

**REPORT TO EDUCATION & CHILDREN'S SERVICES COMMITTEE – 8  
DECEMBER 2022**

**EDUCATION & CHILDREN'S SERVICES MID-YEAR PERFORMANCE  
MONITORING REPORT – APRIL TO SEPTEMBER 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 to 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 (2022-2023)*. The report evidences progress through a reflection of the performance achieved during the first six months of the reporting year 2022/23 (April to September 2022), in order that Committee can acknowledge progress and fulfil their scrutiny role.

The overall mid-year progress of the key ECS Directorate project actions for 2022/23 linked to the Council Priorities 1, 2 and 3 combined are 43% complete. All 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 April to September 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** The Council Plan 2020-2022 approved by Full Council at the special meeting of 7th October 2020 (Items 3 and 3a) drew a sharper focus on the challenges being faced by the Council and the region in support of the wider recovery and response to the compounded impact of the Covid-19 pandemic. Centric to the Plan are the three pillars of *Our People*, *Our Environment*, and *Our Economy*, with Strategic Priorities, supported by Directorate and Area plans, to better reflect our challenges and aspirations.

2.2 The latest Education & Children's Services (ECS) Directorate Plan update and accompanying *Directorate Improvement Action Plan* for 2022-2023 provides more detail around how the outcomes are to be delivered with a focus on planned improvement activity and demonstrating progress. Combined, these set out high-level key themes for performance measures and benchmarking for monitoring progress of key actions, and accountability for delivery. The Directorate Plan update was approved by ECS Committee on 9<sup>th</sup> June 2022 (Item 9).

2.2.1 The Plan establishes that the ECS Directorate 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 scrutiny 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.

### 3 Discussion

3.1 A high-level summary overview of the progress made during April to September 2022 in relation to key Directorate project actions, and outcome indicators updated during Q1 or Q2 2022/23, can be found in the discussion below, with fuller details of progress made and any corrective actions identified, where performance is below target, for Council Priorities 1, 2 and 3 contained 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) 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. Several annual measures are scheduled to be updated within the year-end performance report, details of which can be found in Table A towards the end of Appendix 1, along with details of further measures planned for development.

3.3 During the first six months of this reporting year (2022/23), the Service has continued with its adaptive response to key local and national challenges. The

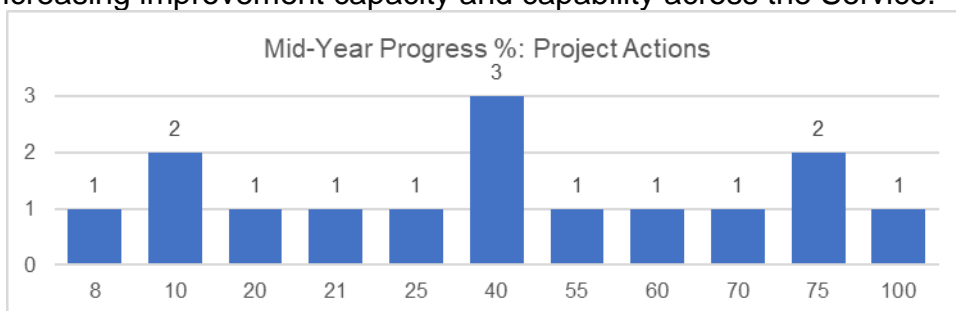
impact and influence on the ways services are delivered and planned for across ECS with regard to the Covid-19 pandemic response and recovery phases continues to be illustrated in our information monitoring and outcome measures. Guiding principles and expectations of Scottish Government with managing Covid-19 and remaining vigilant were updated over the summer including [guidance on reducing the risks in schools](#), for [early learning and childcare services](#), and for [community learning and development providers](#). Reduced restrictions should continue to positively influence performance reported in future reporting cycles where these have been an impacting factor.

3.3.1 The evolving Cost of Living Crisis is also emerging as a particular challenge for paid-for services. Any impact and mitigations will continue to be closely monitored across the Service, including services fulfilled by ECS through *Live Life Aberdeenshire* (LLA).





3.3.2 During this latest reporting period staff and services in ECS were also integral to the planning and extensive operational response of the initial stages of Operation Unicorn. Staff were mobilised to facilitate the arrivals of the Royal Family and then the key departure of the cortege from Balmoral on its way to Edinburgh in September 2022, with some temporary reduction or closures of facilities during the period of national mourning and the day of the state funeral. The precision, professionalism, and smooth running of cross-service contribution were both noted and observed across the world during the high profile and sensitive events following the passing of Her Majesty The Queen.

3.4 Indications are that overall performance across the Service has been impacted with these challenges, however the performance updates collected during the first six months of 2022/23 are reporting on target and building on progress made pre-pandemic. Schools remained open, community events and activity continued, and the Service has maintained its adaptive approach to offering support and engagement with our service users and residents using innovational means of providing and promoting wider-reaching services that have been found to be effective (e.g. digital). Improvements are anticipated as we move into the second half of the reporting year.

3.4.1 Three of the project actions reported on during 2021/22 have not carried forward to 2022/23 updates as they were completed during the previous reporting year (relating to Pupil Equity Funding, the National Improvement Framework Plan, and strengthening school leadership induction processes in early years). These have been replaced with three new project actions in connection to the Scottish Attainment Challenge, delivering on the Digital 1-2-1, and increasing improvement capacity and capability across the Service.



As can be seen in the above summary graph, each of the 15 current project actions are progressing, with an overall mid-year progress average of 43%.

Service Priority linked to Council Priority 1				
To secure continuous improvement in outcomes for children and young people				
Outcome Indicators				
Overview Mid-Year 2022/23 <sup>1</sup>	0% at 	0% at 	100% (5) at 	0% at 
<ul style="list-style-type: none"> <li>The 2022 SQA exam diet brought a return to an exam's certification model. This followed two years where results were awarded using revised alternative certification models based on estimates (2020 cohort) or evidenced teacher judgement (2021 cohort). The impact of these different approaches means care should be taken when making comparisons over time. Comparisons have been provided purely for factual and reflection purposes.</li> <li>The percentage of the S4 cohort achieving five or more SCQF awards at Level 5 (59.7%) largely sustained the overall improvement seen over recent years – mirroring the national picture which also saw a strong performance achieved overall across Scotland. In Aberdeenshire the 2022 levels are <b>↑4.5%</b> higher than those achieved pre-Covid (55.2% achieved in 2019 exam diet), with an overall improvement of <b>↑9.6%</b> indicated when compared to five years ago (50.1% in 2017 exam diet).</li> <li>The percentage of those achieving three or more SCQF awards at Level 6 by the end of S5 for the 2022 exam diet (46.6%) also signifies a continuing improvement when considered over the longer term - following the pattern of increasing levels achieved pre-Covid, with an overall improvement of <b>↑2.1%</b> when compared to levels achieved directly pre-Covid (44.5% in the 2019 diet), and <b>↑4.7%</b> higher compared to five years ago (41.9% achieved in 2017 exam diet).</li> <li>Monitoring of the difference in average tariff score of all S4 in SIMD quintile five and quintile one suggests a directionally improving picture, with the gap reducing by 32 compared to the pre-Covid 2019 exam diet (124 compared with 156). However this is a little away from the national gap for 2022 of 106 which saw a smaller reduction compared to directly pre-Covid (<b>↓8</b>). Due to the small cohorts within quintile one for Aberdeenshire this measure has a tendency to fluctuate, therefore caution is advised when considering any variations.</li> <li>A separate report providing further detail on the attainment and achievement of young people during the 2022 exam diet is also scheduled to be considered by ECS Committee on <a href="#">8<sup>th</sup> December 2022</a>. However, local approaches and strategic priorities to improvements in attainment, closing the poverty related attainment gap, and next steps with the Scottish Attainment Challenge were presented to Committee within the annual Aberdeenshire <i>National Improvement Framework Report and Plan</i> at the meeting of 13<sup>th</sup> October 2022 (<a href="#">Item 8</a>).</li> </ul>				
<ul style="list-style-type: none"> <li>Following Aberdeenshire's successful bid to be a lead provider for the delivery of Foundation Apprenticeships (FA) from August 2019, Aberdeenshire schools have continued to see notable increases in young people taking up the FA course opportunities that see them develop knowledge and skills as well as work-based experiential learning. Provisional take-up figures indicate for the current 2022/23 school session more than double the number of young people in Aberdeenshire schools now involved in the Aberdeenshire managed FA programme (SCQF Level 6) compared to 2019/20 (463</li> </ul>				

