

REPORT TO EDUCATION & CHILDREN'S SERVICES COMMITTEE – 2 DECEMBER 2021

EDUCATION & CHILDREN'S SERVICES MID-YEAR PERFORMANCE MONITORING REPORT – APRIL TO SEPTEMBER 2021 (COUNCIL PRIORITIES)

1 Reason for Report / Summary

- 1.1 To provide Education & Children's Services Committee with an update on progress in relation to key Directorate actions and outcome indicators supporting the Aberdeenshire Council Plan Priorities 2020-2022.

2 Recommendations

The Committee is recommended to:

- 2.1 **Acknowledge and consider progress made during April to September 2021 toward achieving the Council Plan Priorities 2020-2022 referred to section 4.2 and in Appendices 1 and 2;**
- 2.2 **Note the key Directorate actions and outcome indicators to be scrutinised by other policy committees referred to in section 4.3; and**
- 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.**

3 Purpose and Decision Making Route

- 3.1 The following report and accompanying appendices relate to performance and progress achieved towards the Council Plan Priorities (2020-2022) framework up to September 2021. In light of the unparalleled impact of Covid-19 on Aberdeenshire communities, the economy and on public services, Full Council formally closed down the former Council Plan 2017-2022 and associated priorities at the special meeting of [23rd July 2020 \(Item 4\)](#), and approved a renewed Council Plan 2020-2022 at the special meeting of [7th October 2020 \(Items 3 and 3a\)](#) to better reflect the current challenges being faced by the council and the region – centric to the [three pillars](#) Our People, Our Environment, and Our Economy.
- 3.2 The Education & Children's Services (ECS) Directorate Plan and accompanying Directorate Improvement Action Plan 2021/22, which provide more detail around how the renewed outcomes are to be delivered with a focus on performance and improvement – setting out high level key themes for performance measures and benchmarking to monitor the progress of our key actions, and accountability for delivery – was considered and approved most recently at ECS Committee on [27th May 2021](#) (Item 11).

As agreed, the Service scrutinises and primarily leads or collaborates on the council priorities and associated outcomes:



To secure continuous improvement in outcomes for ALL children and young people



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



Efficient and effective business support, advice and regulation

- 3.3 The purpose of this report and accompanying appendices, is to provide an update to Committee on the progress with key actions and outcome indicators identified which help demonstrate how we are working towards the renewed Council Priorities, and consider how the Service is progressing, evidenced through a reflection of the performance achieved during the first six months of the reporting year 2021/22 (April to September 2021).
- 3.4 The performance information detailed below and in the accompanying appendices (1 and 2) is provided in order that Committee can acknowledge progress.
- 3.5 Performance information in relation to Education & Children's Services key Directorate project actions and outcome indicators are also considered by the six council area committees (outlined in the council area plans), in line with their remit of determining matters which directly affect their areas and making recommendations.






4 Discussion

- 4.1 A high-level summary overview of the progress made during April to September 2021 in relation to key Directorate project actions, and outcome indicators updated during Q1 or Q2 2021/22, can be found in the discussion below. Fuller details of progress made for Council Priorities 1, 2 and 3 has been provided in **Appendix 1** and **Appendix 2**.
- 4.2 Due to the nature of education data, many of the outcome indicators linked to the Council Priorities (2020-2022) that are reported to ECS Committee, provide whole-of-session data, therefore are reportable on an annual basis released at varying times during the following reporting year within the biannual update closest to when the data is released.

During the first six months of this reporting year (2021/22), the Service has continued to adapt their response to the Covid-19 pandemic, with the impact influencing the services ordinarily delivered by ECS that persisted from the initial national lockdown which commenced 23rd March 2020 – now beginning to ease during this latest reporting period. Following the periods of imposed physical school closures, schools were able to reopen on a phased approach

from late February 2021 and have remained open throughout the early months of the new school session (beginning August 2021).

Although overall performance over Q1 and Q2 2021/22 has continued to be heavily affected compared with services provided pre-pandemic, performance updates for this mid-year period continue to outline the many positive, flexible and innovative ways the Service has adapted to offer support and maintain engaged with our service users and communities virtually and embedded alternative means of providing services.

| | | | | |
|--|---|---|---|---|
|  Service Priority linked to Council Priority 1 | | | | |
| <ul style="list-style-type: none"> To secure continuous improvement in outcomes for children and young people | | | | |
| Outcome Indicators | | | | |
| Overview Mid-Year 2021/22 ¹ | 0% at  | 0% at  | 100% at  | 0% at  |
| <ul style="list-style-type: none"> Although the 2021 SQA exams did not proceed for a second year due to the national response to Covid-19, results were awarded to the 2021 cohorts using a revised alternative certification model based on evidenced teacher judgement – with estimates featuring as the core element of the certification process the year before. As a result of the changed awarding methodology used over the last two years, these results are not directly comparable to those in previous years, however, still serve as a local indication. The percentage of the S4 cohort achieving five or more SCQF awards at Level 5 (57.0%) largely sustained the overall improvement seen over recent years and is on a par with levels achieved pre-Covid (↑1.8% compared to 2019 exam diet), with an overall improvement of 11.4% indicated when compared to five years ago (2016 exam diet). The percentage of those achieving three or more SCQF awards at Level 6 by the end of S5 for the 2021 exam diet (47.6%) also indicates a continuing improvement over time and following the pattern on increasing levels achieved pre-Covid, with an overall improvement of 3.1% when compared to levels achieved in the 2019 diet, ↑7.4% compared to three years ago (2018 exam diet), and ↑9.5% compared to five years ago (2016 exam diet). Monitoring of the difference in average tariff score of all S4 in SIMD quintile five and quintile one indicates an improving picture, with the gap reducing by 43 compared to the pre-Covid 2019 exam diet (113 compared with 156) and is in line with the national gap for 2021 (110). Following Aberdeenshire's successful bid to be a lead provider for the delivery of Foundation Apprenticeships (FA) from August 2019, Aberdeenshire schools continue to offer FA's, with provisional take-up figures indicating a near doubling of young people in Aberdeenshire schools currently involved in the Aberdeenshire managed FA programme (SCQF Level 6) compared to 2019/20 (414 compared with 208). | | | | |

