

Appendix B 2018-19 Annual Public Performance (SPI) Report – Education Services

ICFS SPI 1 – The Education of Children

The full education data sets, and evaluations of improvement programmes for 2018-19, alongside the National Improvement Framework Plan for 2019-20 were captured in previous reports to this Committee in May 2019 [Education Improvement Journey Tracking Report](#) and September 2019 [Aberdeen National Improvement Framework Plan](#)

Data Summary

Broad General Education (Curriculum for Excellence)

Primary Phases

In each instance, at Primary 1, 4 and 7, the outcomes for 2018 met or exceeded the local improvement targets set, with P7 stage recording the highest increases for Writing, Reading and Numeracy, and the majority of measures closely matching the comparable national establishment figures for P1-7 combined.

Secondary 3 Phase

With the exception of a marginal decline in proportion of S3 pupils achieving Third Level Listening and Talking, and static outcomes for Reading and Writing at the same Level, there were improvements across curriculum organisers at S3 Third and Fourth Level, particularly in Numeracy, with each of the Fourth Level measures meeting or exceeding the local improvement targets set.

Senior Phase

The cumulative picture for Senior Phase achievement, across the measures encompassed within this SPI framework, demonstrates a general improvement trend in 2018 outcomes in comparison with the previous year and some closing of the poverty related gap in both tariff scores and Literacy and Numeracy.

At the same time, a proportion of the measures fall marginally short of either national establishment and/or Virtual Comparator levels with the rate of improvement having slowed in comparison with the two benchmarks in these instances.

Literacy and Numeracy

- a) The percentage of Senior Phase candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S4 fell to 47.2%, lower than the Virtual Comparator figure and the National figure, which both demonstrated a similar decline year-on-year.
- b) The percentage of Senior Phase candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S5 was statistically unchanged from the previous year at 59.1% This was just below the Virtual Comparator projection and the National Establishment figure but significantly improved on the 2016 figure. Both of these benchmarks saw a similar pattern of limited movement.
- c) The percentage of Senior Phase candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S6 remained stable at 61.2% a pattern which, again, followed the National Establishment and Virtual Comparator models but at levels that were below both benchmarks

Improvement Context

Development and improvement work in this area had been highlighted in the local authority's National Improvement Framework (NIF) Plan for 2017-2018. In partnership with secondary head teachers, an in-depth analysis of city-wide data took place and a number of specific actions were planned and delivered.

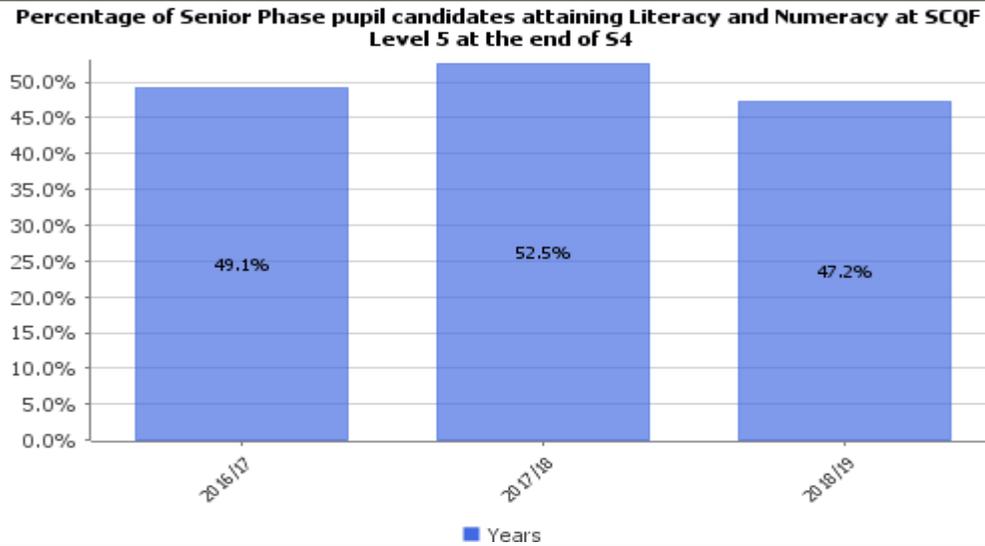
With regards to improving performance in literacy and numeracy, in particular at National 5, (with the aim of matching Comparator and National Establishment outcomes), a number of key actions were identified. These included:

- consideration of the need for a city-wide presentation policy.
- Improved collation and sharing of identified good practice from quality assurance visits; and
- specific development work with the numeracy and literacy network groups.

Longer term improvement actions include local authority and Northern Alliance projects which are focused on development work in the Broad General Education (BGE) that will feed through to enhanced future Literacy and Numeracy outcomes, initially across CfE, and into Senior Phase outcomes at S4,5 and 6.

ICFS SPI 01 a - Improving Attainment in Literacy and Numeracy

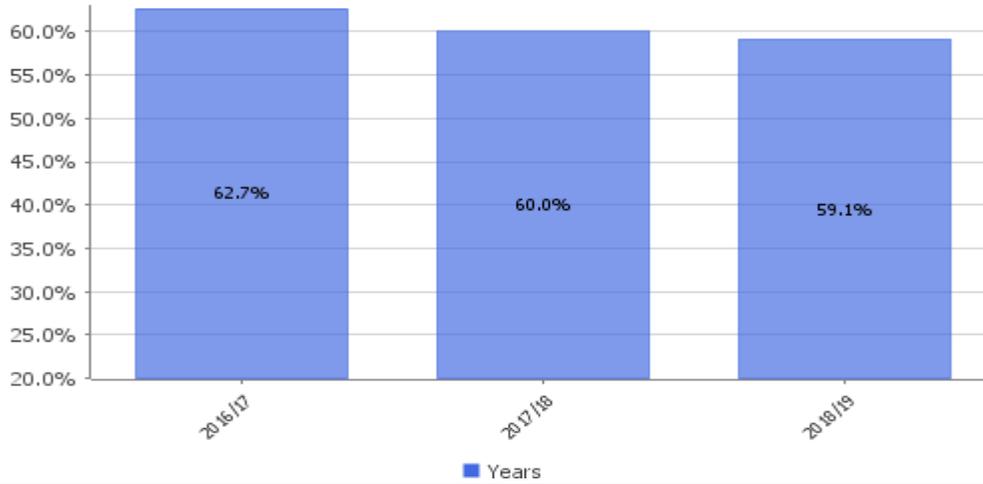
Percentage of Senior Phase pupil candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S4



Status	
Data Period	2018
Value	47.2%
Target	53.6%
Long Trend	
Short Trend	

ICFS SPI 1 b Percentage of Senior Phase pupil candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S5 (based on S4)

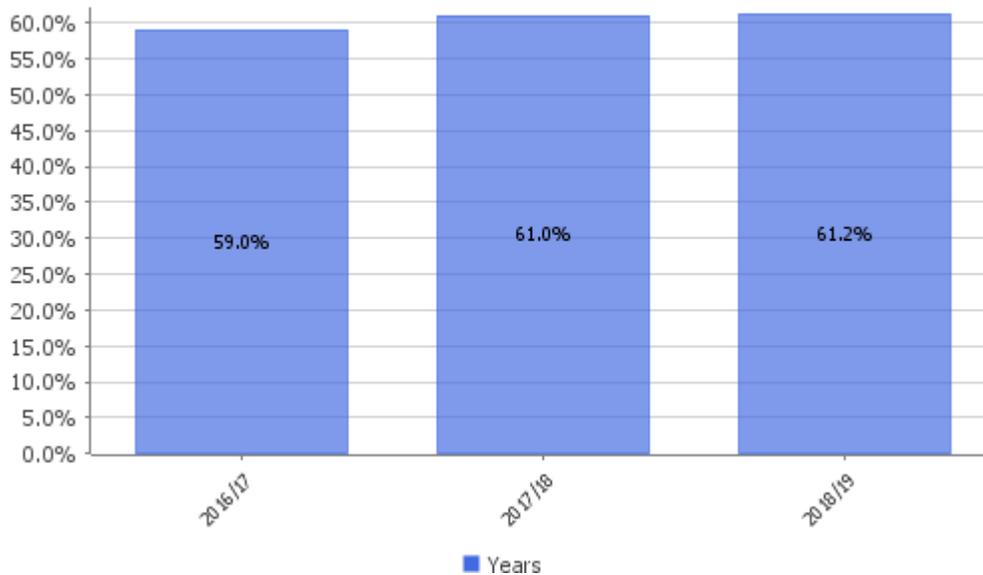
Percentage of Senior Phase pupil candidates attaining Literacy and Numeracy at SCQF Level 5 at the end of S5 (based on S4)