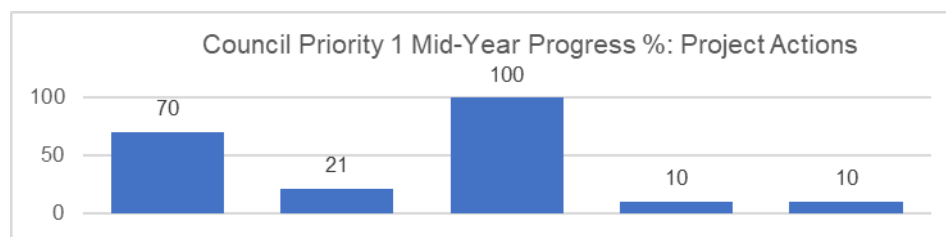
<sup>1</sup> Percentages based on combination of quarterly, biannual or annual measures, linked to Council Priority 1, updated during Q1 or Q2 2022/23 with latest data.

compared with 208). This programme also offers ECS an opportunity to work in partnership with a range of external learning providers and local employers/organisations to secure access to the experiential element of these FA courses.

- Of those young people that were involved in either a one year or two year Aberdeenshire managed FA programme scheduled to complete in 2021/22, 78.6% successfully completed (↑2.2% on the previous year). This represents completions within such diverse frameworks as Business Skills, to Scientific Technologies, to IT Software Development, with performance ranging across the eight FA frameworks represented this year of between 60% (Food & Drink Technology) and 100% (Engineering).
- A separate report providing a detailed update on progress made with the *Developing the Young Workforce* agenda through Foundation Apprenticeships during school session 2021/22, and the priority focus areas for 2022/23, was considered and endorsed by ECS Committee on 17<sup>th</sup> March 2022 ([Item 10](#)).

#### Key Directorate Project Actions

- Over the first six months of 2022/23, the overall progress of the five current key Directorate project actions linked to Council Priority 1 has an average completion rate of 42%. Three of the project actions reported during 2021/22 linked to this Council Priority were completed (see 3.4.1 above), however, two new project actions have been introduced this year on Scottish Attainment Challenge and Digital 1-2-1 for school aged pupils.



- The successful delivery of the redesign of our *Instrumental Music* delivery model, has been impacted by the voluntary severance process taking longer than anticipated – this has caused a 6-week delay, however local community engagement is ongoing and a blended delivery using a hybrid model continues to be developed. Savings have been identified and instructor full time equivalent has been reduced.
- The *Additional Support Needs (ASN) Review* workstreams focusing on strengthening the universal support and building capacity within the workforce have continued and are being individually evaluated. Recommendations have been presented to the Education and Children's Services Senior Leadership Team for the future ASN model of provision.
- The *Delivery of Our Children's Social Work Service Future Delivery Plan 2019-2021* is complete with all 14 priorities outlined in the Future Delivery Plan being complete along with the completion of a 3-year progress report which outlined key achievements and areas of challenge. The service continues to embed and undertake a cycle of self-evaluation with has included peer review of processes, outcomes and case files. Staff wellbeing and resilience continues to be a key priority with Time to Talk events held bi-monthly to ensure continued focus on listening and supporting the workforce. A revised Future Delivery Plan 2022-2025 is being finalised and has been informed through analysing data and feedback from children, families, communities, the workforce and stakeholders.
- The *Scottish Attainment Challenge* submitted their Stretch aims at the end of September 2022, prior to discussions with Head Teachers and colleagues from Education Scotland. All Schools have an awareness of the Scottish Attainment Challenge Stretch aims and the final documentation and presentation will be shared with Head Teachers, week commencing 3<sup>rd</sup> October 2022.

- The *Digital 1-2-1 Project* have almost completed the Infrastructure Business Case and are awaiting support from the Customer and Digital Services Team to progress the stakeholder engagement. A 1-2-1 Planning Essentials Event was held on 28/09/2022 which was attended by staff from across Aberdeenshire Council and a Head Teacher Love Learning Event was held on 07/09/2022 to raise awareness amongst Head Teachers and Senior Leadership Teams. Budget is in place to purchase caching servers and broadband pipe width increase from 1GB to 2GB is underway across all secondary schools.



Service Priority linked to Council Priority 2

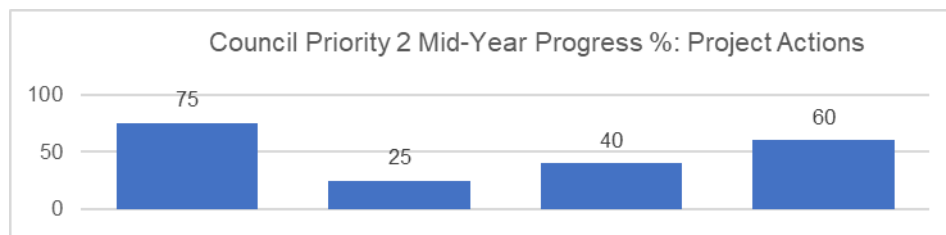
**To have better, integrated working arrangements within ECS in pursuit of improved outcomes for children and young people**

Outcome Indicators

- More information on annual measures evidencing progress towards Council Priority 2 scheduled for update later this year or are under development is provided in 'Table A: Summary of other annual ECS Performance Outcome Measures due to be updated later in the reporting year 2022/23 or under development' table towards the end of Appendix A.

Key Directorate Project Actions


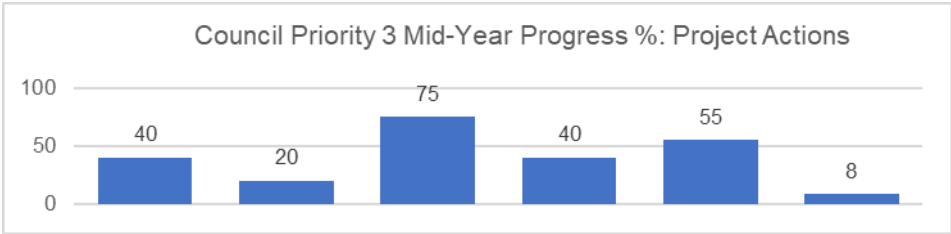
- Over the first six months of 2022/23, the overall progress of the four current key Directorate project actions linked to Council Priority 2 has an average completion rate of 50%. An additional project actions has been introduced this year on increasing improvement capacity and capability across the Service.



- An update of the *Aberdeenshire Children's Services Plan 2021/2022* was completed and published at the end of July 2022. The Strategic Change Leader has been working with Local GIRFEC Groups to improve workplans and help with shared learnings. Contact has been established with Children's Services Partnerships in other areas to help inform planning and timelines and guidance has been developed to ensure children who are home-schooled have the same level of support available through the Named Person approach.
- The *Supporting Local Families* project continues with the Buchanhaven School pilot and supporting the 10 identified families and are in the process of identifying a further 3 families who will benefit from a short-term intervention with a clear exit strategy. However, a significant change of direction for the Supporting Local Families project is imminent, which means the current work of the project team has been put on hold. Moving forward the project will move away from the phase 1 model and will instead move to a Hub model as there is a need to have a greater reach which the Hub model will achieve.
- An *Intensive Holistic Support* multi-agency workshop addressed issues relating to the data measurement plan, articulation of process, roles and responsibilities, and refining tests of change. The intention of expanding the project has not occurred due to several reasons, including the resignations of the Clinical Psychologist and Service Development Officer which impacted project capacity. Three families continue to be supported and the impact of this work continues to be measured in line with the newly established measurement plan. A communication and engagement strategy have been developed to help articulate the project aim, process, underpinning principles, roles and responsibilities

and mutual expectations to ensure a clear and consistent message is being shared. The project has been renamed and is now the 'ASPEN' Project.