¹ Percentages based on combination of quarterly, biannual or annual measures updated during Q1 or Q2 2021/22 with latest data.

- Of those young people that were involved in Aberdeenshire managed FA programmes in session 2020/21, 76.4% successfully completed, despite the impact of the challenges of Covid-19 – exceeding the rate achieved nationally – and is testament to the efforts of the students, and all involved working together to ensure the opportunity to complete was maintained.

Key Directorate Project Actions

- Over the first six months of 2021/22, the initial updates representing the overall progress of the key Directorate project actions linked to Council Priority 1 is reported as 51% complete.
- The successful delivery of the redesign of our *Instrumental Music* delivery model, has been impacted by freezes on both recruitment and instrument purchases, however, there has been staff involvement regarding establishing the delivery model, supported by parental consultation, with potential savings identified.
- With the support of ECS Leadership Team earlier this year, work was delayed on the review of 'Aberdeenshire ASN' in line with the national Additional Support Needs (ASN) project until a temporary appointment could be made in September 2021, following which the review has now commenced.
- The action relating to *Closing the attainment gap - Pupil Equity Funding (PEF)* is considered complete following the conclusion of the survey completed by Head Teachers to capture the impact and variety of planning schools implemented with their PEF, with the results shared with the lead Head of Service and Director. A report will now be presented to ECS Leadership Team by the end of term two of the current school session.
- The delivery of the *Aberdeenshire National Improvement Framework (NIF) Plan* covers four key points over the course of the school session. Reports are scheduled to be presented to ECS Leadership Team following the progress of these key stages, with a refresh of the framework plan layout being worked on which places more emphasis on direct positive impact on children.



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 the '*Summary of other annual ECS Performance Outcome Measures scheduled for update later in the reporting year 2021/22*' table provided at the end of Appendix 1.

Key Directorate Project Actions

- Over the first six months of 2021/22, the initial updates representing the overall progress of the key Directorate project actions linked to Council Priority 2 is reported as 33.3% complete.

- The delivery of the *Aberdeenshire Children's Services Plan* is on track, with the appointment of a Strategic Change Leader and one self-evaluation activity fully complete, however, progress has been impacted by instances of the same individuals being tasked to complete multiple actions designated to different teams they represent, causing workload issues.
- The project team has been established for the successful delivery of the *Supporting Local Families* project, with a progress review undertaken and shared with the *Promise Board*, and 'tests of change' currently being implemented and facilitating learning on current practices.
- Similarly, the project team for the successful delivery of the *Intensive Holistic Support* project has also been established, with a progress review undertaken and reported to the *Promise Board*, with five 'tests of change' continuing, along with refinement of the project aims, target population, and theory of change.



Service Priority linked to Council Priority 3

- To have improved business support and resource management arrangements in place across ECS

Outcome Indicators


- More information on annual measures evidencing progress towards Council Priority 2 scheduled for update later this year or are under development is provided in the '*Summary of other annual ECS Performance Outcome Measures scheduled for update later in the reporting year 2021/22*' table provided at the end of Appendix 1.

Key Directorate Project Actions

- Over the first six months of 2021/22, the initial updates representing the overall progress of the key Directorate project actions linked to Council Priority 3 is reported as 32.5% complete.
- Phase one (of three) of the transformation of the *ECS Business Support and Performance function* project has been completed with the management structure embedded; phase two has now commenced, following approval in September 2021, with a focus on supporting schools, with draft models developed for consideration.
- Statutory consultations for schools involved with the *Peterhead Community Campus* project have progressed, alongside the completion of the detailed design brief and 'Gateway 1', however there has been an increase in the capital allocation necessary to realise the requirements of delivering on this project.
- Although delayed by the challenges faced across the service over the last year due to the Covid-19 response – with a national focus on supporting continued learning – the delivery of a *devolved school management scheme* has been able to progress, with full devolvement of teaching staff in secondary schools and pilots in large primary schools and the four special schools in Aberdeenshire.
- A progress review went to ECS Committee on [7th October 2021 \(Item 19\)](#) on the delivery of *Catering Services review* project, highlighting Natasha's

Law (food labelling) coming in from 1st October, and the P4-7 Free School Meals roll out.

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

| | |
|--|--|
|  | Service Priority linked to Council Priority 27 |
| | <ul style="list-style-type: none"> To develop and deliver a revised LLA Business Plan focused on the three pillars of Live Life Outdoors, Live Life Well and Live Life @ Home |
| Outcome Indicators and Key Directorate Project Actions | |
| <ul style="list-style-type: none"> 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>². Key Directorate project actions and outcome measures associated with Live Life Aberdeenshire (LLA) help evidence progress. | |

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

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

5 Council Priorities, Implications and Risk

5.1 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.

