



REPORT TO MARR AREA COMMITTEE – 14 JUNE 2016

EDUCATION AND CHILDREN'S SERVICES QUARTERLY PERFORMANCE EXCEPTION REPORTING, JANUARY – MARCH 2016 (ABERDEENSHIRE PERFORMS)

1 Recommendations

The Committee is recommended to:

- 1.1 **Acknowledge the performance achieved January - March 2016 referred to in sections 2.4 to 2.8;**
- 1.2 **Consider those measures where performance is below expectations January-March 2016; referred to in 2.6, 2.7 and 2.8;**
- 1.3 **Note the progress made with projects and actions within the 2015 -18 Service Plan for Education and Children's Services referred to in 2.9;**
- 1.4 **Note the publication of the full January - March 2016 Performance Report on Ward Pages; and**
- 1.5 **Instruct the Director of Education & Children's Services to continue to report, by exception, to Committee quarterly performance measures against Service objectives, and on a six monthly basis the progress in delivering all aspects of the Service Plan.**

2 Background / Discussion

- 2.1 The purpose of this report is to advise Committee of how the Service is performing against key performance measures and associated targets as set out in the Education and Children's Services (E&CS) Service Plan, approved by the Education, Learning and Leisure Committee on 28 May 2015.
- 2.2 The performance measures are linked to the council's priorities. The quarterly performance monitoring report provides regular opportunity for elected members to maintain scrutiny of significant activities in order to achieve good outcomes for the residents of Aberdeenshire. As this is the fourth quarter report, it also includes a year-end summary of progress with projects and improvement activity within the E&CS Service Plan 2015-18.
- 2.3 The report includes data on four annual school attainment measures based on examination results for 2014/15, a further annual measure on school leaver's destinations, and a bi-annual measure for early year's take-up. All the annual measures are based on the set local and national benchmarking measures included within the Scottish Government's attainment benchmarking system *Insight*.

2.4 The performance during the fourth quarter (January-March 2016) of 2015-16 across *Aberdeenshire* can be summarised as follows:

Key Service Objectives	Overall Assessment
To improve learning outcomes for all	Improving picture with the set of annual school attainment and outcome measures showing good improvement.
To reduce inequalities in outcomes for children, young people and families	Most measures showing improvement
To support the development of sustainable communities	Overall, broadly stable performance
To nurture a culture which supports our staff to deliver high quality, efficient and responsive services	Overall, performance slightly down compared with last quarter

2.5 There are a total of 49 combined *Aberdeenshire* and *Marr* measures this quarter evidencing performance against the key service objectives. 44 (90%) of these are on target (*green*). Of the 15 *Marr* measures, 14 (93%) are on target (*green*) this quarter, maintaining the high level of performance achieved during 2015/16. A comprehensive performance monitoring report for the period January-March 2016 is available on Ward Pages.

2.6 Of the combined *Aberdeenshire* and *Marr* measures, 5 (10% - 1 red, 4 amber) demonstrate performance below expectations – one of these being *Marr* measures (1 red). These measures, including actions being taken to improve performance, are outlined in the Exception report in Appendix 1.

For those measures that are available at *Marr* level, the following table provides a summary of the extent to which performance is improving or not, in the short term and in the long term, based on the “up/down” arrows for each measure set out within the full report:

	Short Term		Long Term	
	Number	Percentage	Number	Percentage
Improving Performance (A)	9	60%	12	80%
No Change (B)	1	7%	0	0%
Improving or staying the same (A+B)	10	67%	12	80%
Measures where performance was not as good as in the last quarter (C)	5	33%	3	20%
Total (A+B+C)	15	100%	15	100%

2.7 The following aspects of performance across *Aberdeenshire* are highlighted for quarter four 2015/16. Further additional details about each are provided within the commentary section of the full and exception reports:

Measures where performance is not on target or below expectations

- 2.7.1 Number of virtual museum visits (PI 3.3b)
- 2.7.2 % of Primary schools in which roll as a percentage of official capacity exceeds 100% (PI 3.5b)
- 2.7.3 % Calendar days lost to sickness per quarter (PI 4.1)
- 2.7.4 % Satisfaction with Libraries (PI 4.4b)