- The *Strengthening GIRFEC Approach* have undertaken self-evaluation activity 2 (focus on 'request for assistance') which indicated inconsistent adherence to GIRFEC processes and documentation and as such recommendations will be incorporated into HUB and Local GIRFEC Group workplans. The next self-evaluation activity was released 30.09.2022 and focuses on the creation and use of multi-agency chronologies – the self-evaluation activities continue to inform improvement work. The GIRFEC Strategic Group is working with the Hub and services to address the issue of lack of capacity and willingness of practitioners to fully engage in the work of the Local GIRFEC Groups. The Strategic Change Officer, who provided support to both the Hub and Local GIRFEC Groups has left their post and recruitment to this vacancy is in progress.

	<p><b>Service Priority linked to Council Priority 3</b></p>														
<p><b>To have improved business support and resource management arrangements in place across ECS</b></p>															
<p><b>Outcome Indicators</b></p>															
<ul style="list-style-type: none"> <li>More information on annual measures evidencing progress towards Council Priority 3 for update later this year or are under development is provided in 'Table A: Summary of other annual ECS Performance Outcome Measures due to be updated later in the reporting year 2022/23 or under development' table towards the end of Appendix A.</li> </ul>															
<p><b>Key Directorate Project Actions</b></p>															
<ul style="list-style-type: none"> <li>Over the first six months of 2022/23, the overall progress of the six current key Directorate project actions linked to Council Priority 3 has an average completion rate of 40%.</li> </ul>															
 <table border="1"> <caption>Council Priority 3 Mid-Year Progress %: Project Actions</caption> <thead> <tr> <th>Project Action</th> <th>Completion Rate (%)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>40</td> </tr> <tr> <td>2</td> <td>20</td> </tr> <tr> <td>3</td> <td>75</td> </tr> <tr> <td>4</td> <td>40</td> </tr> <tr> <td>5</td> <td>55</td> </tr> <tr> <td>6</td> <td>8</td> </tr> </tbody> </table>		Project Action	Completion Rate (%)	1	40	2	20	3	75	4	40	5	55	6	8
Project Action	Completion Rate (%)														
1	40														
2	20														
3	75														
4	40														
5	55														
6	8														
<ul style="list-style-type: none"> <li>Phase two (of three) of the transformation of the <i>ECS Business Support and Performance function</i> project is progressing and has achieved a successful conclusion of the facilities management review consultation stage, transferred seven clusters of school cleaning services and has ensured continued service provision whilst delivering significant change.</li> <li>The <i>Peterhead Community Campus</i> project have completed the Campus Masterplan workstream, appointed design team members, completed the concept design phase and project communication strategy with the spatial co-ordination design phase having commenced. The project budget is under review and based on live-market data which is provided by an external project cost consultant.</li> <li>The delivery of a <i>devolved school management scheme</i> is progressing, and all Primary Teaching budgets have been devolved to schools from April 2022. Ongoing consultations with schools are being undertaken to identify further budgets suitable for devolvement. Cluster level support and training is being provided on financial management, with a particular emphasis being on the devolved teaching budget.</li> <li>The <i>Catering Services Review</i> project has been amended to a Strategic Plan, with the timeframe being updated to the end of October 2023 to reflect this. The project team are working with Councillors through a variety of workshops to develop the Strategic Plan that</li> </ul>															

will move the Catering Service forward. The first workshop was held with Councillors on the 6<sup>th</sup> of October with a focus on supply and demand.

- The *Learning Estates Review* have made progress in a number of reviews within clusters across Aberdeenshire including the closure of Longhaven, mothballing of Clatt, review of mothballing of Easterfield and Fisherford, temporary accommodation being removed from Catterline Schools, and informal consultations commencing regarding catchment anomalies, with Blackdog, Dinnet, Berefold and Ythanbank being complete. The new build at Chapleton has been presented at full council and is now part of the Capital Plan, and successful public meetings were held in May 2022 regarding new builds for Fraserburgh and Stonehaven. Further workshops have been held in relation to South Formartine and the final designs for Peterhead Community Campus have been reviewed.
- A new Improvement SharePoint site is in the process of being created as part of the *Increasing Improvement Capacity and Capability* project which will contain a wide breadth of information, guidance, tools and templates to support ECS staff in their improvement activities. Separate pages within the Improvement SharePoint site have been developed that focus on facilitation and project management, both of which contain guidance and templates for ECS staff to access.

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

	<b>Service Priority linked to Council Priority 27</b>
<b>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</b>	
<b>Outcome Indicators and Key Directorate Project Actions</b>	
<ul style="list-style-type: none"> <li>• The <i>LLA Business Plan 2021-2023</i> and progress linked to this priority is scrutinised by the Communities Committee as per the <i>Scheme of Governance</i><sup>2</sup>. Key Directorate project actions and outcome measures associated with Live Life Aberdeenshire (LLA) help evidence progress.</li> </ul>	

3.6 Targets and tolerances for the Service outcome measures are calculated with consideration, where available, to national targets or performance alongside performance achieved locally. The aim is for a balance between what is considered attainable and what is regarded as aspirational; striving to improve and build upon what has worked well both recently and predating the pandemic and cost of living challenges.

3.7 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. However, teams aligned to each Head of Service within Education & Children’s Services continue to collect and monitor a broad wealth of additional measures and operational data supporting internal scrutiny and self-assessment and informing direction for resource allocations and work-plans at an operational level.

3.8 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 to allow elected

<sup>2</sup> Details and links to *Scheme of Governance* provided in section 5 below.



members to form judgements 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: 03 November 2022

### **List of Appendices:**






Appendix 1 - ECS Performance Monitoring Report – Measures of Success: Outcome Indicators April to September 2022 Update (Council Priorities 2020-2022)

Appendix 2 - ECS Mid-Year Performance Monitoring Report – Key Directorate Project Actions April to September 2022 (Council Priorities 2020-2022)

# APPENDIX 1: ECS Performance Monitoring Report – Measures of Success: Outcome Indicators April to September 2022 Update ([Council Priorities](#) 2020-2022)



Generated on: 19 October 2022

PI Status		PI Status and Spark Chart 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 2022/23 is compared to Q4 2021/22. Long trends are calculated by comparing the current value to an average of historic values in the three years preceding, e.g. Q1 2022/23 is compared to an average of all the quarterly values in the preceding three years (i.e. 12 quarters, Q1 2019/20 to Q4 2021/22).



**BI-ANNUAL PI trend definition:** Short trends are calculated similarly to quarterly, but e.g. H1 (half-year one) 2022/23 performance (reporting Q1 and Q2, or April to September) is compared to H2 2021/22 performance (Q3 and Q4, or October to March). Long trends are calculated e.g. H1 2022/23 is compared to an average of all the half-yearly values in the preceding three years (i.e. 6 half-years, H1 2019/20 to H2 2021/22).

**ANNUAL PI trend definition:** Short trends are also calculated similarly but e.g. 2021/22 performance (reported during 2022/23 reporting cycle) is compared to 2020/21 performance; and long trends are calculated e.g. 2021/22 (reported during 2022/23 reporting cycle) is compared to an average of the annual performance in the preceding three years (2018/19 to 2020/21).

**Thresholds:** Red and amber thresholds are determined by services on an annual basis. The thresholds included in this report apply to the current reporting period only.

**Traffic Light Mid-Year Performance Overview: Red 0 (0%), Amber 0 (0%), Green 5 (100%)**

 **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		Status	Spark Chart
				Year	Value		
1.11 Aberdeenshire: Attainment - Percentage of S4 getting 5+ SCQF awards at level 5	55.2%	54.1%	52.4%	2018/19	55.2%		
				2019/20	61.1%		
				2020/21	57.0%		
				2021/22	59.7%		

This measure is based on data published on the Scottish Government *Insight* national benchmarking tool, which provides an accurate reflection of learners' attainment. However, the impacts of the [different approaches](#) to assessment and certification over the past three years means that care should be taken when making comparisons over time or considering any variations or patterns in results highlighted here, without further evidence. Result rates were compared to the 2021, 2020 or pre-Covid exam diets have been provided for factual and reflection purposes only.

This percentage for school session 2021/22 is based on the 2022 exam diet, where five or more awards were gained at Level 5 or above by the end of S4.

Performance on this measure combining the 17 secondary schools across Aberdeenshire has largely continued the overall improvement seen over recent years (59.7%), with not only an increase of +2.7% compared to the 2021 diet (57.0%) but also higher than levels achieved pre-Covid - with an improvement of 4.6% when compared to three years ago (2018/19 achieved 55.2% based on the 2019 exam diet), and +9.6% compared to five years ago (2016/17 achieved 50.1% based on the 2017 exam diet).