5.2 This report also helps deliver against the [Aberdeenshire Children’s Services Plan](#) priorities, and the Local Outcomes Improvement Plan (LOIP) priority on [Reducing Poverty](#).

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

² Details and links to *Scheme of Governance* provided in section 6 below.

| 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 | |

- 5.4 Although there are no direct staffing or financial implications arising from this report, trends are used to inform improvement activity and future budget planning.
- 5.5 An integrated impact assessment (IIA) is not required because this report is to inform committee on performance and during the IIA Screening process no differential impact was identified.
- 5.6 The following Risks have been identified as relevant to this matter on a Corporate Level 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](#)³):

- 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.

6 Scheme of Governance

- 6.1 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

³ Links to each of the Risk Registers: <https://www.aberdeenshire.gov.uk/council-and-democracy/about-us/plans-and-reports/>

and are satisfied that the report complies with the [Scheme of Governance](#) and relevant legislation.

- 6.2 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 29 October 2021











List of Appendices:

Appendix 1 - ECS Performance Monitoring Report – Measures of Success: Outcome Indicators April to September 2021 Update (Council Priorities 2020-2022)

Appendix 2 - ECS Performance Monitoring Report – Key Directorate Actions April to September 2021 Update (Council Priorities 2020-2022)

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

Generated on: 21 October 2021

| PI Status | | Long Term Trends | | Short Term Trends | |
|---|---|---|--------------------------|---|--------------------------|
|  | Red; Significantly adrift of target |  | Improving trend |  | Improving trend |
|  | Amber; Slightly adrift of target |  | No Change or New Measure |  | No Change or New Measure |
|  | Green; On target |  | Worsening trend |  | Worsening trend |
|  | 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 | | | | |

QUARTERLY PI trend definition: Short trends are calculated by comparing the value for the current period to the value immediately preceding it, e.g. Q1 2021/22 is compared to Q4 2020/21. Long trends are calculated by comparing the current value to an average of historic values in the three years preceding, e.g. Q1 2020/21 is compared to an average of all the quarterly values in the preceding three years (i.e. 12 quarters, Q1 2018/19 to Q4 2020/21).

BI-ANNUAL PI trend definition: Short trends are calculated similar to quarterly but e.g. H1 2021/22 performance (reporting Q1 and Q2, or April to September) is compared to H2 2020/21 performance (Q3 and Q4, or October to March). Long trends are calculated e.g. H1 2021/22 is compared to an average of all the half-yearly values in the preceding three years (i.e. 6 half-years, H1 2018/19 to H2 2020/21).

ANNUAL PI trend definition: Short trends are also calculated similar to quarterly, but e.g. 2020/21 performance (reported during 2021/22 reporting cycle) is compared to 2019/20 performance; and long trends are calculated e.g. 2020/21 (reported during 2021/22 reporting cycle) is compared to an average of the annual performance in the preceding three years (2017/18 to 2019/20).

Traffic Light: Red 0, Amber 0, Green 5, Unknown 0

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



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

| Performance Measure | Current Target | Amber Threshold | Red Threshold | Value | | Status | Spark Chart |
|---|----------------|-----------------|---------------|---------|---------|--------|-------------|
| | | | | 2018/19 | 2019/20 | | |
| 1.11 Aberdeenshire: Attainment - Percentage of S4 getting 5+ SCQF awards at level 5 | 52.6% | 51.5% | 50.0% | 2018/19 | 55.2% | | |
| | | | | 2019/20 | 61.1% | | |
| | | | | 2020/21 | 57.0% | | |



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

This percentage for school session 2020/21 is based on the 2021 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 sustained the overall improvement seen over recent years (57.0%), although 4.1% lower than the 2020 diet (61.1%), the current rate is on a par with levels achieved pre-Covid (+1.8% compared to 2019 exam diet), with an improvement of 3.7% when compared to three years ago (2017/18 achieved 53.3% based on the 2018 exam diet), and +11.4% compared to five years ago (2015/16 achieved 45.6% based on the 2016 exam diet). With the further changes to the awarding methodology for this exam diet, increases in results were seen in four of our council areas (ranging between -1.1% and +6.3%) compared to the pre-Covid exam diet of 2019, and falls across all six council areas (range -0.8% and -8.9%) compared to the 2020 diet, which underlines the case that the results from 2020 and 2021 are not directly comparable following the Ministerial direction to award based on teacher judgement.

Further detail on the attainment and achievement of young people in Aberdeenshire secondary schools in accredited awards during the 2020/21 school session will be considered, however a report highlighting recommendations from the OECD (Organisation for Economic Cooperation and Development) which are likely to have significant implications for the education system and assessment practices in Aberdeenshire schools was considered at the ECS Committee meeting of [7th October 2021 \(Item 7\)](#).