Measures where status has improved to “green” or is notably improving
(See full report for details):

- 2.7.5 Attainment: % school leavers achieving an award in literacy and numeracy at at least SCQF level 4 (PI 1.7)
- 2.7.6 Attainment: The difference in average tariff score of all S4 in SIMD Quintile 5 and Quintile 1 (PI 1.10)
- 2.7.7 % of school leavers securing a positive post school destination (PI 2.1)
- 2.7.8 % Looked after school leavers securing a positive post school destination (PI 2.2)
- 2.7.9 Number of users of sports facilities (swimming pools) per thousand population (PI 2.7)
- 2.7.10 Percentage of reports submitted to Children's Reporter within target timescale (Social Background Report; Initial Assessment Report) (PI 2.11)
- 2.8 The following aspects of performance across *Marr* are highlighted for quarter four 2015/16. Further additional details about each are provided within the commentary section of the full and exception reports.

Measures where performance is not on target or below expectations

- 2.8.1 % of Secondary schools in which roll as a percentage of official capacity exceeds 100% (PI 3.6 M)

Measures where status has improved to “green” or is notably improving
(See full report for details):

- 2.8.2 % of School leavers securing a positive post school destination (PI 2.1 M)
- 2.8.3 Number of users of sports facilities (swimming pools) (PI 2.7 M)

- 2.9 There are 25 main project/action plans associated with the E&CS Service Plan for 2015-18, completion of which will assist the service in delivery of its strategic objectives. Progress against these projects is recorded and monitored through the Covalent performance management system, which indicates that overall progress after one year of the three year plan currently stands at 50%, which compares with 19% as at December 2015. Appendix two provides a “top-line” summary report of progress with each of the 25 projects.
- 2.10 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and have no observations to make.

3 Equalities, Staffing and Financial Implications

- 3.1 An Equality Impact Assessment is not required because the report is to inform committee on performance and there will be no differential impact, as a result of the report, on people with protected characteristics.
- 3.2 There are no specific staffing or financial implications arising from this report but trends are used to inform improvement activity and future budget planning.

Maria Walker
Director of Education & Children’s Services

Report prepared by I Fitzgerald, Analysis & Research Officer, G Lennon QIO (Performance)
Date 20 May 2016

APPENDIX 1a: Marr Area - E&CS Q4 2015/16 Quarterly Indicators Exception Report

Generated on: 26 May 2016

PI Status		Long Term Trends		Short Term Trends	
	Red; below target		Performance Improving		Performance Improving
	Amber; below target, within acceptable limits		No Change or New Measure		No Change or New Measure
	Green; on target		Performance Deteriorating		Performance Deteriorating
	Not Yet Available				
	New Measure; no target				

Note: Short trends are calculated by comparing the value for the current period to the value immediately preceding it.

E.g.: Q1 15/16 is compared to Q4 14/15

Long trends are calculated from Q1 15/16 onwards by comparing the current value to an average of historic values in the three years preceding. (Trends were previously calculated on a one-year average only)

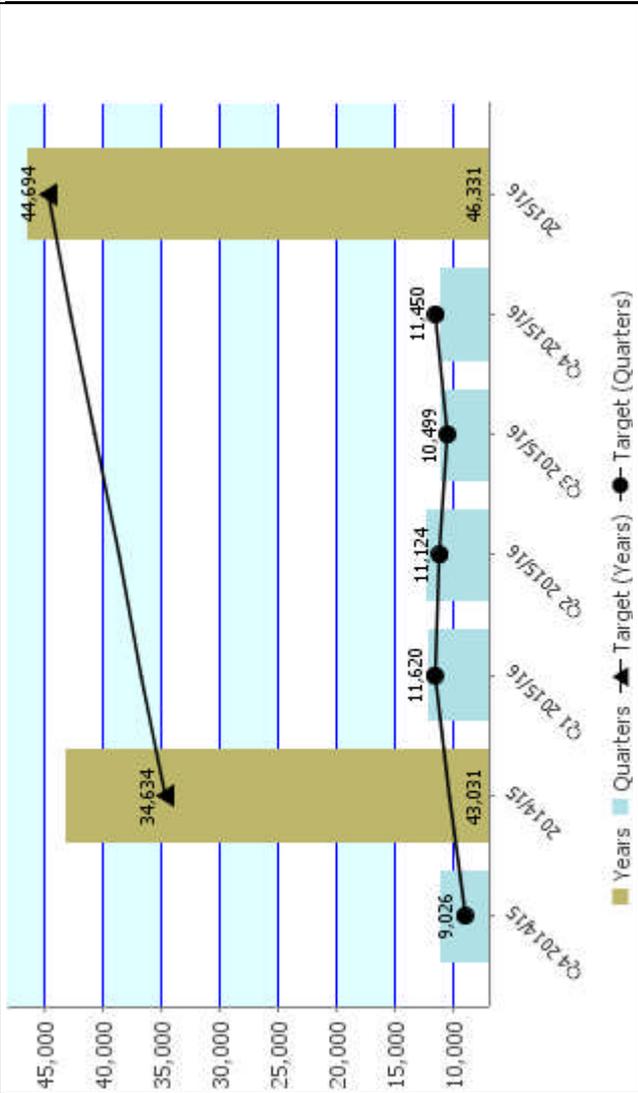
E.g.: Q1 15/16 is compared to an average of all the quarterly values in the preceding three years.