Status	
Data Period	2018
Value	59.1%
Target	61.1%
Long Trend	
Short Trend	

ICFS SPI 1 c Percentage of Senior Phase pupil candidates achieving Literacy and Numeracy at SCQF Level 5 at the end of S6 (based on S4)

Percentage of Senior Phase pupil candidates achieving Literacy and Numeracy at SCQF Level 5 at the end of S6 (based on S4)

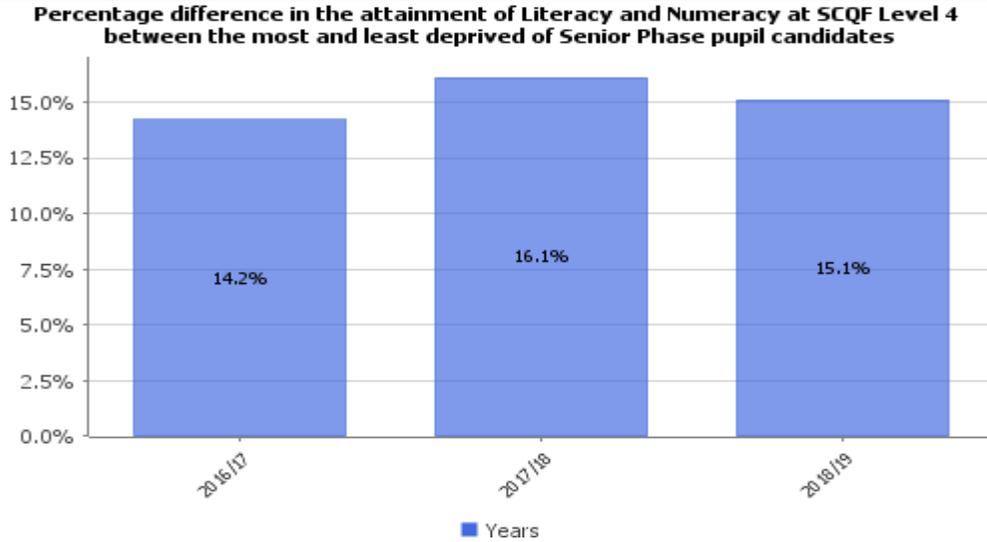


Status	
Data Period	2018
Value	61.2%
Target	62.1%
Long Trend	
Short Trend	

(d and e) The percentage difference in Literacy and Numeracy outcomes for both SCQF levels 4 and 5, between the most and least deprived 20% of pupils, and the year-on-year outcomes for each of these cohorts has improved with the gaps closing to 15.1% and 29.4% respectively.

At SCQF Levels 4 and 5, the Improvement Targets relating to reducing the deprivation gap were met and, at both levels, the annual improvement rate is better than the Virtual Comparator and matches the National figures, although the gap in Literacy and Numeracy at SCQF Level 4 is above the Virtual Comparator and National Establishment figure whilst the Level 5 outcome matches or betters both of the benchmarks.

ICFS SPI 1 d Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 4 between the most and least deprived of Senior Phase pupil candidates



Status



Data Period

2018

Value

15.1%

Target

15.0%

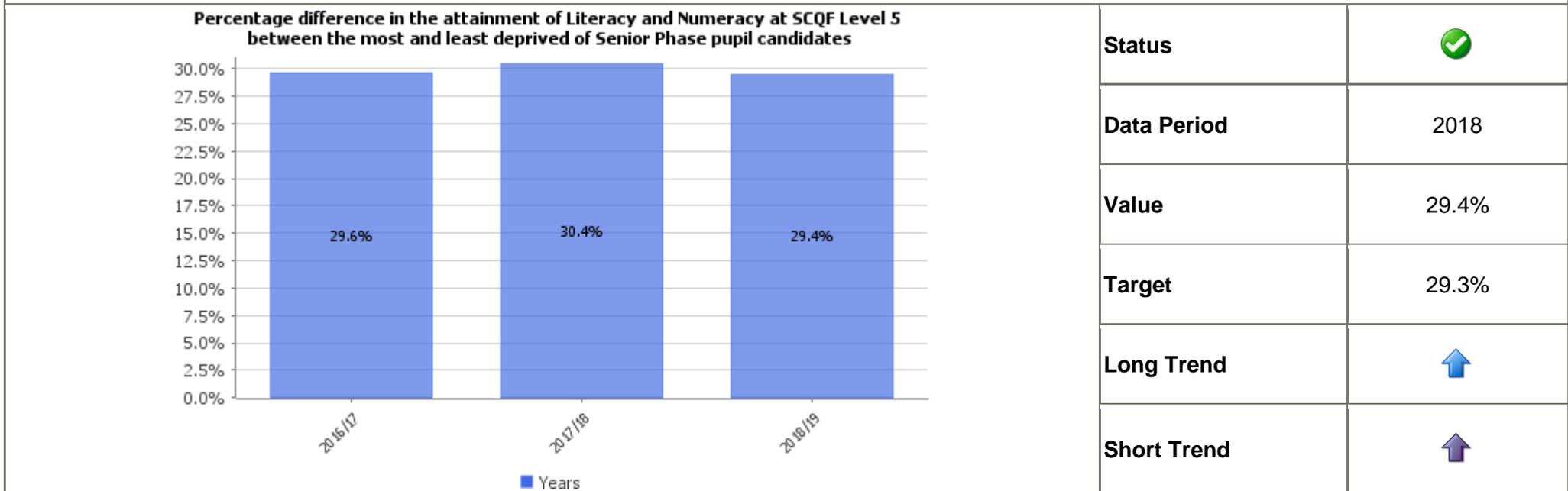
Long Trend



Short Trend



ICFS SPI 1 e Percentage difference in the attainment of Literacy and Numeracy at SCQF Level 5 between the most and least deprived of Senior Phase pupil candidates



Improving Attainment for All

(f, g and h) Whilst the Cumulative (S4-6) Average Complementary Tariff Scores outcomes for the Middle Attaining cohort are statistically unchanged, the figures for the Lowest and Highest Attaining vigintiles has improved and all three exceeded the National Establishment outcome with the latter also being above the Virtual Comparator.