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

| Performance Measure | Current Target | Amber Threshold | Red Threshold | Value | | Status | Spark Chart |
|---|----------------|-----------------|---------------|---------|---------|---|---|
| | | | | 2018/19 | 2019/20 | | |
| 1.12 Aberdeenshire: Attainment - Percentage of S5 getting 3+ SCQF awards at level 6 | 44.1% | 43.2% | 41.9% | 2018/19 | 44.5% |  |  |
| | | | | 2019/20 | 46.5% | | |
| | | | | 2020/21 | 47.6% | | |



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

This percentage for school session 2020/21 is based on the 2021 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 continued to build on the overall improvement seen over recent years (47.6%), although 1.1% higher than the 2020 diet (46.5%), the current rate follows the pattern of increasing levels achieved pre-Covid (+3.1% compared to 2019 exam diet), with an improvement of 7.4% when compared to three years ago (2017/18 achieved 40.2% based on the 2018 exam diet), and +9.5% compared to five years ago (2015/16 achieved 38.1% based on the 2016 exam diet). With the further changes to the awarding methodology for this exam diet, increases in results were seen in five of our council areas (ranging between -1.7% and +6.3%) compared to the pre-Covid exam diet of 2019, and increases across four council areas (range -0.6% and +3.8%) compared to the 2020 diet - however, it remains the case that the results from 2020 and 2021 are not considered directly comparable with previous years following the Ministerial direction to award based on teacher judgement.

Further detail on the attainment and achievement of young people in Aberdeenshire secondary schools in accredited awards during the 2020/21 school session will be considered, however a report highlighting recommendations from the OECD (Organisation for Economic Cooperation and Development) which are likely to have significant implications for the education system and assessment practices in Aberdeenshire schools was considered at the ECS Committee meeting of [7th October 2021 \(Item 7\)](#).

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

| 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 | | |

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

The figure is based on the SQA 2021 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 a marginal increase in gap, the long trend indicates an improving picture for this measure, with the gap in the average tariff score up 12 in the 2021 exam diet (113) when compared with the 2020 diet (101) but reducing by 43 compared to the pre-Covid 2019 exam diet (156) and is in line with the national gap for 2021 (110). The most notable change relates to SIMD decile 1 (where quintile 1 is the total of deciles 1 and 2), with an increase in average tariff score of 226% on those seen in the 2020 diet - however caution is advised when considering such variations due to the very small cohorts in this decile (less than 10 in the 2019 and 2020 diets but increasing three-fold in the latest diet).

It is worth noting, on reviewing the cohorts there are some variations in movement that differs for Aberdeenshire compared with those experienced across Scotland which may have some influence on any average tariff score differences indicated: Aberdeenshire shows a reduction in the cohort for SIMD Quintile 5 (down 256, or 23.2%), whereas nationally this quintile reduced at a lower rate (down 308, or 2.9%). For Aberdeenshire, the cohort in Quintile 1 remains small year-on-year, however increased by 69.1% in the 2021 diet (up 34), whereas nationally this quintile remained relatively stable (up 337, or 2.9%).

Further detail on the attainment and achievement of young people in Aberdeenshire secondary schools in accredited awards during the 2020/21 school session will be considered, however a report highlighting recommendations from the OECD (Organisation for Economic Cooperation and Development) which are likely to have significant implications for the education system and assessment practices in Aberdeenshire schools was considered at the ECS Committee meeting of [7th October 2021 \(Item 7\)](#).

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

| Performance Measure | Current Target | Amber Threshold | Red Threshold | Value | | Status | Spark Chart |
|--|----------------|-----------------|---------------|---------|-----|--------|-------------|
| | | | | | | | |
| 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 | 319 | 303 | 287 | 2019/20 | 208 | ✔ | |
| | | | | 2020/21 | 324 | | |
| | | | | 2021/22 | 414 | | |
| <p>There was significant growth in the numbers of students wishing to engage in a Foundation Apprenticeship during session 2021-22. The biggest increases came in the Care frameworks (Children and Young People and Social Healthcare), both of which attracted cohorts in excess of 100 students, and in Creative & Digital Media, which is now running in 6 schools, attracting 70 students.</p> <p>In addition to the 414 students reported under this PI being involved in Foundation Apprenticeships at SCQF* Level 6 (equivalent to a Higher grade), there are also well over 200 students also involved in Foundation Apprenticeships at SCQF Levels 4 and 5 in Automotive Skills, Construction Skills and Hospitality.</p> <p>Please note that the definition of this measure has been adjusted so that it is now based only on Aberdeenshire managed Foundation Apprenticeships as from Oct 2021. Historical data has been adjusted to reflect this change.</p> <p>*Scottish Credit and Qualifications Framework</p> | | | | | | | |






| 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 | | |
| <p>Some 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.</p> <p>Despite being lower than the figure achieved in the previous year (76.4% compared with 86.1%), given that the entire year was Covid affected, this figure represents a very positive performance and exceeds that achieved across Scotland as a whole. It is also worth noting that just under 90% of the original cohort of students were still engaged in their FA programme at the end of the course, with 85% of them achieving either the full award, or a National Progression Award (or National Certificate) component, or some component Units.</p> <p>This is testament to the efforts of the students, their parents and carers, school staff, external learning providers and employers who worked together to ensure that the students had the opportunity to complete their FA programme in the context of an extremely challenging year.</p> | | | | | | | | |

| Summary of other annual ECS Performance Outcome Measures scheduled for update later in the reporting year 2021/22 | | |
|---|---|--|
| Council Priority (CP): Topic | Description | Availability |
| CP1: Early Years and Childcare | Group of annual indicators measuring take-up and Care Inspectorate QI gradings | April/May nearing end of school session 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 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 (2020/21). |
| 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. Not reportable last year (school session 2019/20) due to ACEL 2019/20 data collection cancellation following school closures in March 2020. Partial collection for session 2020/21 (P1, P4, P7). |
| 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 | New measure previously reported as part of LGBF SPI ⁴ suite of measures. |
| 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 (2020/21). |
| CP2: Average Tariff Score of CEYP school leavers | Annual indicator measuring the average SCQF 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 (exam diet 2021). |
| 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 | New measure previously reported as part of LGBF SPI suite of measures. |
| CP2: GIRFEC multi-agency planning and groups | New indicators under development to measure the percentage improvement of quality of the GIRFEC 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. |

