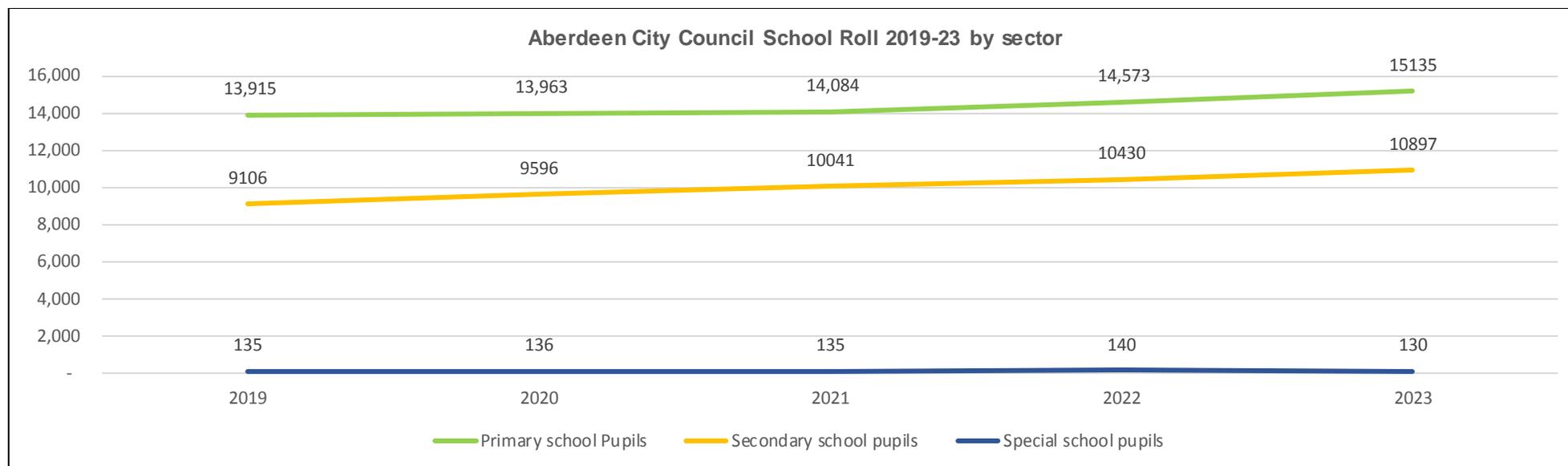
Both Term 3, and session year to date attendance levels, in Primary and Secondary Schools closely match those reflected in the previous report to Committee with the city outcomes continuing to be slightly in advance of the national picture. Attendance within Special Schools shows an uplift in comparison with the data reported In February with both the monthly and session year to date (90.8% compared to 87.8%) figures being higher than at the conclusion of Term 2.

Averaged national figures for the complete month of March are currently only available as provisional data and have not been reflected in the chart above.

Source: [Fortnightly School Attendance, Scottish Government Education Analytics](#)

School Roll Timeseries 2019 to 2023 – Urban Local Authority Comparators

| | 2019 | 2020 | 2021 | 2022 | 2023 | Value change from 2022 | % change from 2022 | Value change from 2019 | % change from 2019 |
|-----------------------|--------|--------|--------|--------|--------|------------------------|--------------------|------------------------|--------------------|
| Aberdeen City | 23156 | 23695 | 24260 | 25143 | 26162 | 1019 | 4.1% | 3006 | 13.0% |
| City of Edinburgh | 51311 | 51958 | 52564 | 53580 | 53894 | 314 | 0.6% | 2583 | 5.0% |
| Dundee City | 18355 | 18347 | 18377 | 18472 | 18536 | 64 | 0.3% | 181 | 1.0% |
| East Dunbartonshire | 17182 | 17304 | 17390 | 17405 | 17568 | 163 | 0.9% | 386 | 2.2% |
| Falkirk | 21985 | 21926 | 21771 | 21663 | 21470 | -193 | -0.9% | -515 | -2.3% |
| Glasgow City | 69830 | 70406 | 70805 | 71342 | 71688 | 346 | 0.5% | 1858 | 2.7% |
| North Lanarkshire | 48999 | 49232 | 49001 | 48742 | 48325 | -417 | -0.9% | -674 | -1.4% |
| Renfrewshire | 23719 | 23845 | 23917 | 24073 | 24121 | 48 | 0.2% | 402 | 1.7% |
| West Dunbartonshire | 12569 | 12522 | 12433 | 12226 | 12072 | -154 | -1.3% | -497 | -4.0% |
| All local authorities | 696816 | 701029 | 703554 | 704698 | 704374 | -324 | 0.0% | 7558 | 1.1% |



Service Commentary

Aberdeen City, as a local authority, has experienced the greatest levels of change in overall school rolls over each of the past three years, with the most recent data indicating a 4.1% (+ 1019 pupils) year-on-year increase on the prior year Pupil Census data. At sector level, this represents a rise of 3.85% (+562 pupils) in Primary School roll and 4.5% increase (+467 pupils) at Secondary School level. Proportionately, the number of pupils attending Special Schools has reduced marginally in value and in comparison, with overall school roll growth.

In the context of local school roll data and current city population projections offered by the National Records of Scotland, the most significant drivers of this increase relate to rising net migration (including in-term registration) and increases in the number of households within the city. These latter projection data, being calculated on 2018 baselines, will be replaced by initial releases and analysis from the 2021 Scottish Census over the course of the next 12 months.

The table and chart above indicate the extent to which the city School Roll has increased over the past 5 years and highlights those pressures on the Education Service, in terms of budgets, employee numbers and maintaining effective delivery of service that are demand driven.

There are early indications that the growth in school rolls, based on current projections, will slow and/or reverse over the medium term but this pattern can be disrupted by migration patterns which are particularly difficult, at both local and national levels, to quantify with the same level of accuracy as the

This high-level observation excludes additional demand which is generated by changes in the profiles and needs of pupil cohorts, such as Additional Support requirements and language competency, along with legacy impacts from the pandemic, which continue to manifest in lower observable levels of socialisation and communication skills among children in the earlier Broad Education phases

Additional analysis, and benchmarking, of pupil profile data from the recent national release of Supplementary Statistics in Schools, and the demand impacts related to these will be reflected in future reports to this Committee.

3. Staff

Corporate Measure – 2023/24 Service Level Indicators

| Performance Measure | Quarter 1 2023-24 | Quarter 2 2023/24 | Quarter 3 2023/24 | Quarter 4 2023/24 (to date) | Status | Long Trend - Quarterly |
|--|-------------------|-------------------|-------------------|------------------------------|--------|------------------------|
| | Value | Value | Value | Value | | |
| Establishment actual FTE – Education | 3,103 | 3,078 | 3.147 | 3,148 | | |
| Performance Measure | Quarter 1 2023-24 | Quarter 2 2023/24 | Quarter 3 2023/24 | Quarter 4 2023/24 (to date) | Status | Long Trend - Quarterly |
| | Value | Value | Value | Value | | |
| H&S Employee Reportable Accidents by Cluster – Education | 1 | 3 | 3 | 5 | | |
| H&S Employee Non-Reportable Accidents by Cluster – Education | 153 | 142 | 237 | 334 | | |

Service Commentary

As reported to the previous meeting of this Committee, In Quarter 1 and Quarter 2 there were technical issues with the system used to capture reportable and non-reportable incidents, and employee understanding of the reporting routes. The increase in both Quarter 3 and Quarter 4 outcomes reflects the efforts of both the Service and colleagues in addressing these issues.

Comparable data from Quarter 4 of 2022/23 indicated that, at the same point, there were 2 Reportable and just under 300 non-reportable incidents involving employees. The like-for-like year-to-date reporting rate for Non-Reportable incidents has risen from 563 in 2022/23 to 722 in the current year (Q2-Q4) as a consequence of this focus on more effective data capture and reporting at establishment levels.

| Performance Measure | Quarter 1 2023/24 | Quarter 2 2023/24 | Quarter 3 2023/24 | Quarter 4 2023/24 (to date) | Quarter 4 2023/24 Corporate Figure (to date) | Status | Long Trend - Quarterly |
|--|----------------------|----------------------|----------------------|-----------------------------------|--|---|---|
| | Value | Value | Value | Value | Value | | |
| Average number of working days lost due to sickness absence per FTE – Education and Lifelong Learning (12-month rolling figure at quarter end) | 6.3 | 6.95 | 7.0 | 6.85 | 9.4 |  |  |
| Average number of working days lost due to sickness absence per FTE – Primary and Secondary Schools (12-month rolling figure at quarter end) | 6.6 | 7.0 | 7.2 | 7.2 | 9.4 |  |  |
| Average number of working days lost due to sickness absence per FTE – Early Learning and Childcare (12-month rolling figure at quarter end) | 7.6 | 9.4 | 9.4 | 9.3 | 9.4 |  |  |

Service Commentary

Across the three measures, the average number of days absence due to sickness, is demonstrating a stabilising trend in comparison with the relatively consistent upwards movement that has been a feature of the past 12 months.

Given that absence related to respiratory illnesses in particular tends to be a driver of higher levels of absence over the early months of Quarter 4, this is a generally positive and welcomed observation. Although at an early stage, it might be regarded as an early indication of the impacts that work across the Council on understanding absence data and mitigating against employee absence through increased support for employees returning to work is generating.

In the meantime, the Service is monitoring absence levels and trends, across each of its establishments and teams, through continuous senior management overview and access to increasingly sophisticated data tools

Full year reporting of corporate absence data was most recently considered within the EAS Annual Progress Update Occupational Health and Absence Annual Update report to the Staff Governance Committee on 22nd of April 2024.

4. Finance & Controls

| Performance Indicator | Quarter 1 2023/24 | | Quarter 2 2023/24 | | Quarter 3 2023/24 | | Quarter 4 2023/24 (to date) | |
|---|-------------------|---|-------------------|---|-------------------|---|------------------------------|---|
| | Value | Status | Value | Status | Value | Status | Value | Status |
| Staff Expenditure – % spend to full year budget profile – Education * | 26.7% |  | 50.0% |  | 79.8% |  | 96.2% |  |

Service Commentary

Detailed budgetary and financial information relating to each Cluster by quarter is captured in reporting to the Finance and Resources Committee. Data covering Quarter 3 was reported to the meeting of that Committee on 30th January 2024.

Although presently matching the year-to-date budget profile at Period 11, the Management, Commentary noted the financial pressures relating to school roll, and other 'inflationary' impacts on the Service, (see above measures) leading to the employment of additional teaching and pupil support staffing. These are the strongest drivers on the Service's ability to deliver projected savings against the Service's vacancy factors.

These influences may be reflected in the provisional year-end budget outcomes that will be considered in the concluded Q4 budget reporting to the Finance and Resources Committee on the 8th of May 2024.

* Reported data does not take account of subsequent re-charges into and out of the Staff Expenditure budget line which may result in revisions to the projected trajectory to year-end financial forecasts as each periodic re-charge exercise is concluded,

Children's Social Work and Family Support

Corporate Measures – 2023-24 Cluster Level Indicators

5. Customer

| Performance Measure | Quarter 1 2023/24 | Quarter 2 2023/24 | Quarter 3 2023/24 | Quarter 4 2023/24 (to date) | Status | 2023/24 Target | Long Trend Quarterly |
|---|----------------------|----------------------|----------------------|------------------------------------|---|-------------------|---|
| | Value | Value | Value | Value | | | |
| Total No. of Complaints received (stage 1 and 2) - Children's Social Work | 6 | 10 | 11 | 8 |  | |  |
| % of Complaints resolved within timescale (stage 1 and 2) - Children's Social Work | 83.3% | 40% | 63.6% | 100.0% |  | 75% |  |
| % of complaints with at least one point upheld (stage 1 and 2) - Children's Social Work | 16.7% | 0% | 9.1% | 37.5% |  | |  |
| Total No. of lessons learnt identified (stage 1 and 2) - Children's Social Work | 0 | 0 | 0 | 0 |  | | |

Service Commentary

Performance in relation to complaints response times has increased in Quarter 4, against a reduced number of complaints, although a greater proportion of these complaints were upheld.

The year-to-date patterns forecast that the Service is on target to generate amongst the lowest number of complaints for a full year over the timeline of this measure with 35 complaints received at this point in time (in 2022-23, the comparable figure was 32 complaints) The current outcome for complaint resolution within timescale is slightly below target and for the same period in 2022/23 at 68.6% but ahead of that in any of the years prior to 2022/23 when the Service figure was at a high of 84.4%

The proportion of complaints upheld to date for this financial year is 14.3%, better than in each of the previous three years where the average proportion of complaints upheld was just over 25%

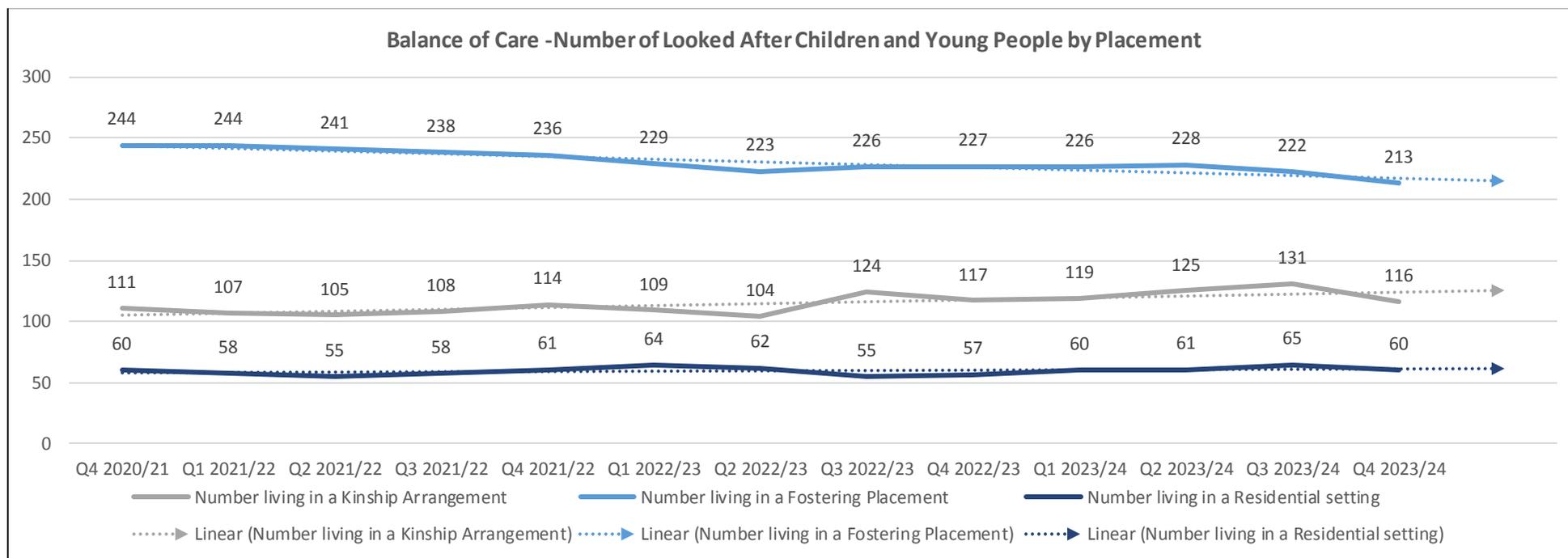
Service Level Standards 2023/24

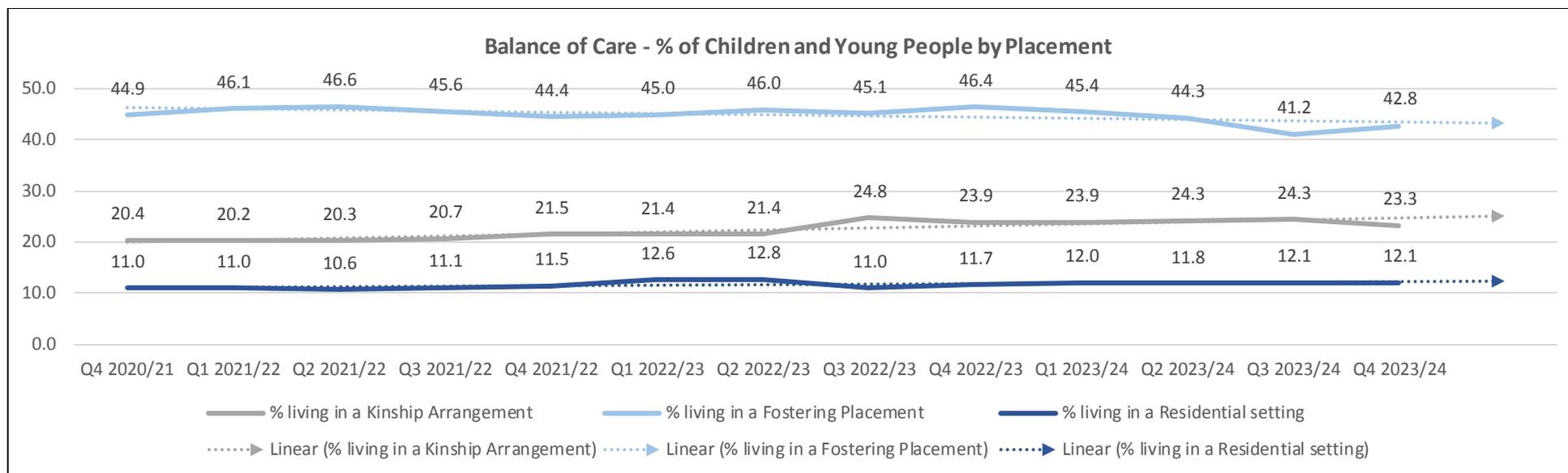
| Performance Measure | Quarter 1 2023/24 | Quarter 2 2023/24 | Quarter 3 2023/24 | Quarter 4 2023/24 | Status | 2023/24 Target | Long Trend Quarterly |
|--|----------------------|----------------------|----------------------|----------------------|---|-------------------|---|
| | Value | Value | Value | Value | | | |
| % of care provided in Council children's homes, fostering and adoption services achieve a care standard of Good or better | 100% | 100% | 100% | 100% |  | 100% |  |
| We will ensure care provided by the Council's fostering service achieves a care standard of good or better through regulatory inspections. | 100% | 100% | 100% | 100% |  | 100% |  |
| We will ensure care provided by the Council's adoption service achieves a care standard of good or better through regulatory inspections. | 100% | 100% | 100% | 100% |  | 100% |  |
| % of children open to Children's Social Work supported to live at home, where safe to do so | 75.5% | 75% | 75% | 75% |  | 75% | |
| % of Looked After Children looked after in a residential setting where living at home is not appropriate | 12% | 12% | 12% | 12% |  | 10% |  |
| % of Looked After Children looked after in Kinship where living at home is not appropriate | 24% | 24% | 24% | 23% |  | 31% |  |
| % of Looked After Children looked after in Foster Care where living at home is not appropriate | 45% | 44% | 41% | 43% |  | 33% |  |

Service Commentary

The above data again highlights that there continues to be a strong and unrelenting focus for CSW in their role as Lead Professional to support children and young people remain within the care of their family where it is safe to do so. Although there has been a percentage increase in the number of children living within a fostering setting the data below reflects a continuing decrease in the number of children living within foster care. This reflects an overall reduction in the number of looked after children.

Service Level Measures – Balance of Care Timeline Charts





Balance of Care -% of Looked After Children by Placement (Rolling 12-month average by Quarter)

| Period | % living in a Kinship Arrangement | % living in a Fostering Placement | % living in a Residential setting |
|------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Q4 2021/22 | 20.7% | 45.7% | 11.1% |
| Q4 2022/23 | 22.9% | 45.1% | 12.0% |
| Q4 2023/24 | 23.9% | 43.4% | 12.0% |

Service Commentary

As noted in previous reports, resetting our 'balance of care' remains a longer-term aim, set out in Aberdeen City's refreshed Children's Services Plan 2023 – 26 and Aberdeen City's Corporate Parenting Pan 2023 – 26.

Against a strong and continuous trend of a reducing population of Looked After Children and Young People we continue to see quarterly fluctuations. There has been a % increase in the number of children living in a fostering arrangement, however the above data notes there has been a reduction in the actual number. Conversely the reduction of children in a kinship arrangement also reflects the reduction in the % variation. Of critical importance is that the long-term trend continues to bring us closer in alignment to the national position.

Release of the national Children Looked After Statistics (CLAS) is due on the 30th of April 2024, which will validate and benchmark locally produced data for 2022/23 and provide for a refresh of the Standards targets for 2024/25.

There continues to be a local and national shortage of foster placements. It is estimated that Scotland is approximately 800 fostering households short of the number it requires. This context is significant in our commitment to keep children and young people as local to Aberdeen City. Resource availability means this is not always possible. It also means that some children are placed in residential options due to the lack of resources. This issue is not unique to Aberdeen City and is experienced by all local authority areas.

Our data continues to highlight that the number of children in residential care has, over recent years, largely been stable with quarterly variations. Nationally, the Office of the Chief Social Work Adviser to the Scottish Government reports increased demand for residential care over the past year. This reflects a growing complexity of the needs of some young people but also the challenges of alternative resources.

The impact on the whole system of the demands of an increased number of Unaccompanied Asylum-Seeking Young People on the availability of local residential and throughcare resources, also needs to take into account. This 'new' and continuing demand has impacted on our scope to retain as many children and young people within the City, when their circumstances or status indicate that they require to be accommodated.

6. Process

| Performance Measure | Quarter 1 2023/24 | Quarter 2 2023/24 | Quarter 3 2023/24 | Quarter 4 2023/24* | Status | 2023/24 Target | Long Trend Quarterly |
|--|-------------------|-------------------|-------------------|--------------------|--------|----------------|----------------------|
| | Value | Value | Value | Value | | | |
| % of initial screenings undertaken and decisions on action required on all new referrals within seven days | 95% | 97% | 97% | 99% | | 80% | |
| % of Child Protection joint interviews completed within 5 working days | 91% | 70% | 61% | 54% | | 90% | |
| % initial Child Protection Planning Meetings held within 28 days | 71% | 65% | 71% | 32% | | 80% | |
| % Care experienced children and young people with three or more placements in 12 months | 2% | 2% | 1% | 1% | | 10% | |
| % Care Experienced Children and Young People with a pathway plan by the age of 15 years | 73% | 67% | 68% | 73% | | 95% | |

Service Commentary.

The numbers of new referrals to CSW continue to be higher than in previous years. This is reflective of the continuing pressures being experienced by families as a result of the COVID pandemic, the cost-of-living challenges and the pressures all agencies are experiencing. Processes ensure all urgent referrals are identified and responded to in a timeous manner.

The implementation of the Scottish Child Interview Model has moved practice to ensuring that child interviews are scheduled in accordance with the child's needs not to a particular timeline, an influencing factor in CCPM trends. This change of emphasis will be reflected in revised service standards for the 2024/25 year.

Work to understand the % of Care Experienced Young People without a Pathway Plan has identified that this is predominantly a recording issue as opposed to the absence of plans. Work to address this and update the D365 system continues to be taken forward is reflected in the Quarter 4 change.

7. Staff

Corporate Measure – 2023/24 Service Level Indicators

| Performance Measure | Quarter 1 2023/24 | Quarter 2 2023/24 | Quarter 3 2023/24 | Quarter 4 2023/24 (to date) | Status | Long Trend - Quarterly |
|---|----------------------|----------------------|----------------------|------------------------------------|--------|---------------------------|
| | Value | Value | Value | Value | | |
| Establishment actual FTE – Children’s Social Work | 341.4 | 344.1 | 342.0 | 335.8 | | |

| Performance Measure | Quarter 1 2023/24 | Quarter 2 2023/24 | Quarter 3 2023/24 | Quarter 4 2023/24 (to date) | Status | Long Trend Quarterly |
|---|----------------------|----------------------|----------------------|------------------------------------|--------|-------------------------|
| | Value | Value | Value | Value | | |
| Accidents - Reportable - Employees (No in Quarter – Children’s Social Work | 0 | 0 | 0 | 0 | | |
| Accidents - Non-Reportable - Employees (No in Quarter - Children’s Social Work | 0 | 1 | 0 | 3 | | |

| Performance Measure | Quarter 1 2023/24 | Quarter 2 2023/24 | Quarter 3 2023/24 | Quarter 4 2023/24 (to date) | Quarter 4 2023/24 Corporate Figure | Status | Long Trend - Quarterly |
|--|----------------------|----------------------|----------------------|------------------------------------|---|--------|---------------------------|
| | Value | Value | Value | Value | | | |
| Average number of working days lost due to sickness absence per FTE – Children’s Social Work | 6.8 | 8.2 | 7.75 | 7.3 | 9.4 | | |

Service Commentary

As with the Education data above, increases in absence levels within Children’s Social Work and Child Protection services are beginning to reduce from those experienced in the early part of the financial year, despite this being a period during which, statistically, absence levels would be expected to rise.

It is widely accepted that delivering statutory children’s social work is a complex task which relies on considerable resilience and emotional containment and that there is scope for secondary trauma, without appropriate supports. This alongside awareness of the increasing challenges of working within financial constraints means that reaching some stability in absence levels must be seen as positive.

Children's Social Work through the Integrated Children's Services CSMT, monitors absence levels on a consistent and detailed basis and has been taking steps to mitigate the impacts and durations of absence through regular supervision of staff, through direction of employees to corporate counselling and other supports available to Council staff and, when required, to more specialist bespoke clinical support.

As reflected in the report to the Staff Governance Committee in November 2023, there are currently two distinct corporate improvement streams that are designed to gain a better understanding of the influences behind rising levels of local government absence which mirror the experience at a national level. It is anticipated that these workstreams will enable some reduction in absence levels in the medium term where the influences are within the control of the Council's policies.

Full year reporting of corporate absence data was considered within the EAS Annual Progress Update Occupational Health and Absence Annual Update report to the Staff Governance Committee on 22nd of April 2024 and highlighted the progress of interventions outlined in the prior report.

8. Finance & Controls

| Performance Measure | Quarter 1 2023/24 | | Quarter 2 2023/24 | | Quarter 3 2023/24 | | Quarter 4 2023/24 (to date) | |
|--|-------------------|---|-------------------|---|-------------------|---|------------------------------|---|
| | Value | Value | Value | Status | Value | Status | Value | Status |
| Staff Expenditure – % spend to full year budget profile – Children's Social Work * | 30.9% |  | 54.5% |  | 98.4% |  | 111.4% |  |

Service Commentary

Detailed budgetary and financial information relating to each Cluster by quarter is captured in reporting to the Finance and Resources Committee. Data covering Quarter 3 was reported to the meeting of that Committee on 30th January 2024.

The Management Commentary from that report noted the financial pressures on the service relating to increasing levels of vulnerability incurring additional support needs for pre-school and school aged children, the overall rise in the number of older Care Experienced Young People and extended responsibilities for larger numbers of refugee children.

As noted above, the wider provisional budget out-turns for the Service at Quarter 4 will be reflected in the report to the next cycle of the Finance and Resources Committee in May 2024

* Reported data does not take account of subsequent re-charges into and out of the Staff Expenditure budget line which may result in revisions to the projected trajectory to year-end financial forecasts as each periodic re-charge exercise is concluded. Data captured reflects outcomes at financial period 11

Appendix Data Notes

- Complaints Data: Complaints data should be viewed in the round across each of the four measures in terms of the performance of individual Clusters. Targets are set by the Ombudsman as reportable annualised measures for the Council without adjustment for seasonal operational, and other external influences.
- Trend Directions: Unless stated to the contrary, Long-Term Trends are based on the average of 24 monthly, 8 quarterly and 3 annual consecutive periods, respectively.

| PI Status | | Long Term Trends | | Short Term Trends | |
|---|---|---|--------------------------|---|--------------------------|
|  | On target or within 5% of target |  | Improving/Increasing |  | Improving/Increasing |
|  | Within 5% - 20% of target and being monitored |  | No or Limited Change |  | No or Limited Change |
|  | More than 20% below target and being actively pursued |  | Getting Worse/Decreasing |  | Getting Worse/Decreasing |
|  | Data only – target not appropriate | | | | |

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Appendix B - National Improvement Framework Update

| Programme/ project | Update April 2023 | RAG |
|--|---|-----|
| Leadership of Change in schools | | |
| Continue to respond positively to the education reforms and strengthen locality working | <p>We are awaiting next steps from the Scottish Government in relation to education reform.</p> <p>Our approach to quality improvement continues to be agile to ensure the best possible outcomes for our children and young people. We are currently exploring how best to establish a locality-based model of Family Support.</p> | |
| Increase opportunities for leadership collaboration with particular focus on Secondary settings | <p>Quality Improvement visits have taken place as planned at Northfield, Hazlehead and Harlaw Academies. Three peer Head Teachers, a Lead Teacher and seven Depute Head Teachers joined central officers in these visits. Quality Improvement visits to Lochside and Dyce Academies are due to take place during May 2024.</p> <p>During February, a joint Head Teacher event took place with a broad focus on raising attainment and more specifically tracking progress during transition between primary and secondary schools and supporting improved attendance to improve attainment. During this session, three city colleagues with HMle Associate Assessor roles presented on key themes arising out of inspection. In addition, two further Head Teacher colleagues shared how they had focused on improving attendance in their schools. Feedback on this session has been positive, with comments such as '<i>lots of opportunity for focused professional discussion</i>' and '<i>practical and useful for supporting my development</i>' being typical responses.</p> | |
| Improve the quality of learning, teaching and assessment in schools | | |
| Continue to improve the quality of learning, teaching and assessment including the provision of appropriate levels of differentiation, pace, and challenge in collaboration with HMle and the Regional Improvement Collaborative | <p>To maximise the impact of the Regional Improvement Collaborative (RIC) funding we are working in collaboration with partner local authorities to target improving Learning, Teaching and Assessment. Central officers and Local Authority based HMle Associate Assessors are meeting regularly to build a Northern Alliance toolkit to exemplify best practice across the collaborative. A Northern Alliance needs analysis has highlighted priorities for improvement: Ownership of Learning, Pace and Challenge, Differentiation, Effective Use of Data and Experiences, Interactions and Environments.</p> <p>The developing toolkit is targeting the identified priorities in the first instance, with the opportunity to add further elements over time. The toolkit will provide a set of resources to support professional learning and self-evaluation. First drafts are in place for the following themes: Differentiation, Effective Use of Data and Experiences, Interactions and Outcomes with filming due to begin after the Easter break.</p> | |
| Work with Microsoft to pilot an increase in the use of Microsoft tools to | Woodside school deployed devices and work is on-going to fully deploy devices at St Machar Academy on May 7 th with support from Hable, our training partner supporting staff in the use of new devices, identity and M365 tools. The Digital and Technology Cluster and Microsoft continue to work to resolve any identified issues quickly, based on feedback from end-users. Wi-Fi and Interactive Panel | |

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| support learning and teaching | upgrades are continuing with most schools across the Northfield and St Machar Associated Schools Group upgraded. Additional Early Adopters, including a small group of young people, have been onboarded at St Machar Academy and their feedback is helping to shape the learner experience for the deployment. | |
| Maintain work on the national improvement in writing programme – new cohort | <p>Five hours of Continuing Professional Learning was offered to schools within cohorts 1 & 2 to ensure consistent implementation of the CYPIC approach to writing with 52 teachers and managers signing up for this. School support visits will be offered to these schools during term 4 to support the implementation, assessment and moderation process and to allow for data analysis.</p> <p>The 2 Associated Schools Groups (ASGs) working on a skills progression framework for writing with the Northern Alliance, Education Scotland and central officers were provided with a further moderation session during In Service days in February and a drop in Q&A session with Education Scotland colleagues will be delivered by the end of term 4.</p> <p>The group working on the progression framework have now identified a team of staff across all sectors to work collegiately to build a bespoke digital framework to support progression through levels, give validated examples of assessed pieces of writing, provide links to resources to support the pedagogy of writing and links to materials for writing stimulus. The group's aim is to have the framework ready for piloting by the end of the session 23/24.</p> | |
| Improve learning transitions from primary to secondary including a focus on numeracy | <p>Head Teachers have agreed a transition week for session 24/25 to support reduced disruption for schools and ensure all young people have appropriate curricular transition ensuring there is no 'Fresh start' on transition to Secondary School.</p> <p>The Learning and Teaching Group (comprising Head Teachers and officers) is reviewing the Aberdeen City Council Transition Standard and Aberdeen City Council Transition Guidance, including guidance for those who require an enhanced transition, to realise greater consistency across all ASGs.</p> | |
| Continue to support engagement with Excelerate to increase innovative approaches to learning, teaching and assessment in Secondary Schools | <p>An open invitation was extended to city schools to observe the final of the Youth Philanthropy Initiative (YPI) on 23rd February at Oldmachar Academy. Here S2 young people pitched for their chosen charity to be nominated for a £3,000 award. The communication skills from the young people underlined the impact of the work on oracy within the school, supported by the Excelerate initiative.</p> <p>At Northfield Academy, the positive evidence from implementing Crew in S1 has resulted in a decision to run this model for a second year, with full evaluation to take place thereafter.</p> | |
| Continue to improve the quality of universal health and wellbeing supports in response to changes in need | | |
| Continue to monitor wellbeing data and the impact of interventions in place including the provision of counselling | Children and young people across Aberdeen City have participated in the annual SHINE (Mental Health) and local wellbeing surveys to assist schools and localities to respond to local needs. The central team are currently reviewing this data to determine the impact of our approaches. | |

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| | Senior Leader meetings (Magpie Meets) have been established this session and the first focus for this, was supporting school staff to understand their data and plan appropriately based on the outcome of this. | |
| Maintain our focus on encouraging children and young people to be more physically active including those with sensory and other identified needs | <p>There has been a recent focus on the structure and delivery of Primary School football with a steering group re-established to review our current practices and ensure equitable and inclusive approaches are taken to support more participants, more of the time.</p> <p>Senior leaders have been working collaboratively to review their current travel plans, collaboration with Active School Coordinators is being encouraged. In 6 Early Learning and Childcare settings (Kirkhill, Riverbank, Walker Road, Kittybrewster, Muirfield, Tullos) we have worked in partnership with Sport Aberdeen to utilise active school assistants and increase physical activity. This will be evaluated to inform next steps.</p> | |
| Increase the voice of children and young people in the design and delivery of services | | |
| Undertake a rapid review of our readiness for the incorporation of the UNCRC following publication of the statutory guidance | <p>The draft statutory guidance has been published and is currently being consulted upon. Education Officers and the legal team are currently working through the consultation documentation.</p> <p>Part 2 guidance includes: an introduction to human rights, children's rights, and the UNCRC Act; an introduction to Part 2 including frequently used terms and definitions of key terms in the Act; remedies now available to children and their representatives to seek redress through the courts if their rights have been (or a proposed action would mean that they would be) infringed; and an explanation of the section 6 duty on public authorities which provides that it is unlawful for a public authority to act in a way which is incompatible with the UNCRC requirements as set out in the Act – which also applies to those carrying out functions of a public nature.</p> <p>Part 3 places a duty on public authorities listed in section 19 to report on the actions taken and planned in order to comply with the Part 2 section 6 duty, and the actions taken and planned to give further effect to children's rights.</p> | |
| Make sure that we meaningfully involve children and young people in decision-making and respond to what children and young people tell us they want and need | <p>Aberdeen City Council is currently involved in piloting the 'One Good Adult' resource developed in partnership with NES, Scottish Government and Children in Scotland. Senior Leaders and Service Managers are encouraged to make reference to this as part of the application and interview process and a series of engagement sessions were held in schools across the city to gather feedback and to inform our approach to implementing this within our recruitment processes for adults working in our schools. The children and young people involved in these engagement sessions developed a range of questions about the areas that they felt were important linked to the themes of:</p> <ul style="list-style-type: none"> • Mental health • Be(ing) Kind • Open-mindedness • Equality and Inclusion • Reliability and, • Encouraging Success. <p>These questions have been shared with senior leaders to support interviewing candidates as part of the recruitment process and has provided children and</p> | |

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| | <p>young people with an opportunity to influence decision-making and support the appointment of staff in our schools.</p> | |
| <p>Review the impact of mentoring programmes for children and young people to determine our long-term approach</p> | <p>The MCR Pathways programme has continued to run in Lochside Academy. However, there have been challenges with recruiting a Pathways Co-ordinator in both St Machar Academy and Northfield Academy, this has been in part due to the short, fixed term contract. St Machar recruited to the post at the beginning of March, and work continues to secure a Pathways Co-ordinator for Northfield Academy.</p> <p>Data continues to be collected for Lochside Academy and will inform reporting in July 2024.</p> | |
| <p>Continue to work in collaboration with the Youth Climate Group to work towards Net Zero</p> | <p>S5 pupil Saanvi Kumar of Cults Academy was named as the new Youth Climate Change President for Aberdeen, following interviews which took place across several schools, in June 2023.</p> <p>Four vice-presidents: Finlay Robinson (S4 Dyce Academy), Anna Thompson (S6 Cults Academy), Yujin An (S4 Cults Academy), and Vinuth Wijemanne (S4 Cults Academy) were also appointed in June to support Saanvi in this role for school session 23-24.</p> <p>Saanvi has chaired monthly meetings with the group where they discuss climate change activities and the ideas that they wish to action for the coming year. The group have also been supporting the wider work of the council, for example with recent work around how we tackle disposable vapes. They have also represented the pupil voice of the young people of Aberdeen at national forums and events.</p> <p>In recent months within their meetings the Youth Climate Change Group have met with several organisations to listen to the work that they are undertaking and discover how the group can support them. They have met with staff from BP, Aberdeen for a Fairer World, NESCAN, and ETZ. Further meetings have been arranged for the future so that the Youth Climate Change Group can take this forward. The group are also working alongside Central Officers on the ABZ Pipeline project, which supports the city of Aberdeen building its future energy workforce. The group will be involved in developing surveys and chairing focus groups so that the voice of the young people of Aberdeen is part of this important project. Further information is available in the April 2024 Committee report.</p> | |
| <p>Deliver a broader range of senior phase learner pathways aligned to growth areas</p> | | |
| <p>Continued curriculum alignment and expansion of learning pathways through delivery of Phase 2 of ABZ Campus</p> | <p>A great deal of progress has been made in relation to ABZ Campus. Course delivery continues as part of Phase 1 and choices for session 2024-25 are currently being made as part of Phase 2.</p> <p>For full details, a separate ABZ Campus Report is being provided for the April Committee agenda.</p> | |
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| <p>Focus on developing pathways to support those with a range of additional support needs</p> | <p>The pilot is on track to commence Aug 2024. Participants have been identified and links have been made with potential employers covering a variety of work streams, including, parks and gardens, art gallery and museums, early years education, supporting the wider community and catering. Education will continue to work closely with People and Citizen's Services to adapt course materials to meet the needs of the participants.</p> <p>The process has highlighted a need and desire for training around Additional Support Needs and neurodiversity. Sessions including potential employers and those involved in the delivery of pre-placement preparation and training are in place in upcoming months to ensure confidence and upskilling. Working with specialist provisions across the city has facilitated a meeting and sharing space where practice and expertise has been widely shared. This sharing platform will evolve to enable the aligned staff to communicate, seek support and empower specific to specialist settings.</p> |
| <p>Improve the delivery of Computer Science from 3-18 and beyond</p> | |
| <p>Continue to improve computer science skills through on-going delivery of Aberdeen Computing Collaborative</p> | <p>The project working group has met to consider initial change ideas and areas for collaboration between partners. A survey on the attitudes of young people to digital and technology subjects and careers has been completed and the results are being analysed to inform future areas of work.</p> <p>Planning continues to bring together ACC Computing Science teaching staff for a collaboration event to review current curriculum offers, identify training needs and support next steps.</p> |
| <p>Improve the quality of environments/supports for those with additional support needs</p> | |
| <p>Continue to develop our approaches to supporting those with a range of additional support needs including on-going roll out of the Circle Framework and on-going delivery of trauma training through Compassionate and Connected Communities</p> | <p>CIRCLE sessions were well attended on 13th and 14th February inset days with a foot fall of approx. 300. In addition to highlighting the general use of the CIRCLE resources, the sessions also focused on the benefits of implementation at Nursery-P1 and P7-S1 transition phases. This meant the sessions facilitated multi-stage collaboration between Early years and Primary staff at one session and Primary and Secondary at the other. This was extended to a multi-service assembly with colleagues from other services attending, for example, the Music Service. Furthermore, Funded Providers and SCMA (Scottish Childminding Association) benefited from attending.</p> <p>The range of professionals reflects the wide scale impact of the CIRCLE Framework across the city. Education colleagues report to be empowered, upskilled and have greater confidence they can and will meet the needs of learners. All CIRCLE resources (CIRCLE Inclusive Classroom Scale (Universal support) and the CIRCLE Participation Scale (Targeted support) are now available in digital form (Word and Excel), alongside ready-made resources for tracking, evaluating and future planning, on an individual cohort basis or at school wide level. Speech and Language therapy colleagues have been drivers in presenting at these events and future supports and sessions hope to involve a broader range of specialists.</p> <p>The CIRCLE teams channels continue to provide a platform for sharing resources and information and events focused on exploring effective practice and evidenced impact are being planned. The staged intervention model is being considered for the next phase, with the potential of introducing an</p> |