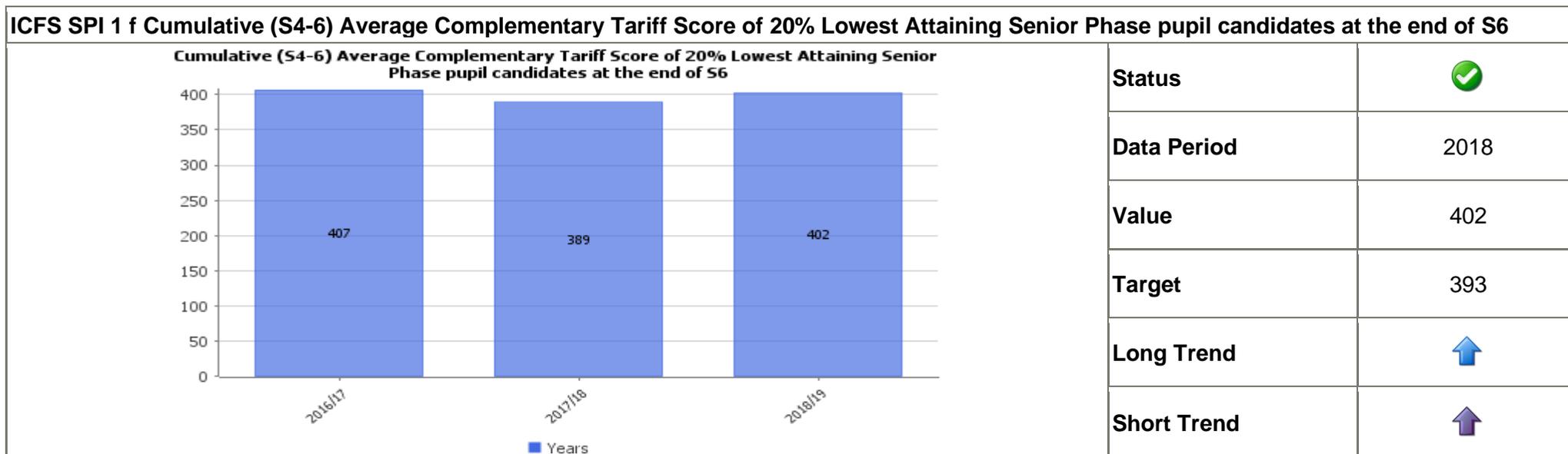
Improvement Context

These outcomes were reflective of best practice evaluation and development work in this area over the course of the 2017-18 academic year which was subsequently captured through an in-depth analysis of city-wide data and carried forwards, and highlighted, within the local authority's NIF Plan 2019-2020

These included progression of the following themes from the 2017-18 NIF Plan.

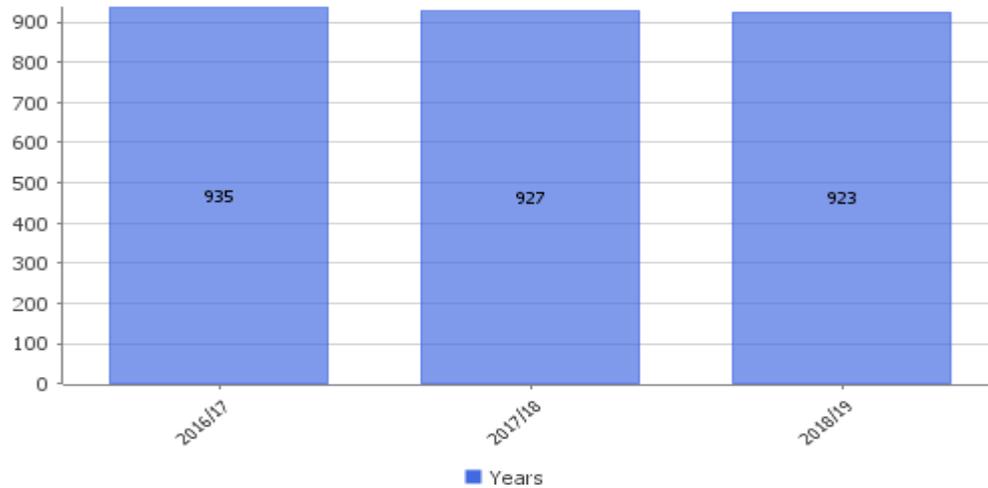
- collation and sharing of good practice from quality assurance visits throughout the academic year, leading to a range of opportunities for collaborative working across schools.

- formal review of curricular structures within our secondary schools, exploring the possibility of a common school week thus increasing opportunities for accessing a wider curriculum offer for our young people.
- the creation of a vision of aspiration for all young people within Aberdeen City to be shared with schools.
- review of the current network structure identifying areas of change which are required in order to raise attainment; and
- development of a strategic approach to our work with all partners to ensure that appropriate pathways are developed which meet the requirements of our schools.



ICFS SPI 1 g Cumulative (S4-6) Average Complementary Tariff Score of Middle Attaining 60% of pupil candidates at the end of S6

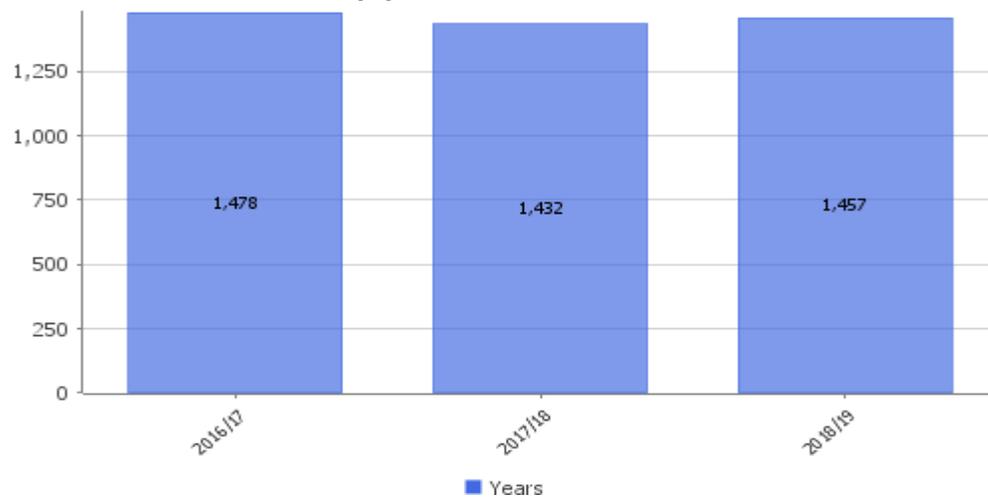
Cumulative (S4-6) Average Complementary Tariff Score of Middle Attaining 60% of pupil candidates at the end of S6



Status	
Data Period	2018
Value	923
Target	937
Long Trend	
Short Trend	

ICFS SPI 1 h Cumulative (S4-6) Average Complementary Tariff Score of 20% Highest Attaining Senior Phase pupil candidates at the end of S6

Cumulative (S4-6) Average Complementary Tariff Score of 20% Highest Attaining Senior Phase pupil candidates at the end of S6



Status	
Data Period	2018
Value	1,475
Target	1,447
Long Trend	
Short Trend	

Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers

The outcomes across two attainment categories (Lowest 20% Middle 60%) in the context of deprivation show an appreciable closing of the differentials. The deprivation differential of the highest performing quintile, however, has increased as a result of a greater rate of improvement amongst the Least Deprived cohort.

Whilst the absolute outcomes for those in the 20% Most Deprived cohort have improved (or remained static) across the three sets, this closing of the gap has also been contributed to in equal measure by a reduction in the outcomes for those in the Least Deprived cohort against both the Lowest 20% and Middle 60% categories.

The figures for both the Lowest 20% and Middle 60% were better than both the National and Virtual Comparator outcomes, although the differential for the highest performing quintile was greater than both of these benchmarks

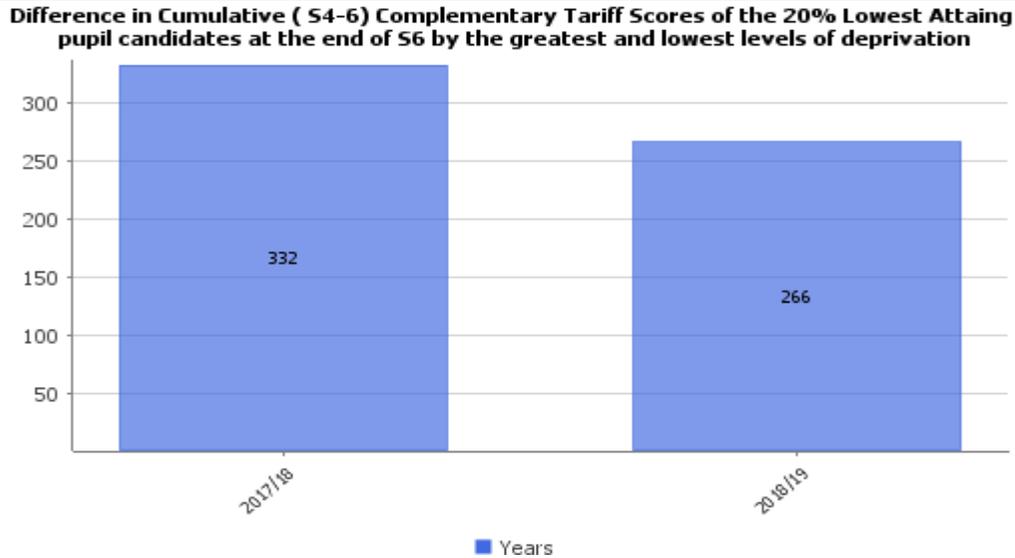
Improvement Context

In terms of closing the poverty related attainment gap, there were a number of key strategic work streams identified during the year and which, as with the Improving Attainment for All theme above, were documented within the City's 2018-19 National Improvement Framework Plan. These included:

- professional development sessions with senior leadership teams on identifying the gap and setting clear measures and outcomes;
- cross service working to evaluate the impact of current interventions.
- ensuring that this is a consistent agenda item on all quality assurance visits to schools.

