Aberdeenshire COUNCIL **Education & Children's Services**

REPORT TO EDUCATION AND CHILDREN'S SERVICES COMMITTEE – 9 JUNE 2022

EDUCATION & CHILDREN'S SERVICES YEAR-END PERFORMANCE MONITORING REPORT – OCTOBER 2021 TO MARCH 2022 (COUNCIL PRIORITIES)

1   Executive Summary/Recommendations

1.1   The purpose of this report and accompanying appendices is to provide an update to Committee on the progress with key actions and outcome indicators identified which help demonstrate how we are delivering on the Aberdeenshire Council Plan Priorities (2020-2022) framework, linked to the Education & Children's Services (ECS) *Directorate Improvement Action Plan* (2021/22), and consider how the Service is progressing, evidenced through a reflection of the performance achieved during the last six months of the reporting year 2021/22 (October 2021 to March 2022), in order that Committee can acknowledge progress and fulfil their scrutiny role.

Over the last six months of 2021/22, the overall progress of the key ECS Directorate project actions linked to the Council Priorities 1, 2 and 3 combined increased from 40% (reported at mid-year) to 52% complete. Two thirds of outcome measures linked to these priorities and updated by ECS during this same period are performing on target.

1.2   **The Committee is recommended to:**

1.2.1   **Consider and comment progress made during October 2021 to March 2022 toward achieving the Council Plan Priorities 2020-2022 referred to section 3.4 and in appendices 1 and 2;**

1.2.2   **Acknowledge the key Directorate actions and outcome indicators to be scrutinised by other policy committees referred to in section 3.5; and**

1.2.3   **Instruct the Director of Education & Children's Services to continue to present performance reports to the Committee on a six-monthly basis, evidencing progress and performance with delivery of the Council Plan.**

2   Decision Making Route

2.1   In light of the unparalleled impact of Covid-19 on Aberdeenshire communities, the economy and on public services, Full Council formally closed down the former Council Plan 2017-2022 and associated priorities at the special meeting of 23rd July 2020 (Item 4), and approved a renewed Council Plan 2020-2022 at the special meeting of 7th October 2020 (Items 3 and 3a) to better reflect the current challenges being faced by the council and the region – centric to the three pillars *Our People, Our Environment*, and *Our Economy*.

2.2 The current Education & Children's Services (ECS) Directorate Plan and accompanying *Directorate Improvement Action Plan 2021/22*, which provide more detail around how the renewed outcomes are to be delivered with a focus on performance and improvement – setting out high level key themes for performance measures and benchmarking to monitor the progress of our key actions, and accountability for delivery – was considered and approved by ECS Committee on 27th May 2021 (Item 11). A refreshed Directorate Plan is scheduled to be presented to ECS Committee on 9th June 2022. The Service scrutinises and primarily leads or collaborates on the below council priorities and associated outcomes:

To secure continuous improvement in outcomes for ALL children and young people (Council Priority 1)

To have better, integrated working arrangements in pursuit of improved outcomes for children and young people (Council Priority 2)

Efficient and effective business support, advice and regulation (Council Priority 3)

To develop and deliver a revised LLA Business Plan focused on the three pillars of Live Life Outdoors, Live Life Well and Live Life @ Home (Council Priority 27)

2.3 Those outcome indicators with an area perspective are also considered by the six council area committees (outlined in their Council Area Plans currently covering the two year period 2021-2023), in line with their remit of reviewing the effectiveness of Council policy implementation and service delivery within their Area and making recommendations. Performance information in relation to Education & Children's Services key Directorate project actions and outcome indicators associated to Council Priority 27 are considered by the Communities policy committee, in line with their scrutiny remit, with the latest combined Services performance update presented on 24th March 2022 (Item 8).

3 Discussion

3.1 A high-level summary overview of the progress made during October 2021 to March 2022 in relation to key Directorate project actions, and outcome indicators updated during Q3 or Q4 2021/22, can be found in the discussion below, with fuller details of progress made, along with any corrective actions identified where performance is below target, for Council Priorities 1, 2 and 3 provided in **Appendix 1** and **Appendix 2**.

3.2 Due to the nature of education data, many of the outcome indicators linked to the Council Priorities (2020-2022) that are reported to ECS Committee, provide whole-of-session data, therefore are reportable on an annual basis released at varying times during the following reporting year within the biannual update closest to when the data is released. Details on those which were reported earlier in the performance reporting year, or are under development, have been provided in Table A at the end of **Appendix 1**.

3.3 During the last six months of this reporting year (2021/22), the Service has maintained an adaptive response to the Covid-19 pandemic, with the impact of response and recovery phases influencing the ways services ordinarily

delivered by ECS have been actualised since the initial national lockdown which commenced 23rd March 2020, although this has continued to ease over the course of recent months with the gradual lifting of national legal requirements or restrictions such as spacial distancing, self-isolation, and the wearing of face coverings in enclosed or crowded spaces – although remains encouraged. Scottish Government guidance for reducing risks of Covid-19 in schools also reverted to the pre-Omicron protections from February 2022, with the reduction of wide-spread testing coinciding with schools Easter break, and national mitigation measures adjusted towards the latter part of this reporting period in a manner aimed to support wellbeing, learning and teaching. Such reduced restrictions should positively influence performance reported in future reporting cycles where these have been an impacting factor.

3.4 Although overall performance over Q3 and Q4 2021/22 has remained affected compared with services provided pre-pandemic, performance updates for this year-end period signify many positive, flexible and innovative ways the Service has continued to adapt to offer support and maintain engagement with our service users and communities, using and embedding alternative or additional means of providing services (e.g. digital).

	Service Priority linked to Council Priority 1			
	• To secure continuous improvement in outcomes for children and young people			
Outcome Indicators				
Overview Year-End 2021/22[1]	12% at 🛑	18% at ⚠️	59% at ✅	12% at ❓
• Although the average percentage of registered children in Local Authority (LA) pre-schools accessing 1,140 settings across 2021/22 is reporting as 79.9%, from the start of the new session in August 2021 all children were able to access the full 1,140 hours entitlement. • It is parental choice how many hours are accessed; however Aberdeenshire has one of the highest uptakes in Scotland, with the number of Early Learning & Childcare (ELC) funded providers increasing over the last three years from 71 to 182, cross boundary agreements are in place with neighbouring local authorities to support flexibility of access to provision, and work continues to improve the promotion of places in our settings and funded providers, particularly for two year olds. • LA ELC settings continue to make marked improvements with their Care Inspectorate Quality Indicator (QI) gradings, with all assessed during 2021/22 achieving good or better. Changes to the staffing model, the introduction of the Early Years Senior Practitioner role, and the targeted approach to supporting settings have all shown to be impactful.				
• The two measures on Quality Indicator (QI) grading compiled by mainstream schools and QIOs continue to indicate a relatively stable trend with an average grading of 4 (equating to 'Good' on the Education Scotland evaluation scale), for both the QI '3.2 Raising attainment and achievement', and the QI '2.3 Learning, teaching and assessment'. No schools were graded as 1 ('Unsatisfactory') again this year, and those schools evaluated as 'Satisfactory' or above remained the same as last year across both these measures.				
• During school session 2020/21, 96.2% of all school leavers secured a positive post-school destination, indicating a return to levels experienced pre-Covid (96.4% session 2018/19) and remaining above the national level, however the impact and challenges on				

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[1] Percentages based on combination of quarterly, biannual or annual measures, linked to Council Priority 1, updated during Q3 or Q4 2021/22 with latest data. Does not total 100 due to rounding.

post-school education and employment opportunities should continue to be taken into account when considering these levels.

- The measures on the percentage of our P1, P4, P7 and S3 achieving the expected Curriculum for Excellence (CfE) level in English Literacy and Numeracy are sourced from the national annual Achievement of CfE Levels (ACEL) Return which, following its cancellation for 2019/20 due to the pandemic response, was partially reintroduced in 2020/21 – excepting year/stage S3 – with a full collection proceeding for session 2021/22.

- Across all three primary year/stages collected for school session 2020/21, Aberdeenshire continued to perform above the target of two thirds achieving the expected CfE level for English Literacy (combining the organisers reading, writing, and listening and talking) for children in the P1 stage, however the levels achieving in the latter primary stages of P4 and P7 look to have been more negatively affected with the impact of national lockdowns, although it is anticipated levels should improve with schools being open throughout the current school session, combined with the developments of the Literacies Strategy to support the recovery phase of the pandemic.

- Over the same collection period, the three primary year/stages continued to perform above target and compares favourably to the national levels for Numeracy – with stage P4 in Aberdeenshire over four percentage points higher than seen across Scotland.

- The percentage of children and young people seen within 15 days of a new supervision requirement being made remained over 90% during 2021/22.

- Conversely, over the same period, the percentage of reports submitted to Children's Reported within the target timescale (for the Investigation Report) continued to highlight challenges in compliance, however, is indicating it's highest rate since 2018/19 and has increased by almost 15 percentage points compared with last year. It is important to note that where this target timescale is not met, this in no way impacts ongoing contact with families to assess wellbeing, and has no detriment to the child.

Key Directorate Project Actions

- Over the last six months of 2021/22, the overall progress of the key Directorate project actions linked to Council Priority 1 has increased from 51% (reported at mid-year) to 77% complete.

- The successful delivery of the redesign of our *Instrumental Music* delivery model, has been impacted by freezes on both recruitment and instrument purchases, however, there has been staff involvement regarding establishing the Music Centre delivery model and the redesign process for the tuition delivery, supported by parental consultation, with identified savings being initiated.

- The *Additional Support Needs (ASN) Review* has drafted a framework of interventions which is about to be end user-tested, with early stages of intervention training having commenced. The review of the pupil support worker and pupil support assistant posts are are being progressed and a working group has been established in relation to the review of language development outreach services and language unit. The review of enhanced provision/community resource hub model is still in the scoping phase, with stakeholders' views being sought.

- The actions relating to the *Aberdeenshire National Improvement Framework (NIF) Plan* are considered complete following the NIF plan being redesigned and divided into 4 key action plans (attainment/improvements in Literacy and Numeracy, closing the gap between the most and least disadvantaged children, improvements in health and wellbeing and improvements in employability skills and sustained positive school destinations), with updates on these actions being reported to the ECS Leadership Team.

- The *Delivery of Our Childrens Social Work Service Future Delivery Plan 2019-2021* have completed 13 out of 14 priority areas for improvement and the Service are now working on a revised Future Delivery Plan for 2020-2025 which will be informed through data analysis and stakeholder feedback. The Service have continued to embed their 3-year cycle of self-evaluation and have continued to respond to the changing needs of the communities in line with the impact of the pandemic.

- The actions relating to *Strengthening Early Years and Childcare School Leadership Induction Processes* are considered complete as improvements have been made to the induction process with Head Teachers reporting that they are feeling supported, having a greater understanding of the Early Years Team and their role alongside the Early Years

Senior Practitioners in their setting. Recent inspections from the Care Inspectorate and Education Scotland have been positive with improvements being noted in how Early Years are working with Head Teachers. The induction process will continue to be embedded and regularly reviewed to ensure that it remains fit for purpose.