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| | <p>additional tier to further extend supports and strategies readily available to settings to continue to empower and build capacity.</p> <p>Connected and Compassionate training continues to be delivered to maintain trainers in schools.</p> | |
| Continue to build a responsive Educational Psychology Service (EPS) delivery plan to meet the changing needs of the school population | <p>The EPS now has a fully staffed permanent Senior Leadership Team. This will allow the service to continue to drive forward improvement.</p> <p>More detail around the impact of the current offer is available in the Health and Wellbeing report presented at April Education and Children's services committee.</p> | |
| Reshape the Virtual School to ensure that those on the edge of care and the care experienced achieve at the highest levels in keeping with The Promise | | |
| Increase scrutiny of the progress of our pupils on the edge of care | Both edge of care pilots now have a full complement of staff. Data has been collated to inform the final evaluative report. This will include impact on children and families reflecting the whole family model including support across holiday periods. The report will also consider how the pilots should inform our model of Family Support. | |
| On-going roll out of our Edge of Care pilots to help shape our model of Family Support | Revised operational Guidance and referral forms have been issued to teams. A full complement of staff is in place across both pilots. | |
| Review and implementation of a refreshed Minimising Exclusion Policy | <p>A short life working group comprising school staff, central officers and representatives from legal services has been established to review the current guidance and refresh in line with current national guidance. The key focus is simplifying the information to support consistency of application and consideration of options and supports prior to taking the decision to exclude a young person, including consolidating information and provision of further flowcharts to ensure information is accessible.</p> <p>A national review of exclusion guidance has been announced. Once the findings from the national review are published the short life working group will be brought back together to review in light of any published updated guidance.</p> | |
| Close the poverty related attainment gap | | |
| Improve access to wider child poverty data at community level | We are collaborating with other departments within the Council and external agencies to exchange data and insights on child poverty in an appropriate manner to identify and address the underlying causes of child poverty through joint efforts. By working closely together, we can direct children and families to the most suitable support, and our interventions can be more timely and effective. Recent feedback from Public Health Scotland, has validated our focus on data. | |
| Work with HTs to monitor the impact of PEF interventions as | The implementation of an Equity Tracker continues to prove effective in supporting schools to allocate their PEF funds appropriately to be spent within the financial year and ensure that they have clear outcomes and measures identified within their planning processes. This data is being collected centrally | |

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| <p>part of our Quality Improvement Activity</p> | <p>and used to facilitate more in-depth discussions on the effectiveness of interventions during Quality Improvement visits.</p> <p>Schools report that they have found the Equity Tracker to be a valuable tool, both for planning and for evaluating the effectiveness of their interventions and contributing to broader evaluations.</p> | |
| <p>Work with the Scottish Government to increase provision of ELC to those who are 1 and 2 from low-income households</p> | <p>We continue to await guidance to move this forward. The data pipeline will support us in identifying eligible 2-year-olds and this will be extended to 1-year olds when required.</p> | |
| <p>Work with Head Teachers to review attendance levels and guidance.</p> | <p>Following our analysis into the issues around school attendance, Aberdeen City Council guidance on Managing and Promoting School Attendance has been reissued to all schools. At an in-person head teacher meeting in February 2024, attended by almost all head teachers, there was a presentation from the Education Scotland Attainment Advisor which included an analysis of the issues around school attendance, effective use of data around this issue and a range of strategies for schools. Two experienced head teachers also shared their school approaches to promoting school attendance with the group.</p> <p>Two learning resources have recently been published by Education Scotland to support local authorities, school and practitioners to understand the underlying causes of absence and consider how best to support improvement. These have been shared with all head teachers of Aberdeen schools for use in their own settings.</p> | |
| Prevent families from experiencing poverty wherever possible | | |
| <p>Continue to work in collaboration with others to address the root cause of poverty. This will see targeted promotions of support available through:</p> <ul style="list-style-type: none"> • Money advisors • Partnership with Cfine | <p>We continue to promote support from money advisors across our schools and in term 4 will reissue electronic and hard copies of the financial booklet provided for parents signposting sources of support. Money advisors offer support to parents, carers and families by offering free, confidential and impartial advice on various aspects of their financial situation, such as income & expenditure, debts, benefits, tax credits, grants and other sources of support. They can also help parents to deal with creditors, negotiate payment plans, apply for insolvency options, and access emergency funds or food banks if needed. This can have a positive impact on outcomes for children and young people in the following ways:</p> <ul style="list-style-type: none"> • Reduced child poverty and material deprivation • Improved child wellbeing and happiness • Enhanced child development and learning • Increased child participation and inclusion • Strengthened family relationships and resilience • Prevented or resolved family breakdown and homelessness <p>Feedback from parents has been very positive, <i>“Financial Inclusion Team are a life saver! I found the team so wonderful my only suggestion is they continue the excellent work. I was taken from despair to hope by the financial inclusion team.”</i></p> | |

| Partnership Delivery of the Family Support Model in keeping with the Promise | |
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| Use request for assistance data to align Scottish Attainment Challenge resource to our emerging model of Family Support | <p>Live testing has started with the new Request for Assistance platform User accounts</p> <p>All users to both Admin and Requestor roles have been assigned to ensure they have full access to the system for testing purposes. All users have the opportunity to feedback and ask for changes to be made. Services can be added quite easily along with website links to support ease of access for all users.</p> |
| Continue to work with community planning partners to shape a model of family support | Officers have started to imagine what a different model might look like. Joined up data is seen as being critical and at the heart of a future model. Officers have been researching current best practice and more innovative models to help inform next steps. |
| Review the Anti-bullying policy | |
| Implement the revised anti bullying policy | Planned audit activity with schools has been ongoing this term. Evidence from these audits will support consistent approaches and anti-bullying strategies across all establishments. Schools are adapting and developing their positive relationship policies which reflect the detail inherent in the anti-bullying policy. The monitoring and tracking of bullying incidents is becoming more robust as staff become more confident around use of the Bullying and Equalities module. |
| Continue to support all secondary schools to establish effective systems to support LGBTQIA+ community in school | We continue to advance LGBT inclusive education in our schools. Following the Time for Inclusive Education presentation to all Aberdeen City Head teachers there has been a further increase in the number of teachers who have registered for the Stage 1 of the E-Learning Module. We now have 339 staff enrolled. We have two of our secondary schools who have completed the LGTB Charter programme at silver level and 4 others who are working towards achieving Bronze. We continue to engage with partners who can provide input to support our LGBTQ communities. |
| High quality professional learning for all | |
| <p>Maintain an agile programme for all ELC and school staff to include opportunities for:</p> <ul style="list-style-type: none"> - Probationers, - Early-stage teachers, - Middle leaders - Senior leaders - Supply staff - ELC Staff at all levels | <p>A highly successful Early Learning and Childcare (ELC) Learning festival took place on 13th February 2024. Over 500 practitioners from across the city attended. The event included opportunities for collaborative working as well as three keynote speakers. Feedback has been extremely positive and has informed the professional learning programme for 24/25. Participants were also given the opportunity to volunteer to be part of focus groups to drive future developments.</p> <p>Following the Collaborative Improvement visit in November, an induction for new ELC managers was recommended. Education Scotland have offered Aberdeen the opportunity to be part of a four-day training that they have developed around Pedagogical Leadership. Members of the central team will also attend and co-deliver which will ensure this training can be part of the induction for all new managers in the future.</p> <p>Probationers</p> |

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| | <p>Probationers attend one final CPD day in March 2024 focussed on Partnerships and Learning Communities. The day is delivered by partners from SQA, Education Scotland, A Fairer World Aberdeen, Skills Development Scotland, and NESCOL.</p> <p>Professional Learning for Mentors</p> <p>A cohort of 24 mentors are on track to complete the new 'Mentoring Teachers in Scotland' Literature review CPD in June. The course was awarded GTCS Accreditation in December 2023, and will ensure those who complete to the required standard will be awarded Professional Recognition. Average Course rating – 4.6/5, <i>"I find the professional dialogue very supportive in developing my own ideas and understanding other perspectives"</i>.</p> |
| Explore increasing opportunities for collaboration at subject level | Successful timetabling courses have been run to support efficiencies within the curriculum offer in secondary schools. Education Scotland are working closely with staff at Northfield Academy to support the development of curriculum programmes from S2 – S3. |
| Where possible, support staff to gain qualifications in order to realise career progression and promotion | <p>A new Education Scotland programme 'Leadership in Professional Learning' is being piloted in Aberdeen. 37 DHTs and HTs are involved in the high-quality training which is taking place over one full day and two twilight sessions. The culmination of this work will be a further full day, including a sharing session to support schools to learn from and with each other. Leaders will be asked to demonstrate how they will include to their individual School Improvement Plans for next session.</p> <p>Early evaluations from Ed Scotland show they are very happy with the quality of discussion and interest shown by Aberdeen leaders.</p> |
| Senior and Middle Leadership development | |
| Continue to deliver a programme for Middle Leaders to enhance leadership skills | <p>Our most experienced Middle Leaders involved in 'Readiness for Into Headship' programme are demonstrating improving understanding and engage in quality dialogue around leadership themes. A few attendees are giving consideration to building on this by undertaking Into Headship Programme next session.</p> <p>Two Head Teachers who have recently completed 'Into Headship' shared their top tips and further information about this qualification. At this stage it looks like there will be a strong uptake entering this process for next session.</p> |
| <p>Build on the network for Middle Leaders to continue to:-</p> <ul style="list-style-type: none"> - Share practice, - Learn from and with each other - Engage with professional learning opportunities to improve leadership capacity | <p>There continues to be a strong interest in professional learning engagement by Aspiring and Early Phase Middle Leaders. Each course teaches a different aspect of leadership. This is followed up by considering how attendees effectively implement to ensure impact on pupil outcomes. Regular attendance is now seen at every session by around 15 of this group.</p> <p>A new opportunity has been shared with Head Teachers to support 7 schools to engage with 'Winning Scotland' which supports resilience, ambition and versatility in pupils This qualification achieves credits at Masters Level 11, and we are looking for Middle Leaders to lead this within their settings.</p> |
| Continue to support staff health and wellbeing | |
| Undertake regular staff wellbeing | To ensure ACC fully understand the wellbeing needs of staff, all Education staff are asked to participate in a wellbeing survey. The Quality Improvement Team |

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| <p>surveys to understand the needs of staff across the system and support a timely response to this.</p> | <p>analyse the results and consider the needs of individuals across ACC's Education Service in order to plan appropriate supports, monitor interventions and address wellbeing needs.</p> <p>576 staff completed the survey which included members of the ACC centralised team as well as staff based in school. 72% The majority, declared their physical health as excellent or good. Analysis of the responses is on-going.</p> <p>Relationships with colleagues were mainly positive with respondents average score saying that they were supported and helped by colleagues most of the time.</p> <p>Partnership through Aberdeen Physical Education, Physical Activity & Sport has provided opportunity for us to improve staff physical wellbeing which includes free access to Aberdeen Sports Village throughout April and sports festivals organised and run by Sport Aberdeen.</p> <p>Partnership with ACIS Youth and Place2Be counselling services also offer support in schools for staff mental wellbeing.</p> | |
| Monitor workforce to ensure our capacity to deliver for children and families | | |
| <p>Monitor recruitment to ensure swift identification of any issues to be addressed.</p> | <p>The recruitment process for secondary probationers has started with secondary HTs managing the process, this is allowing our secondary school leaders to plan for the new session with a clearer indication of staffing levels.</p> | |
| Continue to develop School Profiles | | |
| <p>Continue to evaluate the use of school profiles and ensure access for all</p> | <p>Data and insight team continue to work closely with officers to improve the profiles and ensure they meet the data demands of schools. Senior leaders now have a suite of PowerBI reports which support in identifying where interventions are require and where they have had greatest impact.</p> | |
| Implement improved tracking and reporting | | |
| <p>Improved understanding and accountability of data at all levels</p> | <p>The face-to-face HT session provided opportunities for HTs to work across sectors to look at the journey of a child from P6 – S6. Providing an opportunity to understand the importance of a broad curriculum to ensure all young people can attain to the best of their ability. Officers continue to have regular data discussions with senior leaders and training sessions for staff to increase confidence in data analysis.</p> | |
| <p>Improved tracking and scrutiny of impact data related to the 6 groups identified in the Child Poverty Action Plan and those with protected characteristics</p> | <p>Secondary schools are currently piloting a tracking system which will allow central officers to track progress of care experienced young people and those with identified protected characteristics. The system will pull the data from SEEMiS which will be the single source of truth.</p> <p>Previous tracking systems have meant that schools have often had to double enter data.</p> | |
| <p>Review current tracking systems for BGE and beyond to ensure accurate tracking of</p> | <p>The data shows that children who are part of the edge of care pilot have built positive relationships with the pilot team which is impacting positively on attendance, reducing exclusions and risk and supporting mental health. This is evidenced in the final evaluation report currently being collated.</p> | |

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| attainment for all children and young people including those on the edge of care | | |
| Collaborate with partners to join data sets when beneficial to do so | | |
| Improve data sharing processes to ensure that all relevant data can be shared to support planning and implementation of interventions e.g. PEPAS, Health | Data and insight team continue to support officers to pull together data into Power Bi dashboards to allow us to merge both education and health data to allow us to target interventions to those families most in need. | |
| Increase central oversight of tracking data and PEF impact measures | | |
| Roll out the Pupil Equity Fund tracker and share best practice | <p>The February 2024 online Equity Network meeting was attended by 40 school leaders and had a focus on the use of our knowledge and data, specifically its use as a tool in order to close gaps for learners affected by poverty. If used successfully in a rigorous and diagnostic approach data will help practitioners to:</p> <ul style="list-style-type: none"> • ask questions and better understand learner needs; • identify gaps for groups and individual learners; • use this information to plan for accelerated progress through universal or targeted approaches; • track whether changes are having an impact and adjust approaches to improve outcomes as required; and • evaluate learner progress over time and tell an improvement story. <p>In the second part of the meeting one school shared their journey and approach to addressing the cost of the school day and involving the whole school community in this. As a result, the school now has a position statement and charter for cost of the school day which is shared and understood by all. Attendees reported that sharing this journey would be helpful to them in creating similar in their own setting.</p> | |
| Clear expectations around the Core Quality Indicators | | |
| Implement the refreshed Quality Improvement Framework to help improve standards against the core Quality Indicators | <p>The Quality Improvement Framework continues to be reviewed in light of feedback from schools and central officers. The key focus continues to be learning, teaching and assessment and through visits to school we are able to identify good practice across the city.</p> <p>Schools have used feedback from central team and their own self-evaluation to select a model of support. A number of schools have moved from Category 2 to Category 1. The central team are focusing on supporting improvement in Category 3 schools</p> | |
| Continually improve central Quality Improvement approaches | | |
| Development of a quality improvement calendar which provides well planned, focused | Our quality assurance calendar has been shared with schools and is being updated regularly to capture all improvement activity being led by the central team. | |

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| quality improvement activity | Each term is focusing on a specific quality indicator to allow schools to align their own school development and provide clear and focused support from the central team. | |
| Evaluate the impact of each programme of quality improvement to determine next steps | Following quality improvement visits and HMle visits key strengths and areas for development are collated to allow us to plan future improvement activity. Head teachers are given the opportunity to share their experience following inspection in order to further support colleagues. | |
| Maintain approaches to collaborative improvement across the city | | |
| Implement actions associated with the Armed Forces Covenant | Funding opportunities for projects for Armed Forces children will continue to be shared with all schools with Armed Forces children. All schools are able to identify young people associated with the armed forces and signpost families to the range of supports available. | |
| Review Partnership Forums to maximise their impact | Partnership Forum guidance has been updated and reissued to ensure that all head teachers are aware of the purpose of the forum and their role within it. The guidance includes information on which partners should be included, the election of office bearers, and the frequency of meetings. The main principle is that Partnership Forums should discuss the issues faced by their community, determine priorities, allocate resources, and identify gaps in provision. Once priorities have been identified, Forums should consider how each service can support improvement by targeting their resources. In term 4 a review of Partnership Forum's is planned to ensure this collaborative approach continues to meet the needs of local communities. | |
| Delivery of Parental Involvement and Engagement Plan | | |
| Work with the parent forum to improve communication between schools and parents and increase parental engagement | The Aberdeen Parent Council Forum (APCF) have recently sent out a questionnaire to parents on school meals and we look forward to working with parents and our catering service to address any findings | |
| Review and update the Parental involvement & Engagement Plan | 1897 parents and carers have completed a parent and carer survey to inform the review of our Parental involvement and Engagement Plan. Consultation has also taken place with Aberdeen Parent Council Forum, Focus group of School Senior Leaders, Central Officers. Planned pupil focus groups will take place in March / April. | |
| Delivery of neurodevelopmental pathway | | |
| This is now being addressed within the Children's Services plan and led by the Children's Services Board | Woodside HT and Neurodevelopmental pathway Lead had a successful information sharing meeting with the Northfield Associated Schools Group HTs on 26 th February. Northfield HTs were keen to work with the team to implement some of the initial learning from the pilot in their schools. | |
| More closely align the universal services of health and education | | |
| Design and capitalise on opportunities for co-location and co- | The format of a test of change has been discussed and agreed upon at Northfield Academy which involves collaboration between school staff and pupils, Health Visitor Team and the Minister Associate at Sheddocksley Baptist Church. The S2 year group has been identified to support the initiative. | |

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| delivery of services for children and families | The project will link together young parents in the area (identified by HV Team), S2 learners and Health/Education professionals in a non-threatening, supportive space. Activities will centre on play and art/craft. The intention is first to create an environment of mutual trust and co-operation. Focus topics around health and wellbeing will be driven by the group. |
| Accessibility Update | |
| Augmentative and alternative signage at learner appropriate height Toilets signposted as accessible | An officer has been appointed to oversee the audit and this will ensure all signage is updated to meet accessibility regulations. Guidance is now in draft form. |
| Consider suitability, accessibility and capacity within Victorian schools through feasibility study and options appraisal | This work is ongoing and will be presented at Education and Children's services committee in September as part of the corporate landlord feasibility study. |
| CIRCLE framework training delivered with partners across settings including use of Up and Away to support understanding of environments to meet needs. | Please see earlier update. |
| Develop guidance to meet a range of sensory needs | Draft guidance continues to be piloted in schools in the Dee locality. Staff from Autism Outreach and complex needs practitioners are supporting the review of the guidance to ensure it supports the full range of needs. The guidance will provide practical accessible support for class teachers. |
| Child's planning format which is accessible for learners | A simplified, more accessible child's planning format was piloted in 3 settings (1 Primary and 2 Secondary Schools). Whilst the format was received positively by education staff, young people and allowed for family and young person voice to be central, there remained the need to ensure that the format still satisfied all statutory requirements and was agreed by all stakeholders. The pilot has been put on hold while we await further guidance from the Scottish Government. |
| Empower children and young people to have their voice heard when experiencing child protection processes through effective use of alternative communication systems | A multiagency team has worked with learners and families to ensure appropriate communication devices are available to young people who are part of child protection processes. This work is now complete and being delivered through on-going delivery of SCIM. |
| Access to information through a single digital source of information for parents, carers and disabled young people | Access to information is currently provided through the website below. This site is managed by the ASN and outreach service providing easy access to support services offered for parents and carers within Aberdeen City. Useful links to partner services are also available here. We are currently consulting with families through our partnership with We Too to audit the website to ensure it provides access to the supports families are seeking. https://sites.google.com/ab-ed.org/asnoutreachservice/useful-links |

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| | The site is regularly updated to take account of changes in legislation or services on offer to families. | |
| Implement "One Good Adult" programme | The one good adult guidance and support materials are used in the interview process for all jobs in education. Questions will continue to be reviewed and updated to ensure they remain relevant. | |
| Ensure summary information regarding additional support needs is accessible and available in a variety of formats in accordance with legislation | A meeting with WeToo one of our charity partners took place on March 12th, 2024, as part of our regular programme. This provides parents with the opportunity to meet with council officers and ask any questions they may have in relation to legislation or support needs support in general. | |

ABERDEEN CITY COUNCIL

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| COMMITTEE | Education and Children's Services Committee |
| DATE | 30 April 2024 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Behaviour Report |
| REPORT NUMBER | F&C/24/121 |
| DIRECTOR | Eleanor Sheppard |
| CHIEF OFFICER | Shona Milne |
| REPORT AUTHOR | Shona Milne |
| TERMS OF REFERENCE | 1.1.1, |

1. PURPOSE OF REPORT

1.1 This report details the current picture in relation to behaviour in our schools, arrangements in place to promote positive behaviour in schools and outlines procedures currently in place to improve incident reporting. The report also details collaborative work undertaken with Trade Unions to develop a shared Action Plan for consideration by the Education and Children's Services Committee. As per Committee instruction (the meeting of 20 February 2024), the report also provides an overview of the January Magpie meet and an update on the work of the sub group of Head Teachers looking at how best to utilise resource.

2. RECOMMENDATIONS

That the Committee: -

- 2.1 notes the content of this report;
- 2.2 instructs the Interim Chief Officer Education and Lifelong Learning to work with Trade Unions to co-deliver the Action Plan in Appendix B;
- 2.3 delegates authority to the Interim Chief Officer Education and Lifelong Learning to make any amendments necessary, in consultation with Trade Unions, following the publication of the National Behaviour Plan and update Members of any changes through Service Update; and
- 2.4 instructs the Interim Chief Officer Education and Lifelong Learning to update on progress against the Action Plan through the established performance management reports.

3. CURRENT SITUATION

3.1 Officers have reviewed a range of data sets, including the EIS national and local reports, to help triangulate all available evidence and draw firm conclusions on behaviour in city schools in order to determine if the challenges being experienced across the city are unique to Aberdeen, or illustrative of the shared

challenges being faced nationally and of how best to support staff, children and young people across Aberdeen City. Data sources have included exclusions data, Request for Assistance data, incident data, child poverty data and SEEMiS data pertaining to the additional support needs of children and young people.

Review of local data sets

- 3.2 A review of all available data sets confirms that:
- the vast majority of children and young people continue to behave well in our schools, with findings not dissimilar from those in the national [The Behaviour in Scottish Schools Research Report](#), published by Scottish Government in November 2023. The issues being witnessed mirror those being witnessed nationally.
 - The cost of living crisis, developmental delays resulting from the periods of school closure, prevalence of parental and pupil mental health and cost of living crisis, is impacting on some children/young people in the classroom and this can be challenging to manage at school level. These changes are fully in keeping with the national picture and require a multi-agency response given the level of risk and vulnerability.
 - There has been no rise in the number of children identified as having social, emotional and behavioural needs since 2020, although staff are now more likely to request support. This could indicate that needs are more complex or that staff resilience is lower than pre-pandemic.
 - There has been no rise in incidents being reported since the new incident reporting system went live in September 2023, it can be concluded that the new system has enabled increased reporting compared to earlier systems in place. However, there are indications that the reporting system is receiving both developmental and behavioural reports and that this hampers easy analysis of data.
 - Exclusion continues to be used in keeping with the legislative framework with a slight rise in exclusion incidents evident.
- 3.3 Officers conclude, that the behaviours evident in city schools are in keeping with the changes seen nationally. For clarity, Aberdeen City is not an outlier in terms of the behaviours of our children and young people and the vast majority of children and young people continue to behave well. However, in keeping with the issues being witnessed nationally, there is a need for local action. The complexity of need now evident in some is challenging to manage at school level and the Trade Unions have raised a number of concerns that require to be addressed.

Procedures currently in place to support positive behaviour in schools

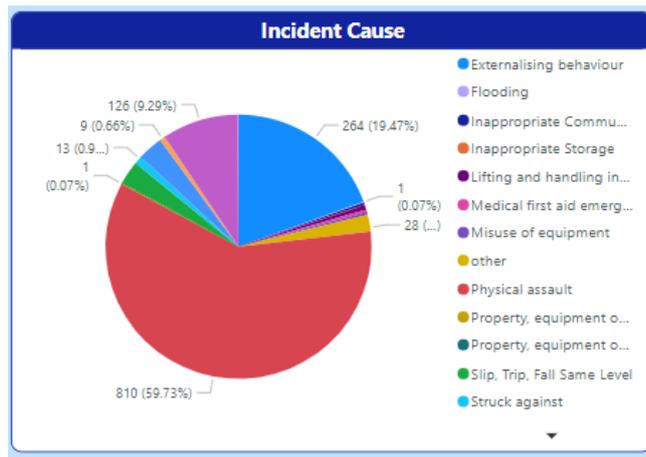
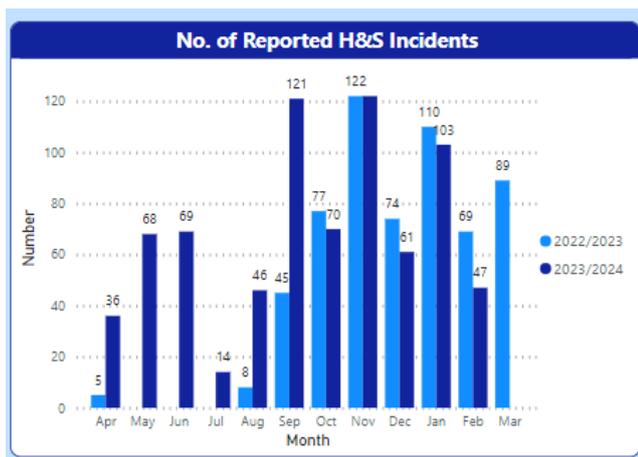
- 3.4 All schools have an established Positive Behaviour/Relationships Policy or equivalent published on individual school websites. These policies are routinely reviewed with all stakeholders and outline the steps taken at school level to promote positive behaviour.
- 3.5 Local school policies reflect current national guidance and will require to be reviewed by all stakeholders in light of the National Behaviour Plan.
- 3.6 A range of supports are available to support children, young people and staff with many of those supports currently available outlined in the Health and

Wellbeing report (F&C/24/120) also being considered at Committee. Of particular relevance are counselling, Place2Be, our Fit Like Family Wellbeing Service and Distress Brief Intervention. Of note also is the range of bespoke support available through our Educational Psychology Service to both develop staff capacity and capability and support individual young people through their Early Intervention Consultation model.

- 3.7 In addition, a range of supports are available through our Request for Assistance process including support for those with English as an Additional Language, those in need of Hearing or Vision Support, or those in need of Dyslexia Outreach or Autism Outreach for example. The Request for Assistance process also allows schools to ask for support from the Fit Like Wellbeing Service, social work services, and school nursing teams.
- 3.8 The increasing complexity evident in some children and young people very much steers a need for a stronger multi-disciplinary response in complex cases. It can be challenging to consistently access the supports required to support children and families at the earliest opportunity given the considerable increase in demand being experienced by multi-agency partners and shortages of health and social care staff across the North East of Scotland.
- 3.9 Education, Children and Young People Committee has undertaken an Inquiry into Additional Support for Learning, and a COSLA Officer gave evidence to the Inquiry on 13 March 2024, we can anticipate that the Committee will produce a Report following their Inquiry and any recommendations will be shared with local authorities through the board. These recommendations may influence future versions of the behaviour plan.
- 3.10 It is increasingly apparent that no single service or approach is ideally suited to address the complexity of issues facing some families now. This complexity is being considered more fully as we develop our model of Family Support.

Incident Reporting

- 3.11 Over the last 5 years, the education service has been working in collaboration with Trade Unions to realise more consistent incident reporting in schools. The Health and Safety team have provided mandatory training, we have systems to ensure that all school staff access yearly refresher training and continue to design and agree supporting paperwork with Trade Unions and collectively promote the need to report incidents. The current documentation in place, which was agreed with Trade Unions, is available in Appendix A.
- 3.12 Following feedback from Trade Unions, we recently moved to a digital solution for incident reporting. This new system makes it easier to identify trends in order to amend our approaches and support for children, young people and staff. Work is currently on-going to establish an automatic e-mail alert to advise staff when incident reports have been submitted.
- 3.13 Data available from the new system, implemented fully from September 2023, shows no increase in the overall number of incidents being reported since the new system was put in place.



3.14 Most incident causes, are noted as ‘physical assaults’. A review of the detailed reports shows that many incidents being reported describe developmental concerns. By way of illustration, at the moment a 3 year old throwing a toy across a room could currently be reported as physical assault with a weapon, this would be flagged as prominently as a members of staff being hit by a piece of furniture thrown by a dysregulated young person. It is thought that better splitting of developmental concerns from serious physical assaults would enable better interrogation of the data and swifter action.

3.15 Two established Trade Union/Officer groups routinely oversee the data coming through and work together to safeguard school staff. All Trade Unions have agreed the need to review the Terms of Reference of these groups to ensure that they more effectively discharging this role.

3.16 The EIS report published on 20 February 2024, suggested that some staff were being encouraged not to report incidents or feel blamed for incidents, this was of concern to officers. The Education Service will collaborate with Trade Unions to review the paperwork supporting the incident reporting system and collaboratively develop an E-learning module detailing all legislative duties and local mechanisms to support increased awareness and knowledge amongst staff. In the meantime, a whistleblowing form has been circulated to staff so that they can raise any concerns directly with us if they feel they are being prevented from completing a form. At the time of writing, no member of staff had completed the whistleblowing form.

3.17 Looking at school level data shows a clear correlation between a low volume of incidents with schools who are deemed to be performing well against the Core Quality Indicators. It is important that we continue to implement the school Quality Improvement Framework.

3.18 The number of incidences being reported by individuals varies. The data shows that nearly 60% (390 of 677 incident reports) of staff reporting incidents have reported only one incident since the digital system was introduced. The Educational Psychology Service are currently linking with schools and individuals reporting higher levels of incidents to determine appropriate next steps.

- 3.19 The National Behaviour Plan is likely to provide actions for Scottish Government, COSLA, Local Authorities and schools. It is likely to provide further clarity around reporting and trigger a review of our arrangements. The need to be guided by the National Plan is reflected in the Action Plan.

January Magpie meet

- 3.20 The January Magpie meet provided Anti Bullying leads with the opportunity to collaborate and share the good practice in their schools to ensure consistency across the city. The officer with responsibility for overseeing the implementation of the Anti-bullying policy shared the key messages that had come through from young people in relation to the review of the policy and national messages schools should consider. The number of incidents recorded per school is reviewed monthly to identify any significant increase or decrease. Any significant changes trigger a focus visit to the school from the Anti Bullying lead officer.

Head Teacher working group

- 3.21 The Cabinet Secretary recently announced her 5 point national behaviour plan at the end of 2023. This will see the Cabinet Secretary:
- Develop a national plan for action, developed in partnership with key stakeholders and informed by Headteachers from Scotland's schools
 - Support spear-headed by our new Chief Inspector, to ensure HMI inspections are documenting the accurate picture of behaviour in Scotland's schools to help support improvement.
 - Funding for staff training to allow our local authorities to best support their teams
 - A call for more accurate and consistent reporting of incidents in our schools
 - A dedicated approach to responding to issues surrounding misogyny
- 3.22 Publication of the National Plan is anticipated imminently and inspections by HMIE are already more focussed on behaviour in schools.
- 3.23 Aberdeen City Council has been allocated £33,000 for the provision of staff training and a group of Head Teachers and Officers have been giving consideration how best to invest this resource. The group consists of headteacher representatives from all sectors, the Interim Chief Education Officer, Quality Improvement Manager with responsibility for additional support needs and Principal Educational Psychologist. The group has gathered data from other authorities in Scotland to identify learning that can inform our work.
- 3.24 Following a visit to a school in another local authority, one city secondary school plan to undertake intensive training delivered by Maybo on the May Inservice Day on behalf of the Group. This will enable the impact of the training to be evaluated and inform final recommendations around the use of the £33,000.
- 3.25 Using the data available through the Request for Assistance PowerBi, the Group are also considering how current outreach services are organised and the impact of the support they offer to schools within the local authority. This work may lead to suggestions on how to rearrange resource to better support the needs of our children, young people and staff.

Collaboration with Trade Unions

- 3.26 Directors meet with Trade Unions (EIS, GMB, Unison and Unite) on a rotational weekly basis, with the Chief Executive joining bi-monthly. The Interim Chief Education Officer and her senior team continue to meet with all Trade Unions on a fortnightly basis, and there are two established Safeguarding School Staff groups comprising all Trade Unions and Officers in place. As referenced earlier, there is a need to review the Terms of Reference for these two groups. Although some recent media coverage suggests that there is a breakdown in relationship between the Education Service and Trade Unions, this is not the case.
- 3.27 The current arrangement in place to address school based issues, is for Trade Unions to raise issues in particular schools directly with the Quality Improvement Manager (Service Manager). The Quality Improvement Manager then works with the Trade Union representative, staff member and school senior leader to resolve issues. This arrangement is successful in almost all cases and will remain in place.
- 3.28 The EIS published their national recommendations at the end of 2023 and published aligned local recommendations following their local survey on 20th February 2023. Officers and Trade Union representatives met on the 15th March. There was agreement to:
- Work in collaboration to develop an Action Plan, this collaboration will be extended to other Trade Unions.
 - Work at pace and flexibly given the timescales we are working to
 - Collectively aspire to achieve full agreement on the Action Plan, but if this cannot be achieved we will append comments from each of the Trade Unions so that Elected Members have an understanding of what has been collectively agreed and where there is disagreement.
 - Agree a Terms of Reference for the LNCT sub-groups with all parties. With the agreement of other Trade Unions, this group will replace the Safeguarding school staff group.
 - Come together to review progress 6 months after the Plan has been presented to Committee.
 - Agree content of a proposed E-module with Trade Unions and invite feedback
 - Consider the possibility of a joint statement.
 - Should the National Plan not be published in advance of Committee, reference actions to be explored pending publication of the National Plan. If there is a delay to the publication of the National Plan, the officer report will recommend a report back to Committee following its publication.
- 3.29 Officers met with the EIS again on Tuesday 19th March to start shaping a shared Action Plan. The draft Action Plan was circulated to all Trade Unions for consideration at the regular Trade Union meeting already scheduled for Wednesday 20th March. This meeting clarified that GMB had surveyed their members and had a set of demands they were keen to see taken forward. Unite had surveyed members and planned to advise of their demands following return

of the survey, and Unison intended to survey their members and would advise of their demands in due course.

- 3.30 The GMB shared their demands with the service on Wednesday 20th March. Officers met with the GMB on Friday 22nd March. Much of the content of the draft Action Plan was welcomed by the GMB. In addition to actions already committed to in the plan, it was agreed to:
- Add an individual staff risk assessment to school risk assessment processes to including how to escalate and some FAQs to support staff
 - Review the advice given to schools to support their development of school Health and Safety Policies, to include the adding of Health and Safety to school staff meeting agendas
 - Report the work being undertaken on the use of resources to Trade Unions when concluded
 - Work in collaboration with Trade Unions to develop some short films on health and safety for inclusion on the education sharepoint site
 - Better exemplify the discussion undertaken between manager and staff member to determine if an incident is reportable through the Health and Safety system and also as part of the de-brief to show how lessons learned help inform updated Person Centred Risk Assessments.
- 3.31 The EIS sent further proposed changes to the Action Plan to Officers on Friday 22nd March. These proposals, as well as the changes discussed with the GMB, were added to the draft Action Plan resulting in an updated Action Plan being shared with all Trade Unions on Monday 25th March.
- 3.32 Officers met with all Trade Unions on Tuesday 26th March. The Action Plan was discussed and some further refinements were made. It was agreed that the Trade Unions and Officers would meet again following the Easter break given that publication of the National Plan would trigger a rapid review of timescales and content within the local Action Plan.
- 3.33 Officers met with all trade unions on Tuesday 16th April. Although there was broad agreement on the content of the Action Plan, all acknowledged that the Action Plan will require further consideration following publication of the National Behaviour Plan. Trade Unions expressed a desire to record a commitment to providing additional resource to schools/the school estate in order to increase the capacity of specialist provisions and increase staffing.
- 3.34 Officers then met with the Local Negotiating Committee for teachers on the 18th April. Trade Unions were comfortable with the actions within the Action Plan and all acknowledged that the Action Plan will require further consideration when the National Plan is published.
- 3.35 Written feedback was requested from all Trade Unions for inclusion in this report. The returned responses are detailed below:

The EIS noted that,

- they have engaged with officers to develop the plan and welcome the focus on improving policies around incident reporting, staff training, behaviour management, and handling violence and aggression.

- the plan will evolve over time and will be under regular review to ensure all policies reflect national guidance and remain relevant and effective.
- that until the national guidelines on the definition of violence and aggression is published, the EIS and Aberdeen City Schools adopt a joint public statement affirming that violence and aggression will not be tolerated. Additionally, it recommends visibly posting signs communicating this policy within all school buildings.
- any workload associated with the plan should be integrated into existing school Working Time Agreements and In Service training days.
- there is a need for increased resources, more pupil support assistants, counsellors and direct specialist support in the classroom

The full EIS response is available at Appendix C

GMB noted that,

- Education officers have engaged with GMB resulting in the Action Plan shared at Appendix B
- the development of the generic staff risk assessment which links to the pupil centred risk assessment is positive
- the review of School Health and Safety Policies in consultation with the Trade Unions is also welcomed.
- they believe a working group should be established to review specialist ASN provision within the city and note that this was not included within the plan.