⁴ [Local Government Benchmarking Framework](#) Statutory Performance Indicators


APPENDIX 2: ECS Mid-Year Performance Monitoring Report – Key Directorate Actions April to September 2021 Update (Council Priorities 2020-2022)


Generated on: 21 October 2021



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


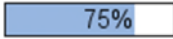
| | |
|---|---|
| ECS Committee reported Key Directorate Plan Actions 2020-2022 – Overall progress: | <div style="width: 40%; background-color: #4f81bd; border: 1px solid black;"></div> 40% |
|---|---|

 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="width: 30%; background-color: #4f81bd; border: 1px solid black;"></div> 30% | 31-Mar-2022 | 1a. Update: <ul style="list-style-type: none"> • Savings have been identified in anticipation of significant savings being required • Instrumental Music Service Manager Profile is being updated to reflect ongoing duties to match a new delivery model to include blended learning and delivery utilising digital technology • Recruitment process for Instrumental Music Service Manager permanent post • Meetings with all instructors (individually) have taken place with the redesign of the service include blended delivery and savings being discussed |

| Action | Description | Status | Progress | Due Date | Latest Note |
|---|---|---|---------------------------------|-------------|--|
| | | | | | <ul style="list-style-type: none"> The Scottish Government have implemented free instrumental tuition as of August 2021. This has the effect of significantly limiting any potential revenue from tuition fees. This follows 18 months of the suspension of tuition fees due to the COVID-19 pandemic <p>1b. Impact to Date / Key Achievements:</p> <ul style="list-style-type: none"> Identified savings have been initiated Staff recruitment freeze Instrument purchase freeze Involvement of staff to establish new Music Centre delivery model Involvement of staff in the redesign process for the Instrumental Music Service Instrumental Tuition delivery Consultation in the form of a survey sent to parents. Waiting for the results of the survey at the time of writing <p>1c. Next Steps:</p> <ul style="list-style-type: none"> Finalise and implement the new Music Centre Model Discuss Voluntary Severance opportunities with whole team Involve all staff in implementing a blended learning approach to delivery <p>1d. Additional comments: In order to meet the anticipated requirement to make savings of £603,000, a reduction of instructor's salaries and therefore a loss of instructor's jobs will be required. This is a concern because of the loss of jobs as well as a reduced resource to deliver tuition effectively and equitability. If the current full time equivalent (FTE) is to be retained, then an increase in the baseline budget to meet the FTE costs will be required.</p> |
| 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. |  | <input type="text" value="0%"/> | 31-Mar-2022 | <p>1a. Update: A scoping paper outlining the three main strands of the Additional Support Needs (ASN) review and the wide variety of work-streams within each strand was submitted to the Education and Children's Services Senior Leadership Team in March 2021. It was agreed that the</p> |

| Action | Description | Status | Progress | Due Date | Latest Note |
|---|---|---|--|-------------|--|
| | | | | | <p>Inclusion, Equity & Wellbeing Team did not have capacity to undertake the work and some additionality was therefore required. A temporary appointment was made late September 2021, and the work has therefore only just begun.</p> <p>1b. Impact to Date / Key Achievements: None</p> <p>1c. Next Steps: The following work-streams have been prioritised:</p> <ul style="list-style-type: none"> • Framework of Interventions • Minimum professional learning recommendations for key education staff • Review of Pupil Support Assistant post • Review of Pupil Support Worker post • Review of Language Development Outreach Service & Language Unit • Review of Enhanced Provision / Community Resource hub model – community engagement phase October 2021 to March 2022. • Development of professional learning and self-evaluation tools for whole school inclusive approaches, starting with Autism, Mental Health, Dyslexia, Nurture <p>1d. Additional comments: None</p> |
| Closing the attainment gap - Pupil Equity Funding (PEF) | <p>Successful use of Pupil Equity Funding (PEF) to support the ability of all pupils to engage with the curriculum whether remotely or at face-to-face delivery.</p> <p>Pupil Equity Funding (PEF) has supported the Health & Wellbeing of pupils</p> |  |  | 30-Jun-2022 | <p>1a. Update: A key aim this session was to capture the impact and variety of planning schools implemented with their Pupil Equity Funding.</p> <p>It was decided to create a Microsoft form for Head Teachers to complete.</p> <p>The data on this form would inform central officers of the scope of planning across the school estate, the key themes emerging, the curricular areas schools were concentrating on, where the really good practice is and the impact.</p> |