Traffic Light: Red 1, Amber 4

Note: Red and amber thresholds (Threshold) are determined by services on an annual basis. The thresholds included in this report apply to the current reporting year only.

SO3 - To support the development of sustainable communities

Indicator	3.3b A'shire - Number of virtual museum visits					Red T'hold	Amber T'hold
	Target	Status	Value	Base	Long Trend	Short Trend	
Q4 2014/15	9,026	✓	11,014		←	←	10,877.5
Q1 2015/16	11,620	✓	12,116		←	←	
Q2 2015/16	11,124	✓	12,176		←	←	
Q3 2015/16	10,499	✓	11,040		→	→	
Q4 2015/16	11,450	⚠	10,999		→	→	11,335.5



In Q4 2015/16 the short term trend is very slightly down from 11,040 in Q3, a difference of 41 virtual visits. Q4 2015/16 is down 15 or 0.1% on the same quarter in 2014/15.

Indicator	3.5b A'shire - % of Primary schools in which roll as a percentage of official capacity exceeds 100%					Red T'hold	Amber T'hold
	Target	Status	Value	# primary schools	Long Trend	Short Trend	
Q4 2014/15	10.0%	●	18.4%	150	➡	➡	
Q1 2015/16	10.0%	●	17.6%	150	➡	➡	
Q2 2015/16	10.0%	●	17.5%	149	➡	➡	
Q3 2015/16	10.0%	●	16.9%	149.67	➡	➡	
Q4 2015/16	10.0%	▲	15.6%	150	➡	➡	

Quarter	Value (%)
Q4 2014/15	18.4%
Q1 2015/16	17.6%
Q2 2015/16	17.5%
Q3 2015/16	16.9%
Q4 2015/16	15.6%

Over the course of Q4 2015/16 there was an average of just over 23 primary schools in Aberdeenshire over 100% of capacity, which is an overall improvement of two schools when compared with Q3 2015/16. This is represented by three schools moving to below 100% of capacity part way through Q4 (St Fergus (Buchan), Balmedie (Formartine), and Laurencekirk (Kincardine & Mearns)). The opening of the new Drumoak (Kincardine & Mearns) school building with an increased capacity, also moved this school to within the 61-100% capacity band; resulting in this measure moving from "red" to "amber" status. The long trend also indicates the number of schools over 100% capacity has reduced slightly (up 1.3% when compared with the average of the previous 11 quarters recorded). All schools currently reporting over 100% capacity have appropriate measures in place to manage the roll. These measures are team teaching in larger classrooms, non-linked classrooms giving working capacity. There are also several capital projects at various stages of planning and construction to address capacity issues for future years. Officers will continue to monitor all rolls regularly.