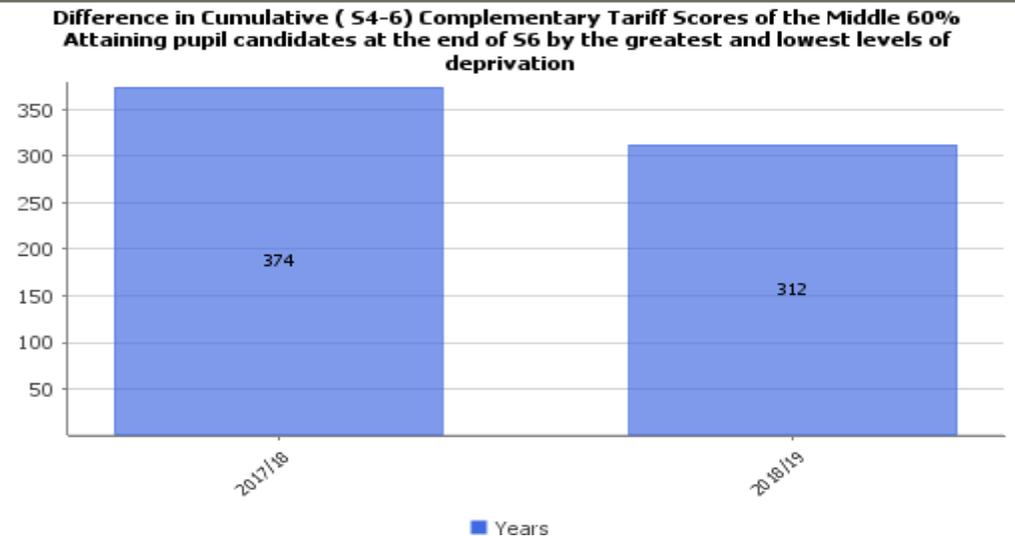
The strategic approach that was taken with schools regarding the implementation of the pupil equity fund has resulted in all our schools having a clear focus on the poverty related attainment gap and the identification of a range of interventions to address this. The work related to this was evaluated at year end and updated guidance sent to schools at commencement of the school improvement planning cycle for 2019-20.

ICFS SPI 1 i Difference in Cumulative (S4-6) Complementary Tariff Scores of the 20% Lowest Attaining pupil candidates at the end of S6 by the greatest and lowest levels of deprivation



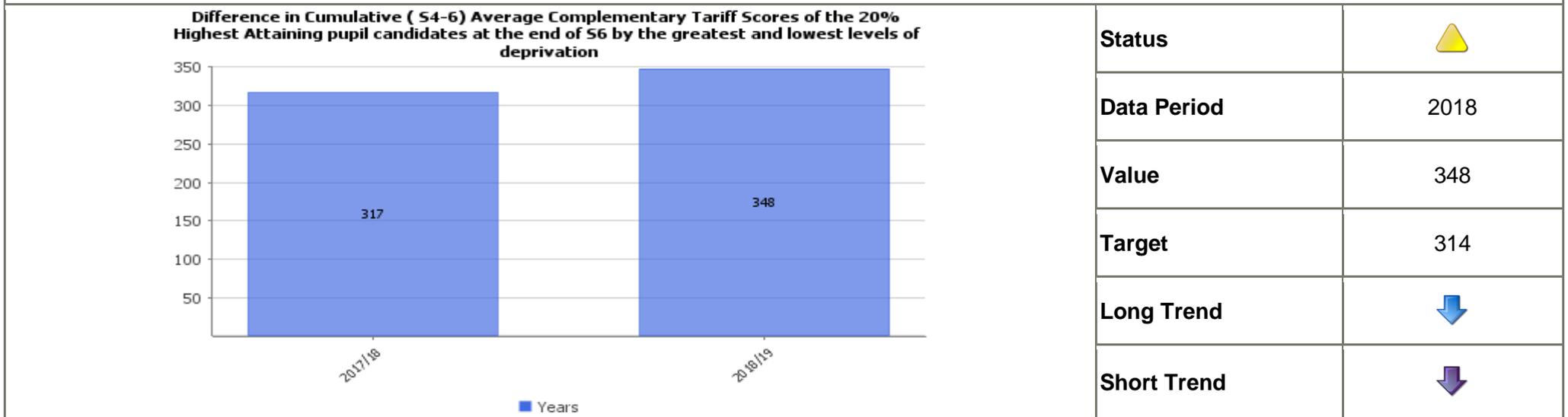
Status	✓
Data Period	2018
Value	266
Target	329
Long Trend	↑
Short Trend	↑

ICFS SPI 1 j Difference in Cumulative (S4-6) Complementary Tariff Scores of the Middle 60% Attaining pupil candidates at the end of S6 by the greatest and lowest levels of deprivation



Status	✓
Data Period	2018
Value	312
Target	370
Long Trend	↑
Short Trend	↑

ICFS SPI 1 k Difference in Cumulative (S4-6) Average Complementary Tariff Scores of the 20% Highest Attaining pupil candidates at the end of S6 by the greatest and lowest levels of deprivation



Status	
Data Period	2018
Value	348
Target	314
Long Trend	
Short Trend	

ICFS SPI 01 Curriculum for Excellence

Curriculum for Excellence

With the exception of Listening and Talking at Third Level which fell slightly, the outcomes for 2018 were raised and met or exceeded the local improvement targets set for the relevant stages although, as in 2017, a small proportion of these fell short of the comparable National Establishment or Virtual Comparator figures. 75% of the absolute outcomes for pupils associated with the highest levels of deprivation (SIMD 1) showed improvement at or above target with five indicators falling short of the objectives (see below)

At authority level, there is noticeable progress in closing the differentials between SIMD Quintiles 1 and 5 across most components in Primary and Secondary Education, albeit that this is not as apparent across the P4 cohort and more variable at Third Level for S3. This improvement is most likely as result of the various target interventions that have been planned through the utilisation of Pupil Equity Funding. Officers worked with primary colleagues to better understand the variation at Primary 4 and Third Level, as noted in the National Improvement Framework Plan 2019/20 report.

Initial Trend Direction

Primary Phases -Each of the twelve organisers of achievement across P1-7 are demonstrating a long-term improvement trend with three-year improvement rates, in the majority of cases, exceeding those at national establishment level. Across the four themes, primary school outcomes noted the greatest averaged increase on 2016 against Listening and Talking (+16.7%) with Writing at 15.7%, Reading at 14.3% and Numeracy showing an improvement of one percent less at +13.3%

Secondary 3 Phase - Across the curriculum organisers at S3, all show similar improvement trends as those in primary education but with a substantive positive phase shift in the outcomes at Fourth Level, which have experienced the greatest level of three-year development across the themes.