	Service Priority linked to Council Priority 2
	• To have better, integrated working arrangements within ECS in pursuit of improved outcomes for children and young people

Outcome Indicators				
Overview Year-End 2021/22[2]	0% at 🛑	0% at ⚠️	100% at ✅	0% at ❓

- During school session 2020/21, the level of Care Experienced Young People (CEYP) school leavers, that were looked after at home or away from home and accommodated, remained high sustaining the levels also seen in the previous session (88.6%); remaining above the national rate for this cohort in Scotland for the fourth year in a row.
- Our CEYP school leavers also achieved a higher average tariff score for the 2021 exam diet than Scotland as a whole, attaining 60 tariff points more than awarded nationally for the same cohort, and higher than the score achieved for all Aberdeenshire school leavers who elected to leave at S4.
- The above assessment does come with the caveat that results were awarded to the 2021 cohorts using a revised alternative certification model based on evidenced teacher judgement – with estimates featuring as the core element of the certification process the year before – due to the national response to Covid-19. As a result of the changed awarding methodology used over the last two years, these results are not directly comparable to those in previous years, however, still serve as a local indication and should not detract from the achievements of our care experienced school leavers.

- It is clear that Aberdeenshire is committed to ensuring that placements provided for young people to live when they cannot be at home are stable and endure for as long as they are required, with the percentage of children looked after away from home experiencing three or few placements remaining above 85%. This commitment is built on within our Corporate Parenting Plan, in line with the national Promise Plan 2021-2024.
- Although the Throughcare and Aftercare team maintain the promotion of education, training, and employment to our young people subjected to regular Pathway Reviews, work placements have continued to be adversely affected by the pandemic with a marked decrease in offerings on previous years which has resulted in less than half of those young people engaged with the team being in training, education, or employment. Work is ongoing with engaging a wide range of employers, third sector and voluntary organisations, and also collaborating with our partners in Skills Development Scotland to provide a more targeted service. *Core Skill and Employability* qualifications are also offered up to SCQF Level 4 in a variety of key areas; however it is important to also recognise the number of young people who are successfully studying at Further and Higher Education or are in employment whilst accessing support from this service.

Key Directorate Project Actions

- Over the last six months of 2021/22, the overall progress of the key Directorate project actions linked to Council Priority 2 has slightly reduced from 33% (reported at mid-year) to 29% complete, due to timescales adjusted to a project to reflect it's annual process life-cycle.
- The delivery of the *Aberdeenshire Children's Services Plan* is on track, with the 2020-2021 being published in January 2022. The 2021-2022 plan is currently in progress and the Strategic Change Leader is working with local GIRFEC (Getting It Right For Every Child) group to improve workplans and help share learning. The timeframe for this project has been updated on Pentana to reflect legislation for the Children's Services Plans, which states that plans should be published 'as soon as practically possible' after the end of the reporting period (April to March), therefore the project timeframe has been amended to September 2022, and will be recurring annually thereafter.

[2] Percentages based on combination of quarterly, biannual or annual measures, linked to Council Priority 2, updated during Q3 or Q4 2021/22 with latest data.

- To ensure the successful delivery of the *Supporting Local Families* project, the project team have established 3 working groups to focus on evaluating the impact of the intervention, identifying demand and updating the terms of reference and reviewing the format of meetings. This has been impactful in ensuring greater participation from all Project Team members. The project team are keen to focus on the project measurement plan is to be reviewed to ensure that impact data is robust prior to moving into Phase 2.
- The project aims for the successful delivery of the *Intensive Holistic Support* project have been further refined by the Project Team and a workshop held on the 31st March enabled multi-agency consensus to be achieved in relation to project measures, process and roles and responsibilities. Preparation is now underway to expand the number of families within the project as of the 1st May 2022.
- The *Strengthening GIRFEC Approach* project are continuing to use self-evaluation activities to inform improvement work. The project group are awaiting publication of revised National GIRFEC materials (scheduled for late summer 2022) as this will inform a review/update of local materials.

	Service Priority linked to Council Priority 3
	- To have improved business support and resource management arrangements in place across ECS

Outcome Indicators

- More information on annual measures evidencing progress towards Council Priority 3 that were scheduled for update earlier this year or are under development is provided in 'Table A: *Summary of other annual ECS Performance Outcome Measures updated earlier in the reporting year 2021/22 or under development'* table provided at the end of Appendix 1.

Key Directorate Project Actions

- Over the last six months of 2021/22, the overall progress of the key Directorate project actions linked to Council Priority 1 has increased from 32% (reported at mid-year) to 41% complete.
- Phase one (of three) of the transformation of the *ECS Business Support and Performance function* project has been completed with the management structure embedded; phase two is underway and the initial scoping of phase 3 has been undertaken. Costed proposals for the integrated facilities management structure within ECS have been developed.
- Statutory consultations for schools involved with the *Peterhead Community Campus* project have concluded, alongside the completion of the project stakeholder engagement strategy. Strategic Architects and Project Management has been appointed and the master planning activity across Peterhead has commenced.
- The delivery of a *devolved school management scheme* (DSM) has progressed with the revised DSM scheme being approved by Committee for implementation from 1 April 2022. The Primary Teaching budgets have been devolved to all schools as of 1 April 2022 also. The timescale for this project has been updated to April 2025 as although the date for having the scheme reviewed was April 2022, and this has been completed, there are various workstreams identified within the Scheme which will require to be completed within the lifetime of the currently Scheme (which is due for revision in three years - April 2025).
- The timeframe for the *Catering Services review* project has been updated as the Review is being rescoped at a workshop being held at the end of April 2022. This will reflect the challenges and changes within catering services over the last 2 years.
- The *Learning Estates Review* have made progress in a number of clusters across Aberdeenshire including the removal of temporary accommodation from Turriff and Mackie Academies, statutory consultations have closed regarding the closure of Longhaven and Gartly Schools, an assessment has been completed for a new build Primary School at the Chapelton development, an options appraisal has been completed for the Huntly and Turriff clusters and meetings with stakeholders regarding Fraserburgh and Stonehaven projects have been undertaken to look at reducing the estates.

3.5 Education & Children's Services also contribute to outcomes linked to other Council Priorities that are scrutinised by other policy committees.

	Service Priority linked to Council Priority 27
	• To develop and deliver a revised LLA Business Plan focused on the three pillars of Live Life Outdoors, Live Life Well and Live Life @ Home
Outcome Indicators and Key Directorate Project Actions	
	• The *LLA Business Plan 2021-2023* and progress linked to this priority is scrutinised by the Communities Committee as per the *Scheme of Governance*. Key Directorate project actions and outcome measures associated with Live Life Aberdeenshire (LLA) help evidence progress.

3.6 Although the set of measures and key Directorate project actions outlined above and in the accompanying appendices collectively provide a focus on our service priorities – encompassed within the associated Directorate Plan – teams aligned to each Head of Service within Education & Children's Services continue to collect and monitor a broad wealth of additional measures and data supporting internal scrutiny and self-assessment and providing direction for the allocation of resources and work plans at an operational level.

3.7 This and future performance monitoring reports are provided to assure and enable the Committee to monitor progress of delivery of the council priorities the Service is responsible for, providing a balanced overview allowing elected members to form a judgement on performance and support improvement as required in line with the scrutiny remit of the Committee.

4 Council Priorities, Implications and Risk

4.1 This report helps deliver the Strategic Priorities 'Education' and 'Health & Wellbeing' within the Pillar 'Our People', 'Resilient Communities' within the Pillar 'Our Environment', and 'Economy & Enterprise and 'Estate Modernisation' within the Pillar 'Our Economy', underpinned by the key principles *right people, right places, right time*; *responsible finances*; *Community Planning Partnership Local Outcome Improvement Plans; human rights and public protection*; *tackling poverty and inequalities*; and *digital infrastructure and economy*.

4.2 This report also helps deliver against the Aberdeenshire Children's Services Plan priorities, and the Local Outcomes Improvement Plan (LOIP) priority on Reducing Poverty.

4.3 The table below shows whether risks and implications apply if the recommendations are agreed.

Subject	Yes	No	N/A
Financial		X	
Staffing		X	
Equalities and Fairer Duty Scotland		X	
Children and Young People's Rights and Wellbeing		X	

Climate Change and Sustainability			X
Health and Wellbeing		X	
Town Centre First		X	

4.4   Although there are no direct staffing or financial implications arising from this report, trends are used to inform improvement activity and future budget planning.

4.5   The screening section as part of Stage One of the Integrated Impact Assessment (IIA) process has not identified the requirement for any further detailed assessments to be undertaken as: *this report is to inform committee on performance and during the IIA Screening process no differential impact was identified.*

4.6   The following Risks have been identified as relevant to this matter on a Corporate Level (Corporate Risk Register):

- ACORP004 – *Business and organisational transformation*
- ACORP006 – *Reputation management (including social media)*

The following Risks have been identified as relevant to this matter on a Strategic Level (Education & Children's Services Directorate Risk Register):

- ECSSR001 – *To have better, integrated working arrangements within ECS in pursuit of improved outcomes*
- for children and young people
- ECSSR002 – *To secure continuous improvement in outcomes for children and young people*
- ECSSR003 – *To have improved business support and resource management arrangements in place across ECS*
- ECSSR004 – *To develop and deliver a revised LLA Business Plan focused on the three pillars of Live Life Outdoors, Live Life Well and Live Life @ Home*

Continued monitoring of the key Directorate outcome measures and key actions linked to the Council Plan Priorities, along with the project management approach and services' internal policies and procedures, will mitigate these identified risks, and strengthen the link between performance information and service outcomes.

5   Scheme of Governance

5.1   The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and had no comments to make and are satisfied that the report complies with the Scheme of Governance and relevant legislation.

5.2   The Committee is able to consider and take a decision on this item in terms of Section E.1.1 of the List of Committee Powers in Part 2A of the Scheme of Governance as it relates to policy issues and resource matters (within agreed budgets) for Children's Social Work Services and Education, and Section E.6.1 as it relates to the scrutiny and review of the effectiveness of Council policy

implementation and Council service delivery in respect of functions within its remit.

Laurence Findlay
Director of Education & Children's Services

Report prepared by Gillian Milne, Business Support & Performance Manager, and Imogen Fitzgerald, Analysis & Research Officer, and Gillian Strachan, Strategic Change Leader
Date: 05 May 2022

List of Appendices:

Appendix 1 - ECS Performance Monitoring Report – Measures of Success: Outcome Indicators October 2021 to March 2022 Update (Council Priorities 2020-2022)
Appendix 2 - ECS Performance Monitoring Report – Key Directorate Actions October 2021 to March 2022 (Council Priorities 2020-2022)

APPENDIX 1: ECS Performance Monitoring Report – Measures of Success: Outcome Indicators October 2021 to March 2022 Update (Council Priorities 2020-2022)
Generated on: 26 April 2022

PI Status		PI Status and Trends	
🔴	Red; Significantly adrift of target	❓	Data not yet available /status unknown – PIs only the status is not available either due to data not being available or no target being set
🔺	Amber; Slightly adrift of target		Long trends are illustrated through Spark Charts, providing compact visual representations of performance based on the last three years (or 12 quarters) values preceding and including the latest period (or less where three years is not available).
✅	Green; On target		

QUARTERLY PI trend definition: *Short trends are calculated by comparing the value for the current period to the value immediately preceding it, e.g. Q1 2021/22 is compared to Q4 2020/21. Long trends are calculated by comparing the current value to an average of historic values in the three years preceding, e.g. Q1 2020/21 is compared to an average of all the quarterly values in the preceding three years (i.e. 12 quarters (Q), Q1 2018/19 to Q4 2020/21).*
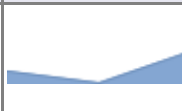*BI-ANNUAL PI trend definition: Short trends are calculated similar to quarterly but e.g. H1 2021/22 performance (reporting Q1 and Q2, or April to September) is compared to H2 2020/21 performance (Q3 and Q4, or October to March). Long trends are calculated e.g. H1 2021/22 is compared to an average of all the half-yearly values in the preceding three years (i.e. 6 half-years (H), H1 2018/19 to H2 2020/21).*
ANNUAL PI trend definition: Short trends are also calculated similar to quarterly, but e.g. 2020/21 performance (reported during 2021/22 reporting cycle) is compared to 2019/20 performance; and long trends are calculated e.g. 2020/21 (reported during 2021/22 reporting cycle) is compared to an average of the annual performance in the preceding three years (2017/18 to 2019/20).