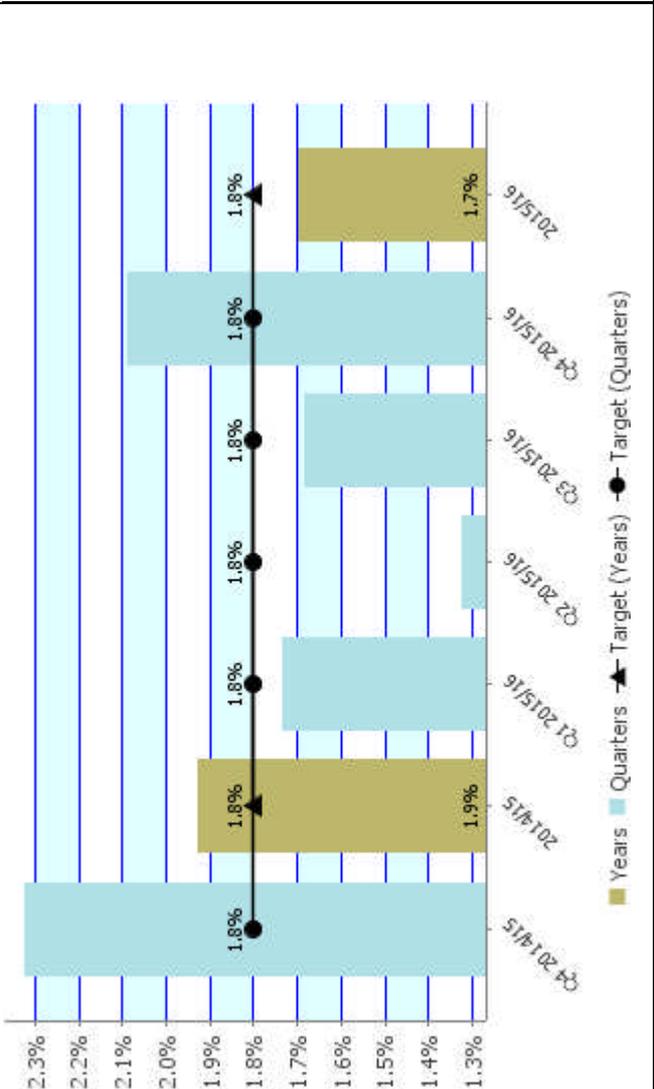
Indicator	3.6 M - % of Secondary schools in which roll as a percentage of official capacity exceeds 100%						Red Threshold	Amber Threshold
	Target	Status	Value	# secondary schools	Long Trend	Short Trend	50.0%	50.0%
Q4 2014/15	25.0%	🔴	50.0%	4	↗️	↖️		
Q1 2015/16	25.0%	🟢	33.3%	4	↗️	↖️		
Q2 2015/16	25.0%	🔴	75.0%	4	↘️	↘️		
Q3 2015/16	25.0%	🔴	50.0%	4	↗️	↖️		
Q4 2015/16	25.0%	🔴	50.0%	4	↗️	▬		

Period	Value	Status
Q4 2014/15	50.0%	🔴
Q1 2015/16	33.3%	🟢
Q2 2015/16	75.0%	🔴
Q3 2015/16	50.0%	🔴
Q4 2015/16	50.0%	🔴

During Q4 2015/16 there were two Marr secondary schools (Aboyne and Banchory) slightly over 100% of capacity. Following the approval of the revised secondary school capacities in March 2016, all academies within Marr are expected to sit to within 61%-100% capacity in future reporting periods.

SO4 – Supporting delivery of objectives 1-3 through a culture and ethos of continuous improvement

Indicator	4.1 A'shire - % Calendar days lost to sickness per quarter						Red T'hold	Amber T'hold
	Target	Status	Value	# calendar days	Long Trend	Short Trend	2.2%	2.0%
Q4 2014/15	1.8%	🔴	2.3%	1,103,580	➡	➡		
Q1 2015/16	1.8%	🟢	1.7%	1,126,853	⬅	⬅		
Q2 2015/16	1.8%	🟢	1.3%	1,200,140	⬅	⬅		
Q3 2015/16	1.8%	🟢	1.7%	1,165,916	⬅	➡		
Q4 2015/16	1.8%	🟡	2.1%	1,057,882	➡	➡		



Aberdeenshire Council were in the process of moving human resources and payroll system (from EMIS to iTrent) during March 2016 (which includes the recording of staff absences), therefore the figures provided for Q4 2015/16 include absences up to and including 22nd March 2016. Business Services have advised that the remaining March dates will be included within the Q1 2016/17 figures.