In this latest exam diet, increases in results were seen in five of our council areas (ranging between -2.3% and +10.4%) compared to the pre-Covid exam diet of 2019, and also increases in four of our council areas (range -1.0% and +8.6%) compared to the 2021 diet, which mirrors the national picture where Scottish Government have indicated this 2021/22 cohort across Scotland achieved a strong performance overall.

Further detail on the attainment and achievement of young people in Aberdeenshire secondary schools in accredited awards during the 2021/22 school session will be considered at the [December 2022](#) ECS Committee, however information on local approaches and strategic priorities to improvements in attainment, closing the poverty related attainment gap, and next steps with the Scottish Attainment Challenge was presented within the annual Aberdeenshire *National Improvement Framework Report and Plan* which was considered at the ECS Committee meeting of [13th October 2022](#) ([Item 8](#)).

As part of wider education reform Scottish Government announced SQA is to be replaced by a new qualifications body in 2024. Information on the delivery of these changes is available on the [SQA website](#).

Performance Measure	Current Target	Amber Threshold	Red Threshold	Value		Status	Spark Chart
				Year	Value		
1.12 Aberdeenshire: Attainment - Percentage of S5 getting 3+ SCQF awards at level 6	44.5%	43.6%	42.3%	2018/19	44.5%		
				2019/20	46.5%		
				2020/21	47.6%		
				2021/22	46.6%		

This measure is based on data published on the Scottish Government *Insight* national benchmarking tool, which provides an accurate reflection of learners' attainment. However, the impacts of the [different approaches](#) to assessment and certification over the past three years means that care should be taken when making comparisons over time or considering any variations or patterns in results highlighted here, without further evidence. Result rates were compared to the 2021, 2020 or pre-Covid exam diets have been provided for factual and reflection purposes only.

This percentage for school session 2021/22 is based on the 2022 exam diet, where three or more awards were gained at Level 6 or above by the end of S5.

Performance on this measure combining the 17 secondary schools across Aberdeenshire has largely sustained the overall improvement seen over recent years (46.6%); although a reduction of 1.0% compared to the 2021 diet (47.6%) this current level is higher than achieved pre-Covid - with an improvement of 2.1% when compared to three years ago (2018/19 achieved 44.5% based on the 2019 exam diet), and +4.7% compared to five years ago (2016/17 achieved 41.9% based on the 2017 exam diet).

In this latest exam diet, increases in results were seen in five of our council areas (ranging between -0.3% and +6.1%) compared to the pre-Covid exam diet of 2019, and also increases in three of our council areas (range -3.4% and +2.0%) compared to the 2021 diet, which is in line with the national picture where Scottish Government have indicated this 2021/22 cohort across Scotland achieved a strong performance overall.

Further detail on the attainment and achievement of young people in Aberdeenshire secondary schools in accredited awards during the 2021/22 school session will be considered at the [December 2022](#) ECS Committee, however information on local approaches and strategic priorities to improvements in attainment, closing the poverty related attainment gap, and next steps with the Scottish Attainment Challenge was presented within the annual Aberdeenshire *National Improvement Framework Report and Plan* which was considered at the ECS Committee meeting of [13th October 2022](#) (Item 8).

As part of wider education reform Scottish Government announced SQA is to be replaced by a new qualifications body in 2024. Information on the delivery of these changes is available on the [SQA website](#).

Performance Measure	Current Target	Amber Threshold	Red Threshold	Value		Status	Spark Chart
				Year	Value		
1.13 Aberdeenshire: The difference in average tariff score of all S4 in SIMD Quintile 5 and Quintile 1	123	129.15	135.3	2018/19	156		
				2019/20	101		
				2020/21	113		
				2021/22	124		

This measure is based on data published on the Scottish Government *Insight* national benchmarking tool, which provides an accurate reflection of learners' attainment. However, the impacts of the [different approaches](#) to assessment and certification over the past three years means that care should be taken when making comparisons over time or considering any variations or

patterns in results highlighted here, without further evidence. Result rates where compared to the 2021, 2020 or pre-Covid exam diets have been provided for factual and reflection purposes only.



The figure for this measure is based on the SQA 2022 exam diet, 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.

Although the short trend indicates an increase in gap, when comparing with the gap directly pre-Covid a directionally improving picture is suggested for this measure, with the gap in the average tariff score up 11 in the 2022 exam diet (124) when compared with the 2021 diet (113) but reducing by 32 compared to the pre-Covid 2019 exam diet (156). However, this is a little away from the national gap for 2022 (106) which itself has remained relatively static (-4 compared to 2021 diet, and -8 compared to pre-Covid 2019).

While there has not been any notable changes to the overall cohorts in Aberdeenshire for quintiles 1 (the total of deciles 1 and 2) and 5 (total of deciles 9 and 10), there is an increase in young people in decile 1 (an indicator of most deprived) of 23% (or 7) that has been offset by the reduction in those in decile 2 (-21%, or 11). However, caution is advised when considering such variations due to the very small cohorts in these individual deciles (less than 50 in this latest exam diet). These variations in movement differ proportionally to those experienced across Scotland - where cohorts have remained within +3% across all four deciles nationally compared with the previous year - which may have some influence on any average tariff score differences indicated

Further detail on the attainment and achievement of young people in Aberdeenshire secondary schools in accredited awards during the 2021/22 school session will be considered at the [December 2022](#) ECS Committee, however information on local approaches and strategic priorities to improvements in attainment, closing the poverty related attainment gap, and next steps with the Scottish Attainment Challenge was presented within the annual Aberdeenshire *National Improvement Framework Report and Plan* which was considered at the ECS Committee meeting of [13th October 2022 \(Item 8\)](#).

As part of wider education reform Scottish Government announced SQA is to be replaced by a new qualifications body in 2024. Information on the delivery of these changes is available on the [SQA website](#).

Performance Measure	Current Target	Amber Threshold	Red Threshold	Value		Status	Spark Chart
				Year	Value		
1.16 Aberdeenshire: Number of young people currently involved in Foundation Apprenticeship (FA) programmes in Aberdeenshire schools as part of the Aberdeenshire managed FA programme	382	363	344	2019/20	208		
				2020/21	324		
				2021/22	414		
				2022/23	463		



The current session has seen another a notable increase in the number of students participating in SCQF\* Level 6 Foundation Apprenticeships (FAs) across Aberdeenshire, with the number increasing 12% on last session's figure. The 463 students are engaged in courses that will see them develop knowledge and skills as well as work-based experiential learning across 9 FA frameworks: Business Skills, Creative and Digital Media, Engineering, Food and Drink Technologies, IT Hardware Systems and Support, IT Software Development, Scientific Technologies, Social Services: Children & Young People and Social Services: Health and Social Care, with the last 2 Care frameworks both attracting in excess of 100 students each.

In order to provide these opportunities, staff in Aberdeenshire schools work in partnership with a range of external learning providers as well as a wide range of local employers and organisations, who provide the students with access to the invaluable work-based experiential element of their FA course.

In addition to the students included within this PI (which focuses on SCQF Level 6 FAs), over 300 students across Aberdeenshire are also involved in FA courses at SCQF Levels 4 and 5 in Automotive Skills, Construction Skills and in Hospitality.

This measure focuses on the number of students engaged in FA courses this year that are managed by Aberdeenshire Council's Foundation Apprenticeship team. A smaller number of students are also involved in FA provision managed and provided through NESCoL.

[\\*SCQF-Scottish Credit and Qualifications Framework.](#)

Performance Measure	Current Target	Amber Threshold	Red Threshold		Value	Base	Status	Spark Chart
1.17 Aberdeenshire: Percentage of young people successfully completing a Foundation Apprenticeship (FA) programme in Aberdeenshire schools as part of the Aberdeenshire managed FA programme	70.0%	65.0%	60.0%	2018/19	<i>New measure introduced 2019/20 reporting cycle</i>			
				2019/20	86.1%	201		
				2020/21	76.4%	313		
				2021/22	78.6%	397		

Some Foundation Apprenticeship (FA) programmes are two years in duration. This figure is the percentage of those students on either 1 year or 2 year FA programmes who were scheduled to complete this year.