The full GMB response is available at Appendix D

- 3.36 At the time of publication no written response has been received from UNISON or UNITE who were both represented at all meetings to discuss the plan. With the exception of the request from the EIS and GMB for a review of specialist resources to trigger an increase in resource available for physical and staff resource, all suggestions from Trade Unions have been built into the shared Action Plan. The Head Teacher working group continues to explore our utilisation of resources for the provision of support for those with additional support needs, and this may lead to suggestions on rearranging existing resources.
- 3.37 The Action Plan will be reviewed with Trade Unions following publication of the National Plan, this may impact on timescales and actions and members will be made aware of any significant changes through Service Update. Progress against the Action Plan will be routinely reported to each Committee meeting.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no financial implications arising from this report as the Action Plan in Appendix B can be delivered within existing budget . The costs associated with the provision of training will be met from the Scottish Government Grant. The

additional asks of the Trade Unions related to increased resources would require to be referred to the budget process

- 4.2 Delivery of this Action Plan will require considerable Officer time. It is proposed that the content of the National Improvement Framework Plan for 2024/25 be reduced to reflect the officer time required to drive the Action Plan in Appendix B forward.

5. LEGAL IMPLICATIONS

- 5.1 The Health and Safety at Work etc Act 1974 requires that an organisation has a suitably robust safety management system to ensure the health, safety, and welfare of their employees. Where any incident is of sufficient seriousness there is a requirement to report these under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 which provides a potential for the Enforcing Authorities to become involved and carry out their own investigation into the circumstances of the incident. Any investigation could result in prosecution of the organisation and in some cases prosecution of managers and/or employee.

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? |
|-----------------------|--|--|---|---|
| Strategic Risk | Risk of young people being unable to achieve positive outcomes and risk of staff feeling unsupported | Support for young people and staff following incidents in the classroom. | L | Yes |
| Compliance | Risk of not complying with national guidance and legislative framework. | All training materials and plans reflect current legislation and will be reviewed in light of the national plan when it is available | L | Yes |
| Operational | Risk of not providing appropriate | Bespoke training will be offered to staff through E-modules, | L | Yes |

| | | | | |
|------------------------------|---|--|---|-----|
| | support for learners and staff. | webinars and a training programme | | |
| Financial | Risk that there is insufficient officer time to progress Action Plan. | Improvement work will be reduced to ensure sufficient officer time is available. | L | Yes |
| Reputational | Risk of TU disputes and action | Work closely with the TUs to co-deliver the shared Action Plan | 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>Provide assurance that Trade Unions and officers are working together to create a plan to address behavioural issues related to the pandemic and the cost of living crisis.</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 positive destination upon leaving school by 2026.</p> | <p>Engagement with health and safety staff, school staff and TU colleagues to produce a plan to support learners and staff in all areas of the city. Development of the plan will ensure all staff, including TU reps are clear on the city strategy for supporting behaviour in schools.</p> |
| <p>Regional and City Strategies</p> <p>Regional Cultural Strategy</p> <p>Prevention Strategy</p> <p>Children's Services Plan</p> | <p>This work 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</p> |

| | |
|-------------------------------------|---|
| National Improvement Framework Plan | Framework Plan with increased engagement of young people will raise attainment. |
|-------------------------------------|---|

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|--|--|
| Integrated Impact Assessment | Integrated Impact Assessment Completed Shona Milne 03/04/24 |
| Data Protection Impact Assessment | No DPIA is required. |
| Other | |

10. BACKGROUND PAPERS

None

11. APPENDICES

Appendix A – Incident reporting guidance

Appendix B – Agreed Action Plan

Appendix C – EIS response

Appendix D – GMB response

12. REPORT AUTHOR CONTACT DETAILS

| | |
|----------------------|-----------------------------|
| Name | Shona Milne |
| Title | Chief Education Officer |
| Email Address | shmilne@aberdeencity.gov.uk |
| Tel | 01224 522000 |

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Incident and Near Miss Reporting Guidance

Introduction

The purpose of this guidance note is to explain the process to be followed when an employee reports an incident or near miss to their line manager. As an employer, Aberdeen City Council has responsibilities to record all workplace incidents and near misses and to report specific incidents to the Health and Safety Executive. There is also a legal requirement to carry out incident and near miss investigations and to put in place remedial measures to prevent recurrence. Further guidance on this can be found in the Corporate Health and Safety policy and in the health and safety pages.

Definitions

Incident: An incident is something unexpected that has happened in the workplace, which has caused any personal injury, ill-health, or death of an employee or member of the public, or damage to property. This could be anything from slipping or tripping, something falling on their head, burning themselves, part of a building collapsing, or being subject to physical/inappropriate communication abuse.

Near Miss: There are several different definitions of the term 'Near Miss'. For the purposes of managing Health & Safety across Aberdeen City Council (ACC) the definition that best describes a 'Near Miss' is:

'A near miss is an event or situation that could have resulted in injury, ill health, damage or loss but did not do so due to chance, corrective action and/or timely intervention'.

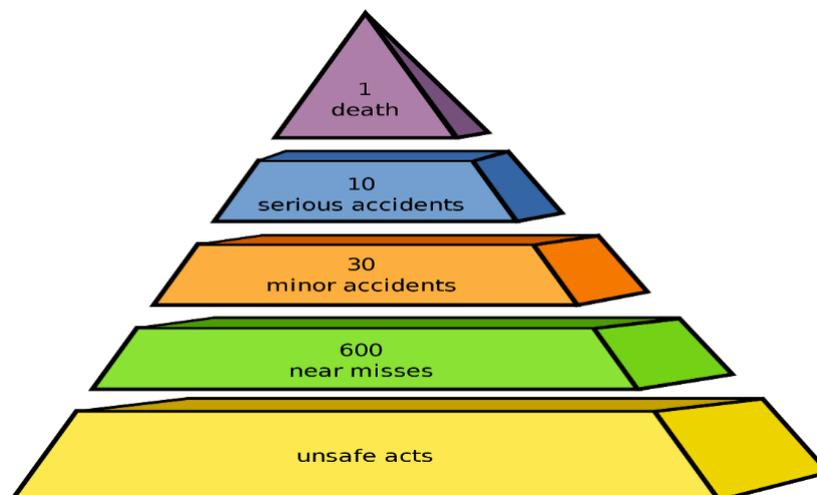
This document will be stored on, and accessed from, the H&S pages of the ACC employees' intranet [Incident and Near Miss Reporting](#)

Near Miss and Incident reporting and investigation forms are completed and uploaded into the H&S module in CoreHR.re accessed via the link.

Why Reporting Matters

In simple terms we want to prevent accidents from occurring or reoccurring and the reports generated gives managers and supervisors the opportunity to investigate the circumstances and take prompt remedial action.

There have been numerous studies into the relationship between instances of Near Misses and major injuries.

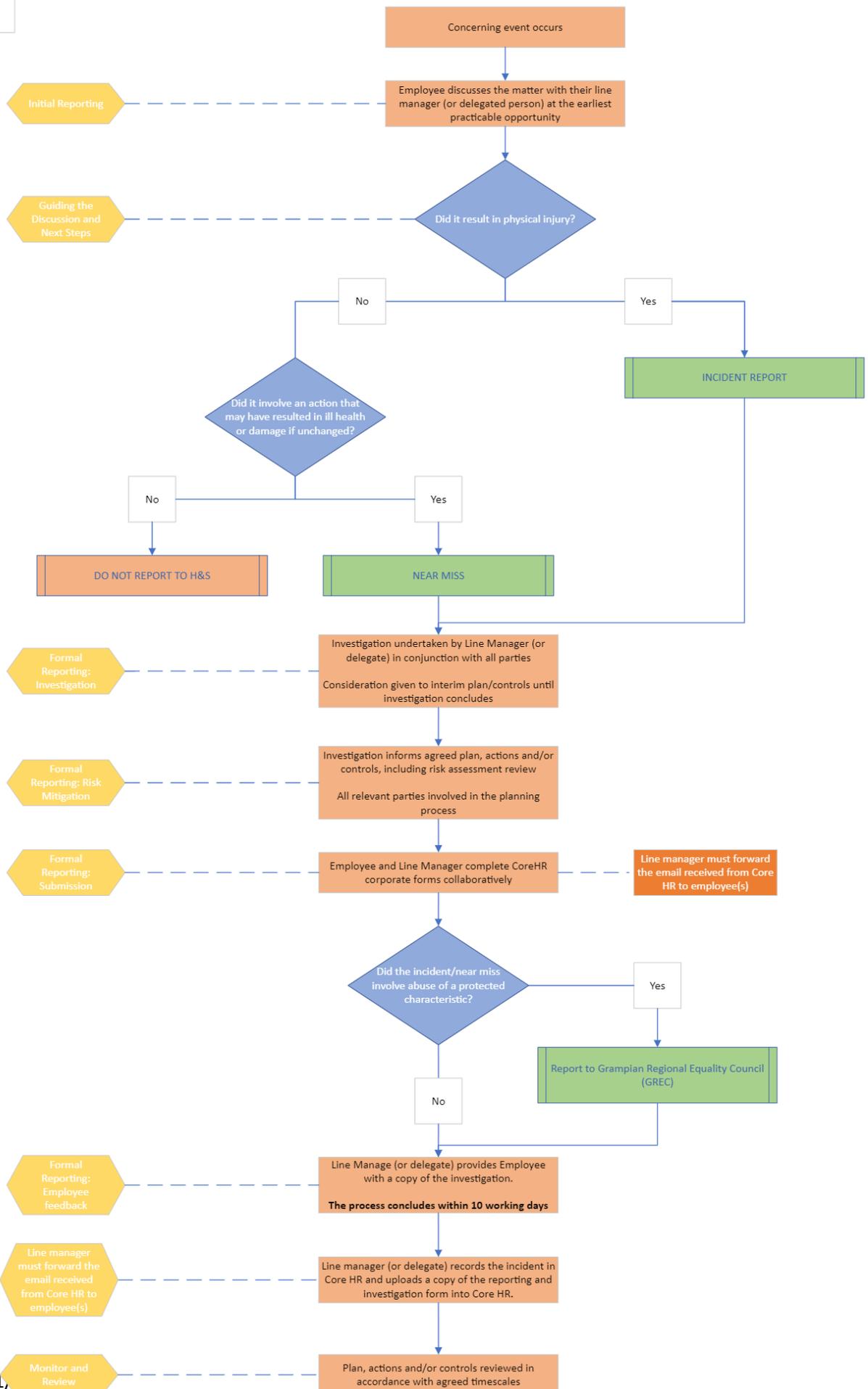


This pyramid does not mean that there will be a death every time that the other figures are reached but is more to show that every level should be treated with equal seriousness to prevent that risk.



Incident and Near Miss Reporting Guidance

Reporting flowchart





Incident and Near Miss Reporting Guidance

How to Report Incidents and Near Miss events

Both will normally be reported directly by the employee to their line manager. The line manager should meet with the employee(s) to discuss the circumstances of the incident or near miss and either complete the respective reporting form in paper or electronic format. This meeting should be held at the earliest practicable opportunity and the report should be made on the system quickly after that, but within 7-10 days at most.

The reporting manager will receive an email confirmation from the Core HR system. This email must be forwarded on to the employee(s) involved in the incident

Colleagues, school pupils and third parties should be referred to anonymously e.g. the learner, the member of the public etc.

'Grasping the Nettle'

It is important to remember that the incident and Near Miss reporting process is all about preventing accidents future near miss / incidents, and not about proportioning blame against an individual. We all have a moral duty to protect our colleagues and the public from harm and there is a legal duty under the Health & Safety at Work Act 1974 on all of us to report any hazardous safety concerns (see Appendix 1 for exemplification). Each time that an observer ignores or fails to report a Near Miss / Incident situation, the likelihood of a subsequent accident/significant injury increases.

Investigating Incident and Near Miss Reports

The incident or near miss report includes a section to record the investigation into the incident. The investigation should proceed in a prompt fashion, involving the originator of the report and any other relevant persons who have witnessed the incident, and an action plan prepared detailing 'who will do what & when'.

If further competent safety advice or guidance is required during the investigation stage, then the line manager should email the Corporate H & S team on HSW@aberdeencity.gov.uk.

Learning Outcomes and Sharing Knowledge

When an Incident or Near Miss report has been investigated and corrective actions identified / implemented, the manager should ensure that the learning outcomes from the investigation are circulated to all employees involved in the directorate/service/activity.

Any relevant existing risk assessment should be updated, as necessary. The manager should then inform all employees identified in such risk assessments through briefings, safety meetings or via e-mail of any changes to the existing risk control measures. Any written 'safe systems of work', activity or work instructions should also be reviewed and updated if they are affected by the investigation final conclusions.

It is important that the employee who originated the report and concern is given feedback and that the line manager and employee sign the report and a copy provided to the employee, as part of the feedback process and so the employee is aware of the final outcome.

Escalating an Employee Concern

Line management reporting structures should be used to escalate employee concerns about how and when investigation and risk mitigation stages are being progressed / undertaken or where there are concerns over the risk mitigation and outcomes. The senior line manager will support all parties to reach a mutually agreeable resolution using solution-focused principles e.g., the problem is the problem, not the person; minor changes can lead to bigger changes.



Incident and Near Miss Reporting Guidance

All employees have the right to seek advice from their trade union representative. If further support is required on suitability of the risk mitigation, then the corporate health and safety team can be contacted at hsw@aberdeencity.gov.uk.

It is the right of any citizen to involve Police Scotland in a near miss or an incident. Management will support an employee's decision in this regard.

Incident Reporting Whistleblowing

This [form](#) should be used to report instances where you feel an incident or near miss incident has not been reported using the correct procedures. If this is the case complete the form and the concern will be investigated.

Mandatory Training for Managers

All managers should complete the [ACC Learn](#) training modules *Introduction to Health & Safety and Safer Management*. It is the responsibility of each Cluster to ensure that every line manager completes this mandatory training.



Incident and Near Miss Reporting Guidance

Appendix 1 – Incident and Near Miss Exemplification

| Example Near Miss | Potential Incident | Remedial measures to consider preventing accident |
|--|---|---|
| <p>A person trips and nearly falls:</p> <ul style="list-style-type: none"> on an entrance mat in a building over a trailing electrical cable | <p>Fall injury resulting in:</p> <ul style="list-style-type: none"> broken wrist(s) Head injury Sprains or strains | <ul style="list-style-type: none"> Are regular checks on mat condition / levelness done? Can cable be re-routed? If not, can it be covered? |
| <p>A person slips and nearly falls:</p> <ul style="list-style-type: none"> on a wet patch on a smooth floor in a kitchen or bathroom on walking in rainwater in a lobby or reception area | <p>Fall injury resulting in:</p> <ul style="list-style-type: none"> broken wrist(s) Head injury Sprains or strains | <ul style="list-style-type: none"> Are spills being promptly dealt with as per procedure? Are floors being left wet after cleaning contrary to procedure? Are the door mats large enough to absorb rainwater ingress? |
| <p>A person nearly falls:</p> <ul style="list-style-type: none"> when standing on a chair to reach an item high above a cupboard when taking a shortcut across a rain-soaked grassy bank instead of using the designated access footpath from a ladder / stepladder whilst they were leaning out to reach something | <p>Fall injury resulting in:</p> <ul style="list-style-type: none"> broken wrist(s), arms, or legs Head injury Loss of consciousness Sprains or strains Fatal injuries | <ul style="list-style-type: none"> Review the need to store items in high places What access equipment is available to use? Are there sufficient barriers to prevent shortcuts? Is ladder training or refresher training required? |
| <p>A person carrying a heavy object e.g., desktop computer</p> <ul style="list-style-type: none"> drops it and the fall damages the outer casing / cover, but it is still in working order drops it and it narrowly misses their foot | <ul style="list-style-type: none"> Broken computer / loss of data Broken bones in foot | <ul style="list-style-type: none"> What mechanical carrying equipment is available to use? Are safe manual handling procedures being followed? |
| <p>A person needs to quickly step aside to avoid a reversing commercial vehicle</p> | <p>Truck hits person causing:</p> <ul style="list-style-type: none"> Fatal impact injuries Broken bones etc Crush injuries | <ul style="list-style-type: none"> What are the arrangements for controlling reversing commercial & HGV vehicles on site? Are they allowed in area? How are pedestrians segregated? Do they need someone to help them reverse safely; and is that person trained? |



Incident and Near Miss Reporting Guidance

| Example Near Miss | Potential Incident | Remedial measures to consider preventing accident |
|---|--|---|
| <p>A person finds:</p> <ul style="list-style-type: none"> • a sharp knife in a bowl of water covered in soapsuds but does not get cut • a desk fan with the cover guard missing • someone smoking in the premises • someone struggling whilst carrying a heavy object over a distance • someone not wearing the designated Personal Protective Equipment (PPE) whilst working • someone transferring hazardous chemicals – <ul style="list-style-type: none"> • in a confined space that has poor ventilation • into inappropriate unmarked containers | <ul style="list-style-type: none"> • cuts to hand or fingers • stab injuries to hand • contact with blades causing injuries (if used) • risk of fire / loss of life • risk of musculoskeletal injuries / damage to object if dropped • injury to person that the PPE is designed to protect against • respiratory damage to user and others in area due to inadequate extraction • risk of inadvertent use or ingestion causing injury | <ul style="list-style-type: none"> • Are all staff aware of the procedures regarding knife controls? • Are arrangements in place to remove defective equipment? • Are No Smoking signs clearly displayed? • Are there mechanical aids available? • Consider reminder, training or if a repeat offender, discipline • Stop activity and arrange appropriate ventilation or extraction; give instruction and training to person • Stop activity; give instruction and training to person |
| <p>A child verbally abuses a member of schools' staff</p> | <ul style="list-style-type: none"> • Repeated verbal abuse causes ill health to staff and results in absence • Child eventually physically assaults or bites member of staff | <ul style="list-style-type: none"> • Process in place to prevent staff from repeated abuse. |
| <p>A parent or other adult verbally abuses a member of school staff</p> | <p>Parent or adult physically assaults member of staff Children see this verbal abuse and think it is acceptable to treat staff in this way</p> | <ul style="list-style-type: none"> • Process in place to prevent repeat verbal abuse • Register of abusive adults kept reminding staff of required controls. • Staff don't meet adults in person where previous abuse has happened |



Incident and Near Miss Reporting Guidance

| Example Near Miss | Potential Incident | Remedial measures to consider preventing accident |
|---|---|--|
| <p>Contractor issues A contractor is seen:</p> <ul style="list-style-type: none">• throwing materials from an elevated platform or scaffold into a skip• blocking emergency exit routes /doors without making alternative arrangements with management• parking vehicles that will obstruct access for Fire Service vehicles or crews in the event of a fire | <ul style="list-style-type: none">• impact injuries to anyone walking near skip• loss of life for anyone who is present in the building trapped by blocked route during a fire• delays in fighting fire leading to loss of life | <ul style="list-style-type: none">• tell contractor to instruct his employee and confirm the action in writing• review and update the fire risk assessment for the temporary work ensuring employees and non-employees are informed of alternative routes• is contractor aware of parking arrangements?• If repeated prevent the contractor's vehicles from using site, if possible |



Incident and Near Miss Reporting Guidance

Appendix 2 – Additional Considerations for the Education Service

| Stage of Process | Point(s) for Consideration |
|---|--|
| <p>Reporting and Recording (General)</p> | <p>Each school has its own, unique ‘Promoting Positive Relationships’ (or similar) policy. This ACC-wide process sits, and must run parallel to, agreed school procedures, for example:</p> <ul style="list-style-type: none"> • Use of SEEMiS Pastoral Notes to record first aid or sports injuries • use of SEEMiS Referrals to record and escalate learner wellbeing concerns. • use of SEEMiS Pastoral Notes to maintain a learner’s chronology. • use of SEEMiS Bullying & Equality. |
| <p>Investigation</p> | <p>Where the incident or near miss involves a staff-learner or learner-learner relationship, consideration must be given to both parties for the duration of the investigation process.</p> <p>For example:</p> <ul style="list-style-type: none"> • Does the learner/Do the learners need to learn out with, or in a different, class until the process is complete? Will period registration require to be re-coded to account for this e.g. SCH? • Can restorative approaches be implemented sooner? • Is a support plan required for break/lunch/social times? • Are other classes affected by the incident/near miss (including consideration of any ‘please take’ asks)? |
| <p>Risk Mitigation</p> | <p>The ‘Potential Mitigations Menu’ provides a non-exhaustive, but extensive, list of possible controls/supports identified from learner risk assessments.</p> <p>Further reflection to support planning:</p> <ul style="list-style-type: none"> • What gaps are evident following an assessment of wellbeing? • Is further ‘ABC’ monitoring required before a plan can be finalised? • Consider where and how the plan (actions, controls, intended outcomes, and monitoring period) is recorded: PCRA; IEP; Child’s Plan etc. • Consider who needs access to the information to maximise intervention success. • Consider immediate, follow-up/restorative actions. |

Data Monitoring in the Education Service

The Supporting Learners health and safety sub-group (comprising of Corporate Health and Safety, Trade Union Representatives, and the Programme Manager) review near miss / incidents generated by the service monthly. Patterns and trends are fed back to Supporting Learners Work Group, Central Officers and – where appropriate – Head Teachers. This dataset forms part of the wider evidence base used to inform service planning and delivery.

Appendix B

| Planned Outcome | How will we know if we have achieved the outcome? | Timescale | Owner |
|--|--|---|---|
| <p>Improve the consistency of incident reporting by:</p> <ul style="list-style-type: none"> - Continuing to investigate how to send an automatic notification to staff through Core HR - Reviewing the guidance flowchart to further exemplify expectations of the manager/employee post incident discussion to correctly determine if the incident is reportable through Core HR - Ensuring appropriate linkage to Prejudice Incident Reporting arrangements which will have to be reviewed following publication of national guidance on Preventing and Responding to Racism and Racist incidents. - Reviewing arrangements further in light of the National Behaviour Plan (to include clear definitions when Included, Engaged and Involved Part 2 and Respect for All has been refreshed) | <p>Staff will be aware when an incident report has been submitted</p> <p>Quality Assurance reviews of the system will show that incident reports are more consistent in nature</p> | <p>In progress and to be completed by August 2024</p> | <p>Chief Officer, Colin Leaver and TUs</p> |
| <p>Gain further assurance around the knowledge of/compliance with agreed policies by:</p> <ul style="list-style-type: none"> - Co-designing a mandatory E-Learning module for all staff to cover key policies and procedures with TUs to include Person Centred Risk Assessment, Incident Reporting, Exclusion, Health and Safety and Whistleblowing (this will be subject to further review following publication of refreshed Included, Engaged and Involved) - Implementing E-Learning module as part of induction arrangements/mandatory yearly training and reporting compliance to ECS Committee <p>Update the Health and Safety policy exemplar template to include incident reporting and expected collaboration with TU H&S reps</p> <p>All schools to update their Health and Safety policy in keeping with local exemplar</p> <p>All schools to add a Health and Safety place holder in whole staff meeting agendas</p> <p>Short Health and Safety briefings to be developed in collaboration with Trade Unions and posted on the Edu-Sharepoint site</p> | <p>An agreed E-Learning module will be in place and used by all staff</p> <p>Updated school Health and Safety policies, in keeping with the local guidance, will be in place in all schools</p> | <p>All to be completed or established by August 2024</p> | <p>Chief Officer/ Colin Leaver and Trade Unions</p> |
| <p>Refresh Behaviour and Relationship policies:</p> <ul style="list-style-type: none"> - All schools to provide the central team with copies of current policies by May 2024 - Undertake an audit of what is working well with regard to nurturing approaches by the end of October 2024 - Engage in peer learning around risk assessment, managing bullying, distressing and violent incidents (including support for pupils and parents) in keeping with the National Plan - All schools to table the National Plan with key stakeholders when published - Local Negotiating Committee for Teachers (LNCT) safeguarding group to develop an agreement and guidance note for schools based on the refreshed Included, Engaged and Involved Part 2 including relevant definitions - Each school community to lead a local refresh of their Behaviour/Relationship Policy to reflect changes in refreshed Included, Engaged and Involved Part 2 in collaboration with and through consultation with stakeholders (parents, school staff, young people and recognised Trade Unions). Policies to include agreement of how policy effectiveness will be monitored and reflect national best practice. - Implementation of school behaviour policies to be considered as part of quality assurance arrangements for 2024/25 through the updated Quality Improvement Framework in July 2024 | <p>Updated school policies will be in place which reflect local guidance and the National Behaviour Plan</p> <p>There will be evidence that all stakeholders were actively involved in their development</p> <p>Quality assurance activity will demonstrate that policies are being consistently followed.</p> | <p>In progress and to be completed as national publications are available</p> | <p>Central team and head teachers</p> |
| <p>Ensure robust provision of risk assessments by:</p> <ul style="list-style-type: none"> - Building a generic staff risk assessment into the general school risk assessment process (this will be subject to review when the refreshed Included, Engaged and Involved Part 2 is published) - Make an accessible whole school stress risk assessment approach available to support the monitoring of staff wellbeing (and include reference to this in the Health and Safety guidance) | <p>Refreshed Person Centred Risk Assessment guidance will be in place and being consistently used for all</p> | <p>All to be complete by August 2024</p> | <p>Central team and head teachers</p> |

| | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> - Collaboratively reviewing and updating Person Centred Risk Assessment guidance to include escalation arrangements, FAQs, the frequency of review alongside considerations of how best to provide targeted support to the young person during this period - Provide guidance to shape post-incident discussion to encourage reflection and discourage blame (link to debrief guidance) - Quality Assurance process over 2024/25 to include sampling of Person Centred Risk Assessment processes | <p>children with dysregulated behaviour</p> <p>School risk assessments will include a staff risk assessment</p> | | |
| <p>Supporting staff by:</p> <ul style="list-style-type: none"> - Evaluating the impact of the whistleblowing form to determine next steps by July 2024 - Regularly reminding staff of Corporate wellbeing supports through the education newsletter - Developing debrief guidance (including decompression time) to be agreed at LNCT and issued by July 2024 - Clarifying location of Education Scotland resources to support improvement at school level - Clarifying how schools should enable Police investigations - Resilience training offered to schools through Winning Scotland / Able-Futures | <p>Staff better aware of supports available to support their wellbeing</p> <p>Debrief guidance consistently being utilised</p> | <p>In progress and to be completed by August 2024</p> | <p>Chief Officer</p> |
| <p>Further build the capacity/capability of staff by:</p> <ul style="list-style-type: none"> - Continuing to deliver Compassionate and Connected Communities - Continued focus on the CIRCLE framework - Continuing to roll out CALMs theory (de-escalation) training to all school communities - Continuing to offer bespoke training through the Educational Psychology Service - Reviewing the programme of Professional Learning/Thinglinks to increase the range of professional learning opportunities for all school staff by August - Continuing to work with head teacher colleagues to develop and implement a spending proposal for £33,000 received from Scottish Government for staff training by the end of May - Programme of restorative practice training being put in place from August 2024 - Implement Restorative Justice training (currently being negotiated) - Consider PSE review as part of National Improvement Planning 2024/25 | <p>All staff have engaged in professional learning to support de-escalation strategies and approaches</p> | <p>All in place from August 2024</p> | <p>Chief Officer Central Officers and Trade Unions</p> |
| <p>Improve knowledge of the legislative framework by:</p> <ul style="list-style-type: none"> - Co-designing a Webinar on the legal framework with Trade Unions - Launching the Webinar and ensuring its availability to all school staff | <p>Webinar in place for all school staff</p> | <p>October – December 2024</p> | <p>Officers/ legal colleagues</p> |
| <p>Ensure effective mechanisms are in place to support continuous improvement by:</p> <ul style="list-style-type: none"> - Reviewing the Terms of Reference of the Safeguarding School Staff group in collaboration with the Trade Unions and the Health and Safety team (a further review in light of the National Behaviour Plan may be required) - Establishing a Terms of Reference for the Incident Reporting Group in collaboration with the Trade Unions and Health and Safety team in light of the National Behaviour Plan. - Commit to long term support of the nominated head teacher group to shape our use of resources to support those with a range of wellbeing and ASN needs. | <p>Terms of Reference in place for Safeguarding and Incident reporting groups</p> <p>Proposal around our use of resources to be presented to Committee</p> | <p>To be completed by May 2024, with further review following publication of national documents</p> | <p>Chief Officer/Health and Safety and central team</p> |
| <p>Continue to focus on a positive culture by:</p> <ul style="list-style-type: none"> - Asking all head teachers to provide evidence of current arrangements for listening to staff and commit to keeping arrangements under review - Continuing to distribute wellbeing survey to staff (Trade Unions to help promote completion) - Collaborative review of learning from the staff wellbeing surveys with Trade Unions - Head teachers, central staff and Trade Unions to all encourage open and blame free reporting in all establishments - Trade Unions and central officers to exemplify expectations around respectful relationships and interactions for all staff | <p>Evidence of staff at all levels feeling less blamed</p> <p>Evidence that staff are disagreeing respectfully and working together to secure a compromised position</p> | <p>Currently in progress, and will be on-going.</p> | <p>Head teachers and central officers</p> |

| | | | |
|---|--|--|-------------------------------------|
| <p>Engagement with parents and carers on behaviour and relationships by:</p> <ul style="list-style-type: none"> - Tabling this Action Plan with the City-Wide Parent Forum for comment - Tabling the National Plan at Parent Council meetings - Actively involving parents/carers in the review of Behaviour/Relationship policies - Work with Trade Unions to better understand the levels of violence from parents and carers and establish a protocol for staff who face aggression from parents and carers | <p>Parents and carers report that they have been fully informed of the plan and actively involved in the review of behaviour and relationship policies at school level</p> | <p>Currently in progress – dependant on publication date of National Plan</p> | <p>Head teachers</p> |
| <p>Committee business</p> <ul style="list-style-type: none"> - Review the Devolved School Management scheme as planned - Take the agreed Action Plan through the Education and Children’s Services Committee and report any impact on recruitment - Review the plan regularly in light of any updated national guidance - External review of our Whistleblowing Policy | <p>Committee business will be presented on time</p> | <p>Currently in progress and will be on-going</p> | <p>Chief Education Officer/QIMs</p> |

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Appendix C

EIS Comments on the proposed Action Plan for the Education Committee.

Introduction

The Educational Institute of Scotland (EIS) has engaged in consultative talks with Aberdeen City authorities to develop an action plan addressing the concerns of teachers regarding violence and aggression in schools. The EIS has welcomed the interim action plan focused on improving school policies and environments in Aberdeen City, particularly in areas such as incident reporting, staff training, behaviour management, and handling violence and aggression. However, the plan currently lacks full alignment with the broader recommendations provided by the EIS, necessitating further revisions.

Overview of EIS Recommendations

The EIS has proposed a comprehensive set of recommendations aimed at equipping Aberdeen City Schools to effectively manage and mitigate incidents of violence and aggression. These recommendations include establishing clear definitions, developing robust policies, enhancing communication strategies, providing targeted staff training, allocating necessary resources, and conducting systematic reviews to ensure a safer school environment.

Current Action Plan Assessment

The current action plan has adopted several EIS-recommended strategies, such as revising behavioural policies, updating risk assessments, and enhancing staff training. Despite these efforts, there are significant deficiencies within the plan, particularly its failure to address the need for additional resources that would enable a more inclusive environment, as highlighted by teachers.

Working Document

The EIS considers the current Action Plan a preliminary step requiring continuous updates and reviews as it evolves. This includes setting a regular schedule for reviewing all policies related to violence and aggression and their effectiveness, as well as engaging with all stakeholders, including staff and trade unions, to ensure the policies remain relevant and effective.

Public Statements and Visibility

Understanding that national guidelines on the definition of violence and aggression are still being formulated, the EIS suggests that Aberdeen City Schools adopt a joint public statement affirming that violence and aggression will not be tolerated. Additionally, it recommends visibly posting signs communicating this policy within all school buildings.

No Additional Workload

The EIS emphasises that the workload associated with the necessary training and policy revisions should be integrated into the existing school improvement plans and covered within school Working Time Agreements and In Service Training days to prevent overburdening staff.

Increased Resource to Support Inclusion

There is broad agreement among teachers on the need for enhanced resources to truly support inclusive education. The current action plan primarily addresses the symptoms of violence and aggression rather than the root causes. The EIS and Aberdeen teachers strongly advocate for increased provision of resources, including more Pupil Support Assistants, counsellors, and direct specialist support in classrooms. These enhancements are crucial for managing classroom dynamics effectively and providing necessary support to students with complex needs.

Conclusion

While the current action plan has made important progress in enhancing the safety and well-being of staff and students in Aberdeen City schools, closer alignment with the EIS recommendations will significantly improve its effectiveness. By addressing the gaps identified in this report, the action plan will not only meet but potentially exceed the standards set by the EIS, thereby fostering a safer and more supportive school environment for all. This commitment is essential for building trust and ensuring the safety of the school community.



Appendix D

Response

Behaviour Report for Education and Children Services Committee

Current demands presented to ACC from “enough is enough” stop abuse in schools campaign

Demands For Action to Tackle Violence in Schools

- Staff-centred Risk Assessments dedicated to all Staff for Violence Assault and Abuse in the Workplace.
- Acknowledgement from Management that Abuse in the workplace exists and is an Issue.
- Regular Health and Safety Toolbox Talks within the workplace regarding any workplace health and safety issue.
- De-escalation Training for all School Staff.
- Sufficient dedicated time for Health and Safety Training.
- Regular quarterly Safety Meetings with TU representatives and management at all workplaces.
- Action Contingency Plans in place for the escalation of workplace safety issues or where mitigations in risk assessments cannot be met.
- Employees involved, consulted, engaged with about written information and findings regarding any Investigation of workplace incidents in which they are involved.
- Clear Policy for Staff regarding Assault, Violence and Abuse in the Workplace.
- Clear Procedure for supporting the employee who has been a victim of abuse without any implied fault or blaming such as the use terms like “what can you do better?”
- Respect and support employees who wish to report assaults to Police Scotland.
- Treat all employees with dignity and respect and ensure all line managers personally engage with employees who are absent from work.

- All pupils within ASN provision and any pupil where challenging behaviour is developing must have a Pupil Centred Risk Assessment.
- Staff should not be expected to work with any pupil where the staff member has any concern for their own personal safety.
- The council is woefully short of provision of specialist settings within the school estate. The school estate programme has no recognition of this need, which implies ACC is happy for increasing numbers of high tariff young people to be placed in mainstream with all the associated risks and shortcomings this entails. To remedy this, the council should implement a working group to review specialist provision within the city and feed their findings into the School Estate programme.

ACC Education has engaged with the GMB regarding these demands which has resulted in the creation of the an action plan.

There are positive actions coming out of this plan which the GMB support, namely the development of a Generic Staff Risk Assessment, which links to Pupil Centred Risk Assessments and is reflective of all the actions developed within the scope of the plan and our demands presented. This will be the golden thread which ties all the health and safety elements together with the focus of a transparent and positive health and safety culture for employees within education reducing any ambiguity and fragmentation.

The other main positive is the reintroduction of the exemplar School Health and Safety Policy. This is a welcomed element in developing a positive safety culture and will help develop staff engagement at a local level. It has to be noted that this exemplar will require to be consulted and developed further tweaks with all parties.

These 2 elements contained within the action plan will go along way in meeting 93% of the demands which have been made by our members.

The final demand which has not been itemised with the plan and report is the implementation of a working group to review specialist ASN provision within the city. This is primarily connected to the concerns of members due to the increased demands and outcomes that inclusion can have in mainstream settings. It is not a scenario where the union is demanding that learners should not be included within mainstream, it's the impact that this can have when the environment, design, training, resources and staffing, do not meet the needs of the individual learner and where these short falls in resource results in support staff being unsupported.

The ethos within schools is a positive one focused on supporting learners where everybody within the setting is doing the best they can to make things work, however, this enthusiasm can result in issues being deprioritised for the larger picture.

Example of such situations is when a learner is introduced to a setting which has not been designed for the individual, where toilet facilities, changing facilities and lifting equipment have not been considered resulting in staff working in unsuitable conditions which is of no benefit for the staff member or the learner. There is a wider specialist knowledge in design and safety principles that need to be considered in the assessment.

Other design factors are also the environment, where there isn't sufficient space, areas or facilities available within the setting to support the learner where there is a need for such consideration, to regulate behaviour or focus on a particular task. It's unacceptable to expect support staff to support learners 1 to 1 in make shift spaces where there is a likelihood of dysregulated behaviour occurring.

It is also important that staffing is sufficient in terms of numbers, support and training in mainstream settings. The future demands of the estate need to be assessed for the right reasons. The union appreciates that such expectations come at a cost and funds within the city are limited, however the current and future demands need to be assessed so the required funding from central government can be requested with all the required supporting evidence. We are surprised that the council has not grasped such a transparent demand. Any failings in this will result in pressure put on our members and they will ultimately be left to pick up the pieces and in some cases, the members protected rights under equalities will be ignored due to the needs of the service, this is an unacceptable position.

We are not suggesting that ACC is responsible for this but would appreciate acknowledgment that these areas need to be reviewed and solutions sought, which may mean lobbying the Scottish Government.

The Union will continue working in collaboration with ACC for this purpose, to primary support our members and consequently equally, the learners of Aberdeen City.

You can't get it right for each child if your not getting it right for the staff supporting that child.

Recent shared March figures would indicate that there has been 103 incidents relating to physical assault, 41 to externalising behaviour and 17 to unacceptable behaviour.

Regardless of the classification of incident the facts remain that most incidents are attributed to behavioural issues.

The GMB appreciates the historic working relationship between Education and would say it has always been respectable, productive and open. Unfortunately incidents in schools have increased and more focused action is required. The Union is hopeful that this exercise will generate positive results and will evidence that ACC is actively engaging with the issue.

Ultimately, the Union only wishes for Aberdeen to evidence the best practise for our members and set a high bench mark for other authorities to aim for.

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ABERDEEN CITY COUNCIL

| | |
|---------------------------|---|
| COMMITTEE | Education & Children's Services Committee |
| DATE | 30 April 2024 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Health & Wellbeing Report |
| REPORT NUMBER | F&C/24/120 |
| DIRECTOR | Eleanor Sheppard |
| CHIEF OFFICER | Shona Milne |
| REPORT AUTHOR | Emma Powell |
| TERMS OF REFERENCE | 1.1.1 |

1. PURPOSE OF REPORT

- 1.1 This report sets out the findings of the Health & Wellbeing surveys undertaken within Aberdeen City Schools in November and December 2023 and the current support in place for wellbeing, both physical and mental.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 notes the content of this report and the data shared within Appendix A;
- 2.2 instructs the Interim Director Families and Communities to consider the findings of the report and plan next steps as part of work being taken forward through the Children's Services Plan and associated National Improvement Framework Plan; and
- 2.3 instructs the Interim Chief Officer Education and Lifelong Learning to report the findings of the next Health and Wellbeing surveys to Committee within one calendar year.