The percentage of calendar days lost to sickness absence has increased from 1.7% in Q3 2015/16 to 2.1% in Q4 2015/16. The top two reasons for absence for non-teaching E&CS staff during Q4 remained as Operations and Stress, with the top two reasons for teaching staff changing for the first time since Q4 2014/15 (in Q4 2015/16 these were Stress and Colds).

Both the short and long trends indicate a fall in performance, however the former will likely have an element of seasonal fluctuation, with Q4 2015/16 figures in line with (but improving on) the pattern of Q4 Education & Children's Services figures reported for the previous three years (Q4 2012/13 = 2.4%, Q4 2013/14 = 2.2%, Q4 2014/15 = 2.3%), however this measure has moved from "green" to "amber" status this quarter.

Indicator	4.4b % satisfaction with Libraries					Red T'hold	Amber T'hold
	Target	Status	Value	Base	Long Trend		
Q4 2014/15	97.0%	✓	93.0%		→	→	
Q1 2015/16	97.0%	✓	99.0%		←	←	
Q2 2015/16	97.0%	✓	98.0%		←	→	
Q3 2015/16	97.0%	✓	100.0%		←	←	
Q4 2015/16	97.0%	⚠	92.0%		→	→	

There was a reduction of 8% in satisfaction with libraries from Q3 to Q4 in 2015/16, which broadly reflects the pattern between Q3 and Q4 in the previous year. This seasonal variation may be attributable to factors such as winter weather related cancellation of events and services, such as Mobile Libraries.

Q4 2015/16 satisfaction levels reached 92% which is broadly similar to the same quarter in 2014/15 at 93%.

Quarter	Actual Value (%)	Target (%)
Q4 2014/15	93.0%	97.0%
Q1 2015/16	99.0%	97.0%
Q2 2015/16	98.0%	97.0%
Q3 2015/16	100.0%	97.0%
Q4 2015/16	92.0%	97.0%

APPENDIX 1b: Marr Area - E&CS Q4 2015/16 Annual Indicators Exception Report

Generated on: 26 May 2016

PI Status		Long Term Trends		Short Term Trends	
	Red; below target		Performance Improving		Performance Improving
	Amber; below target, within acceptable limits		No Change or New Measure		No Change or New Measure
	Green; on target		Performance Deteriorating		Performance Deteriorating
	Not Yet Available				
	New Measure; no target				

Note: Short trends are calculated by comparing the value for the current period to the value immediately preceding it.

E.g.: 2015/16 performance is compared to 2014/15

Long trends are calculated by comparing the current value to an average of historic values in the same time period.

E.g.: 2015/16 is compared to an average of the annual performance in the preceding three years.

Traffic Light: [NONE]

Note: Red and amber thresholds (Threshold) are determined by services on an annual basis. The thresholds included in this report apply to the current reporting year only.

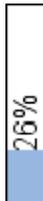
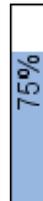
APPENDIX 2: E&CS Q4 2015/16 Year-End Update on Key Actions

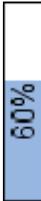
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Action Status	
	Cancelled
	Overdue
	Check Progress
	Not Started; In Progress
	Completed

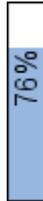
ECS Service Plan Actions 2015-18 – Overall progress: 51%

Action	Status	Progress	Due Date	Latest Note
Develop and implement Action Plan to address 'Developing Scotland's young Workforce' report		64%	31-Mar-2018	<p>The work experience unit have encouraged and supported extended periods of work placement used flexibly for youngsters during the senior phase. An increased offer of vocational courses is in place for secondary youngsters from NESCol, Dundee and Angus College and the Scottish College for Rural Skills.</p> <p>Schools are working with the Developing Scotland's Young Workforce (DYW) regional group to support employer involvement with the curriculum. DYW funding is being used to support increasing apprenticeship opportunities in Aberdeenshire Council.</p>