This performance represents a small improvement on the figure last year (up to 78.6% from 76.4%) and remains above target. It represents performance across 8 FA frameworks (Business Skills, Creative & Digital Media, Engineering, Food and Drink Technology, IT Software Development, Scientific Technologies, Social Services: Children & Young People and Social Services: Health & Social Care), with performance across these frameworks ranging from 60% (Food & Drink Technology) to 100% (Engineering).

The FA qualification is comprised of a number of component qualifications such as National Progression Awards and National Certificate Awards, as well as individual Units, all of which are individually certificated by the Scottish Qualifications Authority. It is worth noting that most of the students who were not successful in completing their full FA award did, in fact, achieve certification in some of these component awards, with the overall percentage of students achieving at least one of these component awards standing at 90.2%. (For Food and Drink Technology, 100% of the students were successful in achieving at least 8 or 9 component Units).






Once again, this successful performance comes as a result of the efforts of staff in schools, external learning providers, a wide range of employers who provide and support student placements, as well as, of course, the students themselves and their parents and carers.

<b>Table A: Summary of other annual ECS Performance Outcome Measures due to be updated later in the reporting year 2022/23 or under development</b>		
<b>Council Priority (CP): Topic</b>	<b>Description</b>	<b>Availability</b>
CP1: Early Years and Childcare	Group of annual indicators measuring take-up and Care Inspectorate QI (Quality Improvement) gradings.	April/May nearing end of school session 2022/23. Latest update reported alongside Q3-Q4 2021/22.
CP1: Average QI grading	Annual indicators measuring the average QI grading for Education Scotland Quality Indicators '2.3 Learning, teaching and assessment' and '3.2 Raising attainment and achievement' in mainstream schools.	January/February approx. mid-point of school session 2022/23. Latest update reported alongside Q3-Q4 2021/22.
CP1: School leaver destinations	Annual indicators measuring the percentage of school leavers who have left school, securing a positive post-school destination.	February/March following the end of the previous school session (2021/22). Latest update reported alongside Q3-Q4 2021/22.
CP1: Achieving expected CfE level in English Literacy and Numeracy	Group of annual indicators measuring the percentage of P1, P4, P7 and S3 achieving the expected CfE level relevant to the child or young person's stage, based on teacher professional judgements.	National comparison usually published December following the end of school session. Partial collection for session 2021/22 (P1, P4, P7), reported alongside Q3-Q4 2021/22.
CP1: Children's Services supervision requirements and reports submitted	Annual indicators measuring the percentage of children seen within 15 days of a new supervision requirement being made, and the percentage of reports submitted to the Children's Reported within the target timescale.	Approx. 4-6 weeks following year end. Latest update reported alongside Q3-Q4 2021/22.
CP2: School leaver destinations of CEYP	Annual indicator measuring the percentage of Care Experienced Young People school leavers who have left school, securing a positive post-school destination.	February/March following the end of the previous school session (2021/22). Latest update reported alongside Q3-Q4 2021/22.
CP2: Average Tariff Score of CEYP school leavers	Annual indicator measuring the average SCQF (Scottish Credit and Qualifications Framework) tariff score achieved by care experienced young people in the latest exam diet who have left school.	February/March following the end of the previous school session (2021/22). Latest update reported alongside Q3-Q4 2021/22.
CP2: Children's Services placements and engagement	Annual indicators measuring the percentage of children looked after away from home who experience three or fewer placements, and the percentage of children and young people engaged with the Throughcare and Aftercare service who were in training, education, or employment.	Approx. 4-6 weeks following year end. Latest update reported alongside Q3-Q4 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 Mid-Year Performance Monitoring Report – Key Directorate Project Actions April to September 2022 Update ([Council Priorities](#) 2020-2022)


Generated on: 19 October 2022

Action Status	
	Cancelled
	Overdue; Neglected
	Unassigned; Check Progress
	Not Started; In Progress; Assigned
	Completed


ECS Committee reported Key Directorate Plan Project Actions 2022-2023 – Overall progress:


43%


### 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.		<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #4f81bd; color: white; text-align: center; line-height: 15px;">70%</div>	31-Dec-2022	<p><b>1a. Update:</b></p> <ul style="list-style-type: none"> <li>• Savings of £600,000 have been taken by the Council. Instructor full time equivalent (FTE) has been reduced</li> <li>• Music Development Manager post has been filled</li> <li>• Blended delivery using a hybrid model continues to develop</li> <li>• Music Centre has now ceased. The replacement model, Aberdeenshire Youth Music Sessions (AYMS) is being put in place. Planning in progress for the first ensemble sessions to take place in term 2</li> </ul>

Action	Description	Status	Progress	Due Date	Latest Note
					<ul style="list-style-type: none"> <li>• Local community engagement is ongoing. Continued improvement of contact and promotion of national projects and groups</li> <li>• The Voluntary Severance process for music centre has taken longer than anticipated which has delayed the new model being put into action. Approximately 6 weeks behind</li> </ul> <p><b>1b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• Restructure of network delivery has taken place as a result of reduced FTE. FTE has reduced from 37 to 32.08</li> <li>• There has been no reduction in the number of pupils' access to tuition</li> <li>• Resources (laptops) for Video Conferencing lessons is an issue</li> <li>• Voluntary severance process is now ending with final payments/benefits due to staff</li> </ul> <p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Continued development and augmentation of digital delivery for operational instrumental tuition</li> <li>• Finalise ensemble session arrangements</li> <li>• Resolve laptop in schools for Video Conferencing issue</li> <li>• FTE will need to remain at 32</li> </ul> <p><b>1d. Additional comments:</b></p> <ul style="list-style-type: none"> <li>• Budget required for laptops to support the instrumental music service redesign</li> <li>• 32 FTE includes one fixed term contract and one relief. Plan to recruit into the relief contract on a fixed term basis initially</li> <li>• Music Centre fee increase is no longer applicable as Music Centre has ceased. The new model will be self-financing</li> </ul>

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.		<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #4a86e8; display: flex; align-items: center; justify-content: center;">21%</div>	30-Jun-2023	<p><b>1a. Update:</b></p> <p>Workstreams to strengthen the universal support offer have continued. Framework of Interventions; Understanding and Supporting Autistic Learners Professional Learning offer and self-evaluation tool; CIRCLE Resource; and Inclusive Communication Professional Learning Offer are due to be completed this academic year.</p> <p>Workstreams to build capacity within the workforce have continued. Pupil Support Worker Knowledge &amp; Skills Framework complete; Pupil Support Assistant profile is under review; Suite of Additional Support Needs (ASN) modules have been developed to support Head Teacher induction</p> <p>Recommendations have been presented to Education and Children's Services Senior Leadership Team for the future ASN model of provision.</p> <p><b>1b. Impact to Date / Key Achievements:</b></p> <p>It is too early to see any impact as the aim is long-term transformational change within a complex, multi-faceted system, which is also impacted by other factors. Each piece of work is being individually evaluated and in the longer term it is anticipated that all of the workstreams will combine to create a reduction in exclusions for children and young people with disabilities; a reduction in the number of special school and out-of-authority placing requests; a reduction in part-time timetables, and improved attainment and wellbeing outcomes for children and young people.</p> <p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning Offer on Play Based Learning to be developed</li> <li>• Review role of Intervention and Prevention Teachers</li> </ul>

Action	Description	Status	Progress	Due Date	Latest Note
					<ul style="list-style-type: none"> <li>• Review of Nurture Hubs</li> <li>• Review of Language Unit</li> <li>• Staff engagement and statutory consultations in regard to new proposed ASN model of provision</li> </ul>
Deliver the Children's Social Work Service Future Delivery Plan	Delivery of our Children's Social Work Service Future Delivery Plan.		100%	31-Dec-2022	<p><b>1a. Update:</b></p> <p>All 14 priority areas outlined in the Future Delivery Plan are now complete and the three-year progress report is completed, outlining key achievements and areas of challenge.</p> <p>The service is now finalising a revised Future Delivery Plan for 2022-2025. The plan has been informed through analysing data, feedback from children, families and communities with experience of the service, the workforce and stakeholders.</p> <p>The service has also continued to embed and undertake our three-year cycle of self-evaluation which included a peer review of social work duty processes and outcomes and peer review of case files which includes child's plan and outcomes.</p> <p>Staff well-being and resilience remains a key priority and our Time to Talk events have continued bi-monthly ensuring focus has been given to listening and supporting the workforce.</p> <p><b>1b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• Embedding a robust cycle of quality assurance/audit activity leading to significant improvement in key practice areas, for example duty and Initial Referral Discussions</li> <li>• Ongoing successful implementation of bi-monthly 'Time to Talk Events' focusing on celebrating success and driving improvement</li> <li>• Ongoing programme of support for Team Managers co-designed with Team Managers with recent focus on leadership and spheres of influence</li> </ul>