3. CURRENT SITUATION

- 3.1 Within the curriculum, health and wellbeing is organised into six areas:
- mental, emotional, social and physical wellbeing
 - planning for choices and changes
 - physical education
 - physical activity and sport
 - food and health
 - substance misuse
 - relationships, sexual health and parenthood

All schools deliver a health and wellbeing curriculum aligned to the six areas of responsibility and keep this under regular review. A range of [resources](#) are available to support curriculum planning and provide staff with access to relevant and up to date resources to support curriculum planning. A progression overview and resource bank for Physical Education for Primary

Schools is also available to all Aberdeen City Education Staff and was developed by Aberdeen Physical Education, Physical Activity and Sport (PEPAS) team.

- 3.2 The Education Service regularly surveys pupils to help identify trends and determine the adequacy of current approaches. The report in Appendix A, is a summary of city wide findings from the two most recent Health & Wellbeing Surveys issued to children and young people within Aberdeen City during November and December 2023. One survey is delivered in partnership with Schools Health Improvement and Research Network (SHINE) and focusses on mental wellbeing for pupils in P6-S6, the second focussed on physical wellbeing, and was designed locally and undertaken by pupils in P5-S6.
- 3.3 The city wide analysis, contained in Appendix A, shows that there are improvements in wellbeing compared to previous data sets which include:
- a reduction in levels of pupils with low mood and at risk of depression.
 - an improved picture on the Strengths and Difficulties Questionnaire (SDQ) which measures mental health difficulties;
 - improved levels of reported self-confidence levels and optimism;
 - improvements in physical health;
 - an improved picture in relation to feelings of safety, inclusion, good health, aspects of sleep, and being listened to.

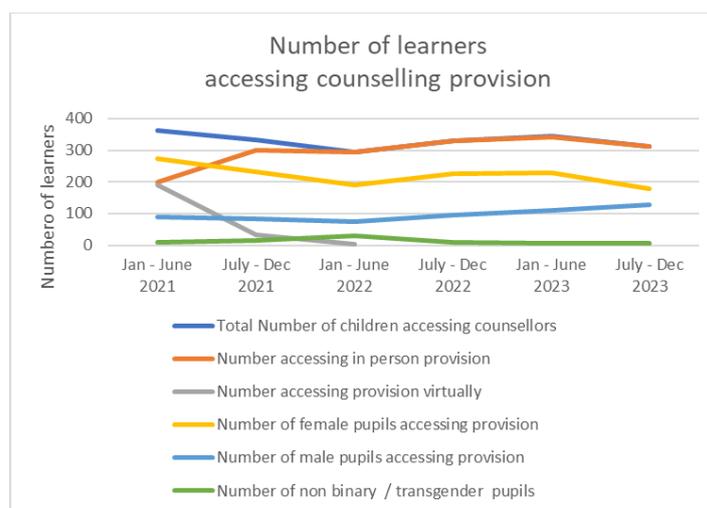
In general, city outcomes sit above national comparator data. Two previous areas of concern for us, reports of self-harming and happiness with appearance have both improved in this year's data. Improvements were also observed for this with our 'Did Not Disclose' gender group, and with girls. There remain areas for us to consider more fully. These include a need for us to work with community planning partners to:

- continue to address the gap between the Family Affluence Scale Groups (low, medium and high) even though each group is showing an improved position;
 - address lower positivity towards school (especially between primary and secondary), although we have seen improvements against feelings of pressure in relation to schoolwork, and higher reporting of liking school;
 - address the expected poorer mental health and wellbeing of girls with a focus on our cohort of S4 girls (our S3 group last year) who are continuing to show poorer self-reporting in mental health measures;
 - consider how best to respond to the increased use of technology including its impact on sleep, and going to bed later;
 - consider how best to support secondary pupils to eat breakfast; and
 - continue to work with the Alcohol and Drugs Partnership to address the slight increase in the number of pupils trying of e-cigarettes/vapes and other substances.
- 3.4 School leaders have access to Associated School Group (ASG) SHINE reports through a PowerBI dashboard to help illustrate local trends over the last 3 years. This trend data is enabling individual schools and ASG partnerships to identify positive changes and areas for inclusion in School Improvement Plans for 2024/25.

3.5 Approaches in place to support Mental Wellbeing

We continue to commission Mental Health Aberdeen to support all children from age 10+ with counselling support where required. This can be accessed through a referral by school staff or self-referral. A higher number of females are currently being supported (127 males compared to 179 females) with 5 young people who identify as transgender or non-binary. The number of males accessing support is steadily increasing.

3.6 Reasons for seeking support vary, however a high number of learners are receiving support for anxiety, with a significant rise in the number receiving support for difficult relationships.



3.7 We currently have 14 Primary schools working in partnership with Place2Be. Place2Be offer in person supports within the primary school setting for children aged 3 and up, families and staff. From October to December 2023 a total of 507 children and young people were supported in 683 sessions including 1-1 counselling and group or whole class sessions. The service has also held 37 parent partnership sessions during this time. 10 schools report that the programme is having a significant positive impact on the levels of engagement of learners.

3.8 All schools continue to engage with the Compassionate and Connected Communities (CCC) programme. We have built the capacity of 11 further members of staff to act as trainers for the programme. Taking this approach of on-going training for trainers ensures that we maintain a full 64 trainers across the city with a trainer available in each city school when there is staff movement or retiral. 82% of schools with a trainer in the setting rated the programme as very good and reported that the school relationship policy reflected a trauma informed approach. They also reported that trauma informed language was embedded and evidenced in daily interactions.

3.9 The Fit Like Family Wellbeing Team has been operational since 2020. The service continues to receive a high level of requests for support.

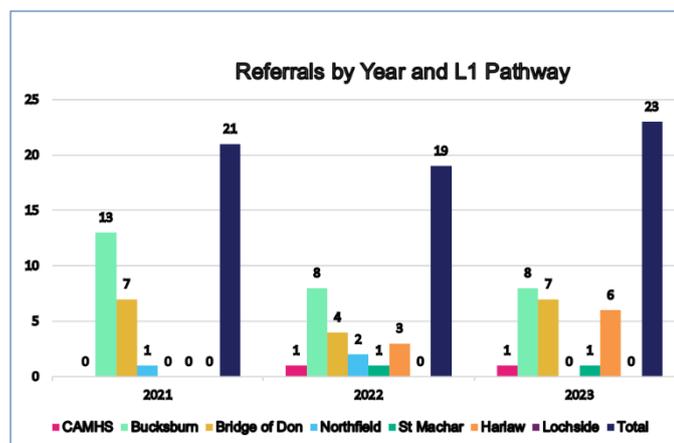
- 2021 - 648 requests for support and 484 (74%) new families offered support
- 2022 - 585 requests for support and 335 (57%) new families offered support

- 2023 - 599 requests for support and 378 (63%) new families offered support

On average the Fit Like team support approximately 425- 475 families at any one time. In 2023, 455 families were engaging in support from the Fit Like Team, ranging from family time groups, parent groups to support anxiety and distress, consultations, along with bespoke whole family support.

In 2023, of a sample of 113 families who moved on from Fit Like help, 87 (76%) families went on to engage in universal support, 14 families went on to require social work support and 12 families went on to access support from CAMHS.

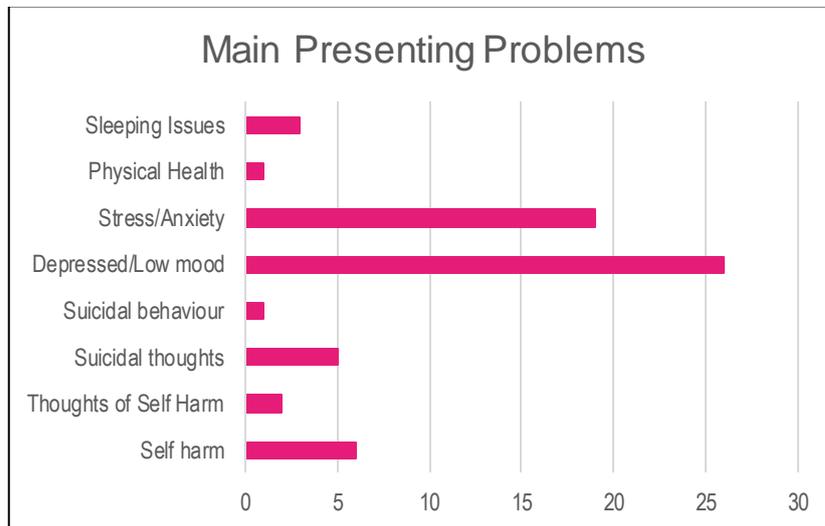
3.10 The pilot of DBI (Distress Brief Intervention) is available in 6 Secondary Schools (Bucksburn Academy, Bridge of Don Academy, Northfield Academy, St Machar Academy, Harlaw Academy and Lochside Academy).



The programme is offered in partnership with CAMHS and Penumbra and focusses on learners aged 14-16. This programme offers more targeted support for young people who have been identified or self-identify the need for support and helps some of our most vulnerable learners to access trained staff and a pathway to support through Penumbra and CAMHS if required.

Between May 2021 and July 2023, 61 young people were referred with 57% of people referred having been successfully contacted (as per guidance and aims) within 24 hours of referral. As would be anticipated, schools who implemented DBI earliest have more fully utilised the intervention.

89% of those referred engaged in DBI Level Two support and completed their support with planned discharge/closure.



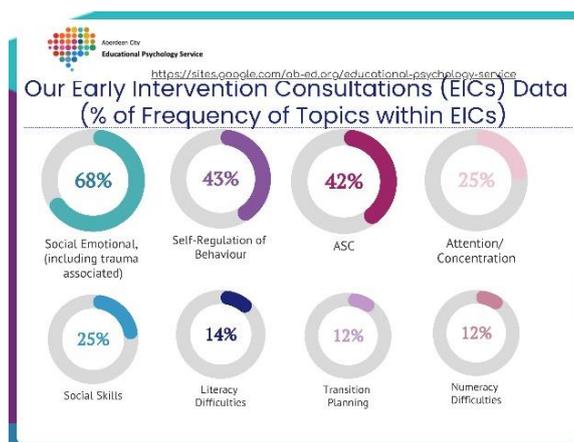
The most common presenting problems leading to referral were young people struggling with depression/low mood or stress/anxiety. The most common contributory factors were relationships and life coping issues. The following quote, from a PT Guidance, summarises the impact one school are observing from implementing DBI:

“I have seen huge positive impact from the service - several of my young people have used DBI and found it very helpful at reducing their distress and either, allowing them to cope better going forward, or supporting them whilst they are waiting for other more long-term support to be allocated. DBI's quick response time is hugely helpful for young people when they are in distress - the majority of other services can take weeks or months to allocate support, and DBI allows a young person to feel valued and like a priority in their time of need. It also gives them the tools to manage their feelings in future situations of distress, which is really helpful. DBI has become a key part of our package of support for young people, and we have seen it to be hugely beneficial as a school.”

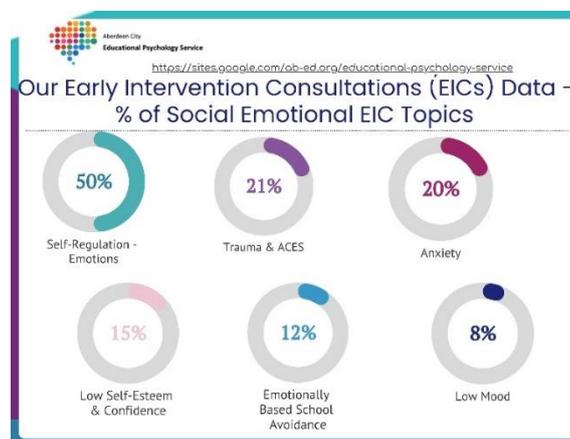
81% of people referred were female, 16% were male and 3% identify as Other gender. This broadly correlates with what could be expected as a result of the SHINE survey results.

- 3.11 Our Educational Psychology Service (EPS) support schools through Early Intervention Consultations (EICs), which take place between staff at all levels of the school and the EPS. 477 EICs took place over 2022/23, and 480 have taken place to date over this academic year.

EIC data from last year showed that most of the problem-solving discussions that generate strategies and supports for interventions focused on social, emotional (including trauma associated) needs.



Improved data gathering within the EPS allows for further analysis of the type of Social & Emotional issues being supported through EICs with the self-regulation of emotions most frequently triggering the referral.



The EPS continue to review and update their digital hub to offer supports to pupils, parents and staff based on information gathered throughout the year about topics and areas of need arising through their work.

- 3.12 In addition to supporting individual pupils, the EPS continue to review their delivery of capacity building programmes which are available to all schools across the city.

Seasons for Growth – Ongoing training and re-connector groups continue to be offered. This allows highly skilled groups to be run across education supporting pupils with significant loss and change. This year to date, 147 children and young people, an increase of 58 from last year, have been part of loss and change groups in the Seasons programme. Both the training and programme continues to be positively evaluated although some schools are reporting that staffing shortages are impacting their ability to offer Seasons fully this academic year. This will be closely monitored. All schools with staff trained would recommend the programme to others.

Emotion Coaching – This fully digital training programme, with follow-up EPS coaching and facilitation around implementation and effectiveness

continues to be popular with nine new schools this year already engaged with the training, and a further four looking to start next term. Training programmes are also run for parents, with content available on the EPS digital hub. 88% of schools with staff trained are reporting that the programme is having a positive impact on relationships within school.

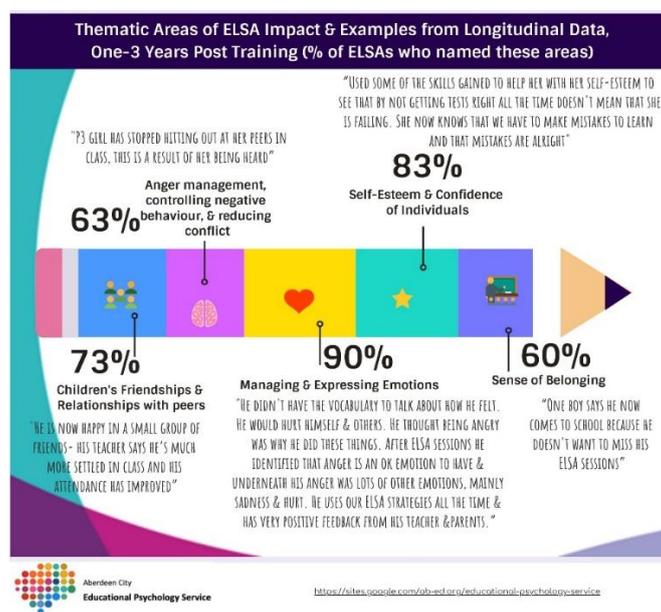
EBSNA – Emotionally Based School Non-Attendance – is a new programme put in place for this school session which supports staff to better understand those children and young people most likely to be impacted by EBSNA. The fully digital training programme, with follow-up EPS coaching and facilitation around implementation and effectiveness is being utilised in six schools so far this year, with a further two schools looking to start this next term.

Executive Functions – this is another fully digital training programme, with follow-up EPS coaching and facilitation around implementation and effectiveness. Executive functions are cognitive processes and mental skills that help an individual plan, monitor, and successfully execute their goals. When children have difficulties in this area it can impact across their learning. This is a new offer this year for small groups or individuals to increase their understanding in this area and how best to support pupils who could be impacted. Three schools have signed up this term, starting with key contacts within the establishment with a view to widening this out.

Teenage Brain Development – This is still in development, but a trial involving parents within Northfield Academy is currently in planning to commence next term. Further training programmes for staff and eventually young people themselves will be created.

Emotional Literacy Support Assistant (ELSA) training. Aberdeen remains the only Scottish local authority to offer this programme that has a strong evidence base and is used across England and Wales.

Local Aberdeen City data shows the positive impact this training programme has had to support staff working with children with a range of emotional regulation needs.



3.13 Over 50 staff across Aberdeen City schools have successfully completed the programme. Each ELSA has ongoing support of 12 hours of psychological group supervision each year. There are 11 ASN ELSAs in-training this academic year, this is a new programme targeted to meet the complex emotional wellbeing and regulation needs of the populations of our Specialist and Enhanced Provisions.

3.14 The Education Service benefit from regular collaboration with health colleagues to ensure that the universal services are aligned and maximising their impact on children, young people and families.

In November 2023 a joint collaborative session was planned to include school senior leaders and all health visitors and school nursing teams and Educational Psychology representatives. This brought together nearly 200 colleagues from across services to work together to more fully understand each others roles and responsibilities and consider how we can more effectively work in partnership for positive outcomes. There is a plan for colleagues to meet twice per year with a follow up session planned for 8th May 2024, which will include social work colleagues and bring together 280 professionals focusing on 'Collaborative approaches, leading to improved outcomes'.

3.15 **Working in partnership to support Physical Wellbeing through PEPAS (Physical Activity, Physical Education & Sport)**

The PEPAS Group continue to work in partnership, taking a lead role as advocates and advisors on Physical Education, Physical Activity and Sport on a city-wide basis.

3.16 There have been some really positive pieces of work that have developed through the PEPAS group this session including:

- The first Aberdeen [Big Run – Go run for fun](#), was held in October 2023. The event, which included all P6 pupils in partnership with the Daily Mile, saw over 2000 children participate.
- Boccia training continues to be rolled out across all schools, with some school groups taking this forward through 9 local festivals. 93 young leaders have supported the provision of Boccia, alongside 17 volunteers. 18 clubs are now established.
- Representatives from PEPAS are collaborating with school leaders, sharing practice and developing processes to support consultation, review and redraft of School Active Travel Plans. All schools are expected to have a refreshed Active Travel plan in place by August 2024.

3.17 We continue to work in close partnership with Parent volunteers, ACC I Bike officer, Adventure Aberdeen and Active Schools Coordinators to support Bikeability and Cycle training and offer Level 2 training in all of our Primary school settings. We are one of 9 Local Authorities who can report that we have all Primary Schools supported to engage in Bikeability and continue to work with partners to improve this offer. Forty-eight schools have signed up for Level 2 Bikeability.

3.18 The Being Me programme is a physical activity-based intervention to address pupil challenges with body image. Following review of our wellbeing data over

2022/23, this pilot programme is being implemented in Heathryburn, Brimmond, Fernielea, Kingsford, Abbotswell and Loirston as part of the ProActive Minds Knowledge Transfer Partnership (KTP) between Glasgow Caledonian University (GCU) and Sport Aberdeen. We look forward to considering the evaluation of this programme.

- 3.19 With a focus on early intervention and prevention, we are also currently undertaking a pilot project in some of our ELC settings in partnership with Sport Aberdeen. Active Schools Assistants are allocated to provide a valuable resource that will be able to work alongside ELC teams to build capacity and confidence in staff. This pilot is taking place in Kirkhill, Riverbank, Walker Road, Kittybrewster, Muirfield and Tullos.

Active Schools Assistants

- 3.20 17 schools continue to fund Active Schools Assistants to support increased delivery of physical activity.. This includes 2 Secondary Schools: Northfield and St Machar and 14 Primary settings: Loirston, Ferryhill, Countesswells, Ashley Road, St Joseph's, Stonewood, Broomhill, Fernielea, Manor Park, Quarryhill, Muirfield, Westpark, Heathryburn, Holy Family, Bramble Brae and one specialist provision: Orchard Brae.

Physical Health Support Visits

- 3.21 Vaping was an area of concern highlighted by all secondary schools and resources and guidance have been shared. Reducing the number of 13-18 years olds who regularly vape to 4% has been proposed in the Local Outcome Improvement Plan (LOIP) refresh led by Education. A Vaping Awareness online session delivered to parents as part of Stronger Families Series in November 2023 has been shared with Academies for individual school use Education continue to work with Aberdeen and Tobacco and Vaping Free Alliance on a regular basis to respond to latest developments in Vaping Awareness and reduction.
- 3.22 On the February INSET days 54 first aiders were trained in the recognition and treatment of opioid overdoses with academies now recognised as administrators of Naloxone. A session on Substance awareness was delivered to Health and Wellbeing Leads network by Alcohol and Drug action.

Next steps

- 3.23 The report available in Appendix A will be tabled with the Children's Services Board and used to inform delivery of year 2 of the established Children's Services Plan. It will also be considered as the National Improvement Framework Plan for 2024-25 is being developed.
- 3.24 The Education Service intend to roll out First Aid training across all city secondary schools from June 2024. This will see all young people in S4 access a First Aid qualification.

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 Children and Young People (Scotland) Act 2014 provides that children's services should be provided in a way which best safeguards, supports or promotes the wellbeing of children; ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising; is most integrated from the point of view of the recipients; and constitutes the best use of available resources.
- 5.2 The Standards in Scotland's Schools etc. Act 2000 places a duty on Education Authorities to secure that education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential and in carrying out this duty to have due regard to the views of children and young people.
- 5.3 The Education (Additional Support for Learning) (Scotland) Act 2004 places a duty on the Authority to make adequate and efficient provision for supporting children and young people with additional support needs.
- 5.4 The Equality Act 2010 places a duty on the Authority to Advance equality of opportunity between people who share a relevant protected characteristic and those who do not and to take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- 5.5 The ingathering of data from the surveys undertaken and the proposed steps to address the findings of these surveys will assist the Authority to implement these duties more effectively.

6. ENVIRONMENTAL IMPLICATIONS

- 6.1 Only positive environmental impacts have been identified. On-going promotion of pupil voice and their participation in decision making will help develop citizens who consider environmental implications in later life.

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? |
|-----------------------|--|--|---|---|
| Strategic Risk | Risk of not improving outcomes for children and young people | Data gathered from the wellbeing surveys and the work in schools in response to this is tailored to meet the needs of children and young people at | L | Yes |

| | | | | |
|------------------------------|---|---|---|-----|
| | | a local level, thereby reducing some risk. | | |
| Compliance | No significant risks identified | | | |
| Operational | Staff are overwhelmed, which leads to low morale as staff feel unable to meet the educational and well-being needs of young people. | Staff wellbeing surveys are undertaken which help us to understand their needs and respond with an ongoing commitment to delivering support and high-quality professional learning for all. | L | Yes |
| Financial | Risk of not having sufficient resource. | Ongoing consideration of a multi-agency approach to service delivery and resource, ensures the right support from the right place is timely and we have a more joined up process for children and families. | L | Yes |
| Reputational | Where single agency support is in place for children and young people to meet their physical and mental wellbeing needs we are unlikely to meet these needs, causing a reputational risk to the organisation. | Data scrutiny, reporting and strong partnerships enable us to enhance the Council's reputation for strong collaborative and solution focused working. | L | Yes |
| Environment / Climate | No significant risks identified | | | |

8. OUTCOMES

| <u>COUNCIL DELIVERY PLAN</u> | |
|---|---|
| <u>Aberdeen City Local Outcome Improvement Plan</u> | |
| Prosperous People Stretch Outcome (Children & Young People) | <p>The detail within this report supports the delivery of Children & Young People Stretch Outcomes 4 to 9 in the refreshed LOIP. 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. • 100% of schools offer sustainable and equitable access to counselling for those children aged 10 and above who require it by 2022. • The number of children and young people with an eating disorder who are identified within 3 months of onset is increased by 50% by 2023. • Increase by 80% the use of digital wellbeing resources for children and young people's mental health and wellbeing by 2022. • 100% of children and young people have free access to physical activity which improves mental health and wellbeing by 2022 • Increase the number of care experienced young people by 10% receiving multiagency throughcare/aftercare support 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. |
| Prosperous Place Stretch Outcomes | <ul style="list-style-type: none"> • Increase % of people who walk as one mode of travel by 10% by 2023. • Increase % of people who cycle as one mode of travel by 2% by 2023. • Increase the number of community run green spaces by a minimum of 8 that are organised and self-managed for both people and nature by 2023. |
| <p style="text-align: center;">Regional and City Strategies</p> <p>Regional Cultural Strategy</p> <p>Prevention Strategy</p> <p>Children's Services Plan</p> | <p>The universal provision of education is fully aligned to the Prevention Strategy and a key partner to the Children's Services Plan.</p> |

| | |
|-------------------------------------|--|
| National Improvement Framework Plan | |
|-------------------------------------|--|

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|--|--|
| Integrated Impact Assessment | No assessment required. I confirm this has been discussed and agreed with Shona Milne, Interim Chief Officer – Education and Lifelong Learning on 04/04/24 |
| Data Protection Impact Assessment | Not required |
| Other | None |

10. BACKGROUND PAPERS

None

11. APPENDICES

Appendix A – ACC Health & Wellbeing Survey Analysis (April 2024)

12. REPORT AUTHOR CONTACT DETAILS

| | |
|----------------------|--|
| Name | Emma Powell |
| Title | Principal Educational Psychologist |
| Email Address | epowell@aberdeencity.gov.uk / |
| Tel | 01224 764656 |

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Health & Wellbeing Survey Analysis

April 2024



Approach

This report provides an overview of the insight from our analysis of health and wellbeing data gathered at the end of 2023 compared to that gathered in December 2022 and March 2022. This report provides the beginnings of trend data over 3 points between March 2022 and December 2023. Officers have compared year group survey responses to those from previous years in order to continue to determine if the actions taken to date have positively impacted pupil wellbeing. Comparisons with national data sets have been made where possible. Please note, current data is included in **bold**, November 22 in plain, and March 22 in *italics*.

The surveys undertaken are anonymous (which prohibits matching to SIMD profile), therefore, The Family Affluence Scale (FAS) has been used. The FAS asks questions about material assets with the answers given, summed to create an overall score to enable analysis. Young people who didn't want to respond to particular questions were able to disregard them and **743 (20.1%)** of primary school pupils and **982 (14.7%)** of secondary school pupils are not included in the analysis by family affluence due to incomplete responses. This is thought to be a sufficiently high response rate to have confidence in the insights gleaned.

Gender can be a strong influence on mental health and wellbeing outcomes. Girls (from the onset of puberty) self-report higher emotional difficulties than boys whilst boys are more likely to exhibit behavioural traits. National data also shows that those who are transgender or non-binary are more likely to report adverse health outcomes as a result of 'minority stress' and exposure to stigma and discrimination. **104 (2.8%)** primary and **207 (3.1%)** secondary pupils chose not to record or disclose their gender when asked. We cannot make assumptions about the reasons for pupils selecting 'In another way/Prefer not to say'. Not disclosing gender could indicate that some young people did not see the relevance of the question and chose to disregard it, or that a young person may identify as being transgender (identify as a gender different to their sex at birth). This may also indicate young people who identify as being non-binary (those that do not or do not fully identify as either male or female) or a range of other potential scenarios.

Background

During November / December 2023, **10,382** children and young people from P6-S6 completed the Mental Health & Wellbeing Survey developed by the Scottish Schools Health and Wellbeing Improvement Research Network (SHINE), this was a higher return rate than the previous year (9803). In real terms this means that we have returns from **69%** of all pupils from P6 to S6 with a higher proportion of returns from younger year groups.

| Year group | % of returns March 2022 | % of returns November 2022 | % of returns November 2023 |
|------------|-------------------------|----------------------------|----------------------------|
| P6 | 81% | 81% | 80% |
| P7 | 80% | 85% | 86% |
| S1 | 67% | 77% | 68% |
| S2 | 64% | 68% | 68% |
| S3 | 72% | 64% | 63% |
| S4 | 46% | 49% | 58% |
| S5 | 44% | 43% | 56% |
| S6 | 41% | 42% | 50% |

Note: this Table column from 2023, does not include those pupils who did not provide their year group (n=48 in primary and n=29 in secondary)

The influence of larger cohort sample sizes and response rates means that the confidence level exceeds 95% for respondents. As a result, we can have confidence in the data.

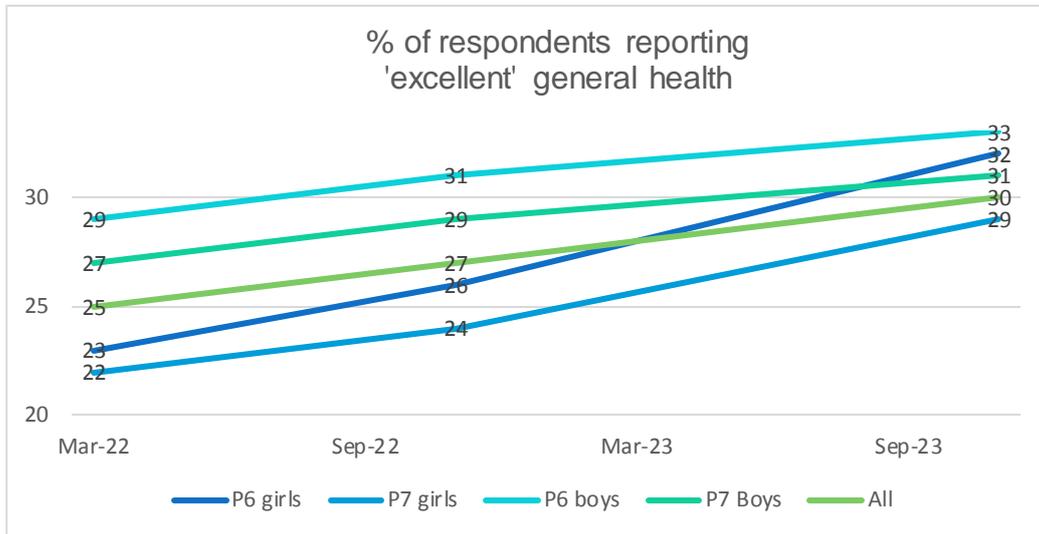
Children and young people from P5-S6 also had the opportunity to undertake a Physical Health & Wellbeing survey developed by the Local Authority. Questions within this were drawn from previous local surveys, national lines of enquiry and the clarification sought to support effective local planning based on the working knowledge of school leaders. **8916** pupils completed this survey in November/December 2023, an increase of 1923 from the previous year.

The analysis of both surveys provides an opportunity to reflect on our current approaches and identify appropriate next steps to address emerging health needs. This report will be shared with key partners so that it can be used to inform work in delivering against the Children's Services Plan 2023-26, and will be considered as the National Improvement Framework Plan for 2024-25 is being developed.

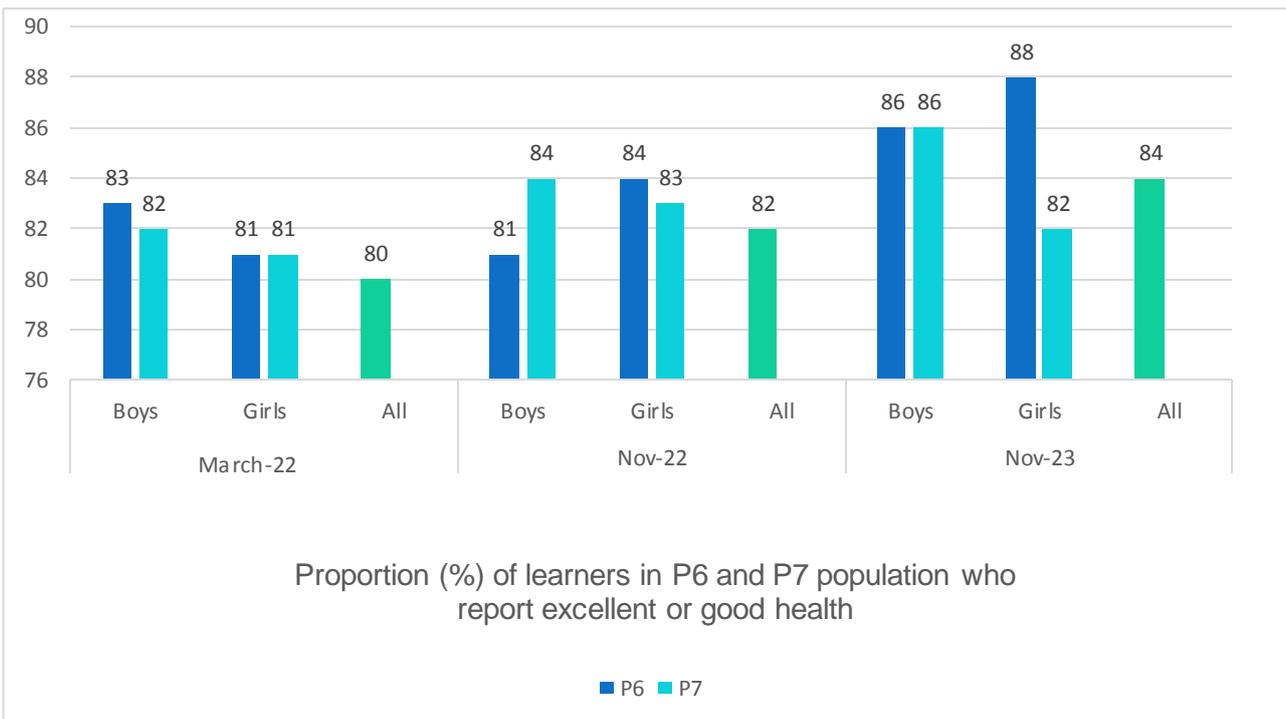
SHINE Mental Health Survey results - Primary 6 & 7

3561 pupils from P6 and P7 completed this survey with 87 pupils not providing details of their gender and 48 pupils not identifying their year group.

Young people were asked about their happiness with eleven aspects of life including family, friendships, school, appearance, future, and life overall.



84% 2991 (82%, 2897; 80% 2616) of learners in primary 6 and 7 who responded, reported that their health was excellent or good. This means that 14% 498 (17%, 601; 18%, 633) of learners reported that their general health was fair and 1%, 35 (2%; 70, 2%,65) stated their general health was poor. The proportion of pupils self-reporting Excellent Health in particular has increased consistently over time and more noticeably for girls.



Based on Scottish Government data reports from February 2023, the Scottish average for excellent and good health in P6/7 is 78.4% compared to the Local P6 & 7 average of 84%. As a result, local data exceeds the Scottish average and suggests that we are taking appropriate steps to mitigate risk and improve pupil health and wellbeing.

Across general health and confidence levels, we continue to see a consistent positive improvement in outcomes. Those in the low family affluence group, however, continue to be more likely to report a range of negative outcomes across nearly all the measures within the survey. This is also seen nationally in the Scottish Government Data and in the health outcomes of adults living in areas of deprivation. This should continue to be considered more fully as we work to address the poverty related attainment and health gap.

| Family affluence – General Health | | | |
|-------------------------------------|--------------------|--------------------|--------------------|
| Primary pupils | Low | Medium | High |
| % Excellent or good health | 77 (73, 72) | 85 (83, 81) | 92 (89, 84) |
| % Feeling always or often confident | 53 (49, 45) | 62 (58, 55) | 72 (66, 57) |

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

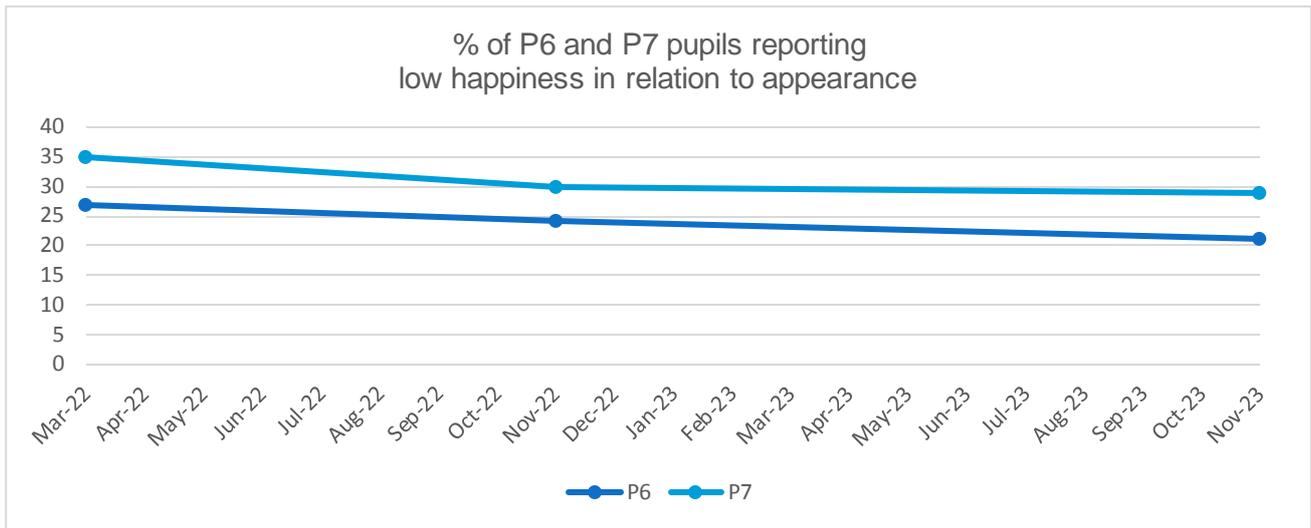
Amongst both primary and secondary school pupils, those young people who did not disclose their gender remain more likely to report a range of negative outcomes and feelings across nearly all measures, although improvement is evident from last year. We continue to work with schools and partner organisations to address any emerging patterns from this data and other data sets regarding gender.

| Gender – General Health | | | |
|-----------------------------------|--------------------|--------------------|--------------------|
| Primary pupils | Boy | Girl | Did not disclose |
| % Excellent or good health | 85 (82, 82) | 85 (84, 81) | 66 (61, 50) |
| % Feel always and often confident | 68 (65, 61) | 56 (50, 45) | 32 (27, 26) |

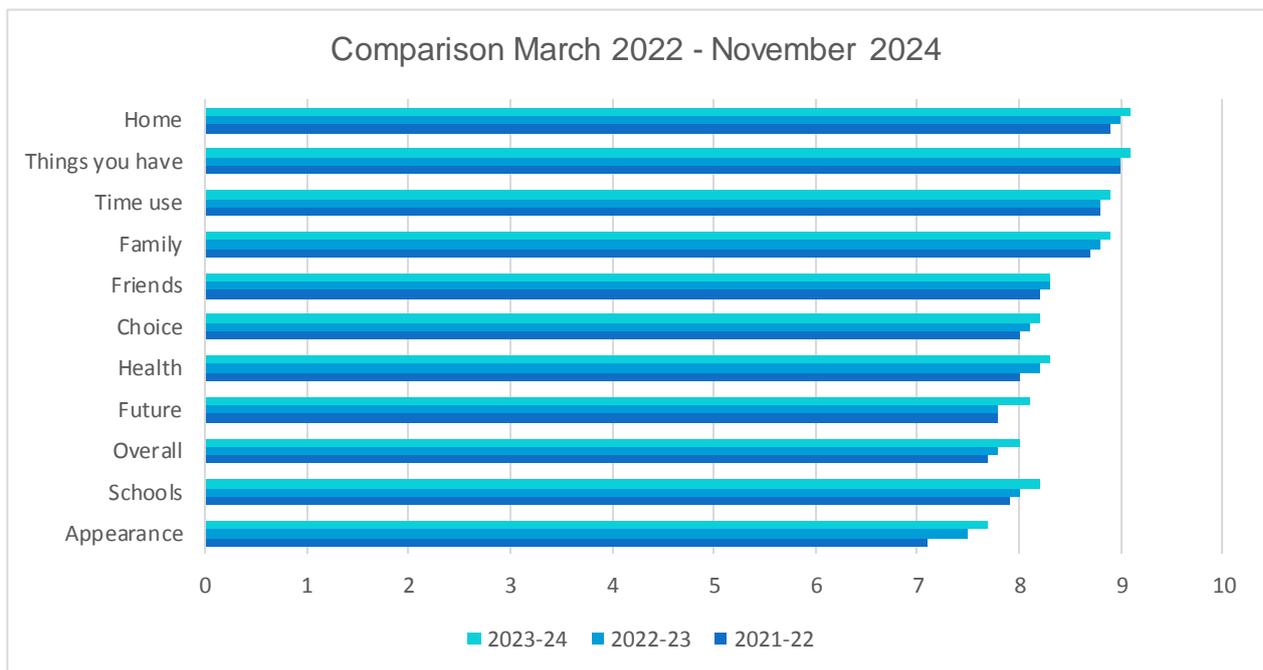
Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Happiness

Learners were asked to rate how happy they are with various aspects of their life. Response options ranged from 0 to 10, where 0 means 'very unhappy', 5 means 'neither happy nor unhappy' and 10 means 'very happy'. Similar to last year, on the whole boys were slightly more positive than girls, however, this was the opposite when asked specifically about school. This is broadly to be expected given what we know about how young people grow and develop and are impacted by puberty.