Improvement Context

In response to relatively disappointing outcomes from the first iteration of CfE teacher judgements in 2016, the Education service and schools took the challenging step of applying a combination of local improvement targets for every level and subject, set at 10% across the board, with an ambition to at least meet, if not exceed, the National Establishment figures on 2017. The objectives for 2018 were primarily to increase each organiser outcome by at least 1% and secondary to increase the proportion of high-level indicators matching the benchmark national figures. (+/-1% point)

The table below provides a summary of primary and Fourth Level* outcomes against these benchmarks

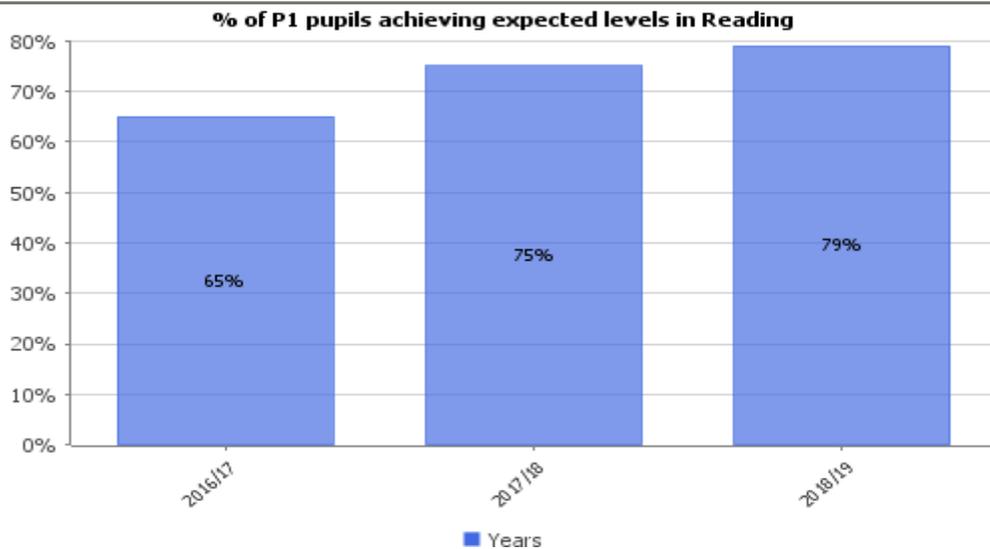
Reading	P1-7 Combined	Fourth Level (S3)	Writing	P1-7 Combined	Fourth Level (S3)
Aberdeen	78%	52%	Aberdeen	74%	49%
Scotland	79%	53%	Scotland	74%	51%
Listening and Talking	P1-7 Combined	Fourth Level (S3)	Numeracy	P1-7 Combined	Fourth Level (S3)
Aberdeen	85%	53%	Aberdeen	70%	46%
Scotland	84%	55%	Scotland	71%	46%

As noted in the charts below, overwhelmingly the first objective, with progress on the latter, was made in no small part due to the intensive programme of moderation support and learning provided by the Service and headteachers, along with the direct work of teaching staff in assimilating, and applying the lessons learned, to the 2017 and 2018 assessment process.

The Education Service has substantively reviewed improvement methodology and objective setting in the context of learning from the review of the each tranche of CfE data and this has assisted in the implementation of a more robust, and intelligence led, set of local improvement targets, supported by the initial outcomes from SNSA evaluations, to provide additional 'fine -tuning' of the assessment approach for 2019-20.

- Fourth Level outcomes are a baseline for projections of potential pupil outcomes at S4 and Senior Phase curriculum choice.

% of P1 pupils achieving expected levels in Reading



Status



Data Period

2018

Value

79%

Target

76%

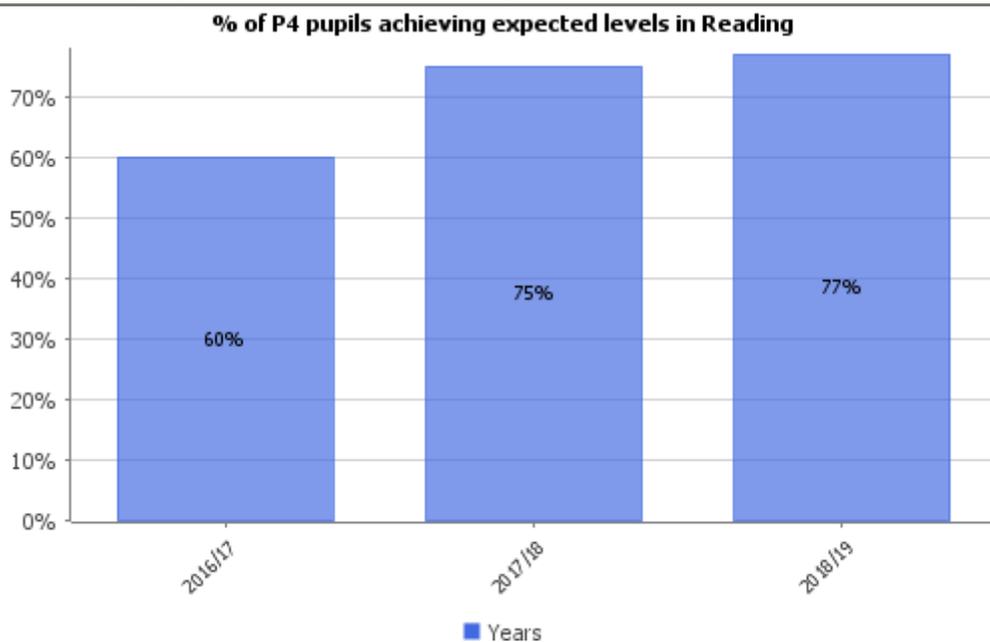
Long Trend



Short Trend



% of P4 pupils achieving expected levels in Reading



Status



Data Period

2018

Value

77%

Target

76%

Long Trend

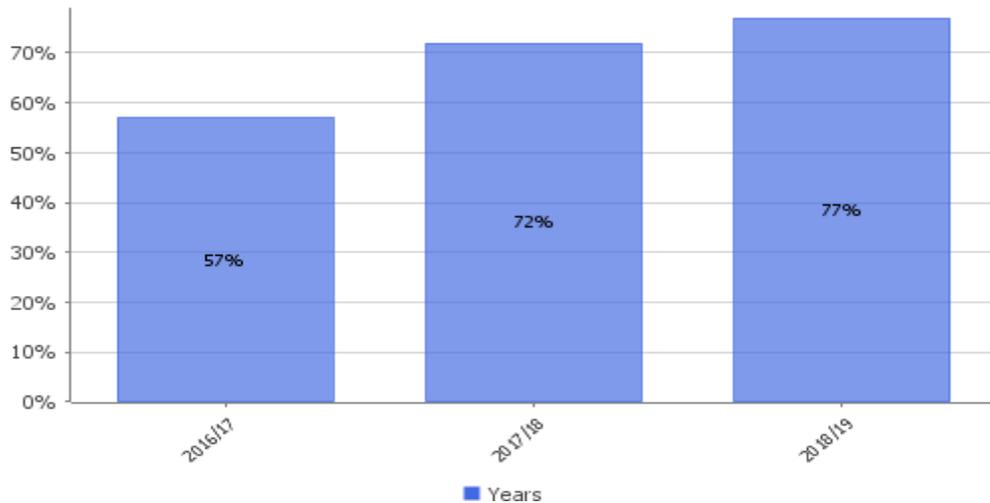


Short Trend



% of P7 pupils achieving expected levels in Reading

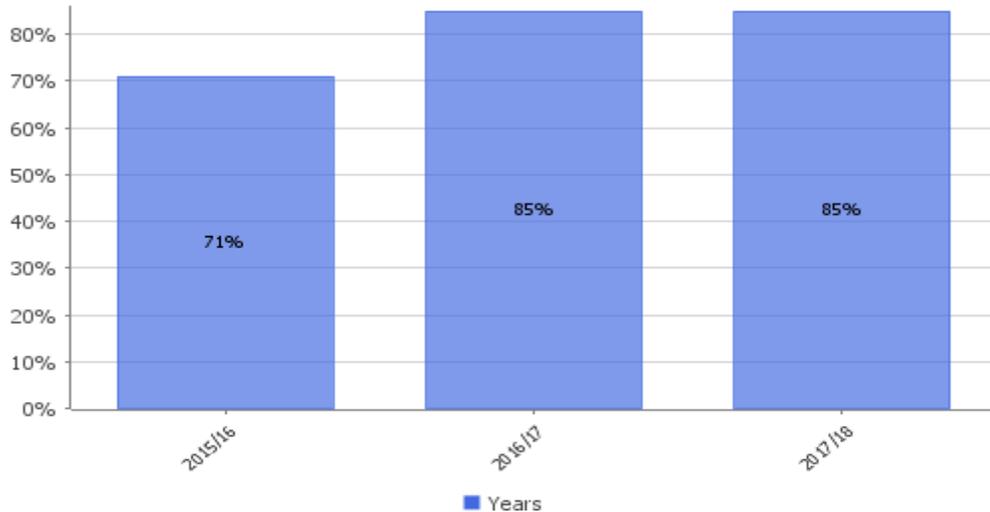
% of P7 pupils achieving expected levels in Reading