Action	Description	Status	Progress	Due Date	Latest Note
					<ul style="list-style-type: none"> <li>• Collaborative working with practitioners to develop peer support, resilience and promote positive well-being</li> <li>• Strong collaborative approach to welcoming and supporting four unaccompanied asylum-seeking children/young people to Aberdeenshire</li> <li>• Successful participation in being one of three local authorities in Scotland to pilot the Bright Spots Survey which has provided us with strong feedback from care experienced young people on their experience of the service and support provided. This will inform our ongoing improvement plan</li> <li>• Successful review of our well-being team with additional funding agreed through Scottish Government Mental Health monies to recruit a school counsellor</li> <li>• Publication of annual reports pertaining to Fostering, Adoption and Through Care &amp; After Care</li> </ul> <p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Finalise next iteration of our Future Delivery Plan</li> <li>• Widen our self-evaluation activity to include Children’s Homes and Family Placement Services.</li> <li>• Annual reports for Kinship Care and Combined Children’s Homes to be completed.</li> </ul>
Scottish Attainment Challenge 2	Scottish Attainment Challenge - Through the use of Strategic Equity funding from Scottish Government, support the recovery from the pandemic and accelerate progress in closing the gap. High expectations and locally agreed stretch aims		<div style="border: 1px solid black; padding: 2px;">10%</div>	31-Mar-2026	<p><b>1a. Update:</b></p> <p>In line with Scottish Government timescales, the submission date for our Stretch aims for the Scottish Attainment Challenge is 30.9.2022 and this has happened. Discussions have taken place with Head Teachers in relation to the Stretch aims and there has been discussion with colleagues from Education Scotland prior to their submission. From here action plans will be created moving forward.</p> <p><b>1b. Impact to Date / Key Achievements:</b></p>

Action	Description	Status	Progress	Due Date	Latest Note
	will drive improvement and ensure progress in improving outcomes for children and young people impacted by poverty.				<p>All Schools are aware of Scottish Attainment Challenge Stretch aims. Final documentation and presentation will be sent to Head Teachers, week beginning 3/10/2022.</p> <p>Stretch aims have been completed as a result of analysis of data over a number of years.</p> <p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Create action planning for this school session</li> <li>• Share what 'aims' mean in terms of what this means at individual school levels</li> <li>• Consult with all Head Teachers in November 2022 – finalise plans based on intelligence gathered at Head Teacher meetings</li> <li>• Implement final plans</li> <li>• Attainment update to be considered in Jan 2023</li> </ul>
Deliver on the commitment to deliver a digital device to all school aged pupils (Digital 1-2-1)	To ensure that, as per the revised GTCS standards that all pupils / teachers in Aberdeenshire have the resources and support required to demonstrate a depth of knowledge and understanding of the "skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance teaching and learning" and that the infrastructure is in place to ensure fast and reliable connectivity to enable this		<div style="border: 1px solid black; width: 50px; height: 15px; background-color: #e0e0e0; display: flex; align-items: center; justify-content: center;"><div style="width: 10%; background-color: #0070c0; height: 100%;"></div>10%</div>	31-Aug-2025	<p><b>1a. Update:</b></p> <p>We are still in the early stages of the project and awaiting more information from the Scottish Government. An Infrastructure Business Case is almost complete. We are awaiting confirmation from our Business Change Manager of the member of staff from Customer and Digital Services who will be supporting stakeholder engagement and broader implications of project.</p> <p><b>1b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• Infrastructure Business Plan close to completion</li> <li>• 1-2-1 Planning Essentials Event held (28-09-22), attended by staff from across Aberdeenshire Council services</li> </ul>


Action	Description	Status	Progress	Due Date	Latest Note
	increased focus on a modern pedagogy.				<ul style="list-style-type: none"> <li>• Headteachers Love Learning event held (07-09-22) to raise awareness amongst headteachers / senior leadership teams of Aberdeenshire's schools</li> <li>• Budget in place to purchase caching servers (Mac Minis) for all secondary schools and larger primaries, as part of infrastructure planning and testing</li> <li>• Increase of broadband pipe width (from 1GB to 2GB) across all secondary schools underway</li> <li>• Comprehensive Career Long Professional Learning Programme in place for schools to support with digital pedagogy training needs</li> </ul> <p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• With support of the Customer and Digital Services Team, plan a comprehensive stakeholder engagement strategy</li> <li>• Continue to work with ICT to identify and test digital infrastructure requirements</li> <li>• Finalise Infrastructure Business Case</li> </ul> <p><b>1d. Additional comments:</b></p> <p>Significant elements of the project are predicated upon information from the Scottish Government in relation to their 1-2-1 commitment.</p>




**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	<p>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.                      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 &amp; Wellbeing.</p>		75%	30-Sep-2023	<p><b>1a. Update:</b></p> <p>Aberdeenshire Children's Services Partnership (CSP) 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). Annual reports for both 2020/21 and 2021/22 have been completed, presented to Education and Children's Services (ECS) Committee and published on the Aberdeenshire GIRFEC web page.</p> <p><b>1b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• 2021/22 update was completed by end of July 2022 and published.</li> <li>• Strategic Change Leader is working with Local GIRFEC Groups to improve workplans and help with shared learnings.</li> <li>• Analysis of second self-assessment activity has been produced and was presented to the GIRFEC Strategic Group and Local GIRFEC Groups. Improvement activity underway following self-evaluation.</li> <li>• Contact established with CSPs in other areas and networks established to help inform planning and timelines.</li> <li>• Guidance developed to ensure children who are home schooled, have the same support available through the Named Person approach.</li> </ul> <p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Completion of planning stage for 2022-23 update</li> <li>• Joint Strategic Needs analysis to be completed by January 2022 to inform next 3-year plan.</li> <li>• Community consultation to be initiated February 2023</li> </ul>


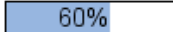


Action	Description	Status	Progress	Due Date	Latest Note
					<ul style="list-style-type: none"> <li>• First draft of 2023-2026 CSP to be submitted to GIRFEC Strategic Group in April 2023. The final version to be published by 30 June 2023</li> <li>• Preparing to undertake Integrated Impact Assessment for next 3-year plan</li> </ul> <p><b>1d. Additional comments:</b></p> <p>In addition to the preparation for annual reporting and development of the new plan, CSP Partners will continue to drive forward self-evaluation activity.</p>
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.		<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">25%</div>	31-Mar-2023	<p><b>1a. Update:</b></p> <p>As per the last update, the pilot in Buchanhaven School continues, with our 2 Family Link Workers, supporting the 10 identified families. They are also in the processes of identifying 3 other families who will benefit from a short-term intervention, with a clear exit strategy – as the exit strategy for our identified families has not yet been tested.</p> <p>At the end of last session, there was an Away Day for Supporting Local Families – with a specific focus on reflections on the impact of the pilot for our families and the learning from our ‘way of working’ (the team around the worker model).</p> <p>Given a significant change of direction for the Supporting Local Families Project is imminent, the current work of the project team (i.e. the focused team meeting and the Working Group activity) has been put on hold.</p> <p><b>1b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• The identified families continue to benefit from targeted support from our Family Link Works, thus increasing pupil attendance at school and family attendance at appointments.</li> </ul>