Across P6 and P7, learners were positive about many aspects of their lives. We have seen a decrease in the number of learners reporting low happiness in relation to their appearance which is positive. However, across both age groups and gender categories, 'Appearance' was still lower than other aspects, with **21% 352** (24%, 405; 27%, 444) of P6 learners and **29% 546** (30%, 504; 35% 568) of P7 learners noting appearance as a concern.



November 2023 survey data indicates an overall reduction of 5 percentage points in those concerned about Appearance compared to March 2022. This suggests that work in this area continues to have a positive impact.

Young people in the lowest family affluence group were more likely to report low levels of happiness across a range of life domains than their more affluent peers at both primary and secondary school level. Those in the lowest group were more than twice as likely to report

low levels of happiness with life as a whole, the home they live in, choices available to them, friendships, appearance, their future and school than their peers in the least deprived cohort. There continues to be a reduction in the self-reporting of low happiness for those in the Lowest Affluence group, but this goes alongside a reduction for all, meaning the poverty gap itself isn't actually being reduced. This continues to have implications for how we work to address the poverty related attainment gap and more effectively target our interventions at those most in need. Data from Scottish Government shows this is a strong theme across Scotland and remains a focus nationally as well as a local priority.

| Family affluence – Report of low happiness | | | |
|---|--------------------|--------------------|------------------|
| Primary pupils | Low | Medium | High |
| % Life as a whole | 9 (12, 13) | 6 (7, 8) | 2 (5, 6) |
| % Family relationships | 6 (5, 7) | 3 (3, 4) | 3 (1, 4) |
| % Home you live in | 5 (5, 6) | 1 (2, 3) | 1 (2, 3) |
| % Choice in life | 7 (9, 7) | 5 (6, 6) | 3 (4, 5) |
| % Friendships | 9 (9, 7) | 5 (5, 7) | 4 (3, 5) |
| % Things you have | 5 (3, 4) | 1 (2, 2) | 1 (1, <1) |
| % Health | 8 (9, 10) | 4 (6, 7) | 2 (2, 5) |
| % Appearance | 19 (19, 25) | 14 (12, 16) | 9 (7, 12) |
| % Future | 10 (12, 8) | 5 (7, 9) | 4 (5, 5) |
| % School | 9 (12, 11) | 7 (8, 10) | 6 (5, 8) |
| % Free time | 5 (3, 4) | 2 (2, 3) | 1 (2, 2) |

Bold=Nov '23, **plain**=Nov '22, *italics*=Mar '22

Reviewing the data by gender shows that those who did not disclose their gender were nearly 6 times more likely to be negative about life as a whole than their peers and 5 times more likely to report poor health. There is an 8% reduction in the number of those who did not disclose their gender reporting low happiness in their appearance to **41%** this year. This is in line with overall reduction in reporting of low happiness around appearance for all groups. This group still has a noticeable disparity compared to other school populations, and we need to continue to carefully consider how we address this.

Increases in low happiness were reported by those who did not disclose gender in most other categories, including school and family relationships compared to last year. This group were almost 4 times as likely to report low happiness than boys and girls in primary.

| Gender - Report of low happiness | | | |
|----------------------------------|-------------------|--------------------|--------------------|
| Primary pupils | Boy | Girl | Did not disclose |
| % Life as a whole | 4 (6, 7) | 7 (7, 8) | 29 (29, 28) |
| % Family relationships | 2 (3, 3) | 3 (4, 5) | 18 (10, 15) |
| % Home you live in | 1 (2, 4) | 2 (2, 3) | 12 (8, 9) |
| % Choice in life | 4 (6, 5) | 5 (6, 5) | 21 (20, 19) |
| % Friendships | 3 (5, 5) | 7 (7, 7) | 18 (16, 18) |
| % Things you have | 2 (2, 2) | 2 (2, 2) | 8 (5, 6) |
| % Health | 4 (5, 6) | 5 (7, 5) | 21 (25, 23) |
| % Appearance | 9 (10, 12) | 16 (17, 20) | 41 (49, 55) |
| % Future | 5 (7, 8) | 6 (7, 6) | 23 (21, 20) |
| % School | 8 (10, 11) | 7 (7, 7) | 27 (20, 18) |
| % Free time | 2 (2, 2) | 3 (3, 3) | 7 (3, 9) |

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

The focused consideration around self-esteem including the impact of social media has had a positive impact in reducing the high levels of low happiness in relation to appearance in this year's return. This work will continue and we hope to see further reductions in next years survey.

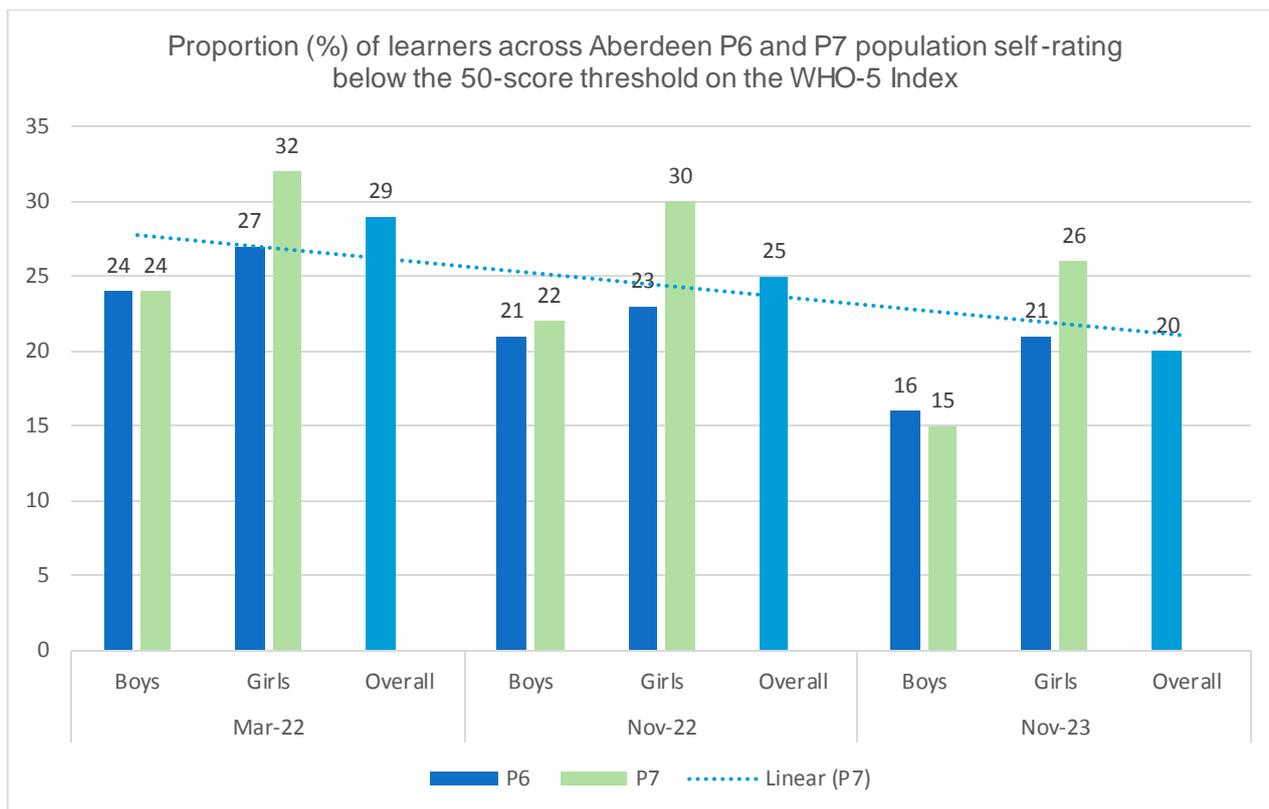
The WHO-5 Wellbeing Index is a five item scale which provides a measure of emotional functioning. Items are summed to create a score ranging from 0 to 100. A score of 50 or less on the WHO-5 indicates low mood

80% (2848) of those in Primary 6 and 7 didn't show evidence of low mood. This is an increase of 9% since March 2022. As a result, **20%, 712** (25%, 883) learners across Aberdeen P6 and P7 population self-rated below the 50-score threshold, showing a decrease in those reporting low mood.

These are lower than the 28% for girls and 18% for boys Scottish figures reported in the national comparable data.

We are confident that a continuing focus on supporting the mental wellbeing of learners through counselling, LIAM (Let's Introduce Anxiety Management), DBI (Distress Brief Intervention), ELSA (Emotional Literacy Support Assistants), Connected & Compassionate Classrooms and Emotion Coaching approaches, is impacting positively on pupils.

The longitudinal outcome for girls (from P6 in March 2022 to P7 in November 2023) shows an increase in the proportion of learners self-reporting low mood which is an outlier in terms of the outcomes for each of the other cohorts and worthy of further exploration at school and community level. This could indicate that girls are generally more concerned about upcoming transitions than boys.



Low mood was more prevalent amongst young people from the least affluent group, for example, amongst primary school children, **31%** of pupils from the low affluence group reported low mood compared with **18%** in the medium affluence group and **11%** of those in the most affluent group. The difference between outcomes for those deemed to be at risk of depression was more prevalent with those identified as being least affluent nearly 5 times more likely to be at risk compared to those deemed the most affluent.

| Family affluence – Low Mood | | | |
|-----------------------------|--------------------|--------------------|--------------------|
| Primary pupils | Low | Medium | High |
| % Low mood | 31 (34, 34) | 18 (23, 28) | 11 (15, 23) |
| % Risk of depression | 10 (11, 13) | 4 (7, 8) | 2 (3, 5) |

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Low mood also varied by gender amongst both primary and secondary school pupils with girls more likely to report low mood than boys, but with those who did not disclose their gender more than twice as likely to have low mood than their peers. Those who did not disclose were four times as likely to report being at risk of depression. There is a need to work with Community Planning Partners to consider this more fully.

| Gender – Low Mood | | | |
|----------------------|--------------------|--------------------|--------------------|
| Primary pupils | Boys | Girls | Did not disclose |
| % Low mood | 16 (22, 25) | 24 (26, 30) | 51 (51, 59) |
| % Risk of depression | 4 (7, 8) | 8 (7, 9) | 28 (15, 21) |

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Emotional and Behavioural scale

There continues to be a higher percentage of girls than boys in P6, **35%**, **295** (41%, 345; *44%*, 349) and in P7 **38%**, **387** (42%, 333; *44%*, 325) (compared to boys **21% & 22%**) showing elevated responses within the Emotional Scale. This is an improvement of **6%** since March 2022. Whilst the responses for Behavioural aspects were similar for both boys and girls with an average **14%**, **498** (16% 565; 17%, 573) of responses being elevated, similar to last year but an overall decrease from March 22. Data from Scottish Government also shows a gender bias, national data shows mental wellbeing for girls to be poorer than for boys overall in Scotland. Broad alignment between local and national data is therefore observed.

| Family affluence - Emotional and Behavioural scale | | | |
|--|--------------------|--------------------|--------------------|
| Primary pupils scoring as expected | Low | Medium | High |
| % Emotional | 62 (57, 57) | 72 (67, 65) | 80 (71, 69) |
| % Behavioural | 81 (80, 78) | 87 (84, 83) | 89 (90, 86) |

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Amongst primary school pupils, those who did not disclose gender were **20-30%** less likely to score “as expected” on the emotional and behavioural scales. However this year a **9%** increase compared to last year was seen for that population in scoring as expected on the Emotional scale, this is still 30% lower than their peers. The percentages of pupils scoring as expected in the Behavioural scale have remained consistent with last years data.

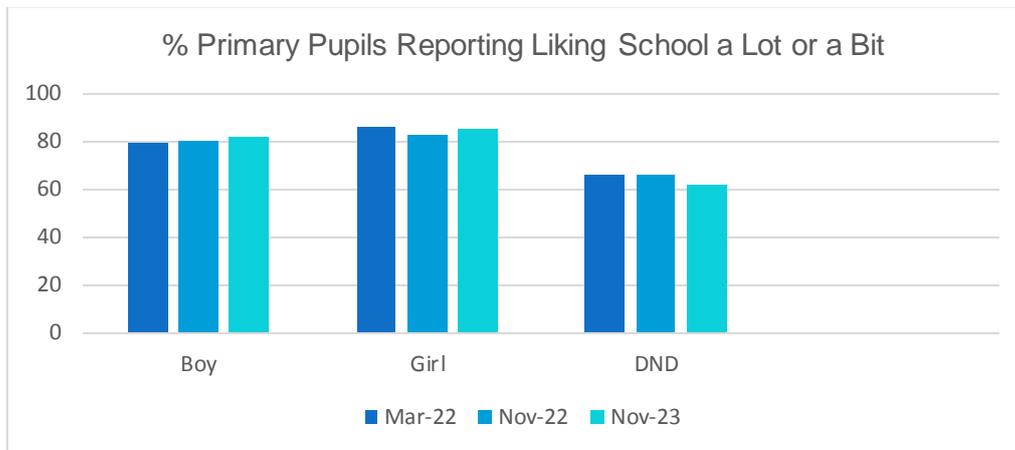
| Gender - Emotional and Behavioural scale | | | |
|--|--------------------|--------------------|--------------------|
| Primary pupils scoring as expected | Boys | Girls | Did not disclose |
| % Emotional | 79 (73, 72) | 63 (59, 56) | 42 (33, 28) |
| % Behavioural | 85 (83, 81) | 87 (87,87) | 66 (66, 66) |

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Liking School

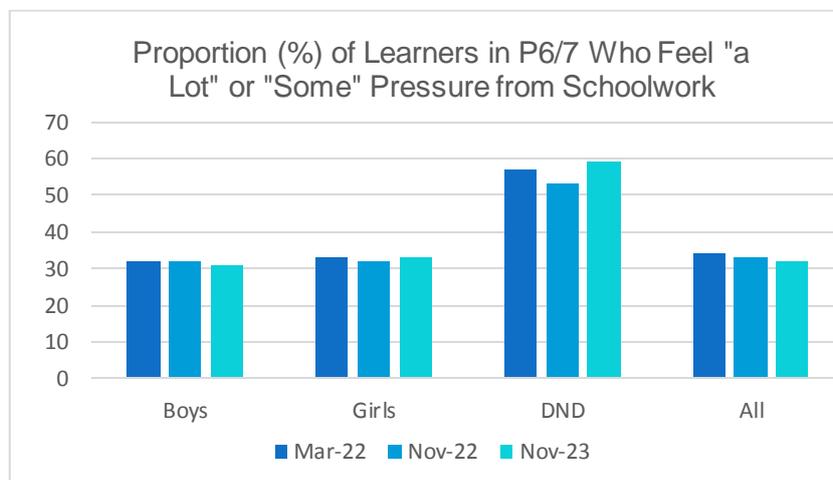
The number of P6 & 7 learners reporting that they like school shows a continued year on year slight overall increase, **84% 2991** (82%, 2897, 80%, 2811) who like school a bit or a lot, which compares to **17% 605** (18%, 606, 20%, 703) who rated not liking school very much or at all. A trend had been observed last year of girls reporting liking school more than boys in both P6 & P7. This has not been replicated for P6 this year, although still observed in P7 with 6% difference.

The P6 and P7 learners who did not disclose their gender, reported the lowest levels of 'liking school a lot or a bit' compared to boys and girls with **62%** (girls **85%**, boys **82%**). Additionally unlike boys who saw a small increase each year, and girls who kept within a range of 85, there was a decrease this year of **4%** for the DND group.



Pressured by Schoolwork

12%, 444 (12%, 404; 12%, 422) of P6/7 learners stated that they felt pressured by schoolwork a lot. Shine report the HBSC Scotland national average being the same as Aberdeen's percentages for boys, but the national average of girls feeling pressure by school work is more than 5% higher than Aberdeen's. **26%, 961** (26%, 876; 24%, 843) of respondents highlighting that they did not feel pressured by schoolwork at all.



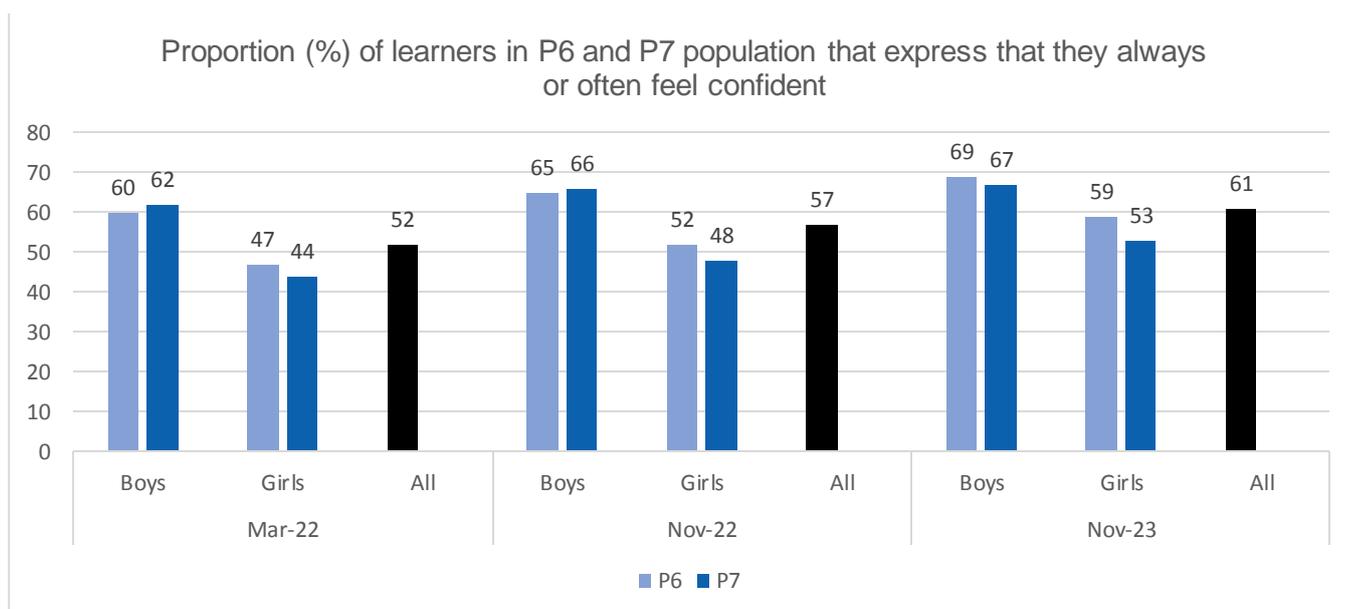
When considering gender, the proportion of learners who feel a lot or some pressure from schoolwork shows us that the figures have remained quite static. With those children who DND gender feeling the most pressure from schoolwork, compared to their peers even in Primary school. Individual schools have access to this information at a more localised level to understand if there are any particular groups most impacted.

Some of the school experience data did not vary by family affluence. For example, feeling a lot or a bit of schoolwork pressure did not vary by family affluence amongst secondary pupils and liking school (a lot or a bit) did not vary by affluence amongst primary pupils.

Self Confidence

Learners were asked about how confident they felt in themselves.

61% 2172 (57%, 2013, 52%, 1827) of P6 and P7 pupils stated that they always or often felt confident. This has increased year on year towards the pre-pandemic national averages based on the data in March 2022. SHINE compares our data to HBS National data for Scotland. This shows around **10% more** of our P6&7 learners who rate their confidence positively compared to national reporting.



Overall, expressed confidence levels between March 22 to November 23 sample points reflect statistically meaningful improvement by gender and phase, resulting in a seen increase in self-reported confidence levels among all pupils and higher than the Scottish comparison.

We still observe a gender difference between boys and girls, but the difference has reduced, for example from 18 percentage point between P7 girls and boys in March 22 to 14 percentage points in November 23. The percentage improvement rate for girls is still slightly higher than for boys. Scottish data for all school stages show a strong gender difference with girls reporting lower confidence levels than boys. Overall the percentage for our primary pupils who DND their gender reported 29 points less confidence levels than the median

percentage (**32** compared to **61**). Although this discrepancy remains higher than we would like there are signs that this has decreased, from a difference of 35% in March 22 and 30 in November 22.

In terms of Family Affluence, the lowest to the highest groups had a difference of **19** in percentage of Primary 6/7 children reporting 'feeling away or often confident' (**53** to **72**). We are seeing some signs of this difference gradually increasing, 12 in March 22, 17 in Nov 22, and needs to be tracked carefully.

The Social Emotional Health Survey (SEHS) measures different aspects of a child's social and emotional wellbeing: Gratitude, Zest, Persistence and Optimism. All these aspects are positive character traits and are linked to having more positive mental health and greater school engagement.

Gratitude is associated with increased life satisfaction and social interaction including perception of support and providing support to others as well as academic achievement.

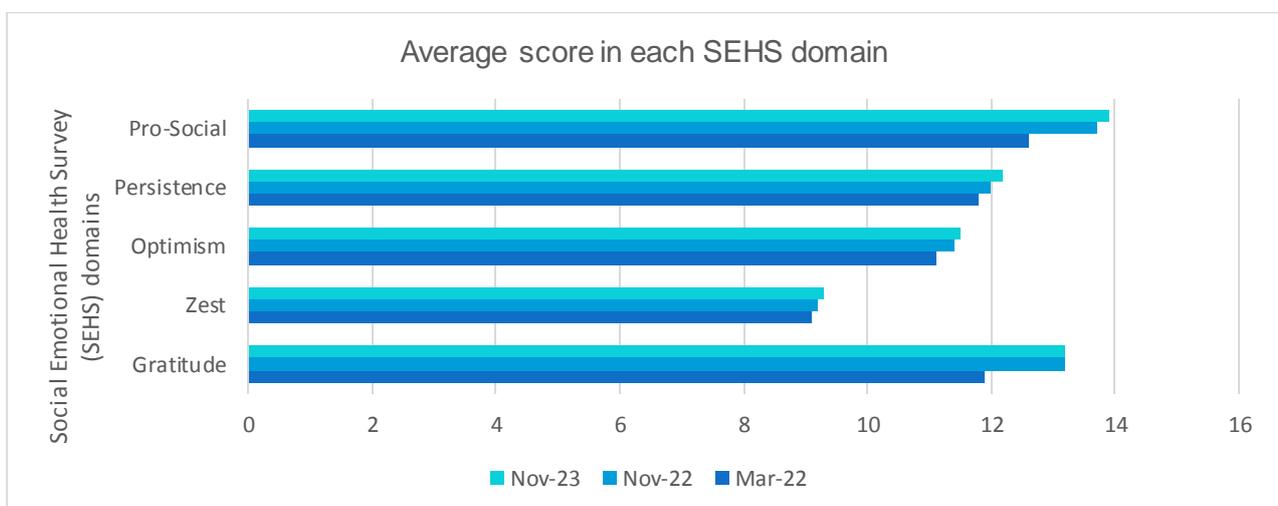
Optimism is associated with greater interest in school, persistence and coping as well as more positive social relationships.

Zest has a positive association with relationships with others, improved emotional wellbeing and autonomy.

Persistence has been shown to increase learning, mediating the relationship between motivation and performance.

The co-occurrence of multiple positive psychological traits from these 4 areas is called (covitality) they are associated with increased resilience, pro-social behaviour, school engagement (which is a key determinant in school attendance) and satisfaction.

The responses to this section of the survey provide scores out of 16 within these four domains and then are collated to create an overall covitality score, out of 64.

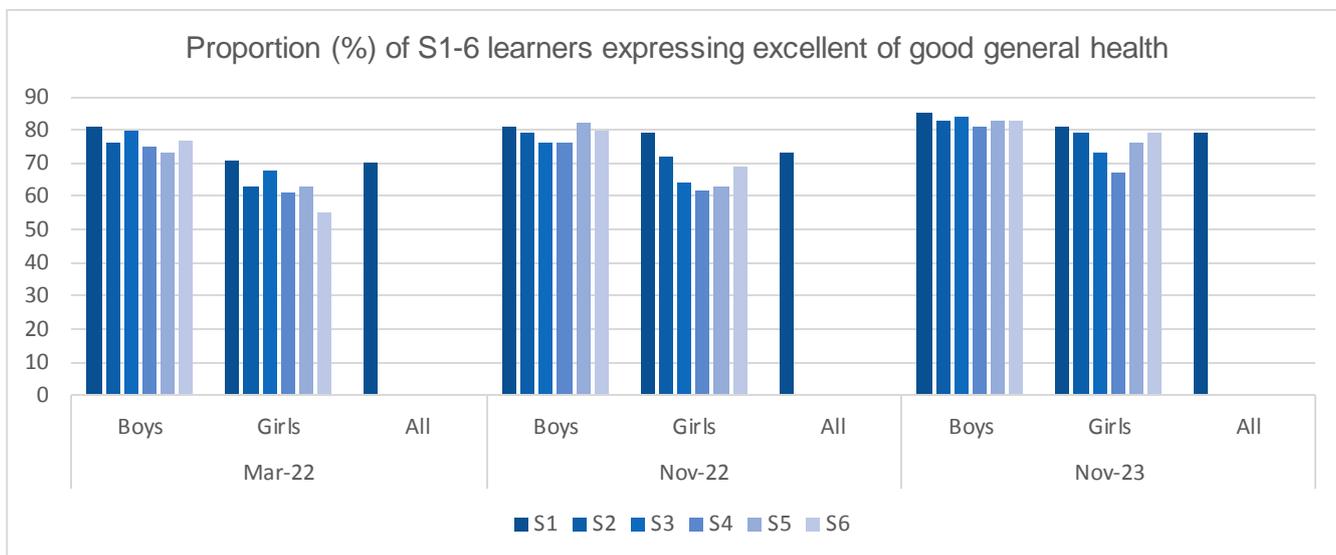


Across gender groups and year groups responses since March 22 have continued to gradually increase across all aspects of this, showing a positive picture for all. Increasing

the overall pro-social scores of both boys and girls. For the overall positive mental health score for primary pupils (“covitality”) those who did not disclose gender had the lowest score (**46.3** boys/**46.9** girls versus **39.3** DND) and there was no significant difference between boys and girls.

SHINE Mental Health Survey (Secondary 1-6)

6686 62% (59% 6270, 60%, 5914) of learners from S1-S6 completed the secondary survey with **207** (292 & 237) learners choosing not to provide details of their gender and 29 (98, 93) learners not identifying their year group.



The data suggests that boys continue to be more confident about their general health.

Continuing the trend from November 22, a higher percentage of both male and female learners in S1 state that their general health is Excellent or Good. However, this continues to be slightly lower than the levels reported by children at the primary 7 stage.

For both boys and girls, there is an appreciable increase in self-reported general health between survey points with the whole cohort outcome rising from **73% to 79%**.

Gains are seen across all phases of Secondary, and unlike last year, gains have been seen in S3 (which previously was the only stage without growth), showing increases in reported health. From the data, the outcomes for both boys and girls in S3 raised by 8 and 9 points respectively. The Scottish comparison data shows that ACC data tracks to around the same percentages with the exception of S4 girls where there is over 12% negative differential seen. This cohort that started Secondary school in the 2020-21 School year, and were not able to have the usual transition processes or experiences as peers in the years above or below them.

The differential between boys and girls, although closing with each data set, continues to show a gap of more than seven percentage points. The difference between the average percentage for all compared to those who DND gender is 34 percentage points.

The graphs above show that self-reporting of good health is improving with each data set. But there are lower levels of reporting for the current S4 cohort, but improvements from their reporting levels when they were in S3.

Reporting good or excellent health was associated with family affluence at both primary and secondary school level, for example, **88%** of secondary pupils in the high family affluence group rated their health as good or excellent compared with **71%** of those in the low family affluence group, a difference of 17 percentage points. This has come down slightly from the 20 percentage points difference from last year. Although not a directly comparable measure, review of national data from last year (no figures for this year) shows a **10%** difference between the lowest and highest affluence groups. The local difference is greater suggesting a need for continued focus on this area.

| Family affluence | | | |
|---|--------------------|--------------------|--------------------|
| Secondary pupils | Low | Medium | High |
| % Excellent or good health | 71 (61, 59) | 79 (74, 70) | 88 (81, 80) |
| % Feel always or often confident | 36 (34, 27) | 45 (41, 35) | 50 (48, 44) |
| % Feel lonely all or most of the time | 23 (29, 32) | 16 (19, 24) | 13 (17, 19) |
| % Has self-harmed at least once in lifetime | 22 (25, 25) | 18 (19, 23) | 17 (17, 21) |

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Young people in the low family affluence group were more likely to report lower levels of confidence at both primary and secondary school. We can see that the 2023 survey showed increased confidence levels, but the Family Affluence Scale (FAS) gap remains the same.

Young people in the low family affluence group were more likely to report feeling lonely (all or most of the time) compared with those in the high family affluence (**23%** versus **13%**).

Girls were consistently more likely to report more negative outcomes than boys, with greater differences between boys and girls emerging amongst secondary pupils. Improvements were observed, for girls across the four areas.

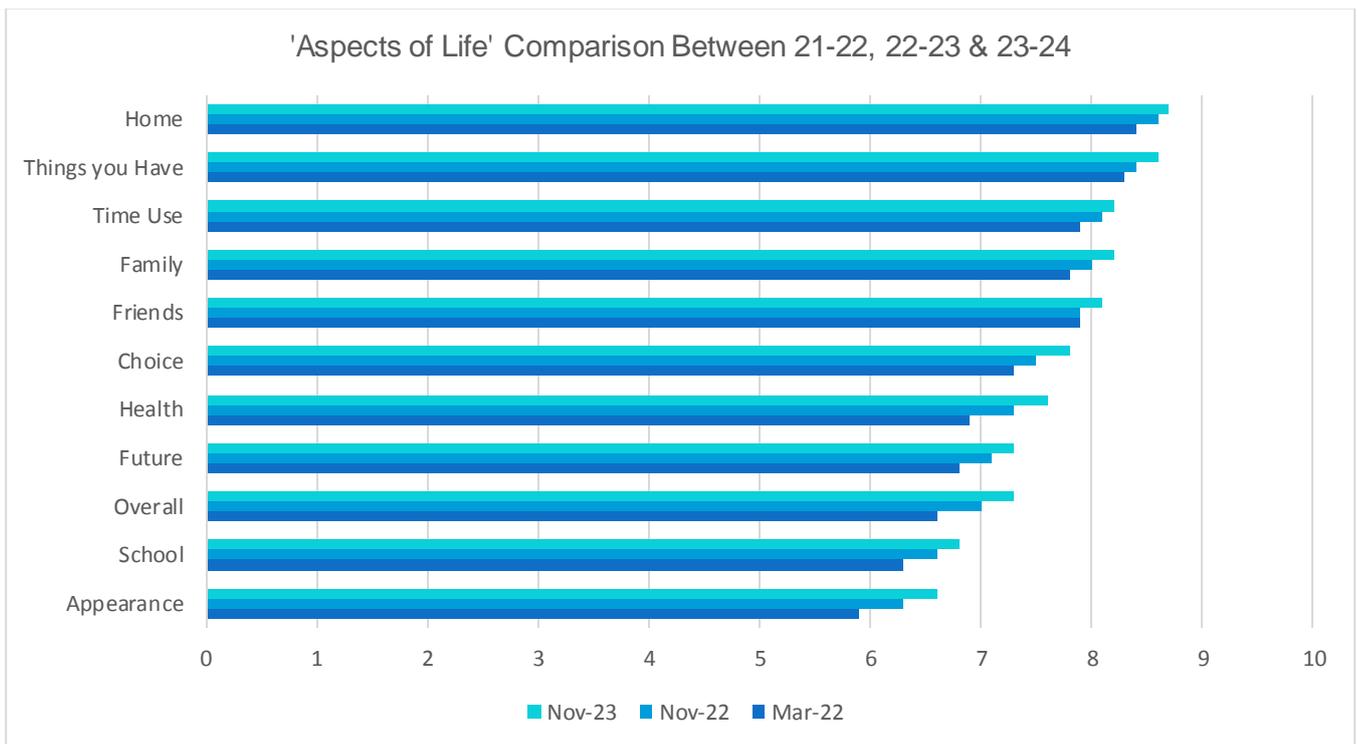
Prevalence of self-harming varied by gender, with nearly four in ten (**38%**) of those who did not disclose their gender reporting that they had self-harmed at least once in their lifetime, compared with **20%** of girls and **16%** of boys. We did see a reduction across each gender in terms of self-harming with the greatest reduction seen in the DND group (reduction of 10% compared to March 22). This area will continue to require careful consideration by the Mental Health Improvement Collaborative. A Scottish Government Strategy for Self-Harm has been published and has been shared with all schools. Outcomes in these measures were poorer for those who DND their gender, compared to both Boys and Girls. Self-reported confidence levels for those that DND gender fell (-7), but increased for both Girls (+5) and Boys (+2).

| Gender | | | |
|---|--------------------|--------------------|--------------------|
| Secondary pupils | Boy | Girl | Did not disclose |
| % Excellent or good health | 83 (79, 77) | 76 (69, 65) | 45 (39, 39) |
| % Feel always and often confident | 57 (55, 49) | 33 (28, 23) | 17 (24, 20) |
| % Feel lonely all or most of the time | 15 (17, 17) | 20 (23, 30) | 46 (46, 52) |
| % Has self-harmed at least once in lifetime | 16 (15, 18) | 20 (21, 24) | 38 (38, 48) |

Bold=Nov '23, **plain**=Nov '22, *italics*=Mar '22

Learners were asked to rate how happy they are with various aspects of their life. Response options ranged from 0 to 10, where 0 means 'very unhappy', 5 means 'neither happy nor unhappy' and 10 means 'very happy'.

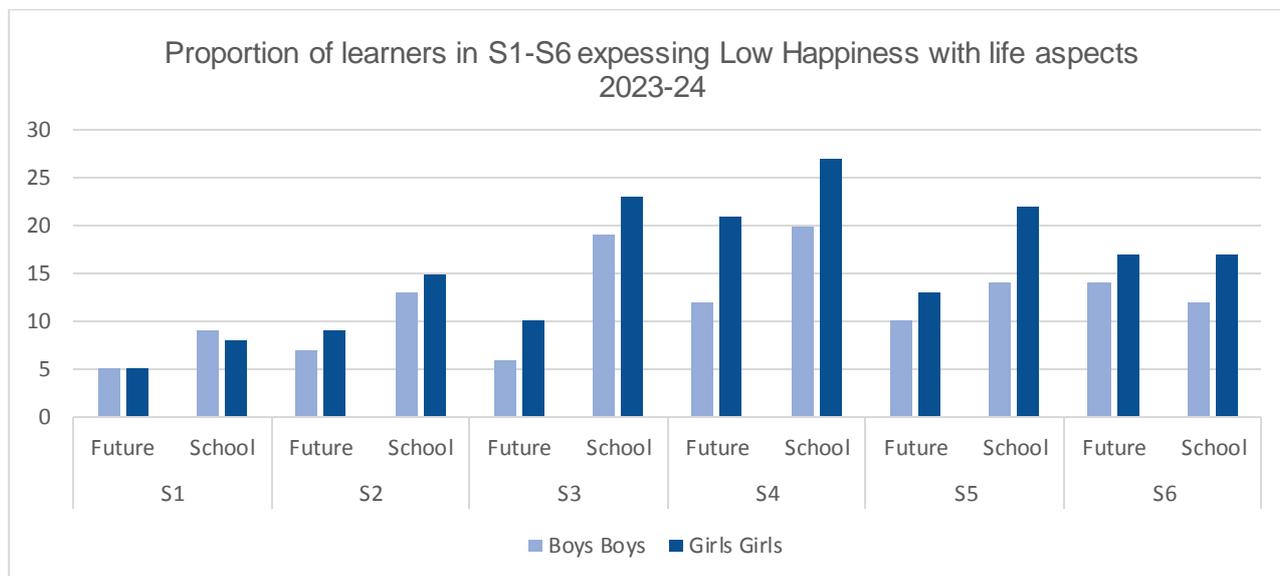
Within Secondary Schools, it was again clear that the aspects of their lives learners were most happy with are: home, things they had, time use, friends and family, with school and appearance consistently receiving lower scores. With our current S4's again reporting the lowest levels of happiness with these 2 areas.



Overall, 21% (a continued reduction of 10%) of learners since March 2022 report low happiness linked to 'Appearance' and 17% (a continued reduction of 6%), linked to 'School'. There is a continued trend of reduction in both areas. There continues to be, however, an increase in the number of primary to secondary learners who report low happiness regarding school (8% to 17%).

There is a gender difference in girls reporting more low happiness aspects of life views compared to boys across the spectrum, this continues to be seen in their perceptions of School compared to boys. But all low happiness has decreased for each aspect, and the

gender gap has decreased noticeably in relation to School. Girls consistently express lower happiness than boys regarding the Future, that continues on a mainly deteriorating trend up to S6.