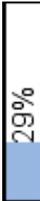
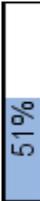
Action	Status	Progress	Due Date	Latest Note
<p>Deliver learning through Technologies Action Plan involving deployment and use of new technologies and devices to support improved learning and teaching for all</p>			<p>31-Mar-2018</p>	<p>Good progress is being made with rolling out updated equipment to schools.</p> <p>Progress on the new systems for an updated curricular network, corporate e-mail for teachers and a management facility for mobile devices has been slower than anticipated due to the earlier review of the management and governance arrangements around this project. It is anticipated that progress will be made on these actions from Q3 2016 onwards.</p> <p>Guidance on "Bring Your Own Device" is being produced and will be issued to schools in time for the start of school year 2016/17 in August.</p>
<p>Provide Support and Challenge to deliver on increased expectations required within Curriculum for Excellence</p>			<p>31-Mar-2018</p>	<p>Curriculum Frameworks are now fully in place and being used by schools to support and improve curricular design and delivery. Support has been put in place to ensure schools have access to materials and training designed to improve outcomes for learners.</p>
<p>Develop and implement action plan to improve attainment and achievement at all levels</p>			<p>31-Mar-2018</p>	<p>The scope and delivery of this major project have been reviewed in the light of national developments, in particular, the introduction of the National Improvement Framework and other statutory requirements deriving from the Education (Scotland) Bill 2016.</p> <p>Currently raising attainment and achievement is addressed through relevant Business Plans and individual school's improvement plans.</p>
<p>Implement strategic plan for delivery of national "1+2" modern languages programme</p>			<p>31-Mar-2018</p>	<p>The implementation of the 1+2 Approach to Languages is continuing to meet milestones and deadlines in all but one area. It is anticipated that aspect will be fully addressed within the next 6 weeks. Officers are now focussed on ensuring that feedback and evaluations received are used to shape and amend actions required for the next phase of implementation.</p> <p>Internal professional development opportunities and support from national bodies has created a comprehensive approach to staff development relating to the project and levels of engagement in schools is good.</p>

Action	Status	Progress	Due Date	Latest Note
<p>Develop and implement Improving Learning strategy, including a focus on roles and responsibilities to support high quality learning and a programme of professional learning opportunities</p>			<p>31-Mar-2018</p>	<p>The publication of How Good Is Our School 4, has led to the cross-sector group developing the Improving Learning strategy to reflect within the strategy that document's steer towards linking assessment to learning and teaching. Work on this continues, but a completed strategic paper is still expected within the original timeframe.</p>
<p>Develop and implement a strategy to support improvement through self-evaluation, including a focus on roles and responsibilities to support high quality self-evaluation processes and a programme of professional learning opportunities</p>			<p>31-Mar-2018</p>	<p>The working group have made good progress and taken a report to ECS Senior Leadership team. The report outlined the purpose and representation of the strategic group and the overall phases of activity with an update of progress for Phase 1: Planning. The report further identified areas for strategic development at the Directorate, Service and team/establishment and multi-agency levels, and proposed a number of key actions to progress further.</p> <p>Next steps will involve collaboration with the ECS Extended Management Team strategic group on Transitions to develop and pilot an Integrated Quality Improvement Framework through an area-based workshop involving both Continuing Professional Development and facilitated self-evaluation. This model could inform further local-level self-evaluation as Integrated Quality Improvement Frameworks are developed.</p>

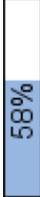
Action	Status	Progress	Due Date	Latest Note
<p>Develop and implement practice around reviewing and improving outcomes for Looked after and accommodated children and young people</p>			<p>31-Mar-2018</p>	<p>Over the past 5 months significant work has been undertaken to identify looked after young people from S3 onwards who are at risk of a negative destination post school. A working group has been developed to track these young people by closely working with schools to identify areas of risk and ensure that plans for these particular young people reflect clear actions and desired outcomes around the areas of high risk for example, school attendance, behaviour, attainment, achievement or risk of exclusion. Schools and social work colleagues have worked well at ensuring we have the right information about the right children and demonstrating commitment to this improvement project through the use of multi-agency action planning meetings. We are still at an early stage of measuring impact and acknowledge that for many of these young people, behaviours may be fairly entrenched. This is not a quick fix solution to improving outcomes and will require on-going work to ensure young people get the right support at the right time. It is anticipated that the group will be able to provide an early analysis around June 2016.</p>
<p>In conjunction with partners, provide leadership and support delivery of Aberdeenshire's Integrated Children's Plan</p>			<p>31-Mar-2018</p>	<p>Reporting of progress with the Integrated Children's Service Plan is through the processes associated with the plan and is monitored by the GIRFEC Leadership Group, which reports to the Aberdeenshire Community Planning Partnership. Only a high level indicator of overall progress with the plan is reported here.</p> <p>During Oct 2015-Mar 2016 a Joint Strategic Needs Assessment exercise was completed which will inform and underpin the revised Integrated Children's Plan</p>