Action	Description	Status	Progress	Due Date	Latest Note
					<ul style="list-style-type: none"> <li>• Family Link Workers continue to signpost families to services and support them to build relations/access services initially.</li> <li>• Partnership working at Buchanhaven School has developed organically as a result of them hosting the pilot, i.e. with the introduction of a targeted intervention around early language acquisition in the nursery, working in partnership with the Speech and Language Therapy Service, as a direct result of early identification through the pilot.</li> <li>• As previously shared, 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. Further, this support model has resulted in the workers feeling empowered and offering to train/support the new Family Link Workers who will join the Whole Family Support and Wellbeing Hubs.</li> </ul> <p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• The Change Manager (see Additional comments) will begin in their new post by the end of November 2022.</li> <li>• The Supporting Local Families Project Team will be Chaired by the Change Manager.</li> <li>• The Supporting Local Families Project Team membership will be reviewed by the Change Manager, to ensure that the right people are around the table.</li> <li>• Premises to ‘house’ the Whole Family Support and Wellbeing Hubs will be identified.</li> <li>• The information from the Supporting Local Families away day will be analysed by the Change Manager and the Supporting Local Families Project Team, to identify what has worked well in order to use the learning that has taken place as a positive foundation for phase 2.</li> <li>• A new Driver Diagram and measurement plan will be created for ‘phase 2’ of Supporting Local Families.</li> </ul>

Action	Description	Status	Progress	Due Date	Latest Note
					<ul style="list-style-type: none"> <li>Recruitment for the Whole Family Support and Wellbeing Hubs will take place.</li> <li>The pilot in Buchanhaven School will conclude, with the school able to take the decision to continue the provision through Pupil Equity Funding should they wish to do so. If the provision does stop at Buchanhaven, a decision will be made with each family as to whether they will access support via the Whole Family Support and Wellbeing Hub or whether their support will be phased out, through a carefully planned and managed exit strategy.</li> </ul> <p><b>1d. Additional comments:</b></p> <p>It was previously shared that Phase 2 of the Supporting Local Families project may have a different look and this vision has now been realised. We have recently appointed a Change Manager who will lead the next phase of Supporting Local Families. Their role will be as follows:</p> <ul style="list-style-type: none"> <li>Act as strategic lead for developing and implementing Whole Family Support and Wellbeing Hubs for children &amp; families across Aberdeenshire. Co-ordinate development and management plans with key private and public sectors stakeholders which will bring about transformational change in the way services are delivered</li> </ul> <p>We will be moving away from the phase 1 model, providing the support in/out of a single school and moving to a Hub model. We have long been aware of the need for Supporting Local Families to learn from the pilot to date, but to have a greater reach and we believe the Hub model will enable us to achieve our aim.</p>
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		<div style="border: 1px solid black; padding: 2px;">40%</div>	31-Mar-2023	<p><b>1a. Update:</b></p> <ul style="list-style-type: none"> <li>31 March 2022 - Multi Agency Workshop held which addressed ongoing issues around data measurement plan, articulation of process, roles and responsibilities, and refining tests of change.</li> </ul>

Action	Description	Status	Progress	Due Date	Latest Note
	principles of early intervention and prevention.				<ul style="list-style-type: none"> <li>• Actions agreed at multi-agency workshop were taken forward with the intention of expanding the project in May 2022 by bringing in 5 new families on a phased basis.</li> <li>• Project has been renamed and is now the 'ASPEN Project'.</li> <li>• Project expansion has not occurred as planned for three reasons. Firstly, the circumstances of the first 'new family' identified changed significantly and they no longer fitted within the target group. Secondly, another family was identified and consented to being involved, however, the move of the lead professional in their existing network to another post and the onset of the summer break prevented work with them progressing as per the Aspen process. Thirdly, the resignations of the Clinical Psychologist and Service Development Officer (SDO) have significantly impacted on capacity.</li> <li>• Recruitment to vacant clinical psychology &amp; SDO posts is in progress.</li> <li>• The previous clinical psychology post-holder has agreed to provide some clinical supervision (2.5 hours per week) on a contract basis while post is recruited to.</li> </ul> <p><b>1b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• Despite the reduction in capacity 3 families have continued to be supported within the project. The work with each family has been reviewed and impact measured in line with the newly established agreed measurement plan. This has provided base line measures for these families consistent with those that will be made for new families to the project.</li> <li>• A communication and engagement strategy has been developed. Materials created articulate the project aim, process, underpinning principles, roles and responsibilities, and mutual expectations with the aim of ensuring clear, consistent information and messages are being conveyed via general awareness raising with partner agencies and more specific/targeted information for networks with direct involvement in the project.</li> </ul>


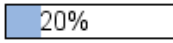
Action	Description	Status	Progress	Due Date	Latest Note
					<p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Maintain work with 3 existing families and gather/analyse resulting data as per measurement plan.</li> <li>• Implement communication and engagement strategy.</li> <li>• Liaise with NHS Grampian secondment to meet Clinical Psychology demands within project.</li> <li>• Expand project as per initial plans once capacity issues addressed.</li> </ul>
Strengthening of the GIRFEC approach	Strengthening GIRFEC approach.			31-Mar-2023	<p><b>1a. Update:</b></p> <ul style="list-style-type: none"> <li>• Individual Local GIRFEC Groups (LGGs) and Summary Reports from self-evaluation activity 2, about use of the GIRFEC 'request for assistance', have been made available to LGGs and GIRFEC Strategic Group (GSG). Findings indicate inconsistent adherence to GIRFEC processes and use of specified documentation. Recommendations will be incorporated into HUB and LGG workplans.</li> <li>• The next self-evaluation activity is due to be issued to LGGs on 30.09.2022. This will focus on the creation and use of multi-agency chronologies.</li> <li>• Capacity and willingness 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 GSG have been made aware and will work with the Hub/Services to address.</li> <li>• Revised National GIRFEC Materials have just been published today i.e. 30.09.2022.</li> <li>• The Strategic Change Officer who provided support to both the Hub and LGGs has left their post. Recruitment to this vacancy is in progress.</li> </ul> <p><b>1b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• Self-evaluation activities continue and inform improvement work</li> </ul>

Action	Description	Status	Progress	Due Date	Latest Note
					<ul style="list-style-type: none"> <li>• Terms of References for Hub and LGGs reviewed and updated.</li> <li>• Induction materials for LGG Chairs reviewed and updated.</li> <li>• Hub and LGG Chairs continue to meet regularly and maintain two-way dialogue via a dedicated Microsoft Teams Space. Feedback from LGGs on how best to support them is canvassed regularly and recently resulted in an agreed rescheduling of self-evaluation activities to accommodate term time demands.</li> </ul> <p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Continue to implement self-evaluation framework.</li> <li>• Work with GSG and LGGs to address capacity and engagement issues.</li> <li>• Review and update local GIRFEC guidance and materials in line with newly published national GIRFEC materials.</li> </ul>




**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	<p>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.</p> <p>Customer satisfaction improved from baseline.</p> <p>Continuous Improvement project outcomes for Finance, Information, Performance Management Framework, Improvement Framework, and Support arrangements.</p>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">40%</div>	31-Mar-2024	<p><b>1a. Update:</b></p> <p>Phase 2 of the Education and Children’s Services Business Support and Performance Review is to consider support to schools.</p> <p>Implementation of the outcome of the corporate facilities management review has been the focus over the last six months. The proposal was to create a hybrid facilities management model within Aberdeenshire Council with responsibility for cleaning school buildings transferring to Education and Children’s Services.</p> <p>During June 2022 impacted staff were consulted on the proposed structural changes. This resulted in an amendment to the finalised structures which were subsequently approved by senior management.</p> <p>An implementation panel agreed which posts were new posts and employees were then matched or recruited into roles. Some posts have been subject to external recruitment after not being filled internally.</p> <p>Responsibility for school cleaning is being transferred to Education and Children’s Services on a staged basis, with each cluster transferring once the key posts of Facilities Operations Co-ordinator and Cluster Cleaning Supervisor have been filled.</p> <p><b>1b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• Successful conclusion of consultation stage of the facilities management review</li> <li>• Successful transfer of seven clusters of school cleaning services to Education and Children’s Services</li> <li>• Continuity of service provision while delivering significant change</li> </ul>