Family affluence heavily influences happiness at the secondary phase. Those in the low affluence group were more than twice as likely to be unhappy with life in general than those in the highest affluence group. Those in the lower affluence group were 8 times more likely to express unhappiness with the home they live in. Those in the lowest affluence group's low ratings have decreased, but so have the other affluence groups, therefore the gap hasn't decreased between groups to the extent we would hope.

| Family affluence (% of Low Happiness with... by Gender) | | | |
|---|--------------------|--------------------|--------------------|
| Secondary pupils | Low | Medium | High |
| % Life as a whole | 16 (20, 25) | 10 (15, 17) | 7 (10, 13) |
| % Family relationships | 11 (12, 18) | 5 (8, 10) | 4 (5, 7) |
| % Home you live in | 8 (10, 12) | 3 (4, 5) | 1 (2, 3) |
| % Choice in life | 10 (14, 15) | 6 (9, 10) | 4 (6, 8) |
| % Friendships | 7 (10, 10) | 5 (6, 7) | 3 (5, 6) |
| % Things you have | 7 (8, 10) | 2 (4, 4) | 1 (2, 2) |
| % Health | 15 (19, 22) | 9 (13, 16) | 6 (9, 11) |
| % Appearance | 30 (33, 38) | 20 (25, 30) | 15 (18, 23) |
| % Future | 16 (17, 22) | 10 (13, 15) | 7 (9, 10) |
| % School | 23 (27, 29) | 16 (18, 21) | 14 (15, 18) |
| % Free time | 7 (9, 12) | 5 (6, 7) | 2 (4, 5) |

Bold=Nov '23, *plain*=Nov '22, *italics*=Mar '22

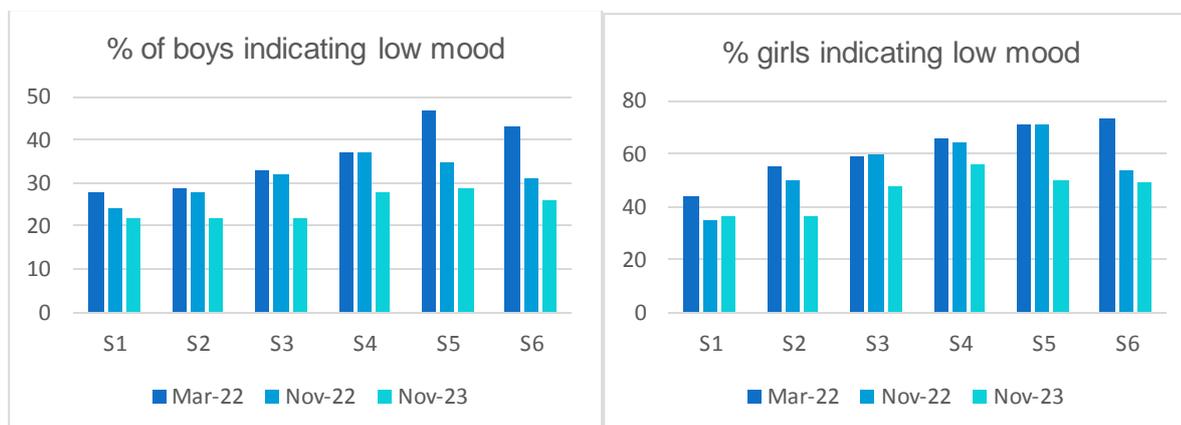
In terms of low happiness with life, across nearly all of the measures, pupils who didn't disclose their gender expressed the most unhappiness at both secondary and primary level. Some noticeable improvements were observed in these areas. Reporting of low

happiness in relation to ‘Life as a Whole’, ‘Family Relationships’, ‘Choice in Life’, ‘Health’, and ‘Appearance’ all reduced by more than 10 percentage points for the DND gender group. But as the table below shows they were still reporting much lower positivity than their peers in most areas, in all ‘aspects’ they were at least twice as likely than their peers to report low positivity in each.

| Percentage reporting Low Positivity by Gender | | | |
|---|--------------------|--------------------|--------------------|
| Secondary pupils | Boy | Girl | Did not disclose |
| % Life as a whole | 8 (10, 11) | 13 (18, 20) | 36 (44, 50) |
| % Family relationships | 3 (4, 6) | 8 (11, 13) | 20 (27, 30) |
| % Home you live in | 3 (3, 3) | 4 (6, 7) | 14 (13, 22) |
| % Choice in life | 6 (7, 7) | 8 (10, 13) | 21 (26, 33) |
| % Friendships | 4 (5, 5) | 6 (9, 8) | 14 (18, 17) |
| % Things you have | 3 (3, 3) | 3 (5, 6) | 9 (12, 13) |
| % Health | 7 (9, 10) | 11 (15, 20) | 33 (36, 44) |
| % Appearance | 13 (15, 17) | 28 (33, 41) | 50 (56, 61) |
| % Future | 8 (8, 10) | 12 (15, 19) | 35 (36, 39) |
| % School | 15 (16, 16) | 18 (23, 27) | 39 (37, 44) |
| % Free time | 3 (2, 4) | 6 (8, 11) | 14 (12, 14) |

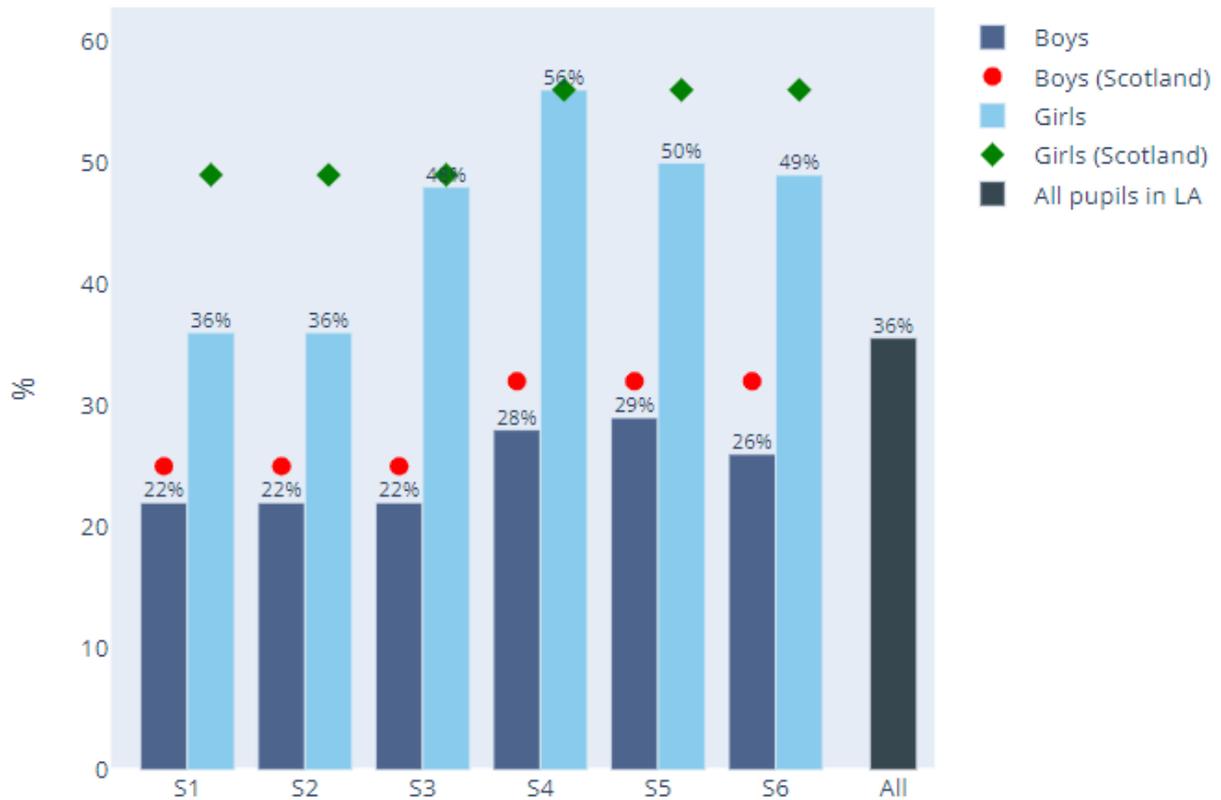
Bold=Nov '23, **plain**=Nov '22, **italics**=Mar '22

The WHO–5 Wellbeing Index is a five-item scale which provides a measure of emotional functioning. Answers are collated to create a score ranging from 0 to 100. A score of 50 or less on the WHO-5 indicates low mood.



The proportion of learners across S1-S6 self-rating below the 50-score threshold on the WHO Wellbeing Index is showing continued signs of improvement across each phase, and for all learners in this cohort.

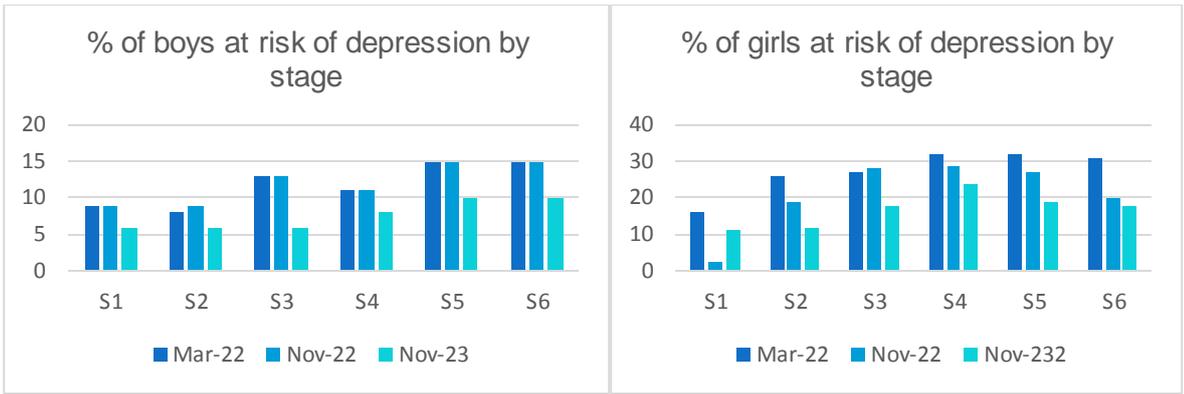
Table Showing ACC Low Mood compared to SHINE Scottish Average



Encouragingly for all stages and gender, except Girls in S3 & 4 (where we report the same levels), we report lower percentages than the indicated Scottish Average provided by SHINE (chart above provides visual) although boys are reporting closer to the average than girls in ACC. Additionally we now have the same distribution curve as the Scottish comparison, which is a reduction after rising in S3 and S4, whereas in March 22 the percentages continued to rise.

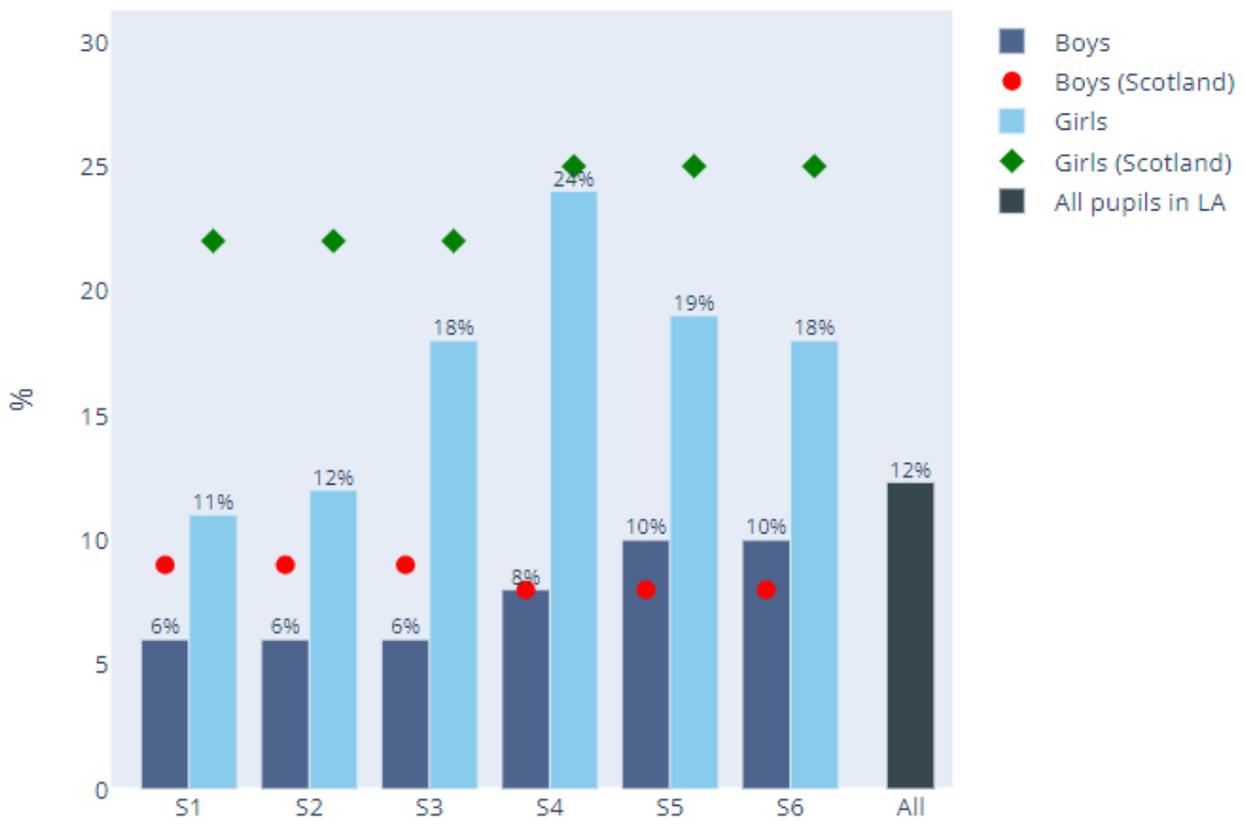
The graphs above indicate an overall positive picture towards the reduction of low mood in both boys and girls from March 2022. Overall, there has been a **6%** reduction of learners indicating low mood (added to last year's previous reduction of 5%). This equates to 200 learners.

The graphs below highlight the proportion of those scoring 28 or less and are classified as at risk of depression. We see a reduction in the number of learners at risk of depression in both gender groups and every year group.



Concerns for the wellbeing of girls compared to that of boys remains. However ACC Secondary Girls are self-reporting levels at around half of the SHINE Scottish Average. So although we see a difference in more girls than boys being at Risk of Depression, we have lower figures in this area than the Scottish Average. This is illustrated in the graph below. Our S4 girls cohort remains a year group of focus, as they are closer to the Scottish Average than the other stages. ACC Secondary Boys are just above the reported Scottish Average in S5 & S6 so these year groups might need some consideration.

Table Showing ACC At Risk of Depression compared to SHINE Scottish Average



Family affluence strongly influences low mood and a risk of depression. As with for primary schools, this will have to be considered carefully as interventions are being planned and continued to continue to address equity across the City.

| Family affluence | | | |
|--------------------|--------------------|--------------------|--------------------|
| Secondary pupils | Low | Medium | High |
| Low mood | 43 (50, 56) | 34 (42, 47) | 28 (33, 38) |
| Risk of depression | 18 (24, 25) | 11 (15, 20) | 7 (10, 13) |

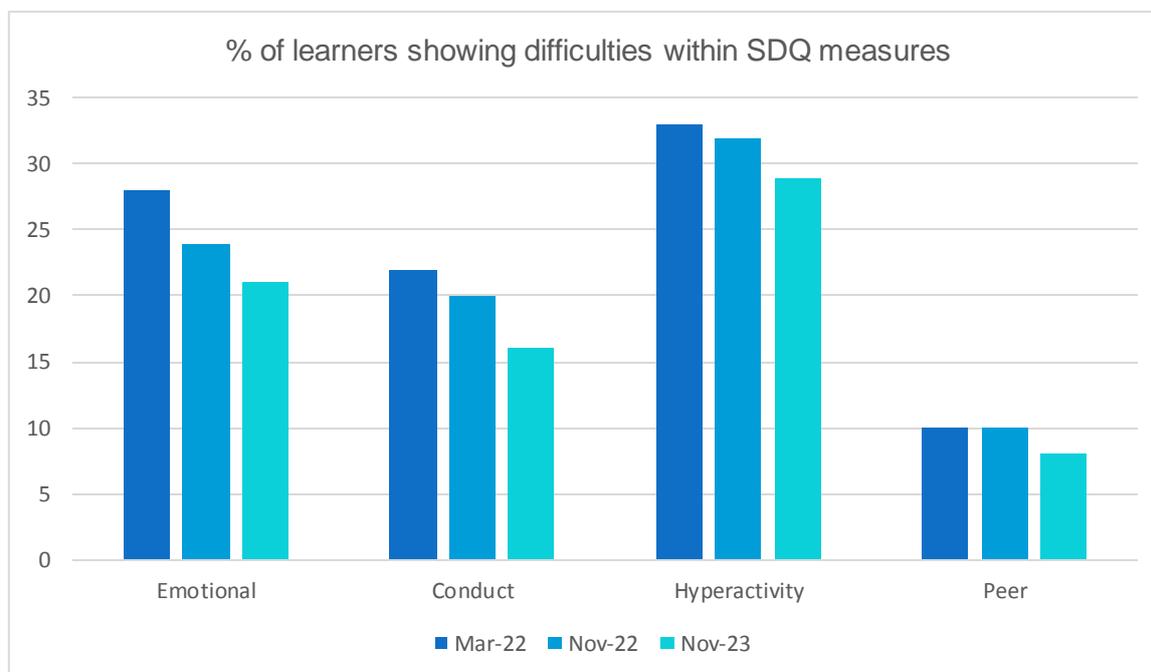
Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Those who did not disclose their gender are far more likely to self-report low mood and be considered at risk of depression than their peers..

| Gender | | | |
|--------------------|--------------------|--------------------|--------------------|
| Secondary pupils | Boys | Girls | Did Not Disclose |
| Low mood | 24 (30, 34) | 45 (53, 58) | 70 (73, 78) |
| Risk of depression | 7 (10, 11) | 17 (21, 26) | 29 (37, 44) |

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

The Strength and Difficulties Questionnaire (SDQ) measures mental health difficulties in different areas: emotional symptoms, conduct, hyperactivity and peer relationships.



Reviewing all year groups there is still a very clear, high percentage of girls showing difficulties with hyperactivity and emotions. There is an overall slight decrease across all measures since March 22.

Although at first glance the high percentage of learners showing difficulties is of concern, data for Aberdeen City mirrors Scottish Government data on differences between genders:

“Girls were more likely to agree they wish they had a different kind of life; there are lots of things they worry about in their life; they often or always feel lonely; they sometimes, often or always feel left out of things; and their body and the way they look affects how they feel about themselves. Girls were also more likely to have problematic social media use than boys.” Scottish Government, Health & Wellbeing Census, February 2023

Encouragingly, Aberdeen City wellbeing data for both genders is ahead of last year’s national data reported by the Scottish Government. There is still a need to continue to put a local focus on effectively meeting the emotional wellbeing needs of girls across all year groups, especially the current S4. This extends to considerations around community supports. Further consideration should be given to what opportunities there are to provide support as our local data highlights this area.

Secondary school pupils in the high family affluence group were less likely to report mental health difficulties, as scored by the Strengths and Difficulties Questionnaire (SDS). Overall, **66%** of those in the most affluent group scored within the expected normal range on this scale, compared with **53%** of those in the low family affluence group.

| Family affluence | | | |
|--------------------------------------|--------------------|--------------------|--------------------|
| Secondary pupils scoring as expected | Low | Medium | High |
| % Emotional | 62 (58, 53) | 70 (66, 62) | 73 (70, 66) |
| % Conduct disorder | 70 (66, 63) | 75 (71, 67) | 74 (73, 68) |
| % Hyperactivity | 54 (51, 49) | 60 (55, 56) | 62 (59, 59) |
| % Peer relations difficulties | 65 (59, 59) | 76 (71, 70) | 82 (78, 77) |
| % Pro-social | 72 (70, 70) | 77 (74, 72) | 80 (80, 78) |
| Overall SDQ score | 53 (45, 42) | 63 (56, 53) | 66 (62, 59) |

Bold=Nov '23, **plain**=Nov '22, *italics*=Mar '22

A quarter (**21%**) of those who did not disclose gender scored within the “as expected” normal range in the overall Strength and Difficulties Questionnaire (SDQ) score compared with **54%** of girls and **70%** of boys. Both girls and boys reported higher scores but DND group reported lower scores this year overall.

| Gender | | | |
|--------------------------------------|--------------------|--------------------|--------------------|
| Secondary pupils scoring as expected | Boys | Girls | Did not disclose |
| % Emotional | 85 (83, 81) | 56 (53, 45) | 35 (36, 29) |
| % Conduct disorder | 73 (71, 69) | 74 (70, 65) | 60 (52, 48) |
| % Hyperactivity | 65 (61, 62) | 56 (53, 51) | 31 (29, 31) |
| % Peer relations difficulties | 74 (71, 73) | 74 (70, 68) | 42 (41, 40) |
| % Pro-social | 69 (68, 68) | 82 (79, 78) | 62 (62, 55) |
| % Overall SDQ score | 70 (65, 64) | 54 (46, 43) | 21 (24, 19) |

Bold=Nov '23, **plain**=Nov '22, *italics*=Mar '22

At secondary school, those who did not disclose gender were more likely to have lower scores in the domains of belief in self and belief in others but there were no significant differences between DND and girls in emotional competence.

Sleep

Secondary learners were asked to complete the adolescent sleep wake scale that measures sleep quality. Higher scores indicate better sleep quality.

Boys in all year groups continue to indicate that they have a better sleep quality than girls. The average sleep score from March 2022 and this survey, has changed a reduction from 38 to **37**.

All pupils, however, would benefit from increased sleep quality to positively impact on their mental and physical health. We should consider the links between social media and the use of digital technology and the potential impact this has had on the measures noted. There is a range of data around the increased need for sleep in the teenage years, with teenagers having a different biological circadian rhythm to adults, or younger children.

| Family affluence | | | |
|--------------------------|--------------------|--------------------|--------------------|
| | Low | Medium | High |
| Mean sleep quality score | 36 (35, 35) | 38 (37, 37) | 40 (39, 38) |

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Young people in the high family affluence group continued to report higher sleep quality than those in the other affluence groups. Those who did not disclose their gender continued to report poorer sleep than all other groups.

| Gender | | | |
|--------------------------|--------------------|--------------------|--------------------|
| | Boy | Girl | Did not disclose |
| Mean sleep quality score | 40 (39, 39) | 37 (36, 35) | 29 (30, 29) |

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

Loneliness

There are links between high loneliness, other areas of wellbeing and decreasing positive life outcomes. Learners were asked how often they felt lonely in the past week. **38%** feeling more positive about this aspect of their life, showed an increase between March and November 2022 of **4%** more learners feeling lonely *none* of the time, in addition to the rise of 5% last year. However **28%** of learners stated that they felt lonely most or all the time which is an increase of 7% compared to last year. Last year's lifting of final restrictions re social distancing and socialising, could have perhaps caused a temporary increase in the last survey.

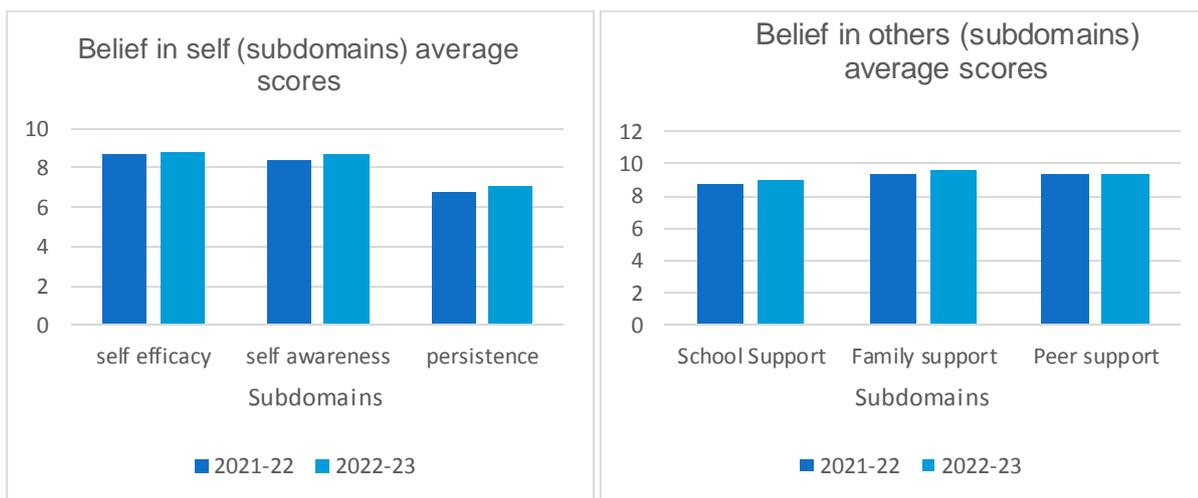
Research on loneliness in teenagers tells us that teenagers report higher levels of loneliness than any other age group in society. Additionally, their self-reports of feelings of loneliness are related to their need to feel socially connected, particularly to groups. Even a short time away from a strong positive group can make them feel lonely. Many secondary school's activities and clubs, outdoors sporting clubs to a lesser extent, were suspended in line with the range of restrictions from the Covid-19 pandemic. As these are re-established, we hope to see these figures around loneliness continue to decrease. There are ways we can incorporate more social learning across the secondary curriculum which can also support this area, supporting wellbeing more generally. These outcomes should be explored by leaders and pastoral care in our Secondary settings.

Social Emotional Health

This measures different competencies of positive socio-emotional health, which are fundamental for young people to develop to live engaging and meaningful lives.

In all year groups, boys show higher levels of self-efficacy, self-awareness, and persistence, with self-efficacy rating higher in most year groups. Since March 2022, there has been a positive increase in all 3 areas of a range of 3-5 in relation to the summed average scores of belief in self.

Learners overall are showing a positive response to belief in others with an increase in the areas of school support and family support. Data for boys suggests that school support and family support are better than peer support and for girls, peer support is significantly higher at all year groups. This gender difference is again in-line with national data from Scottish Government, that boys and younger children self-report higher positive perceptions of those they live with. Teenagers, especially females seek more peer support and acceptance from peers than their family members, as a function of the teenage brain.



Emotional regulation, empathy and self-control are reviewed to understand Emotional competence. The results are pretty static from November 2022. Self-control continues to be lower than the other 2 subdomains within this section the only increase from November 22 was in the domain of Empathy. This data is as expected due to the processes ongoing in the teenage brain. At this time, we see a reduction in a teenager's ability to correctly

recognise emotions in others (if not related to themselves) and increased self-consciousness.

Overall, learners' levels of optimism are also rising with a less notable dip at S3 and S4 this year compared to last. This may be linked to a change in curriculum delivery and expectations with consideration of the exam schedule at this stage. Local data is at odds, in a positive way, with the national data which shows a declining picture up to S5 and S6.

| Gender | | | |
|------------------------------------|-----------------------|-----------------------|-----------------------|
| Secondary pupils level of optimism | Boys | Girls | Did not disclose |
| Optimism | 8.6 (8.3, 8.0) | 7.6 (7.3, 6.9) | 6.1 (6.1, 5.6) |

Bold=Nov '23, plain=Nov '22, *italics*=Mar '22

We can again see poorer outcomes for those who did not disclose gender.

Liking School

Learners were asked to select whether they liked school from a scale of, a lot to not at all. **36%** (compared to 42% last year) of learners indicating that they don't like school very much or at all, there is a need for us to consider carefully how this might be improved. Scottish Government data reports the low trend in attitudes across S1 – S4, improving in S5 and 6. This pattern can now be seen within our data set, with stronger ratings now seen for S5&S6. However % of pupils who like school (a lot or a bit) remains what appears low across secondary stages, but are very much in line and ahead of - the HBSC Scotland national average provided by Shine .

Pressured by Schoolwork

The number of pupils who feel pressured by school work has gone up by one point to **55%**, (54%, 58%). This remains a high figure and we haven't seen any further reduction this year Secondary Head Teachers and their staff will explore this further.

28% (31%, 31%) of all S1-S6 learners expressed that they felt pressured by schoolwork a lot with **12%** (15%, 12%) highlighting that they did not feel pressured by schoolwork at all.

There is also not a significant change in the proportion who noted that they felt 'Some' and 'A Little' pressure.

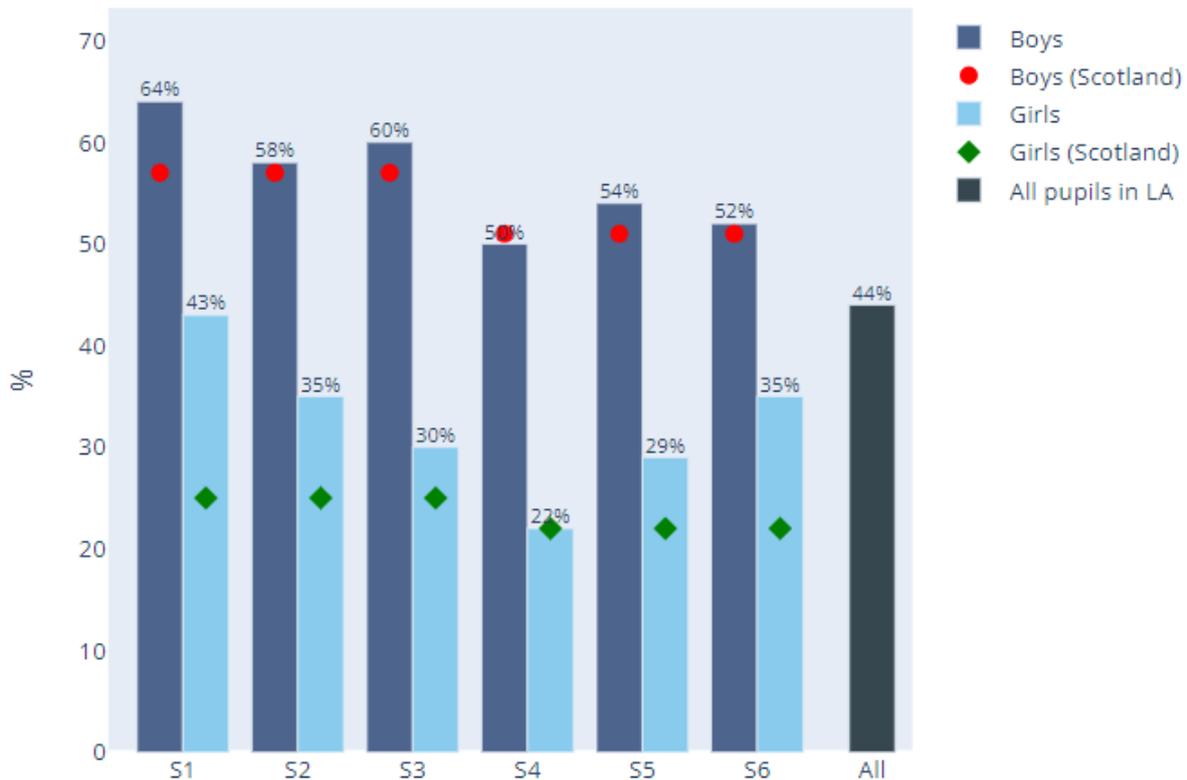
There is a continuing gender gap between boys and girls that, as in last year, statistically develops as learners progress through the phases. Looking forward, the outcome of the on-going education reforms, most notably the Hayward Review, may impact positively here as less reliance is put on single high stake exams which are known to disproportionately affect those living in areas of deprivation. Given that these two measures show poorer local outcomes against the national average outcome, they are worthy of further consideration.

In the context of gender, there are some limited indications that the gap between boys and girls has closed between survey points.

Self Confidence

The proportion of all S1-S6 pupils who express that they always or often feel confident has risen by three percentage points from November 2022. .

We can see from the graph, Senior Stages by Gender Expressing 'Always or Often Confident' below that we are ahead of the Shine reported Scottish Average for most stages, especially for girls. This is an improvement on last year, particularly for our S3 & S5 cohorts. Our current S4 cohort, again shows lower levels of reporting of confidence. There are clear differences between girls and boys reporting in this area, with boys averaging reporting twice as much confidence in girls overall, with some variations by year.



Self-Harm

Based on previous responses **5949** pupils were asked if they had ever hurt themselves on purpose, **19%** said yes, which is the same figure as November 2022. There is a difference between the responses from girls and boys with **16%** of boys stating they had hurt themselves on purpose and **20%** of girls. This gender difference is seen nationally, and for all ages of the Scottish Population.

16% a reduction of 3% from last year of all learners from S1-S6 choose 'prefer not to say' with 10% of boys selecting this option and 20% of girls.

This was even across year groups, and out of those reporting yes, **20% (a reduction of 16%)** suggesting they had done this between 1-10 times, and **20% (a reduction of 2%)** suggesting that they had done this more than 10 times over the past year. This data, although a reduction in learners self-harming 1-10 times and 10 or more times in the past year, these figures are higher than we would like. This area continues to need significant focus through partnership approaches to support young people. National and UK wide data pre-pandemic showed that self-harm was on the increase, with teenage girls and those identifying in the LGBTQA+ most at risk at using this coping strategy as a way of managing mental health. The Scottish Government Self-Harming strategy aims to support understanding around Self-Harm behaviours and promotes early intervention around mental health indicators.

Summary

We are pleased to see improvements across much of the wellbeing picture in Aberdeen City compared to the previous two years of data sets. For example we can observe a reduction in levels of pupils with low mood and at risk of depression. We also see increases in terms of performance on items such as the Strengths and Difficulties Questionnaire (SDQ) which measure mental health difficulties and in higher reporting of self-confidence levels.

Where we have been provided with the SHINE National Scottish Average we can see we are either tracking alongside this, or performing better than the reported Scottish average.

Two areas of concern for us, reports of self-harming and happiness with appearance have both improved in this year's data. Including with our 'Did Not Disclose' gender group, and with girls. Work continues in these areas as we hope to see increased progress.

What remains of concern is the gap between the Family Affluence Scale Groups (low, medium and high) , even though individually each group is showing reductions in key areas, we like the picture across wider Scotland, are struggling to 'close the poverty related gap'.

We still see lower positivity towards school especially between primary and secondary, but we have seen improvements against feelings of pressure in relation to schoolwork, and higher reporting of liking school. Work will continue in these areas.

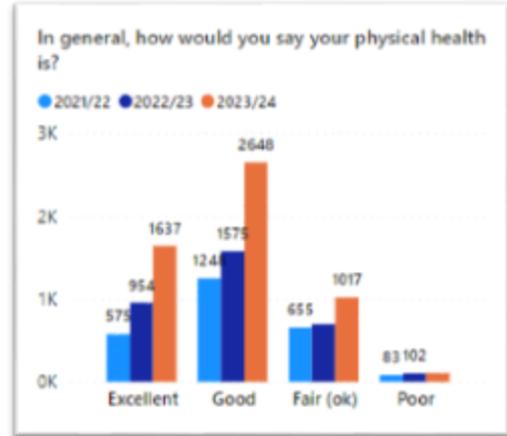
Girls continue to report poorer mental health and wellbeing than boys, given what we know about the teenage brain and the broader picture in society this is to be expected, but we have some areas of focus within this. Our cohort of S4 girls (our S3 group last year) are continuing to show poorer self-reporting of mental health measures. This is the cohort that would have been most directly impacted by Covid school and community closures. There are wider impacts and consideration when thinking about this cohort, some of them will be leaving school at the end of this year. As well as school community supports, services such as Skills Development Scotland alongside school pastoral care and school staff will

need to work in partnership together to plan for positive destinations and pathways beyond school.

The small group (29 Secondary & 96 Primary) who 'Did Not Disclose' their gender are reporting poorer mental health outcomes. This is seen particularly for the small Secondary group in relation to measures of happiness; loneliness; feelings about their future, and school; low mood and risk of depression, and lowest scores on all the Strengths and Difficulties areas (SDQ) which measure mental health difficulties.

Physical Wellbeing Survey Results (P5-S6)

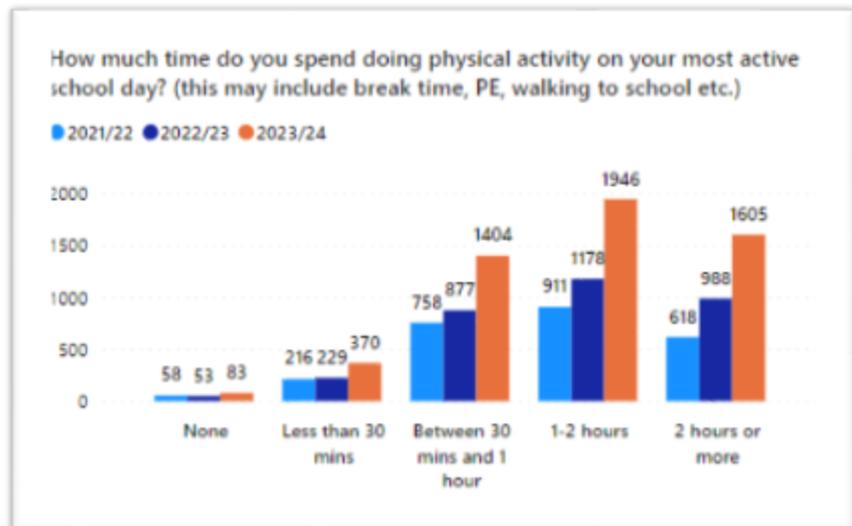
9916, compared to 6993 last year, learners from P5-S6 completed the Physical wellbeing survey in November and December 2023. This is a further increase of 2923, (20%), pupils from November/December 2022 (on top of an increase of 800, 11.4% seen the previous year). Similar to the Mental Wellbeing survey, learners were asked to identify how well they thought their general physical health was.



The majority of learners, **84%** continued to identify their general health as good or excellent, with a **6%** increase in this area since November 2022, on top of the 3% last year. **16%** (a reduction of 1%) felt their general health was fair with a further **2% (152)** of learners stating that their general health was poor. This shows an improvement across general physical wellbeing. This still presents as being more positive for primary pupils than secondary.

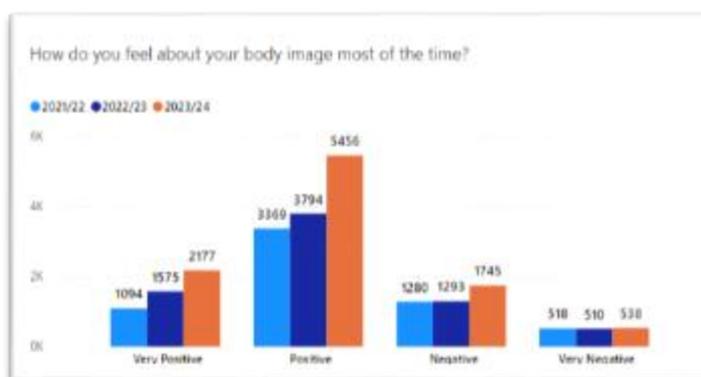
Physical Health and Body Image

NHS physical activity guidelines suggest that on average children and young people between 5 – 18 should aim for at least 60 minutes of moderate or vigorous intensity, physical activity a day across the week. **61%** (69% last year) of learners who completed this survey meet the national health standards set above. This was still higher for primary pupils than secondary, evidencing the need for us to continue focusing on increased physical activity at the early stages of pupil development and considering a range of options and opportunities at Secondary.