Status	
Data Period	2018
Value	77%
Target	73%
Long Trend	
Short Trend	

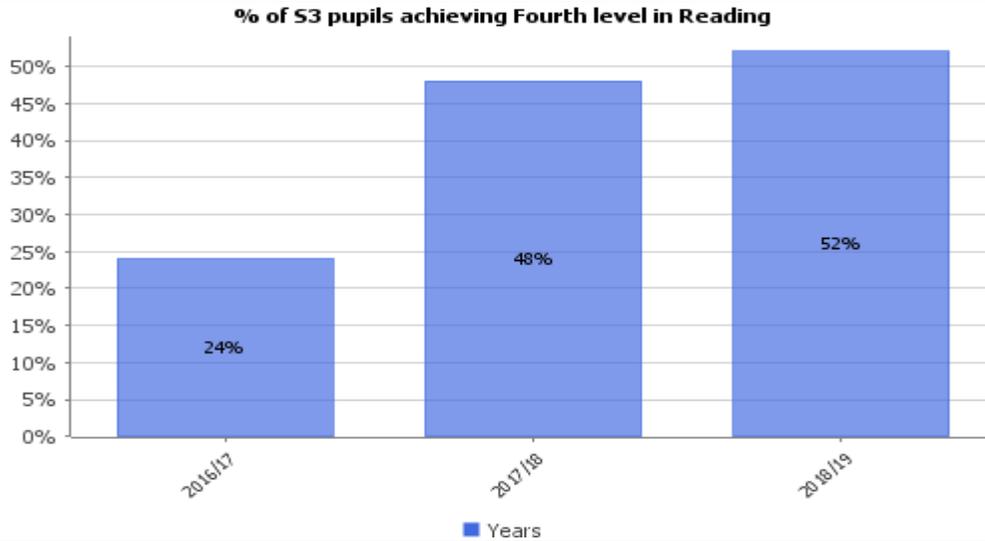
% of S3 pupils achieving Third level or above in Reading