Action	Status	Progress	Due Date	Latest Note
Continue next phase of delivery of action plan to deliver Enhanced Provision across Aberdeenshire that supports children and young people to be educated in their own communities and to remain with their families			31-Mar-2018	<p>Informal and statutory consultation processes relating to re-design and development of services within specified localities continue with revised timelines and processes reflecting recent legislative amendments following Scottish Government call in.</p> <p>Enhanced Provision Management Guidance has been issued to schools. Flexible Learning Pathways Guidelines have been updated and have been shared for wider consultation before finalising. Progress is on target.</p> <p>Career Long Professional Learning and Training Strategy and programme has been shared with schools and good progress has been made in implementation phase with full roll out next session.</p> <p>Phase Two implementation of required property works is progressing on target.</p>
Develop and implement Learning Estates strategic plan			31-Mar-2018	<p>The Plan involves completion of 12 significant new build and redevelopment projects, as follows: New build Drumoak (building complete and operational); Extension Aboyne Primary (64%); Extension Laurencekirk Primary (65%); Banff & Macduff sporting facilities (65%); New build Markethill School (65%); New build Kinellar School (20%), New build Midmill school (75%); New build Ellon Academy (building complete and operational); New build Alford campus (building complete and operational); New build Inverurie Market Place at Uryside (65%); New build Hillside (70%); Extension Buchanhaven (90%).</p>
Review practice and implement plan to improve business processes, business continuity and Health & Safety processes			30-Jun-2016	<p>Significant progress to date on key areas of action e.g. audit compliance processes, capital plan management and monitoring systems and catering online payments and menu ordering system. Work ongoing relating to H&S processes to be considered by E&CS SLT in the near future.</p>

Action	Status	Progress	Due Date	Latest Note
Develop and implement Performance Management strategy based on best practice audit			30-Jun-2016	Recommendations from report produced following the audit have been considered by Education Xldren's Service Senior Leadership Team and approval to proceed with them given. These will be incorporated as part of Performance and Resources Business Plan for 2016-17.
Develop and implement an Action Plan to improve Management Information systems and processes			31-Mar-2017	There has been good progress with actions relating to records management, data sharing between schools and CLD. Other actions under the umbrella of Management Information Systems and processes have been subject to some delay, or have required considerable rescoping and review. These will be picked up through the 2016-18 Resources and Performance Business Plan
As part of corporate objective, develop and implement framework for integrated working			31-Mar-2018	Education Xldren's Service Senior Leadership Team agreed recommendations on revised allocations of admin clerical provision in primary schools to be effective from August 2017. Work is also underway to review current systems and processes relating to the management and administration of lets linking to a similar review at a corporate level.
Conduct review of all aspects that affect the management and use of supply cover in schools			01-Nov-2015	National developments around the use of an electronic system to support the management and use of supply cover in schools have meant that limited progress has been possible with this action, as it is currently specified. SEEMiS are considering whether to devote development resources to updating their current supply teacher booking system and the Scottish Negotiating Committee for Teachers has also been active in developing its own plans, which could result in a national web based supply booking system being developed by an alternative supplier. Consequently, this project is being reviewed and rescoped as part of the development of the 2016-18 Performance & Resources Business Plan.
Develop and implement plan for flexible Early Learning and Childcare provision across Aberdeenshire			31-Mar-2018	Two yearly consultation with families will take place in June 2016. Childcare support services were formally procured in November 2015. A review of the effectiveness of these services will be undertaken in Summer 2016 following consultation with all stakeholders.