Traffic Light: Red 2, Amber 3, Green 14, Unknown 2
Note: Red and amber thresholds are determined by services on an annual basis. The thresholds included in this report apply to the current reporting year only. YTD stands for Year-To-Date for the current reporting year which runs 1st April to 31st March.

Council Priorities 2020-2022: 1. To secure continuous improvement in outcomes for ALL children and young people
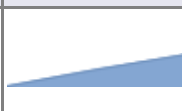
Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Base	Status	Spark Chart
1.1 Aberdeenshire: Percentage of registered children in LA pre-schools that are in 1140 hours settings	100.0%	95.0%	90.0%	2019/20	31.0%	3,287.417	🔴	
				2020/21	8.0%	1,822.833		
				2021/22	79.9%	2,874.833		

All children who are accessing Early Learning and Childcare (ELC) in Council settings have been able to access the full 1140 hours entitlement from August 2021. Since August 2021, every Aberdeenshire Council ELC setting has been delivering the 1140 model. This means that all children being allocated a place at a Council ELC setting can access up to 1140 hours (pro rata).

46 Council settings started delivering full 1140 ELC in the holidays, which is why the proportion of children accessing 1140 settings was lower between April 2021 and June 2021. The percentages from April to June brought down the yearly average. The actual numbers for July 2021 and August 2021 are low, as pilot holiday ELC delivery was running and on a limited basis during those months, which, with these factors combined, has resulted in this measure indicating as performing below target (79.9%), although achieved 100% by year-end.

Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Base	Status	Spark Chart
1.2 Aberdeenshire: Percentage of all 2 year olds accessing a funded place who receive >600 hours of funded ELC	100.0%	95.0%	90.0%	2019/20	51.5%	194.333	🔺	
				2020/21	61.5%	121.75		
				2021/22	92.7%	223.5		

Work is ongoing in the area to increase capacity for two year olds. Also, there is always work under way to improve the promotion of places for two year olds. Aberdeenshire Council has one of the highest uptakes in Scotland. Currently in the top 3 in Scotland. The criteria for two year olds is either income based (means tested) or those who are supported by Social Work i.e. Looked After Child etc.

Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Base	Status	Spark Chart
1.3 Aberdeenshire: Percentage of all 3, 4 and 5 year olds accessing >600 hours funded ELC	100.0%	95.0%	90.0%	2019/20	52.0%	4,572.083	✅	
				2020/21	73.5%	3,115		
				2021/22	96.4%	4,874.917		

All children resident in Aberdeenshire are now accessing more than 600 hours. It is parental choice how many hours are accessed. Aberdeenshire Council has significantly increased the number of funded providers across Aberdeenshire over the last 3 years, going from 71 to 182 providers. There are also cross boundary agreements in place with Angus, Aberdeen City and Moray Councils, to support flexibility of access to provision.

Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Base	Status	Spark Chart
1.5 Aberdeenshire: Percentage of LA ELC settings achieving good or better across all Care Inspectorate QI areas	90.0%	85.0%	80.0%	2019/20	75.9%	29	✅	
				2020/21	N/A	0		
				2021/22	100.0%	6		

Council settings continue to make marked improvements in quality. There have been changes to the staffing model and also the addition of the Early Years Senior Practitioner have had a very positive impact on settings. The Early Years' Service have been supporting settings through a targeted based approach in order to make best use of Quality Improvement staffing resources and the impact is evident.

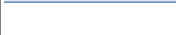| Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Status	Spark Chart
1.7 Aberdeenshire: Average QI Grading for Education Scotland Quality Indicator '2.3 Learning, teaching and assessment' in schools	4	3	2	2019/20	3	✅	
				2020/21	4		
				2021/22	4		

This measure was introduced in 2018/19 with a baseline of the same year, therefore trend data will become more meaningful over time.

This measure represents the average QI grading of all mainstream primary and secondary schools (excluding any schools with a mothballed status) - compiled by schools and Quality Improvement Officers - based on the **Education Scotland How Good is our School 4** (HGIOS4) quality framework Quality Indicator (QI) '2.3 Learning, teaching and assessment'.

Gradings are based on a six-point evaluation scale where: 1 = Unsatisfactory, 2 = Weak, 3 = Satisfactory, 4 = Good, 5 = Very Good, and 6 = Excellent.

Based on data provided in January 2022 for the school session 2021/22, the latest average QI grade for all mainstream Aberdeenshire schools was 4 (Good), with 55.5% (91 of 164) graded 4 or above, and none graded as 1 (Unsatisfactory).

The average QI grade across Aberdeenshire as a whole for this Quality Indicator has remained within 0.05 across the four years reported, with the percentage of mainstream schools evaluated as Satisfactory or above remaining the same this year compared to last year at 97.0% (2021/22: 159 of 164, 2020/21: 162 of 167), compared with 95.2% (159) in 2019/20 and 95.8% (160) in 2018/19.

Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Status	Spark Chart
1.8 Aberdeenshire: Average QI Grading for Education Scotland Quality Indicator '3.2 Raising attainment and achievement' in schools	4	3	2	2019/20	4	✅	
				2020/21	4		
				2021/22	4		

This measure was introduced in 2018/19 with a baseline of the same year, therefore trend data will become more meaningful over time.

This measure represents the average QI grading of all mainstream primary and secondary schools (excluding any schools with a mothballed status) - compiled by schools and Quality Improvement Officers - based on the **Education Scotland How Good is our School 4** (HGIOS4) quality framework Quality Indicator (QI) '3.2 Raising attainment and achievement'.

Gradings are based on a six-point evaluation scale where: 1 = Unsatisfactory, 2 = Weak, 3 = Satisfactory, 4 = Good, 5 = Very Good, and 6 = Excellent.

Based on data provided in January 2022 for the school session 2021/22, the latest average QI grade for all mainstream Aberdeenshire schools was 4 (Good), with 59.1% (97 of 164) graded 4 or above, and none graded as 1 (Unsatisfactory).

The average QI grade across Aberdeenshire as a whole for this Quality Indicator has remained within 0.06 across the four years reported, with the percentage of mainstream schools evaluated as Satisfactory or above remaining the same this year compared to last year at 97.0% (2021/22: 159 of 164, 2020/21: 162 of 167), compared with 94.6% (158) in 2019/20 and 95.2% (159) in 2018/19.

Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Base	Status	Spark Chart
1.10 Aberdeenshire: Percentage of school leavers securing a positive post school destination	96.6%	94.7%	93.2%	2018/19	96.4%	2,620	✅	
				2019/20	94.7%	2,531		
				2020/21	96.2%	2,635		

This measure is based on data published on the Scottish Government *Insight* national senior phase benchmarking tool.

Scottish Government's statistical publication which provides information on initial destinations of 2021/22 school leavers from publicly funded schools in Scotland was published in February 2022 (**Summary Statistics for Attainment and Initial Leaver Destinations, No. 4: 2022 Edition**).

This percentage is based on the 2020/21 school session, measuring the number of school leavers who secured a positive post-school destination. Positive destinations include Higher Education, Further Education, Training, Employment, Voluntary Work and Personal Skills Development (which replaced Activity Agreements).

Both the short and long trends indicate the high level of leavers from secondary schools across Aberdeenshire has returned to pre-Covid levels this year at 96.2% (cohort 2635) - increasing 1.5% compared to the previous year (cohort 2531), and up 0.4% when compared with the average of the previous three years (average cohort 2566). However, the impact and challenges of Covid-19 on post-school education and employment opportunities should continue to be taken into account when considering the

levels of our school leavers who initially secured a positive post-school destination during the pandemic. Indeed, these latest figures for Aberdeenshire as a whole have remained above the national rate of 95.5% (which itself improved 2.1% compared to 2020/21 school leavers) and has retained within the top 10 performing local authorities in Scotland (9th 2021/22, 7th 2019/20, 5th 2018/19, 6th 2017/18 and 7th 2016/17), and in sixth position this year within our LGBF Family Group for People Services (ranging 98.6% in East Dunbartonshire and 95.1% in Edinburgh City) down from third for the 2019/20 cohort.

The three council areas with the highest overall rates of school leavers securing an initial positive post-school destination during session 2020/21 were Formartine, Garioch, and Marr (96.6%, 96.3% and 96.6% respectively).

Further detail on Aberdeenshire school leavers initial destinations for school session 2020/21 were considered at the **ECS Committee meeting of 17th March 2022** (**Item 7**); and within **Skills Development Scotland's Annual Participation Measure** (SDS APM) interactive report on 16-19 year olds participating in education, training or employment.

Performance Measure	Current Target	Amber Threshold	Red Threshold	Value		Status	Spark Chart
1.14a Aberdeenshire: Attainment - Percentage of P1 achieving expected CfE Level for English Literacy	66.7%	65.4%	63.4%	2018/19	74.8%	✅	
				2019/20	N/A		
				2020/21	70.2%		

This measure reporting on the performance of the combined 'literacy' variable (created from the organisers: reading, writing, and listening and talking) was introduced from the 2018/19 reporting cycle, with a baseline of the 2017/18 session sourced from the annual Achievement of Curriculum for Excellence (CfE) Levels (ACEL) Return which is based on teacher professional judgements, relevant to the child or young person's stage (P1, P4, P7 and S3), as at June of the relevant school session.

The ACEL 2019/20 data collection was cancelled following schools' closures in March 2020 due to the Covid-19 response, therefore comparisons for school session 2020/21 have been made primarily on 2018/19 performance. The impact of the further national lockdown across Scotland from January 2021 resulted in the 2020/21 data collection excepting year/stage S3, however the primary stages were captured.

During school session 2020/21, 70.2% of children in year/stage P1 within Aberdeenshire mainstream primary schools achieved the expected CfE level of 'Early' (or better) for English Literacy. Although this is a 4.6% reduction compared with session 2018/19 (74.8%), this is just a little below the national percentage of 70.8% achieved in 2020/21 - which itself saw a 5.3% fall compared to 2018/19 - with local authorities ranging from 52.9% (Highland) to 86.6% (East Renfrewshire) in this latest collection. This is also below the median of our **Family Group Local Authorities** used for benchmarking (-0.9% compared to 2020/21 median of 71.1%), which ranged from 62.3% and 86.6%.

Within the six Aberdeenshire council areas, Garioch and Kincardine & Mearns reported the highest proportion of P1 children within their area achieving the expected CfE level as at June 2021 based on teacher professional judgements, (73.9% and 74.6% respectively).

Full national results are available on the **Scottish Government publications site**, with 2020/21 results published in December 2021, however, it is worth noting that although Scottish Government has removed the 'experimental' label (reflecting that these statistics were new and under development) from the 2018/19 collection onwards, caution should remain when making any comparisons to previous Achievement of CfE Level (ACEL) results.

A further update on the progress of the development and direction of a strategy for Aberdeenshire to support the improvements of key literacies and reduce the impact of low literacies levels was considered at the **ECS Committee of 27th May 2021** (**Item 8**).