% of S3 pupils achieving Third level or above in Reading



Status	
Data Period	2018
Value	85%
Target	86%
Long Trend	
Short Trend	

% of S3 pupils achieving Fourth level in Reading



Status



Data Period

2018

Value

52%

Target

49%

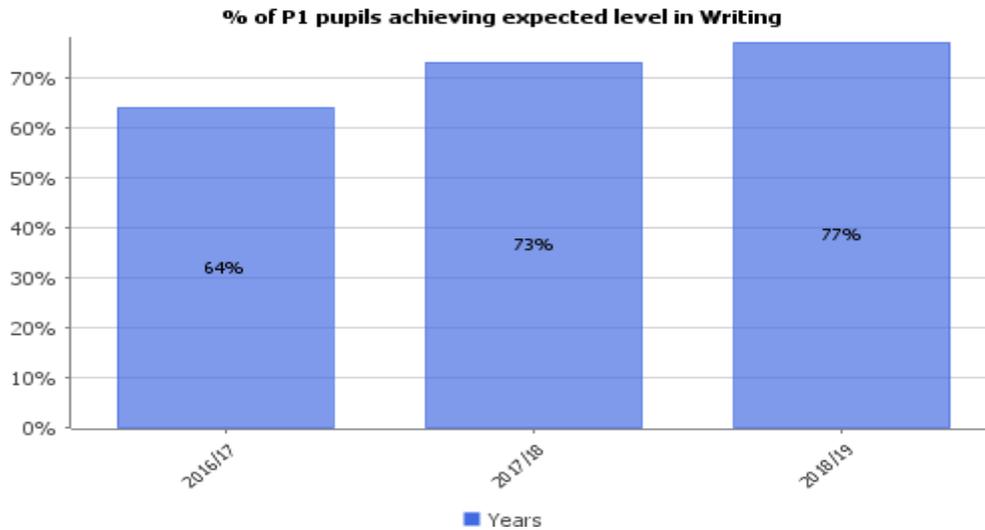
Long Trend



Short Trend



% of P1 pupils achieving expected level in Writing



Status



Data Period

2018

Value

77%

Target

74%

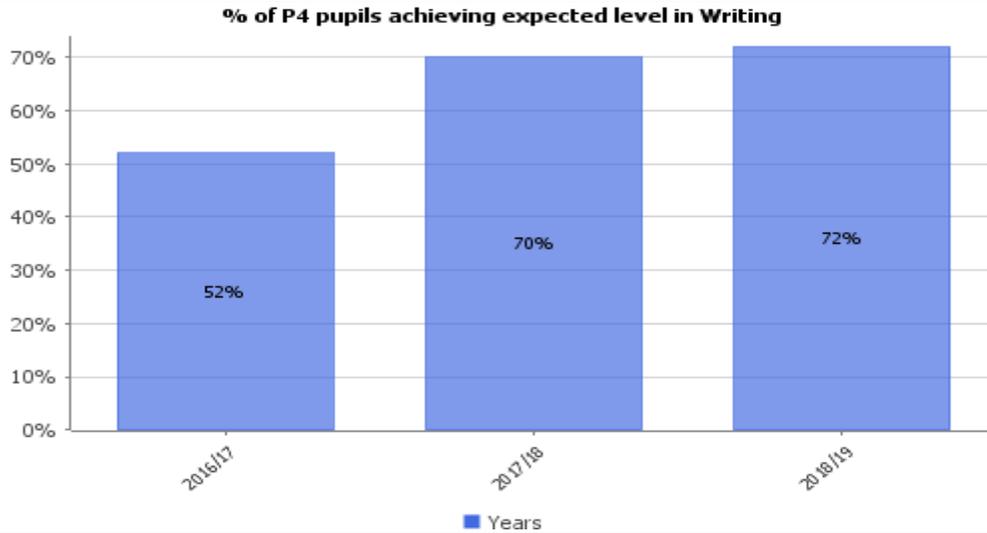
Long Trend



Short Trend

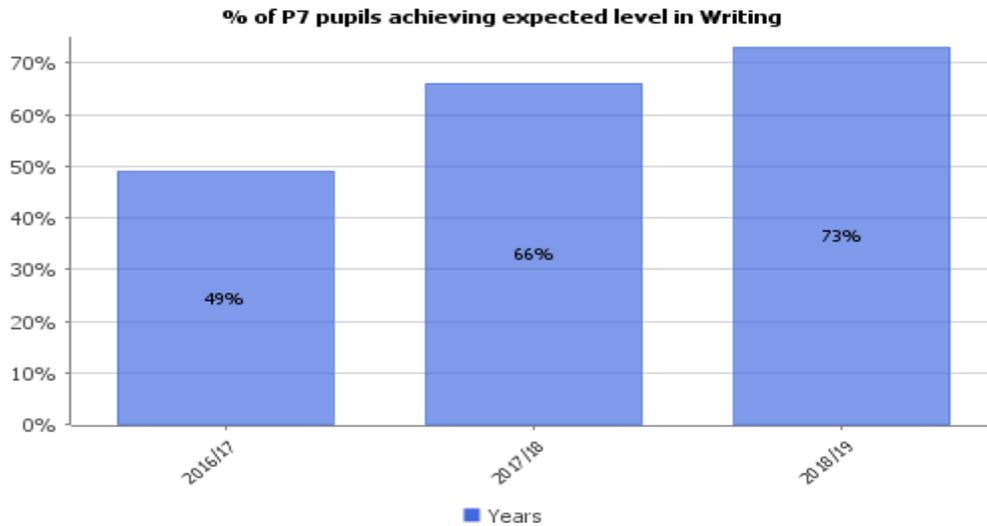


% of P4 pupils achieving expected level in Writing



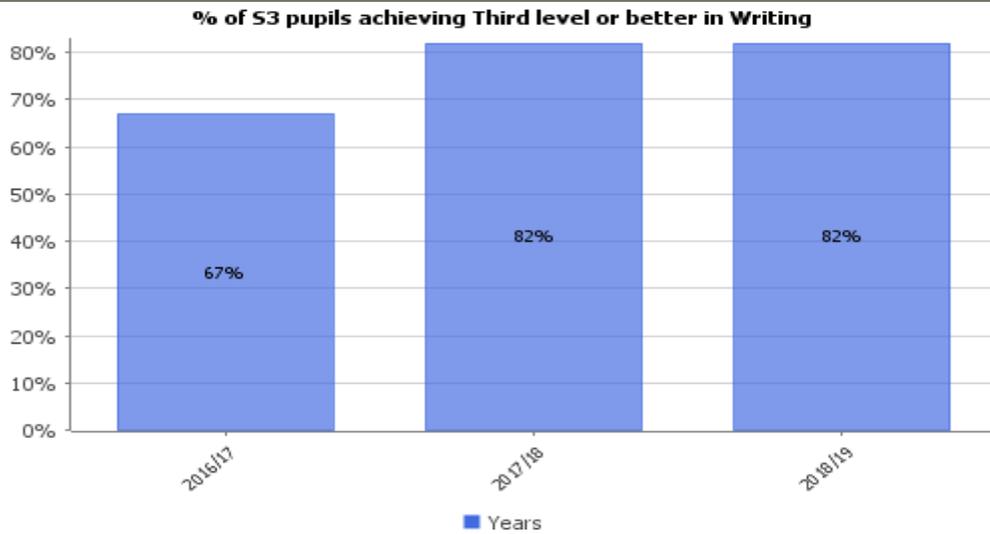
Status	
Data Period	2018
Value	72%
Target	71%
Long Trend	
Short Trend	

% of P7 pupils achieving expected level in Writing



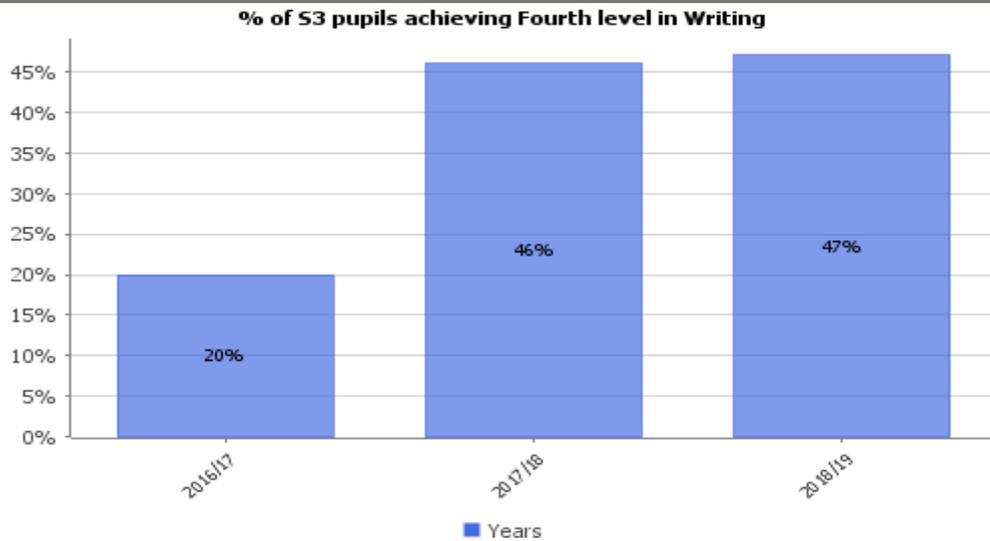
Status	
Data Period	2018
Value	73%
Target	67%
Long Trend	
Short Trend	

% of S3 pupils achieving Third level or better in Writing



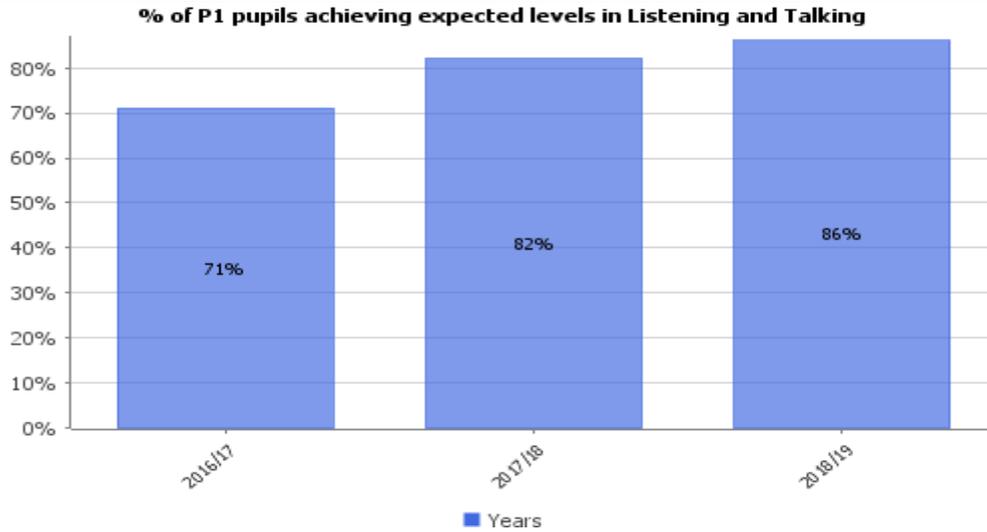
Status	
Data Period	2018
Value	82%
Target	83%
Long Trend	
Short Trend	

% of S3 pupils achieving Fourth level in Writing



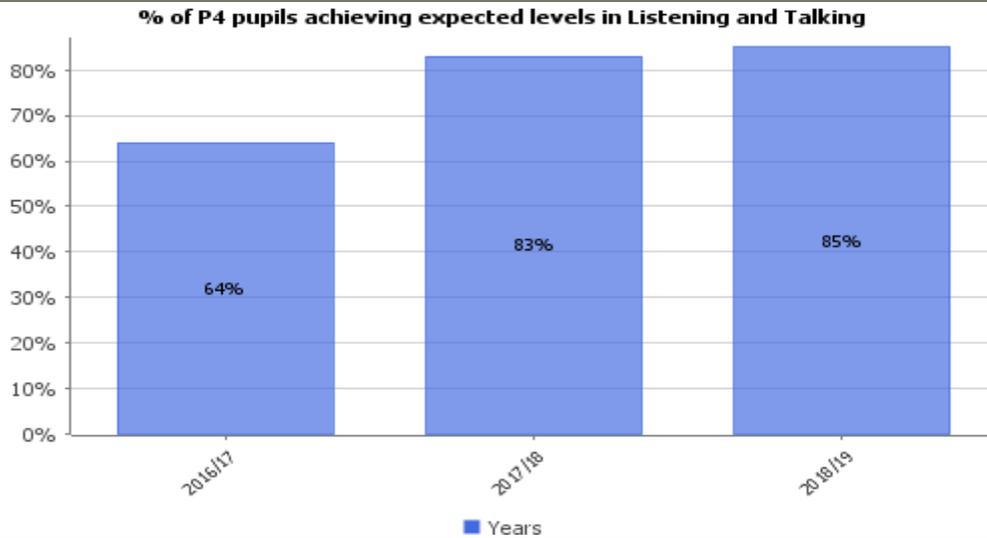
Status	
Data Period	2018
Value	47%
Target	47%
Long Trend	
Short Trend	