77% (75%, 71%) of learners feel positive or very positive about their body image, showing a further increase of 2% from November 2022. As with the mental wellbeing survey, however **23%** (25%, 29%) of learners reported that most of the time they felt negative or very negative about their body image. Out of the **538** pupils who stated they felt very negative about their body image, **109** of those pupils were in Primary School.

The Mental Health Foundation have reported that 35% of 13–19-year olds said their body image causes them to ‘often’ or ‘always’ worry. They also stated that 37% of young people said they felt upset, and 31% said they felt ashamed about their body image. This shows that nationally poor body image and worries about appearance are commonplace amongst young people and must remain a focus for improvement and support.



Relationships with others

Throughout our lives, the number and strength of relationships can affect our mental and physical wellbeing. The benefits of social interactions and good mental health are significant. Proven links include lower rates of anxiety and depression, higher self-esteem, more positive physical health outcomes, greater empathy, and more trusting and cooperative relationships.

Being available to listen to children and young people, is essential for supporting individual needs and understanding fully what is required. Learners were asked if they had an adult in their lives that listens to them about how they are feeling. **70%**, (6909) (68%, 64%) positively shared that they always did, showing a further increase of 2%, an overall growth of 6% from March 2022. **4% (421)** also stated no, they did not have an adult in their life that listens to them about how they are feeling. This is a reduction of 1% from November 2022 which was static at 5% for March 2022 and November 2022.

94% (93%, 95%) of learners identified that overall, their relationships with other people were positive some, most, or all of the time. Continued focus on wellbeing, equality, equity and real inclusion will support us to continue to build a positive culture for our learners to thrive at home, school and in their local community.

The numbers of pupils who felt included across their life has also increased as seen in the table below.

| | Always or often felt included | | | |
|----------------------------------|-------------------------------|-------------|-------------|-----------------------------|
| | March 22 | November 22 | November 23 | Difference (since March 22) |
| At home | 81% | 83% | 85% | +4% |
| In the classroom | 75% | 76% | 78% | +3% |
| At break / lunch times in school | 82% | 82% | 84% | +2% |
| Online | 72% | 73% | 76% | +4% |

Feeling Safe

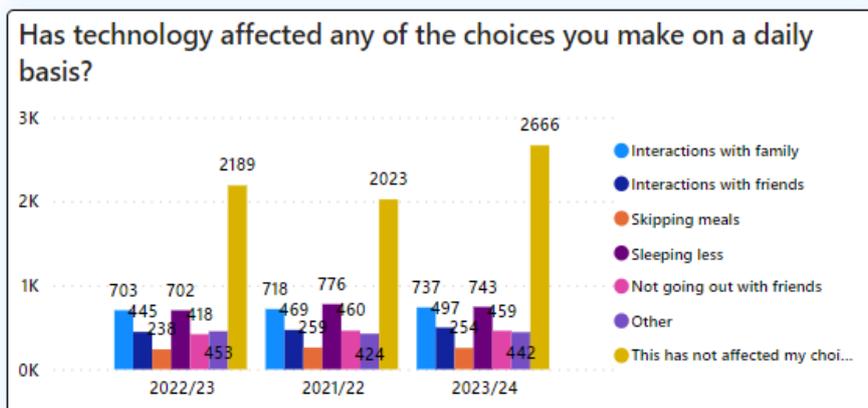
Learners were asked to consider how safe they felt within various environments and across all schools and year groups, the majority of learners reported that they felt safe always or most of the time in their communities, at home and in school, however there is a percentage of learners who feel that they rarely or never feel safe in these environments. We will continue to work with the Health & Wellbeing Youth Group, we will delve further to understand this better and address this both at local level and city wide. Where appropriate we will involve the Community Planning Partnership with this.

| | Feeling safe always or most of the time | | | |
|------------------|---|-------------|-------------|-----------------------------|
| | March 22 | November 22 | November 23 | Difference (since March 22) |
| In the community | 86% | 87% | 88% | +1% |
| At home | 96% | 96% | 97% | +1% |
| At School | 79% | 81% | 80% | +1% |
| Online | 76% | 76% | 79% | +3% |

Sleep

The NHS advises that teenagers between the age of 13-18 should have a recommended 8 hours sleep. Although research into Teenage brain development recommends that 12+ year olds actually need more than 10 hours due to the complex brain processes they are undertaking. Learners were asked about their usual sleep patterns and the number of hours they slept the night before completion of the survey. **8%** (11%) of learners reported that they had 5 hours sleep or less with **2%** (2.5%) learners saying that they had less than 3 hours sleep. 109 (187, 257) Primary aged pupils reported that they usually went to bed after midnight showing a further reduction of **78** (70) pupils from November 2022.

The most popular time of going to sleep for P5-P7 pupils is shared equally between 9pm and 10pm, and 10pm. Secondary pupils selecting between 11pm-midnight. We will continue to work with parents through our Stronger Families Series to support positive choices around sleep as this data suggests that the most popular bedtimes are shifting to later than last year.

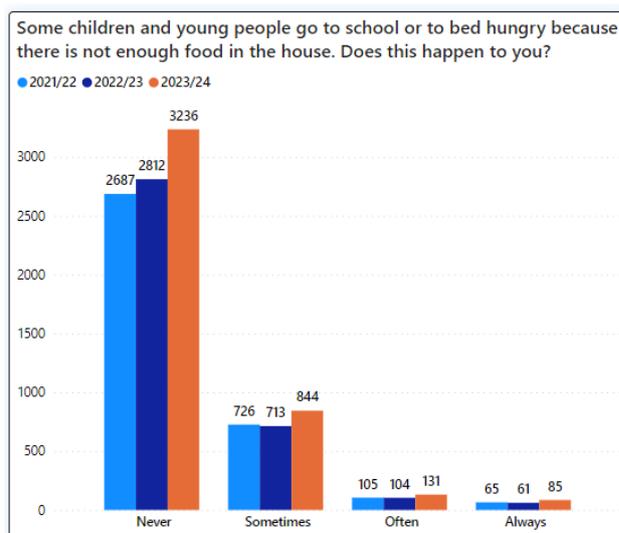


28% (27%, 30%) of learners feel that technology has affected the choices that they make, showing a reduction of 2% since March 2022, but an increase of 1% from last year. **45%** (43%) learners reported that on school days they can spend more than 3 hours on technology during free time and this increases to **65%** (63%) at the weekend with **28%** (27%) stating that they spend more than 6 hours on technology at the weekend. 946 of these are Primary stage learners. As this is a slight increase on last year in terms of time spent on technology, consideration should be given for encouraging healthy choices for learners, and their families. Through in school curriculum and wellbeing sessions, and using the Stronger Families series, communications with families, and school or ASG level events to support.

Food and Drink

Establishing good eating habits is vitally important to support positive weight management. We have seen a continued increase of learners eating breakfast daily during the school week **62%** (61%, 59%). Only 51% (50%) of secondary pupils eat breakfast daily on a school day with 75% (71%) of primary pupils having breakfast before going to school. The number of learners who reported starting the day with breakfast was varied when you compared school days and weekends with 74% (75%) eating breakfast daily at the weekend. 16% (15%) of all surveyed children are regularly attending school, however with no breakfast.

There are times where children and young people do not have the right access to food to meet their nutritional needs. With the impact on the cost of living currently this may also affect this. **3%, 238** (3.7%, 256) learners who completed the survey, reported that they often or always went to bed hungry because there was not enough food at home. This has remained a static amount. Continued review of this data at local level will help us identify where food parcels, foodbanks, breakfast clubs and other such resources would help us address this and target our support.



Substance Use / Misuse

Smoking

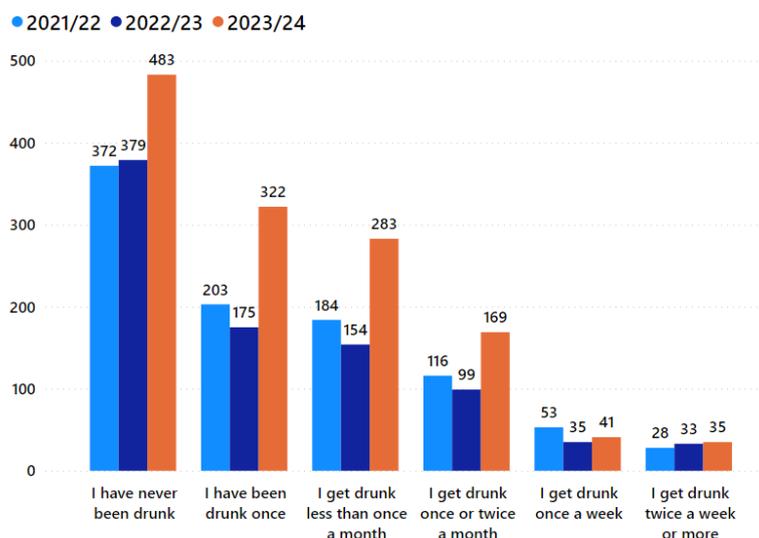
8%, 771 (6.7%, 473, 8% 477) of learners reported that they have tried smoking cigarettes or e-cigarettes going back to the percentage from March 22. **30** (19) young people smoking between 1-20 cigarettes a week and 25 (29) learners smoking more than 20.

The number of young people reporting that they use e-cigarettes or vapes, is **2.4%, 235 (2%, 149)** reporting that they use e-cigarettes or vapes once a week or more. This is a slight increase of vaping, this is reflected in discussions more widely in society regarding how e-cigarettes and vaping is viewed, how they are marketed with young appealing flavours/packaging/names, and lack of clarity re health risks. We will continue to raise awareness across school communities and continue to work with partners to ensure this is being addressed and schools are supported to manage this.

Alcohol

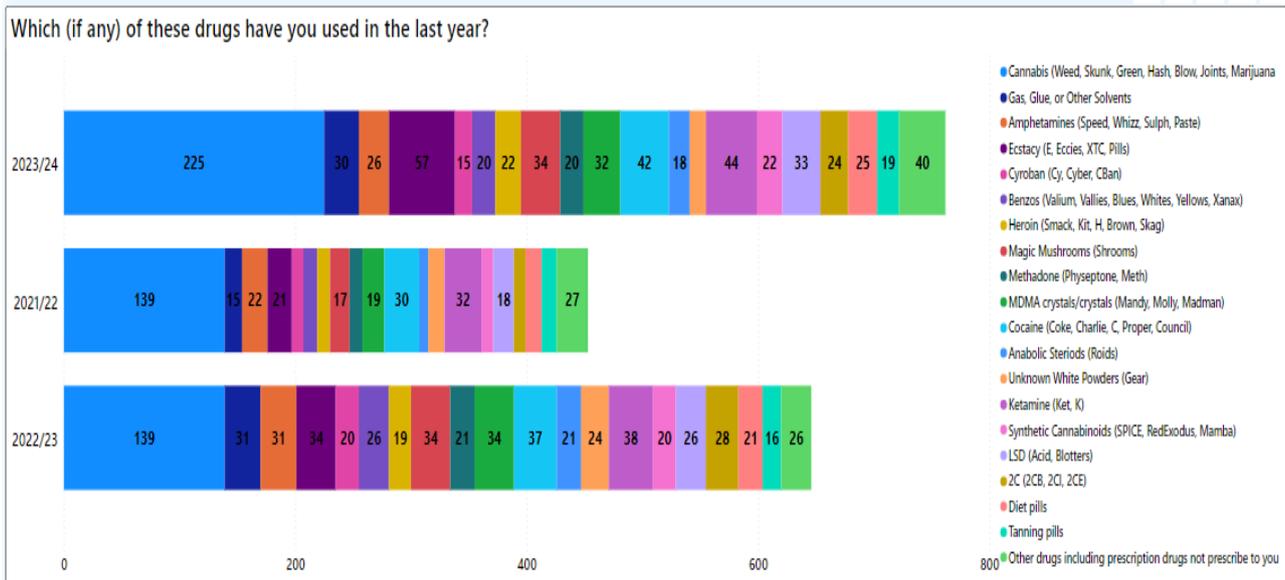
Learners were asked about alcohol consumption, regularity and type of alcoholic drinks consumed. **87%, 8582** (88%, 6137; **84.64%, 5242**) learners stated that they had never had a drink of alcohol. **76** (62, 80) learners shared they get drunk more than once a week with Cider, Spirits and Alcopops highlighted as those most often selected for regular consumption.

How often would you say you get drunk?



Drugs

9641, 97% (6848) stated that they had never done this. **3%, 275** (2%, 145) of our learners reported that they have taken illegal drugs, drugs formerly known as legal highs, solvents or prescription drugs that were not prescribed for them. **43** (21) of our learners also stated that they use drugs daily with the largest number of responses linked to cannabis, followed by Ecstasy, Ketamine, Prescription Medicines and Cocaine. There is a jump in Ecstasy use this year, which will be tracked, and discussed with community partners.



Summary:

- Improvements have been observed including a higher number of returns, an increase of over 30% from March 2022.
- Areas of improvement have been observed in more learners reporting they:
 - Feel *safer* across all aspects of their life
 - Feel more *included* across all aspects of their life
 - Have increased overall *good health*
 - Have increased positive feelings about *body image*
 - Feel *listened to* by those in their life
 - *Slept* more than 5 hours a night
- Areas requiring further consideration and continued support, including engaging with community partners, more learners reporting they:
 - Spend more hours per day using *technology*
 - Have been impacted *by technology* affecting the *choices* that they make, relating to and *impacting their sleep*
 - Are having *later bed times* compared to last year, in both Primary & Secondary settings
 - At a high level (49%) in Secondary are *not eating breakfast* daily
 - Are *trying* cigarettes, e-cigarettes more and *increasing* in use of e-cigarettes/vaping
 - Remain consistent in their usage of *alcohol*
 - At a *slightly* higher number have *tried illegal substances*

Summary of Overall Next Steps

Through the LOIP and associated Children’s Services Plan we will link with the Mental Health Collaborative to review any identified trends and consider how to address these.

There will continue to be an increased focus on poverty and how this impacts health and educational outcomes. We are pleased to see improvements in lowering the numbers associated with this but are mindful that the poverty gap is not reducing, even if overall numbers are.

Work continues in regard to the area of physical appearance to build upon the gains observed in this year's data. We will need to consider carefully our support for girls in particular, and those who did not disclose their gender identity, who have shown greater challenges with regards to mental health. We know that community and parenting approaches are needed alongside school level work.

We will continue to promote healthy choices and build confidence in our young people and parents and carers, to support good decisions in areas such as sleep, exams, understanding of teenage development, use of technology and misuse of substances.

We will continue to monitor trends carefully and report on a yearly basis to ensure that we are targeting the right supports in the right areas. Existing supports will continue and be adapted based on feedback on outcomes and areas arising in this report.

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ABERDEEN CITY COUNCIL

| | |
|---------------------------|---|
| COMMITTEE | Education and Children's Services Committee |
| DATE | 30 April 2024 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | ABZ Campus |
| REPORT NUMBER | F&C/24/115 |
| EXECUTIVE DIRECTOR | Eleanor Sheppard |
| CHIEF OFFICER | Shona Milne |
| REPORT AUTHOR | Mark Jones |
| TERMS OF REFERENCE | 1.1.2 |

1. PURPOSE OF REPORT

- 1.1 This report updates Committee on some of the key areas of progress made in implementing Phase 1 of ABZ Campus in Session 2023-24 (including the provision of Pathways Advocates), plans in place for Phase 2 in Session 2024-25 and future plans for Phase 3 in 2025-26.

2. RECOMMENDATIONS

That the Committee :-

- 2.1 note the progress made in delivering Phase 1 of *ABZ Campus* and advanced plans for Phases 2 and 3 which aim to further broaden the curriculum offer for young people in the Senior Phase in Aberdeen City Council schools;
- 2.2 instruct the Interim Chief Officer – Education and Lifelong Learning to support the roll out of Phase 2 and 3 of *ABZ Campus*; and
- 2.3 instruct the Interim Chief Officer - Education and Lifelong Learning to report back on progress including a full review of the impact of Pathways Advocates within one calendar year.

3.1 CURRENT SITUATION

- 3.1.1 *ABZ Campus* is a collective effort from the eleven secondary schools, partner organisations and central officers to respond to the need to continue the ongoing work to broaden the curriculum offer available in the senior phase, to seek out and align growth-sector relevant courses, and ultimately to raise attainment for young people in Aberdeen City schools.
- 3.1.2 Planning and collaboration with key partners took place during academic session 2022-23 with a view to launching Phase 1 of *ABZ Campus* in Session 2023-24.

3.1.3 The key features of work in preparation for the launch of Phase 1 of *ABZ Campus* were to:-

- a. agree column alignment across all eleven secondary schools and thereby a vehicle for offering courses that would be accessible to all young people irrespective of the school they attend.
- b. align existing courses to growth sector industries, and identify gaps in provision to target in future phases of *ABZ Campus*.
- c. increase the breadth of courses through *ABZ Campus* and provide impetus and support to the individual work of broadening the curriculum by the eleven secondary schools in Aberdeen City.
- d. respond to the voice of young people to create a streamlined application portal and more accessible, consistent course information to allow them to make informed course choices.
- e. create an employability pathway pilot to explore how young people can experience a blend of certificated experience in school, a work placement internship and then a guaranteed job interview.
- f. respond to the need to provide bespoke support to our care experienced and most vulnerable young people.

3.2 PREPARATORY ACTIVITY FOR *ABZ CAMPUS*

3.2.1 Work to align columns across the eleven secondary schools took place in advance of Phase 1 to allow all young people, irrespective of their 'home' school, to have access to all that *ABZ Campus* has to offer. Figure 1 shows the resulting column structure that was put in place for Phase 1 and all future phases of *ABZ Campus*.

| DAY | MORNING (BEFORE BREAK) | MIDDLE OF DAY | AFTERNOON (AFTER LUNCH) |
|-----------|------------------------|--------------------|-------------------------|
| Monday | Column C | | Column A |
| Tuesday | Column D | Column E (Virtual) | Column B |
| Wednesday | Column C | | Column A |
| Thursday | Column D | Column E (Virtual) | Column B |
| Friday | | | |

Figure 1

3.2.2 Each course was analysed and aligned to one of the growth sectors identified for the North East of Scotland. An example of how this has been represented for each course can be found in Figure 2 below.

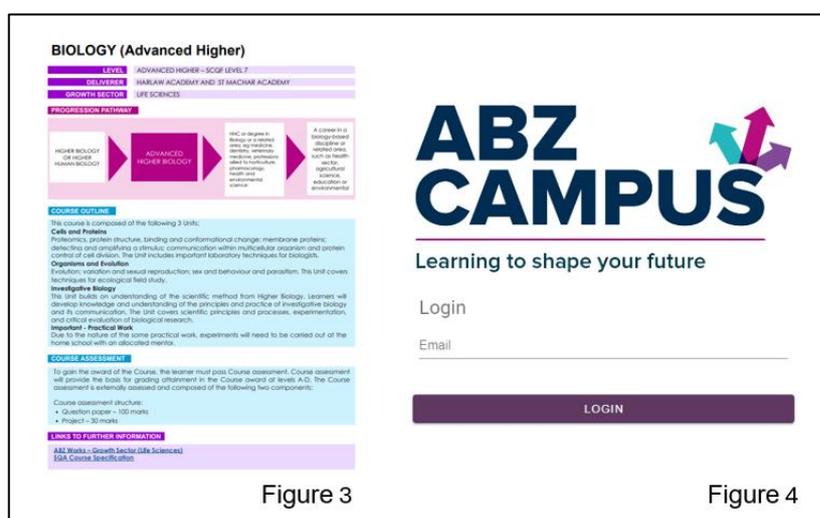
| BIOLOGY (Advanced Higher) | |
|----------------------------------|--------------------------------------|
| LEVEL | ADVANCED HIGHER – SCQF LEVEL 7 |
| DELIVERER | HARLAW ACADEMY AND ST MACHAR ACADEMY |
| GROWTH SECTOR | LIFE SCIENCES |

Figure 2

3.2.3 Thirty courses were listed in the course guide as part of Phase 1 of *ABZ Campus*. In addition to nine of our eleven secondary schools delivering *ABZ Campus* courses, there was significant partnership participation by *North-East Scotland College, Aberlour Futures, Bon Accord Care, CityMoves* and our local

authority partners *Aberdeenshire Council* who provided a Foundation Apprenticeship course.

3.2.4 The voices of young people played a significant role in beginning to shape *ABZ Campus*. Three particular comments were made by young people as part of focus groups hosted by partners *Skills Development Scotland*. The first piece of feedback suggested the need to have simple and consistent information about courses on offer. The second piece of feedback was the need to ensure that there was one straightforward way to apply for courses. Finally, young people wanted to have confidence in both travel and a positive welcome when they travelled to partners or other schools for courses. Figure 3 shows an excerpt from the *ABZ Campus* Course Guide with simple information replicated for each course, and Figure 4 shows the online application portal login screen where young people can apply for *ABZ Campus* courses. Further, a series of open-day opportunities were held in advance of courses starting to allow young people to ‘try out’ travel and to meet teachers/lecturers on location.



3.2.5 An Employability Pathway pilot was created for Phase 1 of *ABZ Campus*. The pilot was designed in partnership with various services within Aberdeen City Council. A group of young people from a few city schools are given a blended experience with input from People & Citizen Services (PCS) on employability skills, support and certificated input from school staff, and then internship experience within chosen services across Aberdeen City Council. Young people who complete the course have a guaranteed job interview with their service at the end.

3.2.6 As part of the duty and desire to ensure that all young people in Aberdeen City Council achieve their potential, a new post of *Pathways Advocate* was created and this one day per week role was funded for each of the eleven secondary schools through Scottish Attainment Challenge funding. This role had the purpose of supporting care experienced and vulnerable young people with a particular focus on their choices, careers and ultimately positive destinations.

3.3 PHASE 1 – EVIDENCE OF IMPACT

3.3.1 Full evidence of the impact of *ABZ Campus* on attainment will start to become clear when examination results are published in August 2024, and then further with the release of INSIGHT attainment data in September 2024. The INSIGHT

release contains not only the SQA results, but also the wider certificated success of young people in National Progression Awards, Skills for Work qualifications and Foundation Apprenticeships. Although it is believed that the collective work of *ABZ Campus* will contribute towards improvement, this both contributes to existing improvements within individual schools and also is likely to unfold over a number of phases of implementation.

- 3.3.2 During the application process, approximately 900 applications were made to *ABZ Campus* courses, with selection taking place into the 31 courses available in Phase 1 thereafter. 392 places were taken by 372 young people from Aberdeen City secondary schools, this equates to approximately 36 places per school. For graded courses (e.g. Higher and Advanced Higher), those young people on *ABZ Campus* courses were, on average, sitting at between a C and a B during the February 2024 tracking period. This evidences that there is no notable difference in performance progress for those who are engaging in courses through *ABZ Campus* compared to those engaging with courses in their own school. For ungraded courses (e.g. a National Progression Award or Foundation Apprenticeship where the result is either a 'pass' or 'fail'), 80% of participants were 'on track'. Again, this suggests that progress is in keeping with peers undertaking courses in their own school.
- 3.3.3 The employability pilot currently contains 13 young people who are engaging with various services within Aberdeen City Council, including Roads, PCS and City Development and Regeneration. Although small in number, these young people are gaining valuable experiences both within school and workplace settings and, where they complete the course, will have a guaranteed job interview to look towards. Officers will track these 13 young people to judge the long term success of this initiative.
- 3.3.4 The Pathways Advocates are currently involved with 248 vulnerable young people. Of these young people, 202 are care experienced. The number of young people supported in each of the 11 schools has differed according to identified need with the number supported ranging from 9 to 57 per school. As the Pathways Advocate role is currently 0.2FTE for all schools, prioritisation has been required for those schools with greatest need, there may require to be consideration of an allocation that is proportionate to need as we move forwards. Of the current total of 248 young people, 58 are benefiting from intensive or regular support, with Don locality (total of 114 supported with 23 intensive or regular) having the greatest number followed by Dee locality (total of 74 supported with 22 intensive or regular). Through the termly quality assurance visits, discussions about young people have resulted in bespoke and tailored interventions including support for families and advice on the appropriateness of current plans. Attendance, positive relationships and progress in school are tracked for each young person, with these fluctuating across the session for differing reasons and often signalling a need for intervention. Of the 27 young people who have been closed to the Pathways Advocate, 25 have moved into a positive destination with the other 2 who have been identified as moving into a negative destination, having identified supports beyond school through Skills Development Scotland. Given the role is limited (0.2 FTE), there have been staffing changes for a number of the schools and, understandably, the impact has been best where there has been consistency of staffing, there is learning here for consideration as part of a fuller evaluation.

One of the principle ways to measure the impact of Pathways Advocates would be to see improvements in positive destinations figures which are published in February each year as part of INSIGHT (the national attainment dashboard that provides schools with information about progress it is making). Although it would be too early to be definitive that Pathways Advocates have made all of the difference, there has been a 17.65% improvement in the figure for positive destinations for care experienced young people between 2022 and 2023. This can be seen in Figure 5 below. Given the relational aspect of supporting our most vulnerable young people, it is proposed that a full review of the Pathways Advocate role is provided for committee in 2025 to help inform how this provision dovetails with our emerging model of Family Support.

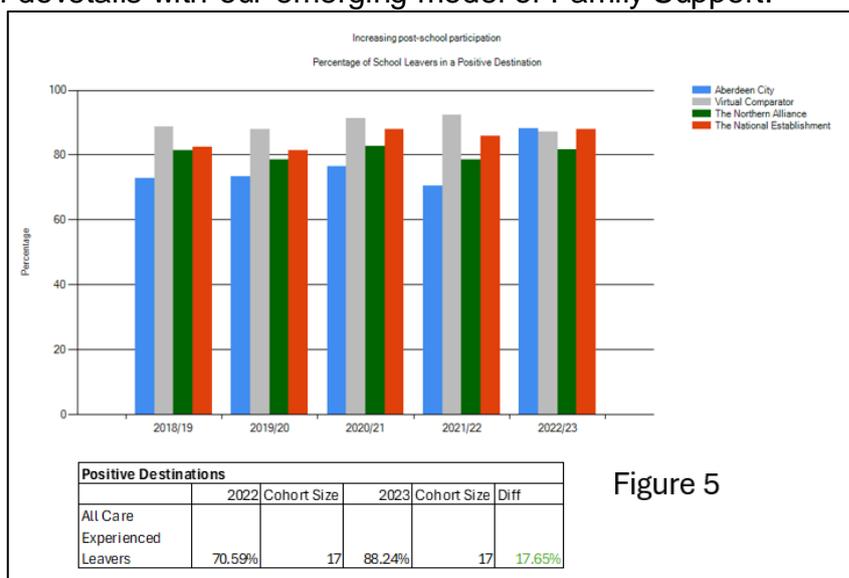
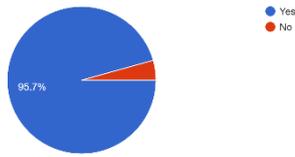


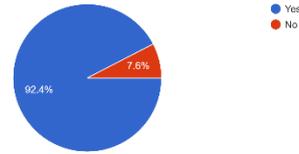
Figure 5

3.3.5 At the mid-point of Phase 1 of *ABZ Campus*, a survey of young people participating in courses was taken, and 97 responses were received. An early question was asked about the accessibility of the course information, and pleasingly almost all respondents reported that they found course information clear and easy to understand and almost all young people said the application process was straightforward. In relation to questions around welcome and value for courses, most young people were positive about their welcome and induction, and almost all felt immediately valued as part of the class. Most young people felt they received regular feedback on their progress and most rated the quality of the learning and teaching as good. In addition to the survey, a series of focus groups underlined the overall positive experiences being felt by young people in *ABZ Campus* courses with face-to-face conversations with the young people offering the opportunity to have a two-way dialogue which confirmed the responses from the young people's written responses. A summary of some of the graphics relating to the voice of the young person in this survey is shown in figure 5. Clearly the desire of all connected with *ABZ Campus* is that our 'almost all' and 'most' returns are as close to 'all' as is possible, and we will continue to work with partners and schools to make the experience as positive as it can be.

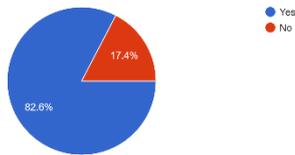
Question 2 Course Choice information was available on the ABZ Campus website and in the Course Choice booklet. How did you find the course...nformation - was it clear and easy to understand?
92 responses



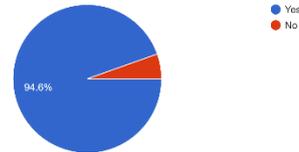
Question 3 How did you find the application process – was it straightforward?
92 responses



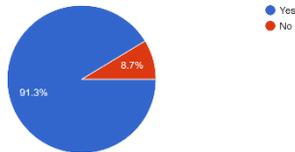
Question 4 On arrival to a new school or other provider, were you welcomed into the building and given an induction?
92 responses



Question 5 Did you feel like a valued member of the class – were you treated equally?
92 responses



Question 6 Did you get regular feedback on progress in their learning – in class learning conversations, reports?
92 responses



Question 7 How did you find the quality of the learning and teaching?
92 responses

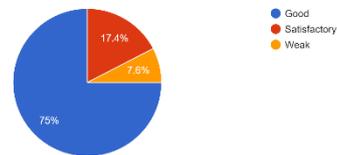


Figure 6

3.4 PHASE 2 ACTIVITY

3.4.1 As soon as Phase 1 of *ABZ Campus* coursing began in 2023, planning for Phase 2 commenced. This was greatly aided by allocating additional internal resource (four days per week) to act as *ABZ Campus* Curriculum Manager to take over the leadership of some key operational and strategic areas. Principle areas of focus for Phase 2 were:-

- Consolidation and expansion of the range of *ABZ Campus* courses available.
- Exploring how *ABZ Campus* could offer alternative ways for young people to achieve courses of study through 'any-time' and 'twilight' delivery.
- Using *ABZ Campus* to find new ways to partner with Aberdeenshire Council to grow opportunities for young people.
- To expand upon the employability pathway by creating a small pilot for young people with more complex ASN needs.
- In partnership with the City Development and Regeneration Employability Team, launch the ABZ Pipeline Project which aims to map and create broad pathways into renewables careers.

3.4.2 Over the course of this session (2023-24), the *ABZ Campus* Curriculum Manager worked closely with schools and partners including North-East Scotland College to create an offer of a total of 54 courses, a significant increase on Phase 1. Figure 7 shows the Phase 2 course offer currently available to young people in Aberdeen City schools in addition to those courses already available as part of their school choice.

3.4.3 The agreement to align curricular columns across Aberdeen City allows young people to enrol for courses being offered within another secondary school where spaces are available at the conclusion of the host school's course choice process. This process, known as 'clearing', offers additional opportunities to study a course which may unavailable either within the home school or through the *ABZ Campus* offer and makes the best use of resources.

| ABZ CAMPUS SUBJECTS BY COLUMN | | | |
|---|--|--|---|
| Column A (Monday/Wednesday afternoons) | Column B (Tuesday/Thursday afternoons) | Column C (Monday/Wednesday mornings) | Column D (Tuesday/Thursday mornings) |
| <p>SCQF Level 7: Advanced Higher Biology (Harlaw & St Machar) Advanced Higher English (Aberdeen Grammar) Advanced Higher Modern Studies (Harlaw) Advanced Higher Physics (St Machar)</p> <p>SCQF Level 6: Higher Computing Science (Harlaw) Higher Dance (City Moves) Higher Health and Food Technology (Aberdeen Grammar) FA Business Skills (NESCol City) FA Creative & Digital Media (NESCol City) FA Scientific Technologies – 1 Year (NESCol City) FA Scientific Technologies – 2 Year (NESCol City) FA Social Services: Children and Young People (Aberdeen Grammar) FA Social Services and Healthcare (St Machar & NESCol City) Higher Mandarin (Oldmachar)</p> <p>SCQF Level 5 or below: National 5 Dance (City Moves) National 5 Mandarin (Oldmachar) National 3/4/5 Gaelic (Learners) FA Construction Level 4 (NESCol Altens) FA Construction Level 4 (St Machar) FA Hospitality Level 4 (NESCol City)</p> | <p>SCQF Level 7: Advanced Higher Chemistry (St Machar) Advanced Higher Drama (Aberdeen Grammar) Advanced Higher Geography (Harlaw) Advanced Higher History (Aberdeen Grammar) Advanced Higher Physical Education (Oldmachar Academy) Advanced Higher Physics (Harlaw) Advanced Higher Spanish (Hazlehead)</p> <p>SCQF Level 6: Higher Administration (St Machar) Higher ESOL (Harlaw) FA Social Services (Children & Young People) (Lochside/NESCol) FA Social Services and Healthcare (Bucksburn) FA Accountancy (NESCol) FA Engineering Systems – 2 Year (NESCol Altens) NPA Scientific Technologies (Oldmachar)</p> <p>SCQF Level 5 or below: National 4/5 ESOL (Harlaw) FA Hospitality Level 5 (NESCol) FA Construction Level 4 (NESCol Altens)</p> | <p>SCQF Level 7: Advanced Higher Business Management (Aberdeen Grammar) Advanced Higher Engineering Science (Aberdeen Grammar) Advanced Higher French (Aberdeen Grammar)</p> <p>SCQF Level 6: Higher Dance (Oldmachar Academy) FA Social Services: Children and Young People (Bridge of Don) FA Social Services and Healthcare (Aberdeen Grammar)</p> <p>SCQF Level 4/5: Gàidhlig (Fuent) (Hazlehead)</p> | <p>SCQF Level 7: Advanced Higher Chemistry (Oldmachar)</p> <p>SCQF Level 6: Higher Accounting (AGS) FA Social Services: Children and Young People (St Machar) FA Social Services and Healthcare (Oldmachar)</p> |
| Column E (Tuesday/Thursday middle of the day) | | | |
| SCQF Level 7: Advanced Higher Computing Science (Virtual) (Bridge of Don) | | | |
| Column A AND Column C (all day Monday & Wednesday AND Friday mornings) | | | |
| SCQF Level 7: HNC Business (NESCOL) HNC Mechanical Engineering (NESCOL Altens) Computing and IT for Business (HNC Technologies in Business) (NESCOL) | | | |
| Thursday All Day | | | |
| SCQF Level 5: FA Construction Level 5 (St Machar Academy) | | | |

Figure 7

3.4.4 An emerging need had been identified by schools over recent years with young people increasingly looking for a flexible approach to the curriculum to respond to their changing needs. There are a small but growing number of young people who are looking to remain enrolled at school but have a caring responsibility at home, or a part time job which mean they are looking to complete courses available more flexibly as part of the school week. Responding to this, a working group of partners and both Aberdeen City and Aberdeenshire Council staff created a separate *ABZ Campus* course guide for those courses which could be accessed on a twilight or anytime basis. Although these are *ABZ Campus* courses, access is being opened up to Aberdeenshire Council young people also. Figure 8 shows the 14 anytime/twilight courses on offer and Figure 9 is a graphic showing the range of partners now supporting *ABZ Campus* – a real team effort!

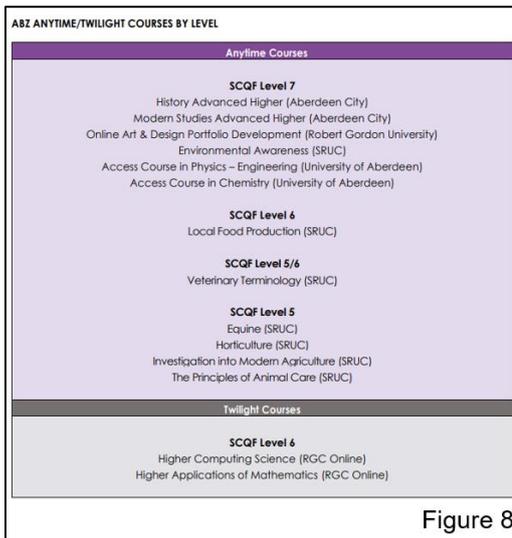


Figure 8



Figure 9

- 3.4.5 In addition to the emerging partnership between the two local authorities, there is a pilot piece of work being undertaken to explore how Lochside Academy (Aberdeen City) and Portlethen Academy (Aberdeenshire) can find ways to work together on curriculum. This work is in the early stages but showing signs of promise.
- 3.4.6 During the course of session 2023-24, an Education Support Officer (ESO) has been collaborating with Orchard Brae School, Bucksburn Academy Wing and the enhanced provision at Cults Academy to identify young people with Additional Support Needs to be part of the pilot of creating some of the ingredients contained within the employability pilot from Phase 1 of *ABZ Campus* for a certificated and work-related experience. So far six young people have been identified and they are being matched with organisations who will provide them with placements during the course of the year. Due to the variety of additional support needs, certification and placements will need to be bespoke and tailored to what is best for that particular young person. These young people will be carefully tracked to help determine the impact of this approach.
- 3.4.7 Many employer-led school experiences are one-off activities with limited follow-up or measurable impact on learners. In partnership with the City Development and Regeneration Employability Team, Education is launching *ABZ Pipeline*, which aims to map and create broad pathways into the renewables sector. The *ABZ Pipeline* project will create a programme of curriculum linked opportunities with employers to establish a targeted pipeline of activities across the secondary school phase. *ABZ Pipeline* will initially focus on energy, before expanding to encompass other growth and large-employing sectors, including health and social care, hospitality, life sciences, technology and digital, creative industries and culture, food and drink, tourism and hospitality, education, and entrepreneurship.

3.5 PHASE 2 EMERGING EVIDENCE

- 3.5.1 The portal for *ABZ Campus* applications for Phase 2 courses opened at the beginning of February with a closing date of 29th March 2024. At the time of

writing, the picture for Aberdeen City applications is already healthy and a summary can be seen below in Figure 10.