Performance Measure	Current Target	Amber Threshold	Red Threshold	Value		Status	Spark Chart
1.14a Aberdeenshire: Attainment - Percentage of P4 achieving expected CfE Level for English Literacy	66.7%	65.4%	63.4%	2018/19	67.8%		
				2019/20	N/A		
				2020/21	64.8%		

This measure reporting on the performance of the combined 'literacy' variable (created from the organisers: reading, writing, and listening and talking) was introduced from the 2018/19 reporting cycle, with a baseline of the 2017/18 session sourced from the annual Achievement of Curriculum for Excellence (CfE) Levels (ACEL) Return which is based on teacher professional judgements, relevant to the child or young person's stage (P1, P4, P7 and S3), as at June of the relevant school session.

The ACEL 2019/20 data collection was cancelled following schools' closures in March 2020 due to the Covid-19 response, therefore comparisons for school session 2020/21 have been made primarily on 2018/19 performance. The impact of the further national lockdown across Scotland from January 2021 resulted in the 2020/21 data collection excepting year/stage S3, however the primary stages were captured.

During school session 2020/21, 64.8% of children in year/stage P4 within Aberdeenshire mainstream primary schools achieved the expected CfE level of 'First' (or better) for English Literacy. Although this is a 3.0% reduction compared with session 2018/19 (67.8%), this is above the national percentage of 63.8% achieved in 2020/21 - which itself saw a 6.2% fall compared to 2018/19 - with local authorities ranging from 45.2% (East Ayrshire) to 85.3% (East Renfrewshire) in this latest collection. This is also above the median of our **Family Group Local Authorities** used for benchmarking (+1.6% compared to 2020/21 median of 63.2%), which ranged from 55.2% and 85.3%.

Within the six Aberdeenshire council areas, Kincardine & Mearns and Marr reported the highest proportion of P4 children within their area achieving the expected CfE level as at June 2021 based on teacher professional judgements, (70.8% and 67.3% respectively).

Full national results are available on the **Scottish Government publications site**, with 2020/21 results published in December 2021, however, it is worth noting that although Scottish Government has removed the 'experimental' label (reflecting that these statistics were new and under development) from the 2018/19 collection onwards, caution should remain when making any comparisons to previous Achievement of CfE Level (ACEL) results.

A further update on the progress of the development and direction of a strategy for Aberdeenshire to support the improvements of key literacies and reduce the impact of low literacies levels was considered at the **ECS Committee of 27th May 2021** (**Item 8**).

Performance Measure	Current Target	Amber Threshold	Red Threshold	Value		Status	Spark Chart
1.14a Aberdeenshire: Attainment - Percentage of P7 achieving expected CfE Level for English Literacy	66.7%	65.4%	63.4%	2018/19	69.0%	⚠️	
				2019/20	N/A		
				2020/21	64.5%		

This measure reporting on the performance of the combined 'literacy' variable (created from the organisers: reading, writing, and listening and talking) was introduced from the 2018/19 reporting cycle, with a baseline of the 2017/18 session sourced from the annual Achievement of Curriculum for Excellence (CfE) Levels (ACEL) Return which is based on teacher professional judgements, relevant to the child or young person's stage (P1, P4, P7 and S3), as at June of the relevant school session.

The ACEL 2019/20 data collection was cancelled following schools' closures in March 2020 due to the Covid-19 response, therefore comparisons for school session 2020/21 have been made primarily on 2018/19 performance. The impact of the further national lockdown across Scotland from January 2021 resulted in the 2020/21 data collection excepting year/stage S3, however the primary stages were captured.

During school session 2020/21, 64.5% of children in year/stage P7 within Aberdeenshire mainstream primary schools achieved the expected CfE level of 'Second' (or better) for English Literacy. Although this is a 4.5% reduction compared with session 2018/19 (67.8%), this is not far off the national percentage of 66.3% achieved in 2020/21 - which itself saw a 4.6% fall compared to 2018/19 - with local authorities ranging from 48.6% (Highland) to 86.8% (East Renfrewshire) in this latest collection. However, this is below the median of our **Family Group Local Authorities** used for benchmarking (-3.6% compared to 2020/21 median of 68.1%), which ranged from 61.5% and 86.8%.

Within the six Aberdeenshire council areas, Kincardine & Mearns and Marr reported the highest proportion of P4 children within their area achieving the expected CfE level as at June 2021 based on teacher professional judgements, (70.8% and 67.3% respectively).

Full national results are available on the **Scottish Government publications site**, with 2020/21 results published in December 2021, however, it is worth noting that although Scottish Government has removed the 'experimental' label (reflecting that these statistics were new and under development) from the 2018/19 collection onwards, caution should remain when making any comparisons to previous Achievement of CfE Level (ACEL) results.

A further update on the progress of the development and direction of a strategy for Aberdeenshire to support the improvements of key literacies and reduce the impact of low literacies levels was considered at the **ECS Committee of 27th May 2021** (**Item 8**).

Performance Measure	Current Target	Amber Threshold	Red Threshold	Value		Status	Spark Chart
1.14a Aberdeenshire: Attainment - Percentage of S3 achieving expected CfE Level for English Literacy	66.7%	65.4%	63.4%	2018/19	82.3%		
				2019/20	N/A		
				2020/21	N/A		

This measure reporting on the performance of the combined 'literacy' variable (created from the organisers: reading, writing, and listening and talking) was introduced from the 2018/19 reporting cycle, with a baseline of the 2017/18 session sourced from the annual Achievement of Curriculum for Excellence (CfE) Levels (ACEL) Return which is based on teacher professional judgements, relevant to the child or young person's stage (P1, P4, P7 and S3), as at June of the relevant school session.

The ACEL 2019/20 data collection was cancelled following schools' closures in March 2020 due to the Covid-19 response. The impact of the further national lockdown across Scotland from January 2021 resulted in the 2020/21 data collection excepting year/stage S3, although the primary stages were captured.

The latest information for year/stage S3 has been provided meantime based on school session 2018/19 performance.

During school session 2018/19, 82.3% of young people in year/stage S3 within Aberdeenshire mainstream secondary schools, achieved the expected CfE level of 'Third' (or better) for English Literacy. This is a little lower compared with session 2017/18 (-0.9%), and remains below the national percentage of 87.9% achieved in 2018/19, with local authorities ranging from 78.6% (East Ayrshire) to 98.8% (East Dunbartonshire).

Within the six Aberdeenshire council areas, Formartine and Garioch reported the highest proportion of S3 young people within their area achieving the expected CfE level as at June 2019 based on teacher professional judgements, (93.3% and 93.4% respectively).

Full national results are available on the **Scottish Government publications site**, with 2020/21 results published in December 2021 (and **2018/19 results**, which included year/stage S3, published in December 2019), however, it is worth noting that although Scottish Government has removed the 'experimental' label (reflecting that these statistics were new and under development) from the 2018/19 collection onwards, caution should remain when making any comparisons to previous Achievement of CfE Level (ACEL) results.

A further update on the progress of the development and direction of a strategy for Aberdeenshire to support the improvements of key literacies and reduce the impact of low literacies levels was considered at the **ECS Committee of 27th May 2021** (**Item 8**).

Performance Measure	Current Target	Amber Threshold	Red Threshold	Value		Status	Spark Chart
1.15a Aberdeenshire: Attainment - Percentage of P1 achieving expected CfE Level for Numeracy	66.7%	65.4%	63.4%	2018/19	85.5%	✅	
				2019/20	N/A		
				2020/21	82.4%		

This measure reporting on the performance of the numeracy organiser was introduced from the 2018/19 reporting cycle, with a baseline of the 2017/18 session sourced from the annual Achievement of Curriculum for Excellence (CfE) Levels (ACEL) Return which is based on teacher professional judgements, relevant to the child or young person's stage (P1, P4, P7 and S3), as at June of the relevant school session.

The ACEL 2019/20 data collection was cancelled following schools' closures in March 2020 due to the Covid-19 response, therefore comparisons for school session 2020/21 have been made primarily on 2018/19 performance. The impact of the further national lockdown across Scotland from January 2021 resulted in the 2020/21 data collection excepting year/stage S3, however the primary stages were captured.

During school session 2020/21, 82.4% of children in year/stage P1 within Aberdeenshire mainstream primary schools achieved the expected CfE level of 'Early' (or better) for Numeracy. Although this is a 3.1% reduction compared with session 2018/19 (85.5%), this is above the national percentage of 81.1% achieved in 2020/21 - which itself saw a 3.6% fall compared to 2018/19 - with local authorities ranging from 68.0% (Highland) to 91.4% (East Renfrewshire) in this latest collection. However, this is below the median of our **Family Group Local Authorities** used for benchmarking (-0.7% compared to 2020/21 median of 83.1%), which ranged from 72.8% and 91.4%.

Within the six Aberdeenshire council areas, Kincardine & Mearns and Marr reported the highest proportion of P1 children within their area achieving the expected CfE level as at June 2021 based on teacher professional judgements, (86.1% and 86.2% respectively).

Full national results are available on the **Scottish Government publications site**, with 2020/21 results published in December 2021, however, it is worth noting that although Scottish Government has removed the 'experimental' label (reflecting that these statistics were new and under development) from the 2018/19 collection onwards, caution should remain when making any comparisons to previous Achievement of CfE Level (ACEL) results.

An update on the National Improvement Framework report and plan which includes the theme 'Improving Attainment (particularly Literacy and Numeracy')' was considered at the **ECS Committee of 26th August 2021** (**Item 8**).

Performance Measure	Current Target	Amber Threshold	Red Threshold	Value		Status	Spark Chart
1.15a Aberdeenshire: Attainment - Percentage of P4 achieving expected CfE Level for Numeracy	66.7%	65.4%	63.4%	2018/19	78.1%	✅	
				2019/20	N/A		
				2020/21	75.8%		

This measure reporting on the performance of the numeracy organiser was introduced from the 2018/19 reporting cycle, with a baseline of the 2017/18 session sourced from the annual Achievement of Curriculum for Excellence (CfE) Levels (ACEL) Return which is based on teacher professional judgements, relevant to the child or young person's stage (P1, P4, P7 and S3), as at June of the relevant school session.

The ACEL 2019/20 data collection was cancelled following schools' closures in March 2020 due to the Covid-19 response, therefore comparisons for school session 2020/21 have been made primarily on 2018/19 performance. The impact of the further national lockdown across Scotland from January 2021 resulted in the 2020/21 data collection excepting year/stage S3, however the primary stages were captured.

During school session 2020/21, 75.8% of children in year/stage P4 within Aberdeenshire mainstream primary schools achieved the expected CfE level of 'First' (or better) for Numeracy. Although this is a 2.3% reduction compared with session 2018/19 (78.1%), this is above the national percentage of 71.6% achieved in 2020/21 - which itself saw a larger 5.2% fall compared to 2018/19 - with local authorities ranging from 52.5% (East Ayrshire) to 89.9% (East Renfrewshire) in this latest collection. This is also above the median of our **Family Group Local Authorities** used for benchmarking (+3.1% compared to 2020/21 median of 72.7%), which ranged from 66.2% and 89.9%.

Within the six Aberdeenshire council areas, Kincardine & Mearns and Marr reported the highest proportion of P4 children within their area achieving the expected CfE level as at June 2021 based on teacher professional judgements, (79.8% and 77.9% respectively).