Action	Description	Status	Progress	Due Date	Latest Note
					<p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Complete transfer of remaining school cleaning services to Education and Children’s Services</li> <li>• Refine and deliver project plan for Phase 2</li> <li>• Develop performance measures to evidence the impact of the performance</li> <li>• Continue planning for Phase 3</li> </ul> <p><b>1d. Additional comments:</b></p> <p>Delivery of the review is resource intensive, and capacity is being monitored to ensure the review can be delivered whilst maintaining service delivery.</p>
Successful delivery of the Peterhead Community Campus project, within timescales	Deliver the Peterhead Community Campus.			30-Apr-2026	<p><b>1a. Update:</b></p> <ul style="list-style-type: none"> <li>• Peterhead Campus Masterplan workstream completed.</li> <li>• Procurement and appointment of full design team completed.</li> <li>• Concept Design phase commenced and completed. Spatial Co-Ordination design phase commenced.</li> <li>• Project budget under review, based on live market data provided by external project cost consultant.</li> </ul> <p><b>b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• Completion of the Campus Masterplan workstream.</li> <li>• Appointment of all remaining design team members.</li> <li>• Completion of Concept Design phase.</li> <li>• Completion of project communication strategy.</li> </ul> <p><b>1c. Next Steps:</b></p>





Action	Description	Status	Progress	Due Date	Latest Note
					<ul style="list-style-type: none"> <li>• Continue Spatial Co-ordination design phase.</li> <li>• Continue to assess funding gap and develop options to address.</li> <li>• Commence Gateway 2 governance reporting, including currently out of scope (non-Scottish Futures Trust funded) Live Life Aberdeenshire (LLA) / Community Learning and Development (CLD) additional requirements.</li> <li>• Ongoing Stakeholder and community engagement</li> </ul> <p><b>1d. Additional comments:</b></p> <p>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 further Business Service Reference Group also meet to allow cross discipline visibility of workstreams and support project delivery.</p>
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.		<div style="background-color: #4f81bd; color: white; padding: 2px;">75%</div>	30-Apr-2025	<p><b>1a. Update:</b></p> <p>Aberdeenshire Council is committed to promoting an empowered school system and recognise devolving budgets as a key vehicle for empowerment.</p> <p>The Devolved School Management (DSM) Board was established in October 2018, comprising of representation from across school sectors, Education and Children's Services (ECS) and business support services, to lead this agenda, including the review and revision of the existing DSM scheme in accordance with the revised SG guidelines (June 2019) through a number of workstreams:</p> <ul style="list-style-type: none"> <li>• Revision of Aberdeenshire DSM Scheme</li> <li>• Devolved School Management in the secondary sector</li> <li>• Devolved School Management in the primary/special sectors</li> </ul>

Action	Description	Status	Progress	Due Date	Latest Note
					<ul style="list-style-type: none"> <li>• Devolved Cluster Management of Additional Support Needs (ASN) resources</li> </ul> <p>As a key element of the wider school empowerment agenda, the Scottish Government published updated DSM guidelines in June 2019 with a requirement for local authorities to review and then implement their DSM schemes. The Aberdeenshire Scheme has been updated in accordance with the guidelines and was approved by Committee in March 22 for implementation from 1 April 2022.</p> <p><b>1b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• Primary Teaching budgets devolved to all schools from 1 April 2022</li> <li>• Protocol on a contingency fund to support schools has been drafted</li> <li>• Ongoing Cluster level support and training provided on financial management, with particular emphasis on the devolved teaching budget</li> <li>• Capacity building is being developed within the system to provide ongoing support to schools</li> <li>• Ongoing consultation with schools to identify further budgets suitable for devolvement</li> <li>• Abridged version of the Scheme has been drafted for external publication</li> </ul> <p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Development of a Safety-net protocol</li> <li>• Development of an ALDO portal providing professional learning and information</li> <li>• Finalisation of a Professional support offer</li> <li>• Consultation and engagement with key stakeholders on a range of areas, including participatory budgeting</li> <li>• Subject to the outcome of the ongoing Review, further devolvement of ASN budgets</li> </ul>

Action	Description	Status	Progress	Due Date	Latest Note
Successful delivery of the Catering Services Strategic Plan project, within timescales	Review Catering Services to ensure service meets needs of pupils and nutritional guidelines, while adopting a "commercial outlook".		<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">40%</div>	31-Oct-2023	<p><b>1a. Update:</b></p> <p>This Catering Service Review has changed to a Strategic Plan, working with Councillors through workshops to develop a Strategic Plan that will move the Catering Service forward including looking at new Legislation and sustainability as well as organic income generation.</p> <p><b>1b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• First workshop with Councillors was conducted on the 6th October with a focus on Supply and Demand</li> <li>• The second workshop has been organised for the 16th November and will look at Sustainability</li> <li>• A third and fourth workshop will be organised in the new year and a Strategic plan developed from there</li> </ul> <p><b>1c. Next Steps:</b></p> <p>Continue with Councillors workshops.</p>
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.		<div style="border: 1px solid black; background-color: #e0e0e0; padding: 2px;">55%</div>	30-Apr-2023	<p><b>1a. Update:</b></p> <p>Progress has been made in a number of reviews within the clusters across Aberdeenshire.</p> <p><b>1b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• Longhaven is closed and is proceeding through asset disposal.</li> <li>• Gartly School consultations reviewed by Education Scotland, the full report has been presented and commented upon by Marr Committee.</li> <li>• Further workshops have been held regarding South Formartine.</li> <li>• Temporary accommodation removed from Catterline School.</li> </ul>

Action	Description	Status	Progress	Due Date	Latest Note
					<ul style="list-style-type: none"> <li>• Commence informal consultation regarding catchment anomalies, these are complete for Blackdog, Dinnet, Berefold and Ythanbank.</li> <li>• Work towards Gateway 1 - new build primary at Chapleton, this has been presented at full council and a line added to the Capital Plan.</li> <li>• New builds for Fraserburgh and Stonehaven within Gateway 2 with successful public meetings held in May 2022.</li> <li>• Mothballing of Clatt.</li> <li>• Review of mothballing of Easterfield and Fisherford.</li> <li>• Review of finals designs for Peterhead Community Campus.</li> </ul> <p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Gartly proposal for closure is to go to Full Council in November 2022 after ECS in October.</li> <li>• Gordon Primary School and Mintlaw Academy temporary accommodation to be removed.</li> <li>• Learning Estate Investment Programme (LEIP) bid to be submitted for Stonehaven and Fraserburgh projects.</li> <li>• A timeline for South Formartine additional capacity to be scoped.</li> <li>• Blackdog re-zone to be presented at ECS in October then consultation to be conducted.</li> <li>• Options appraisal for Easterfield and Fisherford.</li> <li>• Request for Statutory Consultation for Merger of Fraserburgh North and St Andrews, and relocation of Dunnottar and Carronhill.</li> </ul>

<p>Increasing improvement capacity and capability in ECS</p>	<p>To increase the improvement capacity and capability across ECS by building improvement skills and knowledge at an individual, management, team and service level which will ensure ECS creates a culture of continuous improvement and delivers high quality, efficient and effective services to the children, families and communities of Aberdeenshire.</p>			<p>31-Dec-2024</p>	<p><b>1a. Update:</b></p> <p>In May 2022 the Service Transformation Board approved the increasing improvement capacity and capability in Education and Children’s Services (ECS) project, therefore the project is still at the early stages. To date, the key focus has been developing a SharePoint Improvement site that will hold a wide range of guidance, templates and resources which will be available to all ECS staff.</p> <p><b>1b. Impact to Date / Key Achievements:</b></p> <ul style="list-style-type: none"> <li>• The ECS Improvement SharePoint site has been created</li> <li>• Improvement tools and guidance documents have been uploaded</li> <li>• A ‘facilitation’ page has been created which includes a guidance document and a wide range of facilitation tools</li> <li>• A ‘project management’ page has been created which includes guidance for small/medium projects and the transformational project process guidance along with project management tools templates</li> <li>• A ‘lessons learned’ page has been created in anticipation of this becoming a repository for all lessons learned across the Service which staff can access and learn from (what worked well / what could have been done better or differently)</li> </ul> <p><b>1c. Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Marketing / Engagement of the Improvement SharePoint site</li> <li>• Launch the ECS Improvement SharePoint site</li> <li>• Gather data on how confident staff are in improvement and using improvement tools before the SharePoint site is launched to get a benchmark measure</li> <li>• Develop project management training and deliver this with some teams to get feedback before launching as part of the Improvement SharePoint site</li> </ul>
--	---	---	--	--------------------	--