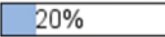
| Action | Description | Status | Progress | Due Date | Latest Note |
|---|--|---|--|-------------|--|
| | throughout the pandemic by providing targeted and intensive support to those pupils in most need, Pupil Equity Funding (PEF) continues to support in a targeted and intensive manner those pupils as they reengage with face-to-face learning; specific resources; IT. Pupil Equity Funding (PEF) survey to be issued to Head Teachers to capture the impact of PEF spend this session on pupil engagement, themes, attainment, closing the gap. | | | | <p>The Microsoft form was completed by Head Teachers in June.</p> <p>The results have been shared with Head of Service and the Director</p> <p>Following guidance from the Director a report will be written for Education and Children's Service Leadership Team in term 2 of this session</p> <p>1b. Impact to Date / Key Achievements:</p> <ul style="list-style-type: none"> • Microsoft form constructed • Shared with key officers • Head Teachers asked to complete by end of last session • Results shared with Head of Service and Director • Director provided feedback on next steps <p>1c. Next Steps: Report to be issued to Education and Children's Services Leadership Team by end of term 2.</p> <p>1d. Additional comments: None</p> |
| Deliver the Aberdeenshire National Improvement Framework (NIF) Plan | Deliver a high-quality NIF Plan focussing on literacy, numeracy, and health & wellbeing as key priorities. |  |  | 31-Mar-2022 | <p>1a. Update: Our National Improvement Framework (NIF) plan has been divided into 4 key points covering the school session. At each of these key points key officers have to provide an update on progress and impact related to their priorities. These are colour coded to give an easy visual status as to progress.</p> <p>Following each update a report is presented to Education and Children's Services Leadership Team for sign off.</p> <p>At the end of the school session a final report is prepared for Education and Children's Services Leadership Team.</p> |


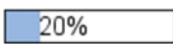
| Action | Description | Status | Progress | Due Date | Latest Note |
|--------|-------------|--------|----------|----------|---|
| | | | | | <p>1b. Impact to Date / Key Achievements:</p> <ul style="list-style-type: none"> • This year the highlights have all been around covid and how school and central officers have supported all children and families during this very difficult time • In addition, it is clear from the regular updates that the focus on Health and Wellbeing has had a positive impact on children and staff • The work our IT colleagues have been involved in has been instrumental in ensuring all families have had continuous access to online education • IT has supported our ability to continue to work with our most vulnerable children and families • Developing the Young Workforce – our foundation apprenticeship numbers have been excellent, and this is down to the work of key central officers as well as the schools themselves <p>1c. Next Steps: We have already started work on refreshing the layout of our National Improvement Framework planning to reflect a more streamlined approach but one which has more emphasis on direct positive impact on children to ensure that what we do is making a difference and closing the poverty attainment gap.</p> <p>1d. Additional comments: None</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 & Wellbeing.</p> | ▶ | 60% | 31-Mar-2022 | <p>1a. Update: Plan is generally on track.</p> <p>Some changeover of key personnel in Getting It Right For Every Child (GIRFEC) groups is causing delays to goals.</p> <p>Risk around group membership where individuals are representatives on several different teams allowing for attendance but preventing any actions being taken. Often same individuals are tasked to complete actions causing issues with workload.</p> <p>1b. Impact to Date / Key Achievements: Appointment of Strategic Change Leader in post August 2021 with responsibility for Getting it Right For Every Child (GIRFEC) updates to Children's Plan.</p> <p>One self-evaluation activity complete (Child/Young Person's Plan/Record of Meeting).</p> <p>1c. Next Steps:</p> <ul style="list-style-type: none"> • Re-issue of Terms of Reference for, and revitalisation of, Intelligence Data Planning Group • Issue and return of Self Evaluation activity 2 and preparation of activity 3 • Publication of update on Children's Services Plan <p>1d. Additional comments: Strategic Team Lead is a relatively new in post and can give only broad-brush updates at this time.</p> |

| Action | Description | Status | Progress | Due Date | Latest Note |
|--|---|---|--|--------------------|---|
| <p>Successful delivery of the Supporting Local Families project, within timescales</p> | <p>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.</p> |  |  | <p>31-Mar-2023</p> | <p>1a. Update: At present, the Supporting Local Families team continue to carry out tests of change with our identified families at Buchanhaven School. These families have been identified using agreed criteria. We are using tests of change to facilitate our learning; with regards to reviewing our current practices (Getting It Right For Every Child), identifying any gaps/areas for development (in terms of early intervention) and ascertaining how these may be addressed to improve service delivery going forwards. We continue to work using a trauma informed and person-centred approach with these families, to build positive working relationships with them with the aim of understanding their journey of need, the point at which early intervention would have been beneficial, why it would have been beneficial and what barriers to services were encountered and why. The introduction of our Family Link Workers has been integral in developing these positive relationships and we continue to make positive progress with both understanding their journeys and supporting them to achieve their agreed targets.</p> <p>1b. Impact to Date / Key Achievements:</p> <ul style="list-style-type: none"> • Supporting Local Families Project Team established – Project Team provides the link between the ‘team on the ground’ and the Promise Board – ensuring that the vision of the Promise Board is translated into action on the ground through the leadership and direction of the Project Team and that the learning and impact of interventions is fed back from the Team on the ground to the Promise Board, through Project Team updates. • ‘Pause Phase’ completed – a review of progress to date undertaken and key findings shared with the Promise Board. It was established that the aims need to be regularly reviewed and amended, by all key stakeholders, to ensure that we are testing the correct issues and that we are being reactive to what we are learning. Further, a robust measurement plan is required, to ensure that we have data to support our learning. • Driver Diagram for Supporting Local Families complete – with aim, primary and secondary drivers and interventions required to achieve the aim identified. |