Full national results are available on the **Scottish Government publications site**, with 2020/21 results published in December 2021, however, it is worth noting that although Scottish Government has removed the 'experimental' label (reflecting that these statistics were new and under development) from the 2018/19 collection onwards, caution should remain when making any comparisons to previous Achievement of CfE Level (ACEL) results.

An update on the National Improvement Framework report and plan which includes the theme 'Improving Attainment (particularly Literacy and Numeracy')' was considered at the **ECS Committee of 26th August 2021** (**Item 8**).

Performance Measure	Current Target	Amber Threshold	Red Threshold	Value		Status	Spark Chart
1.15a Aberdeenshire: Attainment - Percentage of P7 achieving expected CfE Level for Numeracy	66.7%	65.4%	63.4%	2018/19	76.2%	✅	
				2019/20	N/A		
				2020/21	71.7%		

This measure reporting on the performance of the numeracy organiser was introduced from the 2018/19 reporting cycle, with a baseline of the 2017/18 session sourced from the annual Achievement of Curriculum for Excellence (CfE) Levels (ACEL) Return which is based on teacher professional judgements, relevant to the child or young person's stage (P1, P4, P7 and S3), as at June of the relevant school session.

The ACEL 2019/20 data collection was cancelled following schools' closures in March 2020 due to the Covid-19 response, therefore comparisons for school session 2020/21 have been made primarily on 2018/19 performance. The impact of the further national lockdown across Scotland from January 2021 resulted in the 2020/21 data collection excepting year/stage S3, however the primary stages were captured.

During school session 2020/21, 71.7% of children in year/stage P7 within Aberdeenshire mainstream primary schools achieved the expected CfE level of 'Second' (or better) for Numeracy. Although this is a 4.5% reduction compared with session 2018/19 (76.2%), this is just a little below the national percentage of 71.9% achieved in 2020/21 - which itself saw a 4.1% fall compared to 2018/19 - with local authorities ranging from 56.5% (Highland) to 88.5% (East Renfrewshire) in this latest collection. This is also just a little below the median of our **Family Group Local Authorities** used for benchmarking (-0.2% compared to 2020/21 median of 71.9%), which ranged from 68.3% and 88.5%.

Within the six Aberdeenshire council areas, Garioch and Kincardine & Mearns reported the highest proportion of P7 children within their area achieving the expected CfE level as at June 2021 based on teacher professional judgements, (73.5% and 77.4% respectively).

Full national results are available on the **Scottish Government publications site**, with 2020/21 results published in December 2021, however, it is worth noting that although Scottish Government has removed the 'experimental' label (reflecting that these statistics were new and under development) from the 2018/19 collection onwards, caution should remain when making any comparisons to previous Achievement of CfE Level (ACEL) results.

An update on the National Improvement Framework report and plan which includes the theme 'Improving Attainment (particularly Literacy and Numeracy)' was considered at the **ECS Committee of 26th August 2021** (**Item 8**).

Performance Measure	Current Target	Amber Threshold	Red Threshold	Value		Status	Spark Chart
1.15a Aberdeenshire: Attainment - Percentage of S3 achieving expected CfE Level for Numeracy	66.7%	65.4%	63.4%	2018/19	91.7%	❓	
				2019/20	N/A		
				2020/21	N/A		

This measure reporting on the performance of the numeracy organiser was introduced from the 2018/19 reporting cycle, with a baseline of the 2017/18 session sourced from the annual Achievement of Curriculum for Excellence (CfE) Levels (ACEL) Return which is based on teacher professional judgements, relevant to the child or young person's stage (P1, P4, P7 and S3), as at June of the relevant school session.

The ACEL 2019/20 data collection was cancelled following schools' closures in March 2020 due to the Covid-19 response, therefore comparisons for school session 2020/21 have been made primarily on 2018/19 performance. The impact of the further national lockdown across Scotland from January 2021 resulted in the 2020/21 data collection excepting year/stage S3, although the primary stages were captured.

The latest information for year/stage S3 has been provided meantime based on school session 2018/19 performance.

During school session 2018/19, 91.7% of young people in year/stage S3, in Aberdeenshire mainstream secondary schools, achieved the expected CfE level of 'Third' (or better) for Numeracy. This is a 1% increase compared with session 2017/18 (90.7%), and remains above the national percentage of 90.2% achieved in 2018/19, with local authorities ranging from 77.3% (Clackmannanshire) to 99.0% (East Dunbartonshire).

Within the six Aberdeenshire council areas, Buchan and Garioch reported the highest proportion of S3 young people within their area achieving the expected CfE level as at June 2019 based on teacher professional judgements, (93.3% and 95.1% respectively).

Full national results are available on the **Scottish Government publications site**, with 2020/21 results published in December 2021 (and **2018/19 results**, which included year/stage S3, published in December 2019), however, it is worth noting that although Scottish Government has removed the 'experimental' label (reflecting that these statistics were new and under development) from the 2018/19 collection onwards, caution should remain when making any comparisons to previous Achievement of CfE Level (ACEL) results.

An update on the National Improvement Framework report and plan which includes the theme 'Improving Attainment (particularly Literacy and Numeracy') was considered at the **ECS Committee of 26th August 2021** (**Item 8**).

Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Base	Status	Spark Chart
1.20 Aberdeenshire: Percentage of children seen within 15 days of a new supervision requirement being made	90.0%	85.5%	81.0%	2019/20	84.0%	94	✅	
				2020/21	92.7%	55		
				2021/22	93.8%	64		

During 2021/2022, a high percentage of children and young people received this service within the required timescale, 60 out of the total of 64. Covid 19 restrictions have impacted some timescales, but overall compliance is excellent.

Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Base	Status	Spark Chart
1.21 Aberdeenshire: Percentage of reports submitted to Children's Reporter within target timescale (Investigation Report)	75.0%	70.0%	65.0%	2019/20	35.4%	158	🔴	
				2020/21	30.4%	56		
				2021/22	45.3%	75		

During 2021/2022, performance continues to highlight challenges in compliance with timescales. Covid 19 restrictions have impacted on team capacities and work prioritisation.

However, while compliance is low, and below the agreed target, this does not impact on-going contact with the family to assess wellbeing, so there is no detriment to the child of timescales not being met. Additionally, this does not take account of local agreed arrangements with SCRA (Scottish Children's Reporter Administration) to mutually extend timescales where appropriate, to allow sufficient time to complete an assessment.

Council Priorities 2020-2022: 2. To have better, integrated working arrangements in pursuit of improved outcomes for children and young people

Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Status	Spark Chart
2.3 Aberdeenshire: Percentage of CEYP school leavers securing a positive post school destination	88.0%	83.6%	79.2%	2018/19	94.9%	✅	
				2019/20	88.6%		
				2020/21	88.6%		

This measure is based on data published on the Scottish Government *Insight* national senior phase benchmarking tool.

Scottish Government's statistical publication which provides information on initial destinations of 2021/22 school leavers from publicly funded schools in Scotland was published in February 2022 (**Summary Statistics for Attainment and Initial Leaver Destinations, No. 4: 2022 Edition**).

This percentage is based on the 2020/21 school session, measuring the number of Care Experienced Young People (CEYP) school leavers (i.e. those looked after at home, or looked after away from home and accommodated) who secured a positive post-school destination. Positive destinations include Higher Education, Further Education, Training, Employment, Voluntary Work and Personal Skills Development (which replaced Activity Agreements).

Although the short trend indicates the high level of CEYP leavers from secondary schools across Aberdeenshire has remained the same this year at 88.6% (cohort 35) compared to last year (also 88.6%, cohort 35), the long trend indicates an increase of 0.5% compared with the average of the previous three years (average cohort 40). However, the impact and challenges of Covid-19 on post-school education and employment opportunities should continue to be taken into account when considering the levels of our school leavers who initially secured a positive post-school destination during the pandemic. It is also worth noting that the total leavers in this cohort is a relatively small number and therefore it is not unexpected to see percentage fluctuations year-on-year.

Although these latest figures for the CEYP cohort is below the latest Aberdeenshire (96.2%) and national rate (95.5%) for *all* senior phase school leavers for the same period, they have remained above the national rate for this cohort in Scotland for the fourth year in a row - though the gap has narrowed from over seven percentage points above the national rate in 2019/20 (national CEYP rate 81.4%), to less than one percentage point in 2020/21 (national CEYP rate 87.9%, which itself saw an increase of 6.5% on the previous year). Nonetheless, the Aberdeenshire cohort has also remained notably above that of **The Northern Alliance** as a whole for this cohort (82.8%), achieving almost six percentage points more in 2020/21.

Further detail on Aberdeenshire school leavers initial destinations for school session 2020/21 were considered at the **ECS Committee meeting of 17th March 2022** (**Item 7**), which included a section on CEYP leavers; and within **Skills Development Scotland's Annual Participation Measure** (SDS APM) interactive report on 16-19 year olds participating in education, training or employment.

Performance Measure	Current Target	Amber Threshold	Red Threshold	Value		Status	Spark Chart
				2018/19	316		
2.4 Aberdeenshire: Attainment - SCQF Average Tariff Score of CEYP school leavers	366	329.4	292.8	2019/20	439	✅	
				2020/21	400		

This measure is based on data published on the Scottish Government *Insight* national benchmarking tool. However, as a result of the **changes to the awarding methodology** used for the 2020 exam diet due to the impact of the Covid-19 response (with estimates featuring as the core element of the certification process), and for the 2021 exam diet (using the **alternative certification model** based on evidenced **teacher judgement**), it is strongly recommended to take into account these changes to the awarding methodologies when considering any variations or patterns in results highlighted here as these will not be directly comparable to results in previous years or future years. Result rates have been provided compared to the 2019 (pre-Covid) and 2020 exam diet for illustration purposes only.

This latest figure is based on the 2021 exam diet, measuring the average tariff score of Care Experienced Young People (CEYP), (i.e. those looked after at home, or looked after away from home and accommodated), who left school during school session 2020/21.

Although the short trend indicates a small reduction in the improvement in performance seen in the previous exam diet for this cohort (-39 tariff points compared to the 2020 exam diet), the overall longer trend continues to show an overall positive improvement, +39 tariff points compared to the average of the previous three years (361), and a near doubling in average tariff points seen compared to five years ago (2016 diet = 212), with our Care Experienced school leavers during 2020/21 achieving an average tariff score of 400 accumulated by the 2021 exam diet. However, when considering figures relating to CEYP it is worth taking into account that the total leavers in this cohort remains a relatively small fluctuating number and therefore any changes in this number can affect the overall average tariff score for this cohort year-to-year, (this year the total leavers in the CEYP cohort was 35, which was the same in session 2019/20, but compared with 39 in session 2018/19, 47 in session 2017/18, 41 in session 2016/17 and 27 in session 2015/16).

The proportion of CEYP who elected to stay on into S6 reduced back to levels not dissimilar to those seen pre-Covid for the 2019 exam diet, with levels seen in the 2020 exam diet not sustained (17.1% compared with 34.3% in session 2019/20 and 17.9% in session 2018/19), with a slight increase also in the number of S4 leavers (15 in session 2020/21, compared with 11 in session 2019/20, 17 in 2019/20, and 20 in 2017/18).

Although the gap has narrowed, the Aberdeenshire average tariff score of CEYP school leavers for the 2021 diet (400) remains somewhat higher than those achieved nationally for CEYP leavers, with performance across Scotland as a whole moving above 300 in this latest diet (340, up from 292 in the 2020 diet).

As a local comparison, the average tariff score for *all* Aberdeenshire leavers collectively was 995 (up from 939 in the 2020 exam diet), and for all Aberdeenshire leavers who elected to leave at S4 was 382 (down from 398).