Action	Status	Progress	Due Date	Latest Note
Develop and implement a strategy to reduce health inequalities across Aberdeenshire			31-Mar-2018	Active Schools review has been completed this will result in a sustainable model to increase capacity to deliver health and wellbeing outcomes for young people. The Healthy Weight Range project targeted underrepresented groups – young children and families - in Portlethen. This project is now being delivered by a strong multi agency local partnership which is using the key themes of this project to continue to address obesity. Robust data will be in place to evidence achievement.
Implement strategy to develop and support sustainable communities across Aberdeenshire			31-Mar-2018	Youth organisations including Scottish Youth Parliament (SYP), Aberdeenshire Youth Council (AYC), Pupil participation forum and Young People Organising & Campaigning group are being supported to work in partnership, to achieve a stronger youth voice in Aberdeenshire. This partnership will increase the numbers of young people involved in the decision making process. The Youth Council have delivered their new “active participation” workshop to 16 youth groups throughout Aberdeenshire, this has triggered an increase in the knowledge of the AYC and SYP throughout Aberdeenshire. This has led to new members joining AYC from areas which have, in the past found it challenging to attract members. Staff have participated in the development of the revised Aberdeenshire Community Asset Transfer Policy. In localities staff are supporting various Men’s Shed groups who are at different stages of the asset transfer process (Portlethen, Westhill, Turriff).
Implement plan to ensure compliance with CL&D statutory regulations			31-Mar-2018	The Aberdeenshire Learning Community Partnership continues to strengthen and deliver on the agreed priorities, with success on shared workforce development. Staff from across Lifelong Leisure and Learning have participated in and report benefits of the Tapestry Formative Assessment programme. Officer support has created and delivered a tailored CPD programme in 15/16. 12 Learning Community Partnerships (71%) are established with initial meetings planned for the remaining partnerships.

Action	Status	Progress	Due Date	Latest Note
Develop strong partnerships with local communities and businesses to generate economic activity through culture tourism			31-Oct-2017	<p>Actions to increase partnership with local and national organisations e.g. Creative Scotland have resulted in completion of an audit of our cultural assets. Plans are in place for Creative Conversations Events that will increase our understanding of need and build our capacity to deliver an excellent Cultural offer.</p> <p>In the last quarter physical improvements have been made to both Aden and the Macduff Aquarium to improve the visitor experience.</p> <p>A cross service joint working group is delivering and marketing an ongoing programme for Year of Innovation Architecture and Design, Year of Archaeology and History, and Year of Young People</p>
Complete procurement and implementation of new library services system			31-Oct-2015	<p>Procurement of Aberdeenshire's new Library Management System was concluded earlier this year, with system being implemented and going live to the public in October 2015. Work continues to fine-tune the system to ensure its full potential and benefits to the public are realised.</p>
Conduct facilitated stakeholder event to review and streamline Head Teacher recruitment processes			09-Dec-2015	<p>Some initial information gathering has been completed. A workshop is planned for June with officers from Education & Children's Services and HR&OD to identify the issues with the current administration process and seek to address them. This will lead to a more robust and streamlined process with clearly defined roles and responsibilities. As a result, this project will be reviewed and re-scoped and will be taken forward through the 2016-17 Performance & Resources Business Plan.</p>
Develop and implement strategic plan to invest in workforce learning and development to build capacity, improve leadership and support succession planning			31-Mar-2018	<p>With regard to developing leadership at all levels in schools, various successful events have been held. Head teachers have attended 2 conferences led by Education Scotland, all middle leaders had a one -day leadership programme in Aberdeen and a very positive number of 450 teachers attended a sequence of 6 teacher leadership events across Aberdeenshire as organised by the Scottish College for Educational Leadership. This was nearly half of the entire national attendance at such events.</p>

Action	Status	Progress	Due Date	Latest Note
<p>Review workforce planning and recruitment arrangements for teachers to ensure that there are sufficient teachers employed to comply with national agreements</p>			<p>31-Mar-2018</p>	<p>Proposals regarding the annual calendar of key teacher staffing processes and events were agreed. Introduction of Resourcing Manager post agreed and implementation of phase one of the project has commenced with key actions complete or well progressed. The project is on target to achieve the aims of phase one for school session 16/17 to ensure that Aberdeenshire pupil to teacher ratio is maintained as per the national agreement.</p>