| Action | Description | Status | Progress | Due Date | Latest Note |
|--|--|---|--|-------------|---|
| | | | | | <ul style="list-style-type: none"> • Process map complete – to ensure a consistent approach to the work with our families. • Person-centred Intervention Plan created for each family in the test of change – to ensure targets are agreed and measurable. <p>1c. Next Steps: A series of stakeholder events are currently being planned – to ensure a shared understanding of the project aims across services and define roles and responsibilities for achieving agreed aims.</p> <p>A robust measurement plan for Supporting Local Families will be created, to identify what data will be gathered and how it will be collected, in order to evidence the impact of interventions and further inform the tests of change.</p> <p>Project Team to review current tests of change and consider how these will be built upon – in terms of sustainability of future service delivery and further tests in areas not significantly impacted by deprivation – is the learning here different?</p> <p>1d. Additional comments: The stakeholder events (workshops and information sessions) will be designed to generate discussion and broaden the understanding and accountability for change. As such, the feedback from events will be used to further inform and shape the next steps for Supporting Local Families.</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 principles of early intervention and prevention. |  |  | 31-Mar-2023 | <p>1a. Update:</p> <ul style="list-style-type: none"> • March 2021: 'Pause' phase initiated to enable review of project within newly established governance and learning framework. Requirement to report to the Promise Project Board on outcome of review. During this review period, tests of change with five families have continued and fed into the review. • April 2021: Project team established, and review commenced. • 12 July 2021: Review outcomes presented to Promise Board which highlighted confusion/lack of clarity around major aspects of the project. |


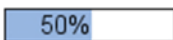
| Action | Description | Status | Progress | Due Date | Latest Note |
|--------|-------------|--------|----------|----------|---|
| | | | | | <p>Promise Board declined to action recommendation of further recruitment to the proposed 'prototype team'.</p> <ul style="list-style-type: none"> • July- October 2021: Project Team focussed on sharpening/refining project aims, target population, theory of change and how prototype team will work in reality. • Prototype team and other key involved personnel have experienced this pause phase as frustrating and feel they have had to justify their work and a project that had previously been given the 'green light'. <p>1b. Impact to Date / Key Achievements: Previously agreed recruitment to the proposed 'prototype team' has been progressed. The team now comprises of 0.5 full time equivalent Child and Family Mental Health Service (CAMHS) Clinical Psychologist, 0.4 full time equivalent Educational Psychologist, and 0.5 full time equivalent Speech and Language Therapist (all via secondment) and all contributing to networks around the five families involved in tests of change.</p> <p>1c. Next Steps: 16 November 2021: Planned 'deep dive' workshop involving Promise Board & project Team to share and develop project aims/target population and how the prototype team will contribute to testing out changes.</p> <p>Outcomes of this workshop will inform a series of workshops with wider stakeholders aimed at gaining understanding and 'buy in' prior to project going fully operational.</p> <p>1d. Additional comments: Should the 'deep dive' event planned for 16 November 2021 fail to coalesce Promise Board and Project Team around an agreed project aim/target population, and how the project will operate in practice, consideration will be given to the merits of allowing further time to achieve the necessary consensus or whether more radical action is required.</p> |





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. Continuous Improvement project outcomes for Finance, Information, Performance Management Framework, Improvement Framework, and Support arrangements.</p> | | <div style="border: 1px solid black; padding: 2px;">30%</div> | 31-Mar-2022 | <p>1a. Update: Delivery of the transformation of the Business Support and Performance function is being delivered in three Phases.</p> <p>Phase 1 was implementing a new management structure. The Business Support and Performance Manager and the three Team Managers took up post in March 2020. Over the course of 2020, the structure has embedded. The Information, Systems and Improvement team was largely previously formed; however a resource gap was identified for improvement and the post was recruited to in May 2021. The Governance and Empowerment team saw the greatest changes bringing together previously disparate elements to form three teams: Finance, Business and Administration, and Contracts. Significant improvement activity has taken place in this team to modernise working practices and processes.</p> <p>Phase 2 has just commenced following approval from Education and Children's Services Leadership Team in September 2021. The focus of this phase is support to schools. A project charter has been completed to identify the aims and objectives of this phase. A project plan has been developed. Draft models have been developed and a decision will be required on which model to progress. Stakeholder engagement will be key to success. It is noted that the outcome of the corporate Facilities Management review will need to be factored into the planning process.</p> <p>Phase 3 will follow in 2022, however planning has commenced with a draft project charter produced.</p> <p>1b. Impact to Date / Key Achievements:</p> <ul style="list-style-type: none"> • Implemented new management structure in March 2020 • New management structure embedded |