A report was considered at ECS Committee on **2nd December 2021** (**Item 6**) providing an 'Analysis of Attainment and Achievement of Young People from Aberdeenshire Secondary Schools in Accredited Awards (2020-21)', with additional national information on school leaver attainment also available in the Scottish Government's statistical publication update for 2020/21 school leavers from publicly funded schools in Scotland which was published in February 2022 (**Summary Statistics for Attainment and Initial Leaver Destinations, No. 4: 2022 Edition**).

In August 2021, SQA set out the key detail on **plans for assessment of National Qualifications for session 2021/22** following confirmation from the Cabinet Secretary for Education and Skills that exams are to resume.

Following a report highlighting recommendations from the OECD (Organisation for Economic Cooperation and Development) which indicated significant implications for the education system and assessment practices in Aberdeenshire schools - considered at the ECS Committee meeting of **7th October 2021** (**Item 7**) - Scottish Government published more information in March 2022 on the reforms to support learners and teachers that are planned with the **new national education bodies**.

Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Base	Status	Spark Chart
2.5 Aberdeenshire: Percentage of children looked after away from home who experience 3 or fewer placements	87.00%	82.65%	78.30%	2019/20	86.11%	432	✅	
				2020/21	85.92%	419		
				2021/22	85.48%	420		

Scotland's independent care review published in February 2020 clearly identifies the importance of continuity of relationships for children and young people who cannot live at home so that they can maximise their potential and achieve the best possible outcomes. Aberdeenshire Council is committed to ensuring that the places provided for young people to live when they cannot be at home with their parents are stable and enduring for as long as they are required. 85.48% of children looked after in Aberdeenshire in 2021-22 had experienced 3 or less placements. This demonstrates consistency with 2020-21 where the figure was 85.92%. Aberdeenshire Council will continue to aim to build upon this figure through a significant number of different areas including rearticulating our Corporate Parenting plan **Children's Services Plan 2020 - 2023 (girfec-aberdeenshire.org)** in line with the Promise Plan 21-24 **plan-21-24-pdf-spread.pdf (thepromise.scot)**

Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Base	Status	Spark Chart
2.6 Aberdeenshire: Children/Young People engaged with Throughcare and Aftercare service who were in Training, Education or Employment.	45.0%	42.8%	40.5%	2019/20	71.3%	143	✅	
				2020/21	46.2%	130		
				2021/22	43.6%	149		

The Throughcare and Aftercare (TC/AC) Team is committed to promote education training and employment to our young people who are subject to regular 6 monthly Pathway Reviews. The 2021/22 percentage has dropped slightly from 46.2% last year to 43.62% - a decrease of 2.58%.

Work placements have continued to be affected adversely by the pandemic with a marked decrease in work placements compared to previous years. Employer engagement plays a key role in the employability service that is offered by the Throughcare and Aftercare Team. Over the last year the service engaged with employers from a wide range of industries including, construction, farming, care, hospitality and entertainment. The service also engaged with a wide range of third sector and voluntary organisations. We also continue to work closely with our colleagues in our family firm to identify and support care experienced young people who would most benefit from work experience opportunities and ongoing employability support.

The service also continues to work closely with our partners in Skills Development Scotland. This year we have collaborated to provide a better, more targeted service to the young people most in need.

Increasingly some of the young people involved with the service struggle with basic literacy and are not able to manage writing or arithmetic. They also struggle with their communication and group working skills. To try and combat this, TCAC Employment and Training Co-ordinator has completed an SVQ Assessor Training and delivers Core Skill and Employability Qualifications to young people. Core Skills can be provided up to SCQF Level 4 in a variety of key areas including, reading, writing, speaking, listening, maths, IT, working with others and problem solving.

A number of our young people are successfully studying at Further and Higher education and holding down jobs in addition. Others are young parents who are equally managing college courses, whilst others are in employment.

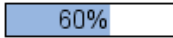| Table A: Summary of other annual ECS Performance Outcome Measures updated earlier in the reporting year 2021/22 or under development		
Council Priority (CP): Topic	**Description**	**Availability**
CP1: SCQF attainment at S4 and S5	Annual indicators measuring the percentage of S4 pupils achieving 5+ SCQF (Scottish Credit and Qualifications Framework) awards at level 5, and S5 pupils achieving 3+ SCQF awards at level 6	September/October following the end of the previous school session (2020/21). Latest update reported alongside mid-year 2021/22 (based on exam diet 2021)
CP1: Difference in average tariff score of all S4 in SIMD quintile five and quintile one	Annual indicator measuring the difference in the average tariff score of all S4 pupils in SIMD (Scottish Index of Multiple Deprivation) quintile five and quintile one, with the aim to minimise this	September/October following the end of the previous school session (2020/21). Latest update reported alongside mid-year 2021/22 (based on exam diet 2021)
CP1: Young people involved in Foundation Apprenticeships	Annual indicator measuring the number of young people currently involved in Foundation Apprenticeship (FA) programmes in Aberdeenshire schools as part of the Aberdeenshire managed FA programme	September/October of the next school session (2021/22). Latest update reported alongside mid-year 2021/22
CP1: Successfully completed Foundation Apprenticeships	Annual indicators measuring the percentage of young people who successfully completed their embarked Foundation Apprenticeship programme, as part of the Aberdeenshire managed FA programme, by the scheduled date	September/October following the end of the previous school session (2020/21). Latest update reported alongside mid-year 2021/22
CP2: GIRFEC multi-agency planning and groups	New indicators under development to measure the percentage improvement of quality of the GIRFEC (Getting it Right for Every Child) multi-agency planning process, and the proportion of GIRFEC groups engaged in local improvement activity	Under development.
CP3: Enhancing pace of estate review	A group of indicators under development to measure the percentage reduction in carbon footprint, reduction in whole life costs, proportion of estate matching demand, and the percentage of estate with improved suitability and condition grades	Under development.

APPENDIX 2: ECS Year-End Performance Monitoring Report – Key Directorate Actions October 2021 to March 2022 Update (Council Priorities 2020-2022)
Generated on: 26 April 2022

Aberdeenshire **A** COUNCIL

Action Status	
✖	Cancelled
🔴	Overdue; Neglected
⚠	Unassigned; Check Progress
▶	Not Started; In Progress; Assigned
✅	Completed

ECS Committee reported Key Directorate Plan Actions 2020-2022 – Overall progress: | 52% |

🌱 **Council Priorities 2020-2022: 1. To secure continuous improvement in outcomes for ALL children and young people**

Action	Description	Status	Progress	Due Date	Latest Note
Successful delivery of the redesign of our Instrumental Music delivery model, project within timescales	Redesign our Instrumental Music delivery model.	▶	60%	16-Aug-2022	**1a. Update:** • Savings of £600,000 have been taken by the Council • Instrumental Music Service Manager Profile has been updated to reflect ongoing duties to match a new delivery model to include blended learning and delivery utilising digital technology • Recruitment is now in process for the Instrumental Music Service Manager permanent post. The post has been renamed 'Music Development Manager' • Meetings with all instructors (individually) have taken place with the discussion focusing on the redesign of the service including blended delivery and savings

Action	Description	Status	Progress	Due Date	Latest Note
					• Voluntary Severance is available to instructors. Currently 2 full time equivalents (FTE) have accepted, and we are waiting for figures to be confirmed with an instructor (0.8 FTE) • The Scottish Government have implemented free instrumental tuition as of August 2021. This has the effect of significantly limiting any potential revenue from tuition fees. This follows 18 months of the suspension of tuition fees due to the COVID-19 pandemic **1b. Impact to Date / Key Achievements:** • Instrument purchase freeze • Staff recruitment freeze • Identified savings have been initiated • Involvement of staff to establish new Music Centre delivery model is still ongoing • Involvement of staff in the redesign process for the Instrumental Music Service Instrumental Tuition delivery • Consultation in the form of a survey sent to parents • Self-evaluation exercise has been carried out with all Instrumental Music Service staff. Outcomes will be collated in April 2022 • More digital/blended delivery is now taking place following the resignation of an Upper Strings instructor. All 65 pupils have been redistributed amongst remaining instructors of the same discipline **1c. Next Steps:** • Finalise and implement the new Music Centre Model • Establish FTE requirements following Voluntary Severance process. We may need to consult further with staff and Human Resources (HR) • Continue to expand useful implementation of a blended learning approach to delivery **1d. Additional comments:** Look at how we can further reduce the FTE in order to work within budget

Action	Description	Status	Progress	Due Date	Latest Note
Successful delivery of review of 'Aberdeenshire ASN' in line with national ASN support needs project, within timescales	Review of Aberdeenshire ASN in line with national ASN support needs review.	▶	5%	30-Jun-2023	**1a. Update:** The Framework of Interventions:Draft framework has been developed on SharePoint and is about to be end user tested. The early stages of intervention training roll-out have begun, with priorities being identified in consultation with School Leaders and relevant staffing groups. Work is being undertaken to ensure the Framework of Interventions is aligned with core workforce training recommendations emerging from the Additional Support Needs (ASN) Review. Review of the Pupil Support Worker Post: Core training has been agreed and practice guidelines are being developed in partnership with School Senior Leaders. Review of the Pupil Support Assistant Post: Core training is at the early stages of being developed. Review of Language Development Outreach Service and Language Unit: A working group has been established with Speech and Language Therapy colleagues to review the total communication policy, develop clear staged intervention guidance for schools on assessing and meeting speech, language & communication needs, and consider what kind of training schools need to effectively meet different types of speech, language and communication needs, including developmental language disorder (DLD) and the key elements of the language unit and outreach service that should be routinely embedded in schools for children with developmental language disorder. Review of Enhanced Provision / Community Resource hub model: Still in the scoping phase. Stakeholder views have been collated through a survey to all schools, semi-structured interviews with all 14 Community Resource Hub Schools, and a range of Partner Agency Focus Groups. Term 4 will focus on semi-structured interviews with all 32 Enhanced Provision schools. A survey will be issued to all parents and emerging themes will be explored through focus groups. CIRCLE resource for inclusive mainstream classroom practice is being piloted in two of Aberdeenshire's clusters.

Action	Description	Status	Progress	Due Date	Latest Note
					Autism training has been developed for Aberdeenshire schools. A self-evaluation framework is now under development. Mental Health Toolkit has been developed based on Education Scotland Whole School Approach to Mental Health Resource. This is currently being piloted with a small number of Aberdeenshire schools. **1b. Impact to Date / Key Achievements:** None at this point. **1c. Next Steps:** • Launch Framework of Interventions and continue with training roll-out • Finalise Pupil Support Worker practice guidelines • Establish core training for Pupil Support Assistants • Develop roll-out strategy for CIRCLE resource (dependent on outcome of pilots) • Develop progression framework for significant and complex needs • Review of Language Development Outreach Service and Language Unit • Complete scoping phase of Enhanced Provision / Community Resource Hub model • Develop mental health progression framework for schools
Closing the attainment gap - Pupil Equity Funding (PEF)	Successful use of Pupil Equity Funding (PEF) to support the ability of all pupils to engage with the curriculum whether remotely or at face-to-face delivery. Pupil Equity Funding (PEF) has supported the Health & Wellbeing of pupils throughout the pandemic by providing targeted and	✅	100%	30-Jun-2022	**Marked complete at previous update.** **1a. Update:** A key aim this session was to capture the impact and variety of planning schools implemented with their Pupil Equity Funding. It was decided to create a Microsoft form for Head Teachers to complete. The data on this form would inform central officers of the scope of planning across the school estate, the key themes emerging, the curricular areas schools were concentrating on, where the really good practice is and the impact.