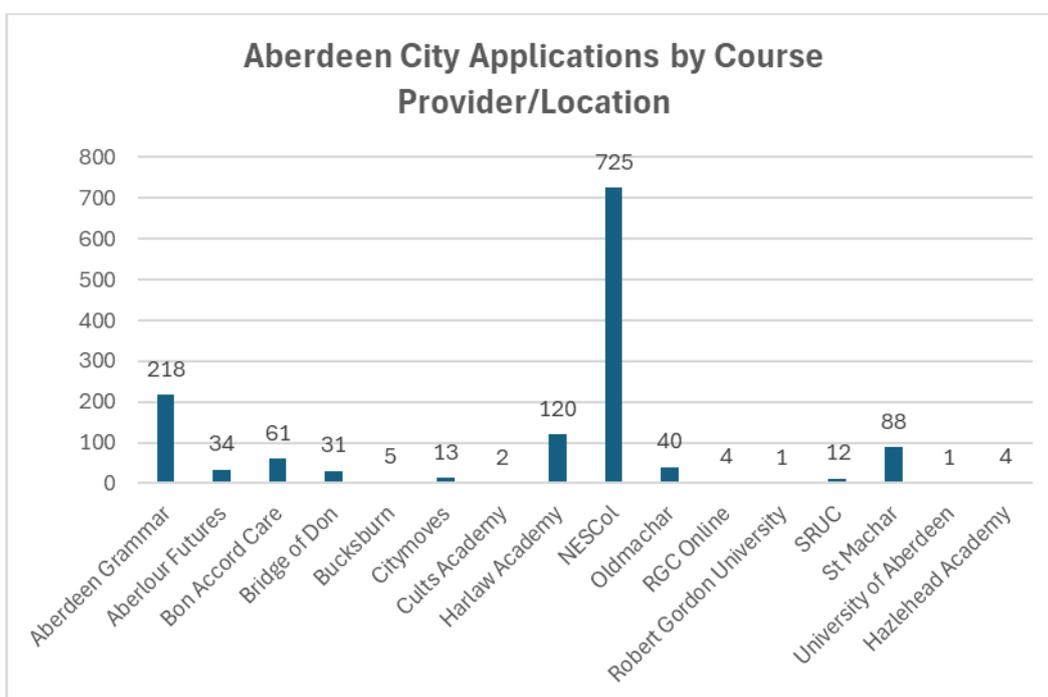


Figure 10

3.5.2 A further summary detailing the spread of current applications through the portal, at the time of writing, for each school can be found in Figure 11. It is worth noting that each school has a different choice process timeline, with some choice processes closing later than others which is impacting on the number of applications made by some young people at this point.

| Young Person's School | Applications |
|-----------------------|--------------|
| Aberdeen Grammar | 187 |
| Bridge of Don | 134 |
| Bucksburn | 77 |
| Cults Academy | 56 |
| Dyce Academy | 62 |
| Harlaw Academy | 69 |
| Hazlehead Academy | 74 |
| Lochside | 155 |
| Northfield | 149 |
| Oldmachar | 205 |
| St Machar | 220 |

Figure 11

3.5.3 With our increased focus on partnership working with Aberdeenshire Council, particularly for the anytime/twilight courses, the current application picture from Aberdeenshire young people is modest, yet encouraging, and can be found in

Figure 12. The Aberdeen City anytime/twilight application picture is provided alongside Aberdeenshire numbers.

| Course | Aberdeen City | Aberdeenshire | Total |
|---|---------------|---------------|-------|
| Computing Science Higher (RGC Online) | 2 | 2 | 4 |
| Equine (SRUC) | 1 | 4 | 5 |
| History Advanced Higher (Aberdeen City) | 2 | 2 | 4 |
| Horticulture (SRUC) | 0 | 1 | 1 |
| Online Art & Design Portfolio Development (RGU) | 1 | 5 | 6 |
| Principles of Animal Care (SRUC) | 5 | 3 | 8 |
| Access Course In Chemistry (University of Aberdeen) | 0 | 1 | 1 |
| Access Course In Law (University of Aberdeen) | 1 | 0 | 1 |
| Higher Computing Science (RGC Online) | 2 | 1 | 3 |
| Applications of Mathematics Higher (RGC Online) | 2 | 1 | 3 |
| Veterinary Terminology (SRUC) | 6 | 3 | 9 |
| Modern Studies Advanced Higher (Aberdeen City) | 7 | 1 | 8 |

Figure 12

3.6 PHASE 3 – FUTURE PLANS

- 3.6.1 Given the positive experiences of young people, and the emerging evidence that *ABZ Campus* is beginning to play an important part in broadening curriculum offer and supporting improvements in attainment, early thought has already been given to how Phase 3 in 2025-26 can provide further impetus to this work. It is important to note that discussions around Phase 3 are in the early stages and an important next step will be to build in time with the Secondary Head Teachers agreeing the details of what follows.
- 3.6.2 The changing nature of the Senior Phase curriculum will inevitably require changes to the way that work placements and internships are offered and structured. Phase 3 discussions are likely to include working closely with the ABZ Works and Developing the Young Workforce (DYW) teams to ensure that we engage with and attract industry to support such placements and also meet the needs of our young people.
- 3.6.3 To date, our Employability programmes have centred around using Aberdeen City Council services to deliver experiences for young people. In Phase 3, we will seek to identify an external partner to support this approach.
- 3.6.4 In Phase 3 we will continue to work closely with colleagues to develop *ABZ Pipeline* to map and create pathways into the renewables sector. It is anticipated that the work within the pilot school(s) will be well established and ready for expansion.
- 3.6.5 As would be expected, the desire is to continue with sustainable expansion of the range of courses available both through *ABZ Campus* daytime and anytime programmes. This will include efforts to further develop close working relationships with Aberdeenshire Council.

3.6.6 There has been early planning and discussion across *ABZ Campus* partners around quality assurance. It is planned that by Phase 3 these discussions will have coalesced into a strategic plan both for a shared quality improvement framework and approach to tracking and monitoring.

3.6.7 Finally, future phases of *ABZ Campus* will require to respond to the changing national landscape following responses to the *Withers* (James Withers - *Independent Review of the Skills Delivery Landscape*) and *Hayward* (Louise Hayward – *Independent Review of Qualifications and Assessment*) reviews. *ABZ Campus* is well-placed to do so, given that the concept of an aligned column structure and broad set of delivery partners can be re-focused in areas that provide best-fit to meet the needs of young people.

4. FINANCIAL IMPLICATIONS

4.1 *ABZ Campus* relies upon funding contributions from each of the Aberdeen City schools, for investment in the senior phase by partners and a significant allocation of central resources to oversee and manage the Phases. In order to continue to increase broader opportunities for young people through *ABZ Campus*, there may be a need for an increase in contributions from our secondary schools. There is also a risk that financial constraints limit the contribution being made by partners.

5. LEGAL IMPLICATIONS

5.1 There are no direct legal implications arising from this report

6. ENVIRONMENTAL IMPLICATIONS

6.1 There are no direct environmental implications from this report.

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? |
|-----------------------|--|--|---|---|
| Strategic Risk | Risk of not focussing our offer on growth and volume sectors to support growth in the local economy. | Planning courses which are designed to support young people to access growth and volume sectors. | L | Yes |

| | | | | |
|------------------------------|--|--|---|------------|
| Compliance | As work to incorporate the UNCRC progresses, there is a risk of not being guided by young people to ensure they can claim all of their rights. | Continuing to regularly canvass young people through survey and focus group will provide confidence that their voice is heard clearly in future iterations of <i>ABZ Campus</i> . | L | Yes |
| Operational | Risk of low uptake resulting in no improvement in attainment | Mechanisms in place to monitor update and progress to ensure that we remain agile and responsive. | L | Yes |
| Financial | Risk that ABZ Campus is not prioritised by partners and secondary schools. | Ensuring that Phases are aligned to the needs of secondary schools helps mitigate this risk. Regular discussions with partners will help provide early warning of any changes in their investment. | M | Yes |
| Reputational | Risk of young people not completing courses | Mechanisms in place to monitor update and progress to ensure that we remain agile and responsive. | L | Yes |
| Environment / Climate | Risk that the curriculum does not prepare young people to face the challenges ahead. | Continued focus on volume and growth sectors with plans for Phase 3 to continue the focus on Green Technology and Employability Projects | L | Yes |

7. OUTCOMES

| <u>COUNCIL DELIVERY PLAN</u> | |
|--|--|
| Aberdeen City Local Outcome Improvement Plan | |
| Prosperous People Stretch Outcomes | The delivery of ABZ Campus is aligned with Stetch outcome 7 of the Children's Services Plan and Local Outcome Improvement Plan. |
| UK and Scottish Legislative and Policy Programmes | <p>The Education (Scotland) Act 1980</p> <ul style="list-style-type: none"> Duty to provide adequate and efficient education for our area. <p>The Education (Additional Support for Learning) (Scotland) Act 2004</p> <ul style="list-style-type: none"> Duties regarding meeting the needs of children and young people with additional support needs. <p>The Standards in Scotland's Schools Etc. Act 2000</p> <ul style="list-style-type: none"> Raising standards Requirement that education be provided in mainstream schools <p>The National Improvement Framework</p> <ul style="list-style-type: none"> Education Authorities are under a duty to endeavour to secure improvement in the quality of education of school education which is provided in the schools managed by them and to carry out the duty with a view to achieving the strategic priorities set out in the National Improvement Framework. |

8. IMPACT ASSESSMENTS

| Assessment | Outcome |
|--|---|
| Impact Assessment | New Integrated Impact Assessment has been completed |
| Data Protection Impact Assessment | Not required |

9. BACKGROUND PAPERS

None

10. APPENDICES

None

11. REPORT AUTHOR CONTACT DETAILS

| | |
|----------------------|-----------------------------|
| Name | Mark Jones |
| Title | Quality Improvement Manager |
| Email Address | MaJones@aberdeencity.gov.uk |
| Tel | |

ABERDEEN CITY COUNCIL

| | |
|---------------------------|---|
| COMMITTEE | Education and Children's Services Committee |
| DATE | 30 April 2024 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | 2023-24 Education Climate Change Report |
| REPORT NUMBER | F&C/24/118 |
| EXECUTIVE DIRECTOR | Eleanor Sheppard |
| CHIEF OFFICER | Shona Milne |
| REPORT AUTHOR | Stuart Craig |
| TERMS OF REFERENCE | 1.1.2 |

1. PURPOSE OF REPORT

- 1.1 This report aims to update the Education and Children's Services Committee on some of the key events that have taken place within our schools to educate children and young people about Climate Change, Biodiversity and the drive towards Net Zero during school session 2023-24. The report also outlines the work from the Youth Climate Change Group over the school session.

2. RECOMMENDATIONS

That the Committee :-

- 2.1 note the summary of events that took place in schools to educate children and young people about Climate Change, Biodiversity and the drive towards Net Zero in session 2023-24;
- 2.2 note the work of the Youth Climate Change Group; and
- 2.3 instruct the Interim Chief Officer - Education and Lifelong Learning to report back on progress through Service Update within one calendar year.

3. CURRENT SITUATION

- 3.1 Schools have continued to engage positively to improve student knowledge of Biodiversity, Climate Change and the drive towards Net Zero.
- 3.2 Schools deliver biodiversity and climate change activities by integrating them into the Curriculum for Excellence (CfE) through the Experiences and Outcomes framework. Biodiversity and climate change activities are addressed within the CfE through: Interdisciplinary Learning (IDL), Science, Social Studies, Outdoor Learning, cross-curricular themes, and citizenship and sustainable development
- 3.3 Biodiversity and climate change are often integrated into IDL projects, where students explore connections between different subjects such as science,

geography, and social studies. For example, students might study the impact of climate change on ecosystems, human societies, and biodiversity loss.

- 3.4 In the sciences curriculum, students explore topics related to biodiversity and climate change, such as ecosystems, environmental science, and Earth's systems. They learn about the causes and effects of climate change, the importance of biodiversity for ecosystem health, and human impacts on the environment.
- 3.5 Within social studies, students investigate the social, economic, and political dimensions of climate change and biodiversity conservation. They explore issues such as environmental justice, sustainable development, and global citizenship, considering how individuals and societies can address these challenges.
- 3.6 Schools in Aberdeen often emphasize outdoor learning experiences to connect students with nature and promote environmental stewardship. Outdoor activities such as field trips, nature walks, and habitat surveys provide opportunities for students to observe biodiversity, learn about local ecosystems, and understand the impacts of climate change firsthand.
- 3.7 Through citizenship education and sustainable development goals, students explore their roles as active citizens in addressing environmental challenges. They learn about sustainable practices, environmental conservation, and the importance of collective action to mitigate climate change and protect biodiversity.
- 3.8 Increasingly, schools are partnering with Keep Scotland Beautiful (KSB), Aberdeen for a Fairer World (AFW), North East Scotland Climate Action Network (NESCAN), and the Energy Transition Zone (ETZ), as well as several other partners, to support their work on Biodiversity, Climate Change and Net Zero.
- 3.9 All schools utilise pupil groups to involve students in environmental awareness, sustainability practices, and community engagement. These groups have a key role in developing environmental responsibility among students and encouraging active involvement in tackling climate change and biodiversity protection at the school level. Participation provides students with the opportunity to learn more about environmental issues, grow leadership skills, carry out practical solutions and become responsible global citizens.

KEY 2023 CLIMATE CHANGE HIGHLIGHTS FROM SCHOOLS

- 3.10 Fourteen schools in Aberdeen have now been recognised as Eco Schools by Keep Scotland Beautiful (KSB). Glashieburn Primary School continues to work on the LEAF (Learning About Forests) programme with staff from KSB. The LEAF programme rests on the belief that children need to experience nature both for themselves and for society. There is a recognition that with more than half the world's population living in urban areas, the need to connect with nature is even more important.
- 3.11 Aberdeen for a Fairer World (AFW) has worked with many schools across the city. Some highlights of their activities this session include the delivery and

further refinement of Place Based Plans with Woodside Primary School, St Machar Academy and Lochside Academy. [This link](#) takes you to a 4-minute video which outlines this work. All three schools have developed large posters with Map and Project Plans. Approximately 60 participating pupils have honed their skills, with an additional 200 students having their voices heard and acted upon.

- 3.12 AFW have been working with the Barn at Banchory to screen a Climate related film in the lead up to Climate Week Northeast in March 2024. S1-S3 pupils from Cults Academy, Harlaw Academy and St Machar Academy attended this event on 29th February. The workshop inspired the young people to take their learning back to their schools.
- 3.13 AFW are running monthly on-line sessions for teachers to support and promote the development of school grounds/gardens. Just under sixty teachers attended the January 2024 session on composting, and over forty staff attended the February 2024 session on Germination. We look forward to seeing how this training impacts on the work of the schools.
- 3.14 A number of further professional learning opportunities have been delivered by Aberdeen for a Fairer World. These sessions have covered a range of topics ranging from Climate Action, Sustainable Development Goals (SDGs), Childrens Rights, Fair Trade, and Fashion. In each session there have been discussions about the intersectionality of ideas and connections between the topic and the Sustainable Development Goals, Children's Rights and social/environmental justice. For example, a session on fast fashion inevitably brings in a lot of discussion about sustainability, circular economy, recycling etc. Evaluations of each session have produced a positive average rating of 4.75 out of a possible 5.0 from attendees.
- 3.15 In addition to the above, AFW also led a session on Learning for Sustainability for all the Newly Qualified Teachers (NQTs) in Aberdeen at the start of the academic session. This is particularly important as we work to implement Scottish Governments [Target 2030: A Call to Action](#).
- 3.16 Some further highlights of activity taken forward at school level include:

Film Screening and Workshop: Held at St Machar Academy, Harlaw Academy, and Cults Academy, this event aimed to empower attendees to plan further climate-related work within their schools, with skills development being tracked.

Climate Week Northeast and GREC: Scheduled for March, these events will provide valuable insights and initial evaluations, contributing to ongoing efforts in climate action.

Hazlehead Primary: Informally, positive meetings with James Hutton indicate potential beneficial links with the school.

Woodside Primary: Woodside Primary School have worked on areas of equality and an understanding of global issues around biodiversity.

St Machar Academy: Environmental plans led to the gardening group securing Just Transition funding, revitalizing their momentum and ideas.

Ashley Road Primary: Focused work on global issues placing the school in a position to gain re-accreditation of their Gold Rights Respecting Schools Award. There has also been a focus on upgrading the school garden and playground area including planting to support diversity.

Broomhill Primary: Noteworthy work on Sustainable Development Goals (SDGs) through creative writing and research by a P1 class. [The work the school completed exploring and celebrating Duthie park can also be found on BBC Scotland's website.](#)

Harlaw Academy: The eco group's collaboration with community partners has resulted in planting initiatives, demonstrating growth in skills and numbers.

Oldmachar Academy: Partnership involvement and support in Excelerate workshops and resources development showcase the school's dedication to fair trade and SDGs integration into their curriculum.

St. Peters RC Primary School: The Eco group are working towards their ECO flag. The work towards this recognition will include more recycling, reducing waste, developing garden spaces, looking at the recycling of clothes.

Milltimber Primary School: The school's Green Team have been focusing on cutting down traffic at pick up and drop off times with several initiatives including the WOW travel tracker, safe travel assemblies, and monitoring of traffic at these times.

Kingswells Primary School: The Kingswells group are focusing on recycling.

Seaton Primary School: The group are supporting the creation of a Travel Plan for the school that will encourage active travel and reduce the reliance on motor transportation.

Kaimhill School: There has been a focus on improving the school garden this year.

Holy Family RC Primary School: Working towards their ECO Flag and ensuring that all classes are reducing energy, recycling more, reducing waste and developing their outdoor space.

Forehill Primary School: Tree planting and the continuation of the Willow Dome.

Danestone Primary School: Glass gardens and planting of more plants and trees.

Airyhall Primary School: Work has been taking place on the school allotment. This will include the incorporation of ACC Bee Lines campaign to promote biodiversity and the growing of pollinating flowers.

Riverbank Primary School: Working on reducing their food waste in the school.

Middleton Park Primary School: Focusing on sustainability in the garden area.

Sunnybank Primary School: Increasing recycling and power saving.

Kingsford Primary School: A focus on the Sustrans project Big Walk and Wheel with 83% of activity across the school.

Cornhill Primary School: P3 young people have been learning about biodiversity and have shared their work at several school assemblies.

Manor Park Primary School: Young people have been creating a new school garden and exploring issues around litter within their surrounding area.

Bramble Brae Primary School: There have been presentations from local business partners on the importance of renewable energy.

Cults Academy: The school promoted a bottle cap competition that raised the awareness of single-use plastics and the impact that they have on the environment. A new school garden has been established and resources have been welcomed from Aberdeen for a Fairer World to support this work. Through the donated planters the school group plan to grow their own fruit, vegetables and flowers. This work will link into relevant areas of the curriculum within Science and Social Subjects in particular.

Aberdeen Grammar School: The school have engaged young people within a school gardens project this session.

Fernielea Primary School: The school Eco Group have mainly focused on litter picking within the school grounds and surrounding areas this session.

Culter Primary School: The school environment group have sourced planters and have started to grow plants in areas of the playground. There has also been a whole school curricular focus on global goals, food and the links to biodiversity, climate change and overall Health and Wellbeing.

UPDATE FROM THE YOUTH CLIMATE CHANGE GROUP

- 3.15 In order to ensure the sustainability of our Youth Climate Change Group, applications were invited from all pupils within our Secondary Schools in May 2023 to become Aberdeen's 2nd Youth Climate Change President. These applications were reviewed by our previous Youth Climate Change President, Charlie Turner, and his Vice Presidents; as well as Central Officers. In June 2023 interviews were arranged with a number of pupils. These took place in-

person at their schools. [S5 pupil Saanvi Kumar of Cults Academy was named as the new Youth Climate Change President for Aberdeen in June.](#) Saanvi was appointed alongside four vice-presidents: Finlay Robinson (S4 Dyce Academy), Anna Thompson (S6 Cults Academy), Yujin An (S4 Cults Academy), and Vinuth Wijemanne (S4 Cults Academy) who will support Saanvi in this role for school session 23-24.

- 3.16 Saanvi has chaired monthly meetings with the group where they discuss climate change, biodiversity and Net Zero and the ideas that they wish to action for the coming year. The group's plans for this session include discussing with Primary Schools how the group can support curricular activities that support climate change and improving the environmental knowledge of young people. Arranging and supporting visits from Energy companies and schools to support Just Transition are also part of the group's plans for this session. A google classroom is also going to be created so that other young people from across the city can communicate with the group and quickly gain support. The group have also been supporting the wider work of the council, for example with recent work around how we tackle disposable vapes within our schools and communities.
- 3.17 The group has represented the voice of the young people of Aberdeen at national forums and events. These have included the national Education Scotland Learning for Sustainability group who were keen to hear about the Youth Climate Change Group.
- 3.18 The group are maintaining a clearer structure to their meetings and keeping minutes with clear actions to be undertaken before the next meeting. A Terms of Reference is in the process of being agreed by the group and this will serve as a template for the similar groups that exist within our schools. The group has established relationships with BP, NESCAN (Northeast Climate Action Network), ETZ (Energy Transition Zone), and AFW (Aberdeen for a Fairer World).
- 3.19 The Youth Climate Change group contacted all Primary and Secondary school Headteachers to introduce themselves and gain an insight into the climate change initiatives taking place in schools. They also wanted to offer their support and offered to collaborate with any scheduled activities.
- 3.20 The group has now also made direct links with every school's Eco/Climate Change group to expand the network and offer to support their future plans and initiatives. There was also the opportunity for schools to inform the group about any energy saving initiatives or environmentally conscious practices that they have already implemented. The intention is for this work already taking place in our schools to be promoted more broadly across the city so that other schools and the wider public could learn of the positive eco work that is taking place with our young people. The group are in the process of collating the feedback received and will create a plan to support these schools who have been in contact with them.
- 3.21 The group are currently working alongside Central Officers on the ABZ Pipeline project, which supports the city of Aberdeen building its future energy

workforce. The group will be involved in developing surveys and chairing pupil focus groups so that the voice of the young people of Aberdeen is part of this important project.

FUTURE PLANS

- 3.22 Education, and other council clusters, will continue to support and promote the Youth Climate Change group. This will include supporting the continued collaboration on projects with external organisations.
- 3.23 Given that connections between the Youth Climate Change Group and other external organisations have only been recently established, it is proposed that the current Youth Climate Change President and Vice Presidents stay in their roles for a further twelve-months, to the end of school session 2024-2025. This will allow the group to keep working on these projects and collaborations rather than having a new team every school session.
- 3.24 Many employer-led school experiences are one-off activities with limited follow-up or measurable impact on learners. In partnership with the City Development and Regeneration Cluster, Education is launching ABZ Pipeline, which aims to map and create broad pathways into the renewables sector. The ABZ Pipeline project will create a programme of curriculum linked opportunities with employers to establish a targeted pipeline of activities across the BGE and senior phase.
- 3.25 Aberdeen for a Fairer World have developed a clear plan to support schools in Aberdeen with activities related to climate change, biodiversity, and net zero.
- 3.26 Pupils in our schools will get the chance to work with local authority officers, ETZ, and other employers to review potential projects. This initiative aims to promote cooperation and find ways for meaningful action in our communities.
- 3.27 Along with project development, the organisation plans to use existing plans to identify skills and employment opportunities that match the initiatives, helping young people to include them in their career planning strategies. This holistic approach ensures that educational activities are connected to real-world opportunities. After the in-school activities, there will be a thorough assessment of the skills gained and the impact created, allowing changes and enhancements for future engagements.
- 3.28 To record progress and share good practices, AFW aim to create a complete list of school activities carried out during Climate Week Northeast (CWNE), to be available in the summer term. Moreover, the organisation plans to involve teachers Continuing Professional Learning (CPL) sessions based on the use of their school grounds, building connections with Aberdeen City Council staff and community leaders to advance ideas for Stewart Park.
- 3.29 Engagement opportunities go beyond the classroom, with a focus on improving wider achievement and volunteering opportunities, as well as supporting National Qualifications (NQs) that are related to the outlined plans. There are aims to display the excellent work of participating schools during Climate Week

NE and beyond, acknowledging the impressive efforts and achievements of young people.

- 3.30 Participation in events such as film screenings, workshops, and school-based activities like Barista events and Fair-Trade initiatives, ensures ongoing involvement and motivation for further action within the school community. Through these focused efforts, AFW is dedicated to enabling schools in Aberdeen to actively participate in climate change reduction, biodiversity conservation, and the achievement of net zero goals.

4. FINANCIAL IMPLICATIONS

- 4.1 Currently there are no financial implications for this report. However, were greater oversight and consistency of approach within all Primary and Secondary Schools for areas of Climate Change, Biodiversity, and the drive towards Net Zero be recommended by the committee further central resources will be necessary. This will also be the case if the local authority is to adhere to Education Scotland's [Target 2030: A Call to Action](#).

5. LEGAL IMPLICATIONS

- 5.1 There are no direct legal implications arising from this report

6. ENVIRONMENTAL IMPLICATIONS

- 6.1 There are no direct environmental implications from this report. However, the work and activities contained in this report contribute favourably to the progress that the local authority is making towards its climate change, Net Zero, and biodiversity commitments.

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? |
|-----------------------|--|--|---|---|
| Strategic Risk | Risk of not planning effectively for Net Zero | Working in collaboration with young people and enabling them to be heard in decisions which will impact them helps reduce the risk in this area. | L | Yes |
| Compliance | Risk in not engaging young people in strategic | Continuation of the monthly Pupil Group will enable us to hear directly from young people and give them a direct | L | Yes |

| | | | | |
|------------------------------|---|---|-----|-----|
| | decision making | opportunity to shape our plans | | |
| Operational | Risk of attendance at the group impacting negatively on pupil attendance at lessons | Timings will be agreed with the young people and their school to ensure that pupils face no detriment to their education. | L | Yes |
| Financial | No significant risks identified | N/A | N/A | Yes |
| Reputational | Risk of not achieving Net Zero | The establishment of this Pupil Group will help us better realise our plans | M | Yes |
| Environment / Climate | Risk of not achieving Net Zero | The establishment of this Pupil Group will help us better realise our plans | M | Yes |

8. OUTCOMES

| <u>COUNCIL DELIVERY PLAN 2023-2024</u> | |
|---|--|
| Impact of Report | |
| <p>Aberdeen City Council Policy Statement</p> <p><u>Working in Partnership for Aberdeen</u></p> | <p>The proposals within this report support the delivery of the following aspects of the policy statement: -</p> <ul style="list-style-type: none"> • Work with partners to deliver a just transition to net zero and plan to make Aberdeen a net-zero city by no later than 2037, and earlier if that is possible. • As we strive to achieve Net-Zero, we need to work with partners to ensure a Just Transition which is fair, both economically and socially, for the citizens of Aberdeen. The climate emergency that we face is not in dispute, and our partnership seek to work with Government, partners, the people of Aberdeen and the private sector to deliver a city that is fit for future generations. |
| <u>Local Outcome Improvement Plan</u> | |
| <p>Prosperous Place Stretch Outcomes</p> | <p>The proposals within this report support the delivery of LOIP Stretch Outcome 13 – Addressing climate change by reducing Aberdeen's carbon emissions by at least 61% by 2026 and adapting to the impacts of our changing climate. To meet the target of Net Zero Emissions by 2045 there is a need for rapid and far-reaching change to reach this target. Continuing to support the climate change and biodiversity activities</p> |

| | |
|-------------------------------------|---|
| | in our schools will support our young people being educated in this key area and ready to meet the challenges of the ongoing climate emergency. |
| Regional and City Strategies | <p>The National Improvement Framework</p> <ul style="list-style-type: none"> • Education Authorities have a responsibility to ensure that the quality of school education, which they provide in the schools they manage, improves and do so with the aim of meeting the strategic priorities outlined in the National Improvement Framework. |

9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|--|---|
| Integrated Impact Assessment | Previous Integrated Assessment relating to the Biodiversity Duty Report 2023 has been reviewed and no changes required. |
| Data Protection Impact Assessment | Not required |
| Other | Not required |

10. BACKGROUND PAPERS

None

11. APPENDICES

None

12. REPORT AUTHOR CONTACT DETAILS

| | |
|--------------|-----------------------------|
| Name | Stuart Craig |
| Title | Quality Improvement Officer |

ABERDEEN CITY COUNCIL

| | |
|---------------------------|-----------------------------------|
| COMMITTEE | Education and Children's Services |
| DATE | 30 April 2024 |
| EXEMPT | No |
| CONFIDENTIAL | No |
| REPORT TITLE | Bairns Hoose |
| REPORT NUMBER | F&C/24/122 |
| DIRECTOR | Eleanor Sheppard |
| CHIEF OFFICER | Graeme Simpson |
| REPORT AUTHOR | Graeme Simpson |
| TERMS OF REFERENCE | 2.2 |

1. PURPOSE OF REPORT

To share with members progress in relation to the development of Aberdeen City's Bairns Hoose.

2. RECOMMENDATIONS

That Committee:-

- 2.1 note the update of progress and the Scottish Government grant award for 2024/25 to support delivery of our Bairns Hoose;
- 2.2 instruct the Chief Officer, Children & Family Services/CSWO to provide an update on progress as appropriate during 2024/25; and
- 2.3 instruct the Chief Officer Children & Family Services/CSWO to arrange a visit for Elected Members to view the Bairns Hoose upon completion of the build.

CURRENT SITUATION

3.1 Background

- 3.1.1 The Scottish Government's vision for a Bairns' Hoose in Scotland is that by 2026: *"All children in Scotland who have been victims or witnesses to abuse or violence, as well as children under the age of criminal responsibility whose behaviour has caused significant harm or abuse will have access to trauma-informed recovery, support and justice."*
- 3.1.2 A Bairns Hoose is based on the concept of 'four rooms'. It brings together the four elements of justice, health, social work and recovery support into a single setting to deliver integrated support to best meet the needs of children who are victims of abuse or have witnessed violence as well as children under the age of criminal responsibility whose behaviour has caused significant harm to others.
- 3.1.3 Committee will be aware that the Aberdeen City partnership was awarded "Pathfinder Status" in November 2023. To oversee the transformational change

required to deliver a Bairns Hoose, a Delivery Group has been established with a number of workstreams.

- VOICE – to ensure our service design is informed by and takes full account of the voice and views of children, young people and families.
- Systems and Processes – Reviewing existing systems and processes to enable alignment to the Bairns Hoose Standards.
- Capital & Resources – Overseeing the building development and the resource required to deliver a Bairns Hoose on a sustainable basis.
- Governance – oversight of reporting duties
- Evaluation – to lead learning and begin to understand the impact of a Bairns Hoose service model.

The Delivery Group reports directly to the Child Protection Committee and into the Public Protection Chief Officer Group.

3.2 Improvement Activity

3.2.1 The Scottish Child Interview Model (SCIM) is being rolled out across Scotland to improve the way in which children and young people are interviewed by police and social workers. It is a trauma informed practice model which seeks to secure best evidence for court and risk assessment purposes from children and young people, who have been harmed or whose behaviour has caused harm to others.

3.2.2 SCIM is implemented across Police Divisional areas. Delivery of SCIM in Aberdeen City commenced in November 2022. It operates on a 'soft boundary' basis across the North East, promoting flexibility and a responsiveness to meet the needs of children and young people. The team, managed by a DI from Police Scotland and a Team Manager from Aberdeen City Council's Children's Social Work, ensures children and young people receive the required specialist response, support and care plans. The SCIM Team for North East Division were nominated and were the winners of a Chief Constable's Excellence Award for their work.

3.2.3 SCIM will be a cornerstone of our 'Bairns Hoose' service. An evaluation of Year 1 of the model is due to conclude at the end of April 2024. Learning from this will be built into the planning for our Bairns Hoose.

3.2.4 All Pathfinders were required to undertake a self-evaluation of local practice against the [Bairns' Hoose Standards](#). A repeat self-evaluation requires to be undertaken in early 2025 to evidence progress. The evaluation demonstrated real strengths in local practice but, as would be expected, areas where improvement is required to more effectively align to the Standards. While there is much we as a partnership can do to progress many areas of improvement, some require to be initiated at a national level.

3.2.5 In recognition that there are many shared processes, a multi-agency "Data Mapping" event was with the Aberdeenshire Pathfinder in early March 2024. This allowed us to begin to map out the highly complex landscape that the Bairns Hoose will interface with, across justice, social work, health and recovery. Having representatives from the Crown Office & Procurator Fiscal

Service and Scottish Court and Tribunal Service was important to enable a better appreciation of the challenges within the justice aspect.

3.3 Bairns Hoose Design and Development

- 3.3.1 The design of the Bairns Hoose has been finalised with all partners (Appendix 1). Colleagues in the Capital Cluster will initiate a tender exercise for this work in the coming weeks. The cost of renovating the proposed location (Links Hub, Regent Walk) was approved by Council at the budget meeting in March 2024. It continues to be anticipated that the renovation work will be concluded in early 2025.

3.4 Evaluation

- 3.4.1 All Pathfinders are required to evaluate the delivery of their Bairns Hoose Pathfinder activity. This is to enable learning to be collated and shared with other partnerships as the Bairns Hoose policy is rolled out across Scotland. To maximise learning the partnership has engaged in a collaboration with the University of Edinburgh to support our evaluation.

The University of Edinburgh were involved in the evaluation of the North Strathclyde Partnership's Bairns Hoose development. Our partnership with the University of Edinburgh (supported by Aberdeen City's Health Determinants Research Collaborative) will enable us to build on the learning rather than repeat learning from other Partnerships.

3.5 Funding

- 3.5.1 In response to being awarded Pathfinder status the partnership was invited to submit a funding bid for the year 2023/24 (for the months of January – March 2024). As a result of the Pathfinder was awarded £281,875.00. In February/March 2024 a further funding process was initiated. As a result the partnership were awarded £500,000. The maximum pathfinders could be awarded was £500,000.
- 3.5.2 The 'rules' for spend have been varied to reflect that funding will be issued on a quarterly basis. Any underspend from the previous quarter will be deducted from the next quarter. This approach restricts flexibility and adds unhelpful bureaucracy.
- 3.5.3 Over January and February 2024 the Scottish Government Bairns Hoose Team consulted with all Pathfinders and Affiliates on whether the Pathfinder phase (currently due to conclude on 31 March 2025) should be extended. This was in recognition that there was a delay in the Pathfinder phase commencing. As such there will be limits to the learning gathered.
- 3.5.4 There was an overwhelming view that the Pathfinder phase should be extended and this is currently being considered by Ministers. It is currently not clear what funding would be available for any extension. Given many posts associated with Bairns Hoose are fixed term there is a risk that staff, for understandable

reasons, will look to secure permanent employment elsewhere. If this risk materialises it will undermine the learning within the Pathfinder Phase.

3.5.5 Funding for the sustained delivery of the Bairns Hoose policy will be informed by the Pathfinder phase. It is however clear that continued investment will be required to ensure partnerships are able to continue to improve the outcomes of children, young people and families who have been victims or witnesses to abuse or violence, as well as children under the age of criminal responsibility whose behaviour has caused significant harm or abuse.

4. FINANCIAL IMPLICATIONS

4.1 There are no immediate financial implications arising out of this report.

4.2 Long term funding to embed delivery of the Bairns Hoose model has yet to be confirmed. Learning from Pathfinders will support an understanding of these costs. The temporary funding arrangements provide a risk to capturing the fullest possible learning.

4.3 Discussion in relation to funding from partners to contribute to the build costs are ongoing.

5. LEGAL IMPLICATIONS

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

6. ENVIRONMENTAL IMPLICATIONS

6.1 There are no environmental implications arising from this report.

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? |
|-----------------------|---|---|---|---|
| Strategic Risk | No significant related risks | N/A | N/A | N/A |
| Compliance | The Scottish Government policy is that every child in Scotland will have access to a Bairns Hoose service by 2025. It is anticipated that national reporting will in future include reporting against the Bairns Hoose Standards. | The CPC has primary oversight on progress to develop and deliver a Bairns Hoose. Regular reporting will be shared with Aberdeen's Public protection Chief Officers Group. | L | Yes |
| Operational | Ensuring the effective planning for children and young people who have experienced harm or | Aberdeen City has a well established Child Protection data reporting | L | Yes |

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|------------------------------|--|--|-----|-----|
| | <p>whose behaviour poses a risk to others is central to the planning for all children and young people open to Children's Social Work.</p> <p>Children's Social Work and Police Scotland have lead responsibility to investigate allegations of abuse or where children's behaviour poses a concern to others. While this duty is currently being fulfilled the environment in which these investigations occur does not fulfil the requirements of the Bairns Hoose standards nor best meet the needs of the children and young people.</p> | <p>framework. Going forward the framework will be amended to include reporting against the Bairns Hoose standards.</p> | | |
| Financial | <p>There are no significant related financial risks from this report.</p> <p>The Business case for the redevelopment of the building to become a Bairns Hoose is concluded. This will enable a tendering exercise to be undertaken.</p> <p>All agencies will be responsible for funding the individual service components that will deliver a Bairns Hoose.</p> | <p>One of the core principles of delivering a Bairns Hoose service is that by providing early trauma informed support to children and their family it will reduce the demand on services in the longer term and reduce the likelihood of children requiring intensive support.</p> | L | Yes |
| Reputational | <p>Failure to deliver on the Brains Hoose standards will have a reputational impact on the Council. It will also adversely impact on the assessment of Children's Services within future strategic joint inspections.</p> | <p>By being a pathfinder the Council will benefit from support from the National Bairns Hoose team to deliver a high quality service.</p> | L | Yes |
| Environment / Climate | <p>No significant risks identified.</p> | N/A | N/A | N/A |

8. OUTCOMES

| <u>COUNCIL DELIVERY PLAN</u> | |
|---|---|
| Impact of Report | |
| Aberdeen City Council Policy Statement | Ensuring the effective planning for children and young people has a direct relevance to the delivery of the |

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| | <p>following statements contained within the Council Delivery Plan:</p> <ul style="list-style-type: none"> • Ensure local services identify young people with mental health problems and help them get early support and help. • Ensure the Council follows best practice as a corporate parent to get the best outcomes for looked-after young people, those in kinship care and those with additional support needs such as autism, developmental disorders or mental health problems • Continue to seek to support young people to receive care in Aberdeen, through fostering, adoption and other services and seek to reduce “out of authority” placements. |
| Aberdeen City Local Outcome Improvement Plan | |
| Prosperous People Stretch Outcomes | <p>Ensuring the effective planning for children and young people for whom secure care might be considered has a direct relevance to the following stretch outcomes in the LOIP:</p> <p>4. 95% of children (0-5 years) will reach their expected developmental milestones by the time of their child health reviews by 2026</p> <p>5. 90% of children and young people will report that they feel mentally well by 2026.</p> <p>6. 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</p> <p>7. 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p> <p>8. 25% fewer young people (under 18) charged with an offence by 2026.</p> |
| Regional and City Strategies | <p>Ensuring the effective planning for children and young people is central to the planning for all children and young people open to Children’s Social Work. This activity is relevant to the Aberdeen City Council Delivery Plan, the Local Outcome Improvement Plan, and the Children’s Services Plan.</p> |
| UK and Scottish Legislative and Policy Programmes | <p>Ensuring the effective planning for children and young people is central to the planning for all children and young people open to Children’s Social Work supports the Scottish Government’s drive to #KeepthePromise. This wide ranging and ambitious programme impacts on a range of statutory duties on the Council in relation to vulnerable and care experienced children including those contained in the Children(Scotland) Act 1995, Children’s Hearings (Scotland) Act 2011, Children & Young People</p> |

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| | (Scotland) Act 2014, Child Poverty (Scotland) Act 2017 and Children (Scotland) Act 2020. |
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9. IMPACT ASSESSMENTS

| Assessment | Outcome |
|-----------------------------------|--|
| Impact Assessment | Previous Integrated Impact Assessment relating to the Bairns Hoose report presented to Committee in February 2024 has been reviewed and no changes required. |
| Data Protection Impact Assessment | Not required. |
| Other | Not required. |

10. BACKGROUND PAPERS

Appendix 1 – Bairns Hoose Design

11. REPORT AUTHOR CONTACT DETAILS

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|----------------------|--|
| Name | Graeme Simpson |
| Title | CO – Children & Family Services/CSWO |
| Email Address | gsimpson@aberdeencity.gov.uk |