| Action | Description | Status | Progress | Due Date | Latest Note |
|--|---|---|--|-------------|--|
| | | | | | <ul style="list-style-type: none"> • Significant restructuring with Governance and Empowerment team • Evidence of improvement activity across Business Support and Performance for the benefit of customers/the wider service including: <ul style="list-style-type: none"> ○ creating a finance team to provide support to managers in complying with financial regulations ○ reviewing the Quality Assurance process in schools ○ establishing support for procurement and contracts beyond the previous Public Private Partnership / Design Build Finance and Manage contracts ○ creating one lets team for education lets and implementing electronic process ○ establishing a revised Health and Safety support structure ○ leading on the Education and Children's Services Climate Change and Sustainability ○ creating SharePoint sites for Information & Records Management and Management Information Systems Support to allow easier access to information for staff <p>1c. Next Steps:</p> <ul style="list-style-type: none"> • Refine project plan for Phase 2 • Develop performance measures to evidence the impact of the performance • Deliver project plan for Phase 2 • Continue planning for Phase 3 <p>1d. Additional comments: The delivery of Phase 2 in particular will be resource intensive and the ability to create some additional capacity to deliver the review whilst also delivering the service needs to be considered.</p> |
| Successful delivery of the Peterhead Community Campus project, within timescales | Deliver the Peterhead Community Campus. |  | <div style="border: 1px solid black; width: 50px; height: 15px; background-color: #e0e0e0; position: relative;"><div style="background-color: #4f81bd; width: 10%; position: absolute; left: 0;"></div>10%</div> | 31-Aug-2025 | <p>1a. Update:</p> <ul style="list-style-type: none"> • Statutory Consultation for Academy and Anna Ritchie completed • Statutory Consultation for Primary is awaiting the end of call period. • Design Team appointment in progress. • Currently within Gateway 2 |

| Action | Description | Status | Progress | Due Date | Latest Note |
|---|---|---|--|-------------|---|
| | | | | | <p>1b. Impact to Date / Key Achievements:</p> <ul style="list-style-type: none"> • Completion of detailed design brief • Completion of Gateway 1 • Increase in capital allocation to realise requirements. <p>1c. Next Steps:</p> <ul style="list-style-type: none"> • Appointment of design team • On going community and stakeholder engagement • Engaging with stakeholders on detailed design <p>1d. Additional comments: Live Life Aberdeenshire seeking additional funding for outstanding scope</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. |  |  | 30-Apr-2022 | <p>1a. Update: 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 sector, Education and Children's Services and business support services, to lead this agenda, including the review and revision of the existing Devolved School Management scheme in accordance with the revised Scottish Government guidelines (June 2019) through a number of work-streams:</p> <ul style="list-style-type: none"> • Revision of Aberdeenshire Devolved School Management Scheme • Devolved School Management in the secondary sector • Devolved School Management in the primary/special sectors • Devolved Cluster Management of Additional Support Needs resources <p>Due to the unprecedented challenges faced within Education and Children's Services in the last year due to the impact of Covid-19, progress in taking forward the Devolved School Management work-</p> |

| Action | Description | Status | Progress | Due Date | Latest Note |
|--------|-------------|--------|----------|----------|--|
| | | | | | <p>streams has been delayed as the focus has been on supporting all children and young people to continue their learning. Local authorities were required to review their LA Devolved School Management scheme by April 2021, although due to Covid-19 the Scottish Government consulted with Local Authorities regarding an extension to this time-frame. As a result of this consultation, the revised time-frame for completion of review and implementation is April 2022.</p> <p>1b. Impact to Date / Key Achievements:</p> <ul style="list-style-type: none"> • Full devolvement of teaching staff in all Secondary schools • Full devolvement of teaching staff on a pilot basis in large Primary schools and all Special schools. • Self-evaluation exercise completed with all sectors • Consultation and drafting of Professional Support Offer • Consultation undertaken on Professional Learning Offer • Review of formula and methodology of Primary Budget reported to Education and Children’s Services Senior Leadership Team <p>1c. Next Steps:</p> <ul style="list-style-type: none"> • Drafting of Devolved School Management scheme document • Scoping of Education and Children's Services Professional Support offer to headteachers and schools: • Further development of professional learning offer and training for headteachers on strategic finance management, with specific reference to school’s priorities and improvement planning • Development of communications and participation strategy to maximise stakeholder engagement and to support understanding and enhance confidence in Devolved School Management • Review and confirmation of formulae/methodology for devolving agreed budgets to ensure system confidence and transparency/equity of resource allocation |

| Action | Description | Status | Progress | Due Date | Latest Note |
|--|---|---|--|-------------|---|
| Successful delivery of Catering Services review project, within timescales | Review Catering Services to ensure service meets needs of pupils and nutritional guidelines, while adopting a "commercial outlook". |  |  | 31-Aug-2022 | <p>1a. Update: An update report was delivered in a committee on the 7th October regarding the review. This laid out where School Catering were in relation to the review, there are a number of options for income generation that will need to be analysed over the coming months.</p> <p>Areas that were highlighted within the report that will need to be managed include, The Nutrition Act, Natasha's Law, P4-7 Free School Meals roll out, Single use plastic legislation and the issues with deliveries, rising fuel costs and food shortages.</p> <p>1b. Impact to Date / Key Achievements</p> <ul style="list-style-type: none"> • Review of progress to Committee – 7th October 21 • Natasha's Law – 1st October 21 • P4-7 Free School Meals roll out – P5 January 22, P6-7 Aug 22 <p>1c. Next Steps:</p> <ul style="list-style-type: none"> • Successfully role out P4-7 Free School Meals • Manage the Roll out of Natasha's Law • Single use plastics awaiting confirmation of dates from Scottish Government • Analyse income generation stream • Complete review <p>1d. Additional comments: An extremely large workload over the next few months will push back the completion of the review but should still manage this within the 18-month timescale.</p> |