Action	Description	Status	Progress	Due Date	Latest Note
	intensive support to those pupils in most need. Pupil Equity Funding (PEF) continues to support in a targeted and intensive manner those pupils as they reengage with face-to-face learning; specific resources; IT. Pupil Equity Funding (PEF) survey to be issued to Head Teachers to capture the impact of PEF spend this session on pupil engagement, themes, attainment, closing the gap.				The Microsoft form was completed by Head Teachers in June. The results have been shared with Head of Service and the Director Following guidance from the Director a report will be written for Education and Children's Service Leadership Team in term 2 of this session **1b. Impact to Date / Key Achievements:** • Microsoft form constructed • Shared with key officers • Head Teachers asked to complete by end of last session • Results shared with Head of Service and Director • Director provided feedback on next steps **1c. Next Steps:** Report to be issued to Education and Children's Services Leadership Team by end of term 2 **1d. Additional comments:** None
Deliver the Aberdeenshire National Improvement Framework (NIF) Plan	Deliver a high-quality NIF Plan focussing on literacy, numeracy, and health & wellbeing as key priorities.	✅	100%	30-Apr-2022	**1a. Update:** Our National Improvement Framework (NIF) plan has been redesigned and divided into 4 key Action Plans (AP) covering the school session. • AP 1 - Attainment/Improvements in Literacy and Numeracy • AP 2 – Closing the gap between the most and least disadvantaged children • AP 3 – Improvements in Healthy and Well-Being • AP 4 – Improvements in Employability skills and sustained positive school destinations At each of these key points, key officers must provide an update on progress and impact related to their priorities.

Action	Description	Status	Progress	Due Date	Latest Note
					Following each update, a report is presented to Education and Children's Services Leadership Team for sign off. At the end of the school session a final report is prepared for Education and Children's Services Leadership Team. **1b. Impact to Date / Key Achievements:** This year we have continued to focus on Covid and Recovery and Refocus with schools and central officers providing support to all stakeholders during this very difficult time. This support has been further strengthened by a weekly meeting between our Head Teachers and colleagues from the National Health Service (NHS). This meeting covers all schools from the City, Aberdeenshire, Moray and Independent Schools. In addition, it is clear from the regular updates that the focus on Health and Wellbeing continues to have a positive impact on children and staff The work our Information Technology (IT) colleagues have been involved in has been instrumental in ensuring all families have had continuous access to online education as and when required. This continues to be vital as Covid outbreaks across Aberdeenshire have resulted in pupils on occasion having to work remotely for short periods of time. Aberdeenshire's Developing the Young Workforce strategic development and approach was identified as a 'standout strength' by Education Scotland Her Majesty's Inspectorate of Education (HMIE) as part of the HMIE Foundation Apprenticeship Review in December, and Partner Providers and teamwork identified as a 'significant strength' as part of the Education Scotland HMIE Foundation Apprenticeship Review feedback. We are now working to increase confidence in the incorporation of United Nations Convention on the Rights of the Child (UNCRC) in all areas of Education and Children's Services and an initial presentation was delivered in all settings in August 2021. Follow up sessions have also been delivered termly. Area committees have been offered training, and this has been picked up in almost all areas. Parental leaflets have been

Action	Description	Status	Progress	Due Date	Latest Note
					pulled together in relation to this and a SharePoint site has been developed to share all materials with colleagues across the authority. A series of return visits from Education Scotland has taken place over the last few months. This has involved 9 of our primary schools and their early years settings. All but one of the schools has been signed off by Education Scotland and this is a significant result for the service. Education Scotland have praised the work of Education and Children's Services in relation to this and specifically highlighted to work in some Early Years settings resulting in a 'Spotlight on Aberdeenshire' being developed to showcase some examples of very good practice. **1c. Next Steps:** • It is clear a lot of work continues to happen across Education and Children's Services. • A comprehensive review of all aspects of Additional Support Needs is underway. Work on this continues and the results of the review will be carefully considered and inform next steps. • A restart of the Head Teacher Induction programme is underway from May 2022 for new Head Teachers to Aberdeenshire Primary schools. • The launch of Aberdeenshire's Learning, Teaching and Assessment Guidance is due for term 4. • Our PowerBi system for schools has been launched. This will continue to support data collection and analysis – to be monitored as we move into next school session. • Further development of our approach to Staff Continuous Professional Learning is underway. This work will be completed by Christmas.
Deliver the Children's Social Work Service Future Delivery Plan	Delivery of our Children's Social Work Service Future Delivery Plan.	▶	95%	31-Dec-2022	**1a. Update:** At the last review (Apr – Sept 2021), we noted that the Plan contained 14 priority areas for improvement work and at that point, 11 of the improvement actions had been completed with the remaining 3 in progress. Of those three, two are now complete and one relating to transitions is ongoing.

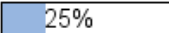| Action	Description	Status	Progress	Due Date	Latest Note
					The service is now working on a revised Future Delivery Plan for 2022-2025. The plan will be informed through analysing data, feedback from children, families, and communities with experience of the service, the workforce and stakeholders. The transition work will also transfer into the new Future Delivery Plan as a priority area of ongoing improvement and review. The service has also continued to embed our three-year cycle of self-evaluation which includes peer review of social work duty processes and outcomes, and peer review of case files which includes child's plan and outcomes. Alongside the commitment to the Plan, the service has continued to respond to the changing needs of communities in line with the impact of the pandemic. This has included being agile and fluid in our approach to service delivery and embracing technology as required. The capturing of our learning has been vital to help shape and inform service delivery going forward. Staff wellbeing and resilience has been particularly important and at times challenging and so significant focus has been given to listening to and supporting the workforce. **1b. Impact to Date / Key Achievements:** • Embedding a robust cycle of quality assurance/audit activity leading to significant improvement in key practice areas, for example duty and Initial Referral Discussions • Ongoing successful implementation of bi-monthly 'Time to Talk Events' focusing on celebrating success and driving improvement • Development of a running programme of support for Team Managers, co-designed with Team Managers with recent focus on leadership and spheres of influence • Collaborative working with practitioners to develop peer support, resilience and promote positive wellbeing

Action	Description	Status	Progress	Due Date	Latest Note
					• Strong collaborative approach to welcoming and supporting four unaccompanied asylum-seeking children/young people to Aberdeenshire • Successful recruitment of a fixed term team manager and strategic development officer to support our planning and strategy around unaccompanied asylum-seeking children/young people • Successful recruitment of a strategic development officer to support our delivery on The Promise Successful Review of our wellbeing team with additional funding agreed through Scottish Government Mental Health monies to recruit a school counsellor and potentially a mental health nurse to widen the reach of the team. **1c. Next Steps:** Original Plan to be reviewed and new plan with new priorities to be agreed and published by August 2022.
Strengthen Early Learning and Childcare school leadership induction processes	Strengthen HT EY induction processes to ensure that there is a clear understand of the HT's role to work in partnership with the Early Years Team to quality assure the work of the ELC setting in their school/impact of this on school results at P1 and in closing the gap/impact on quality of practice and provision to meet CI and ES requirements.	✅	100%	30-Sep-2022	**1a. Update:** • Improvements have been made to the induction process for Head Teachers, particularly those new to having an Early Years Setting or are new to the Authority. **1b. Impact to Date / Key Achievements:** • New Head Teachers are reporting that they are feeling supported, that they have a greater understanding of the Early Years team and their role alongside the Early Years Senior Practitioner in their setting • Head Teachers are contacting Early Years directly for support and guidance and are also inviting Early Years to joint visits for Quality Assurance • Messages are being given directly to Early Year Senior Practitioners/Head Teachers at the meetings, which means that there is much greater consistency in approach across all settings in the delivery of Early Learning and Childcare and the work towards achieving high quality practice

Action	Description	Status	Progress	Due Date	Latest Note
					• In relation to the Red/Amber/Green (RAG) status, there is a consistency to quality assurance as a result of using the RAG document. As a Head Teacher moves from one setting to another, the process will remain the same and this will ensure consistency and continuity. School leadership, including Quality Improvement Officers, Quality Improvement Managers and Head of Service have stated that the RAG document is extremely beneficial in supporting the school improvement cycle. Education Scotland have highlighted it as an effective tool in supporting school improvement • Recent inspections have been positive and have seen improvements, both from the Care Inspectorate and from Education Scotland inspections. This supports the changes that have been made in how Early Years is working with Head Teachers • Closer working with Primary Quality Improvement Managers around the quality of teaching, learning and assessment – including Early Years **1c. Next Steps:** • Continue to embed this process and regularly review to ensure that it is fit for purpose

Council Priorities 2020-2022: 2. To have better, integrated working arrangements in pursuit of improved outcomes for children and young people

Action	Description	Status	Progress	Due Date	Latest Note
Deliver the Aberdeenshire Children's Services Plan	Providing help for care experienced children and young people (corporate parenting). Drive early intervention and prevention to support children and young people affected by their own, or someone else's drug or alcohol use.	▶	10%	30-Sep-2022	**1a. Update:** Aberdeenshire Children's Services Partnership is obligated to produce an annual update to the Children's Services Plan as soon as practicably possible after the end of the reporting period (April – March). The update for 2021-22 is currently in progress with an overarching plan being formulated for this and future years. Legislation for the Children's Services Plan states that plans should be published 'as soon as practically possible' after the end of the reporting

Action	Description	Status	Progress	Due Date	Latest Note
	Supporting children with a disability and their families. Making sure children get the best start in life by giving the best support to families in the early years (children aged 0 to 8 years old). Helping children and young people enjoy great mental Health & Wellbeing.				period (April to March), therefore the project timeline has been updated to September 2022 and will be recurring annually thereafter. **1b. Impact to Date / Key Achievements:** • 2020-21 update was completed by end of December 2021 and published in January 2022 • Strategic Change Leader is working with Local Getting It Right For Every Child (GIRFEC) Groups to improve workplans and help with shared learning • Second self-assessment activity has taken place and analysis of input will be progressed in coming months • Contact established with Children's Services Plan Partnerships in other areas and networks established to help inform planning and timelines **1c. Next Steps:** • Completion of planning stage for 2021-22 update • Obtaining updates from various thematic groups and agencies to complete 2021-22 update • Preparing to undertake an Integrated Impact Assessment for next 3-year plan **1d. Additional comments:** Intention is to publish plan late summer, dependent on outcome of ongoing planning activity which will pinpoint date achievable.
Successful delivery of the Supporting Local Families project, within timescales	Multi agency approach to early intervention and prevention at time early point when there are indicators of vulnerability but unlikely to meet the criteria for statutory support.	▶	25%	31-Mar-2023	**1a. Update:** At present, the test of change in Buchanhaven School remains unchanged. The Family Link workers continue to support the 10 identified families. Given that we are now 1 year into this test of change, the impact of our work with these families is currently being reviewed by the Project Team. The Supporting Local Families Project Team are currently operating in 3 Working Groups, as follows:

Action	Description	Status	Progress	Due Date	Latest Note
					Working Group 1 – Evaluating the impact of the Buchanhaven School intervention
					Working Group 2 – Identifying demand – across Buchanhaven, Peterhead, Fraserburgh and Aberdeenshire.
					Working Group 3 – Updating terms of reference, reviewing format of meetings
					Working group activity feeds back into the Project Team meetings and has had an impact in ensuring greater participation from all Project Team members.
					Currently, there is a slight disconnect between the Project Teamwork and that of the Promise Board, as we have not attended the recent Promise Board meetings. However, this is due to a planned change to Supporting Local Families and the cycle of feeding back into the Promise Board meetings will be re-established when the changes are made.
					1b. Impact to Date / Key Achievements:
					• Both the families and the Family Link Workers surveyed reported that Supporting Local Families is having a positive impact on improving outcomes for the families involved in the test of change.
					• Supporting Local Families is improving partnership working, both through the test of change at Buchanhaven and the work of the Project Team.
					• The Family Link Workers report that the 'team around the worker' approach is effective in ensuring that they have the resource, support, training etc. necessary to equip them to meet the needs of their identified families.
					• All staff working with our identified families are both trained and using trauma informed practice.
					• The introduction of Working Groups has improved participation in Project Team activity.

Action	Description	Status	Progress	Due Date	Latest Note
					1c. Next Steps: The evaluation of the test of change at Buchanhaven School will be completed. This will include a review of the measurement plan and data gathered, to ensure that impact data is robust. This will also include a review of the capacity of the team on the ground and any changes that are required. A review of 'the gap' Supporting Local Families meets will be undertaken alongside a data gathering exercise relating to the demand across the Authority. A new Driver Diagram and measurement plan will be created for 'phase 2' of Supporting Local Families – a move beyond the current test of change at Buchanhaven. **1d. Additional comments:** Phase 2 may look considerably different to the current test of change. Initially we had planned our expansion to be a second test of change, similar to our current one in Buchanhaven, but in a different community. However, following our review of the current test of change and reflections of both the Project Team and the Promise Board Members, the Supporting Local Families Project Team, supported by the Promise Board, will consider whether a different method of service delivery may enable us to support a greater number of families who fall into 'the gap'.
Successful delivery of the Intensive Holistic Support project, within timescales	Work collaboratively with partners and families to meet local need through the delivery of holistic family support based on the principles of early intervention and prevention.	▶	30%	31-Mar-2023	**1a. Update:** • October 2021 – February 2022 Project Team further refine project aims and plans for achieving these. • 23-02-2022 Work to date presented to Promise Board and project 'change plan' agreed in principle and to increase in capacity of Clinical Psychological post aligned to project. However, the Promise Board identified need for support to Project Team around developing a data measurement plan, articulating process, defining roles and responsibilities and refining tests of change which led to multi-agency workshop in March. • 31 March 2022- Multi Agency Workshop to address the matters identified above. Progress made and action plan formulated which will support project expansion in May.

Action	Description	Status	Progress	Due Date	Latest Note
					1b. Impact to Date / Key Achievements: • 3 families have continued to be supported within the project • Project aim refined • Multi-agency consensus achieved around measures, process, roles & responsibilities • Data measurement plan formulated • Preparations underway to expand number of families within the project as from 1-05-2022 **1c. Next Steps:** • Progress actions from multi-agency workshop on 31 March - these are key to expanding project. • Liaise with NHS Grampian secondment to meet Clinical Psychology demands within project.
Strengthening of the GIRFEC approach	Strengthening GIRFEC approach.	▶	50%	31-Mar-2023	**1a. Update:** • Improvement framework incorporating cycle of Local Getting It Right For Every Child (GIRFEC) Groups (LGGs) undertaking 2 self-evaluation activities per year, has been impacted by capacity issues arising from the covid pandemic. • LGGs have recently completed their second self-evaluation activity which is about use of the GIRFEC 'request for assistance' and will tell us about how our staged model of intervention and sharing of information is working in practice. • Capacity of practitioners to fully engage in the work of LGGs continues to be an issue. LGG chairs report variable levels of engagement from partners. The impact of covid, capacity issues and competing demands are regularly cited as the main reasons for non-attendance/lack of involvement. • Early Years Forums (EYFs) now linked to LGGs rather than Early Years Strategic Group as before

Action	Description	Status	Progress	Due Date	Latest Note
					• Awaiting publication of revised National GIRFEC Materials (now scheduled for late summer 2022) as this will inform review/update of local materials. **1b. Impact to Date / Key Achievements:** • Self-evaluation activities continue and inform improvement work **1c. Next Steps:** • Revise cycle of self-evaluation activities in light of impact of covid • Review supports available to LGGS – results will feed into future Hub workplans • Review/update terms of reference for Hub and LGGs as required • Undertake Hub self-evaluation – findings will feed into Hub workplan

 Council Priorities 2020-2022: 3. Efficient and effective business support, advice and regulation

Action	Description	Status	Progress	Due Date	Latest Note
Transform the ECS Business Support function project, within timescales	Transform the ECS Business Support function in line with long term business requirements, ensuring appropriate support arrangements are in place for all areas of the Directorate. Customer satisfaction improved from baseline. Continuous Improvement project outcomes for Finance, Information, Performance Management Framework, Improvement	▶	30%	31-Mar-2024	**1a. Update:** Delivery of the transformation of the Business Support and Performance function is being delivered in three Phases. Phase 1 is complete; Phase 2 is underway and initial scoping of Phase 3 has been undertaken. Planning and preparation for the implementation of the outcome of the corporate facilities management review has been the focus over the last six months. By working with colleagues from other services, the arrangements for integrated facilities management services have been determined. The original timeline of March 2022 was set before the COVID-19 pandemic which has pulled resource and also before the full impact of the corporate Facilities Management review was known. The original timeline

Action	Description	Status	Progress	Due Date	Latest Note
	Framework, and Support arrangements.				also reflected scoping for Phase 1 only and now scoping for Phases 2 and 3 has been undertaken the scale of the work is confirmed. **1b. Impact to Date / Key Achievements:** Developed costed proposals for integrated facilities management structure within Education and Children's Services **1c. Next Steps:** • Refine project plan for Phase 2 to take account of corporate Facilities Management Review implications • Develop performance measures to evidence the impact of the performance • Deliver project plan for Phase 2 • Continue planning for Phase 3 **1d. Additional comments:** Delivery of the review is resource intensive, and capacity is being monitored to ensure the review can be delivered whilst maintaining service delivery.
Successful delivery of the Peterhead Community Campus project, within timescales	Deliver the Peterhead Community Campus.	▶	15%	31-Aug-2025	**1a. Update:** • Statutory consultation concluded for the merger of Dales Park and Meethill School with successful outcome • Review of key project dates and timescales • Review of capital costs summary in line with Building Cost Information Services (BCIS) • Site visits with Henning Larsen Architects to sites within Peterhead • Peterhead Masterplan Workshops held with key officer stakeholders **1b. Impact to Date / Key Achievements:** • Completion of the Project stakeholder engagement strategy • Appointment of Strategic Architects and Project Management functions • Commencement of master planning activity across Peterhead

Action	Description	Status	Progress	Due Date	Latest Note
					1c. Next Steps: • Continue appointments within the Design Team • Completion of the project communication strategy • Ongoing Stakeholder and community engagement • Progress governance around additional Live Life Aberdeenshire (LLA) requirements for non-Scottish Futures Trust (SFT) funded project elements. **1d. Additional Comments:** Peterhead Community Campus Project Board continue to meet on a regular basis to pick up on any areas of concerns and risk associated with the project. A risk register is also in development for the project.
Successful delivery of a devolved school management scheme, within timescales	Implement a devolved school management scheme that is transparent and co-produced that supports greater empowerment of Head Teachers and local communities.	▶	70%	30-Apr-2025	**1a. Update:** Aberdeenshire Council is committed to promoting an empowered school system and recognise devolving budgets as a key vehicle for empowerment. The Devolved School Management Board was established in October 2018, comprising of representation from across school sectors, Education and Children's Services and business support services, to lead this agenda, including the review and revision of the existing Devolved School Management scheme in accordance with the revised Scottish Government guidelines (June 2019) through a number of workstreams: • Revision of Aberdeenshire Devolved School Management Scheme • Devolved School Management in the secondary sector • Devolved School Management in the primary/special sectors • Devolved Cluster Management of Additional Support Needs resources As a key element of the wider school empowerment agenda, the Scottish Government published updated Devolved School Management guidelines in June 2019 with a requirement for local authorities to review and then implement their Devolved School Management schemes by April 2021.

Action	Description	Status	Progress	Due Date	Latest Note
					Due to the Covid-19 pandemic and following consultation with local authorities, the Scottish Government extended this deadline to April 2022. The timescale for this project has been updated to April 2025 as although the date for having the scheme reviewed was April 2022, and this has been completed, there are various workstreams identified within the Scheme which will require to be completed within the lifetime of the currently Scheme (which is due for revision in three years - April 2025). **1b. Impact to Date / Key Achievements:** • Revised Devolved School Management Scheme approved by Committee for implementation from 1 April 2022 • Primary Teaching budgets devolved to all schools from 1 April 2022 **1c. Next Steps:** • Development of a Safety-net protocol • Development of an ALDO portal providing professional learning and information • Finalisation of a Professional support offer • Consultation and engagement with key stakeholders on a range of areas, including participatory budgeting • Subject to the outcome of the ongoing Review, further devolvement of Additional Support Needs budgets
Successful delivery of Catering Services review project, within timescales	Review Catering Services to ensure service meets needs of pupils and nutritional guidelines, while adopting a "commercial outlook".	▶	40%	30-Apr-2023	**1a. Update:** The re-scoping will need to include: - • The Nutrition Act • Natasha's Law • Primary 4-7 Free School Meals (FSM) roll out and planning for the Primary 6-7 roll out, • Single use plastic legislation • Issues with deliveries and sourcing substitute products • Rising fuel costs

Action	Description	Status	Progress	Due Date	Latest Note
					• Food shortages • Staffing Roles and Grading • Budgets The timeframe for this project has been updated as the Review is in the process of being re-scoped to reflect the different challenges and areas that that changed within school catering over the last 2 years. This is being led by the Head of Service, and the first meeting for the re-scoping is due at the end of April 2022. **1b. Impact to Date / Key Achievements:** • Review of progress to Committee – 7th October 2021 • Natasha's Law – 1st October 2021 • Primary 4-5 Free School Meals roll out – Primary 5 January 2022 **1c. Next Steps:** Re-scoping meeting 28th April 2022
Enhance the pace of the review of Learning Estates	Enhance the pace of Estate review with particular reference to the placebased model including utilisation of outdoor space.	▶	48%	30-Apr-2023	**1a. Update:** Progress has been made in a number of reviews within the clusters across Aberdeenshire. **1b. Impact to Date / Key Achievements:** Temporary accommodation has been removed from Turriff Academy (single temp = 1 classroom), Mackie Academy. (Double temp = 2 classrooms) Workshop with elected members held regarding South Formartine. Meetings held with various stakeholders regarding the Fraserburgh and Stonehaven projects which will replace existing buildings on a smaller footprint and reduce the estate. The statutory consultations regarding the closure of Longhaven and Gartly School are now closed. Longhaven School consultation has been reviewed by Education Scotland.

Action	Description	Status	Progress	Due Date	Latest Note
					Completed assessment for a new build primary at the Chapleton development and beginning to move through the gateway Commence options appraisal for Huntly and Turriff and clusters. **1c. Next Steps:** Prepare final reports for Committee's regarding the Closure of Longhaven School. Gartly School consultations reviewed by Education Scotland. Further workshops to be held regarding South Formartine. Temporary accommodation to be removed from Catterline School, Gordon Primary School and Mintlaw Academy. Commence informal consultation regarding catchment anomalies. Expansion of free school meals in line with government funding. Work towards Gateway 1 - new build primary at Chapleton.