% of P1 pupils achieving expected levels in Listening and Talking



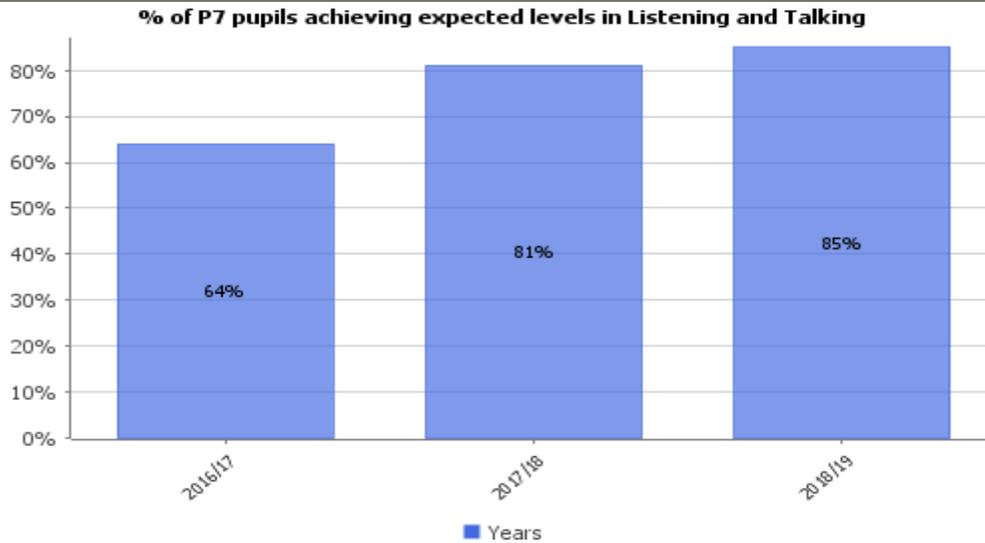
Status	
Data Period	2018
Value	86%
Target	83%
Long Trend	
Short Trend	

% of P4 pupils achieving expected levels in Listening and Talking



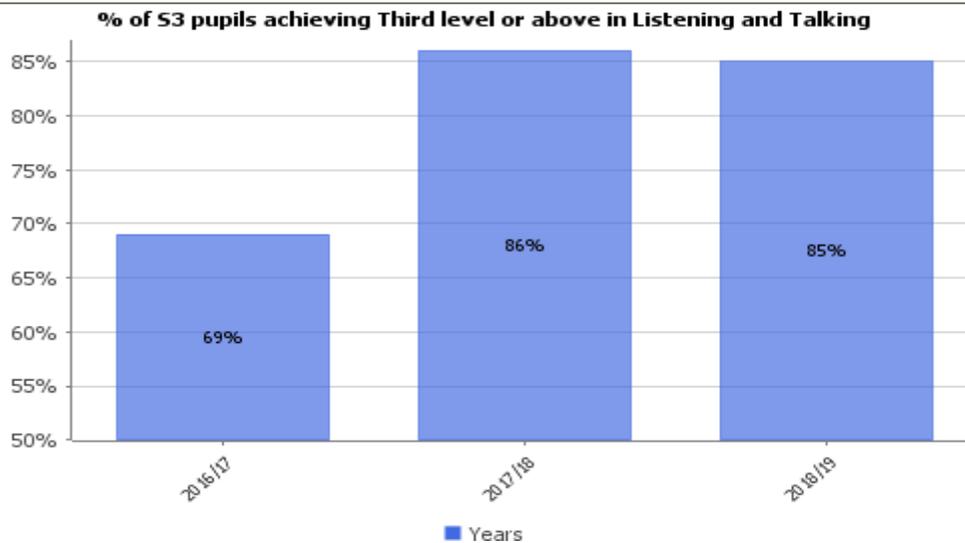
Status	
Data Period	2018
Value	85%
Target	84%
Long Trend	
Short Trend	

% of P7 pupils achieving expected levels in Listening and Talking



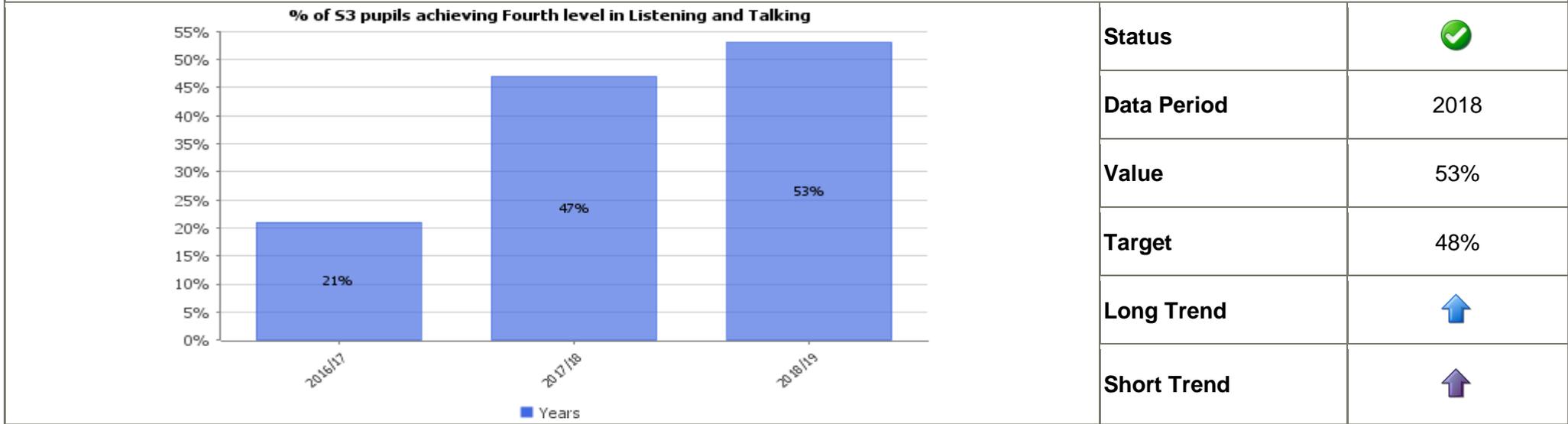
Status	
Data Period	2018
Value	85%
Target	82%
Long Trend	
Short Trend	

% of S3 pupils achieving Third level or above in Listening and Talking



Status	
Data Period	2018
Value	85%
Target	87%
Long Trend	
Short Trend	

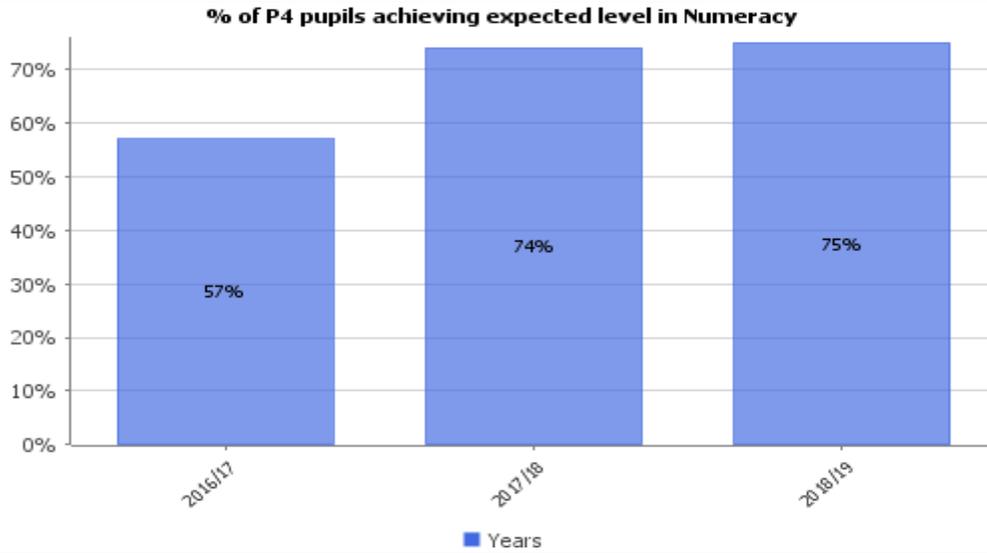
% of S3 pupils achieving Fourth level in Listening and Talking



% of P1 pupils achieving expected level in Numeracy

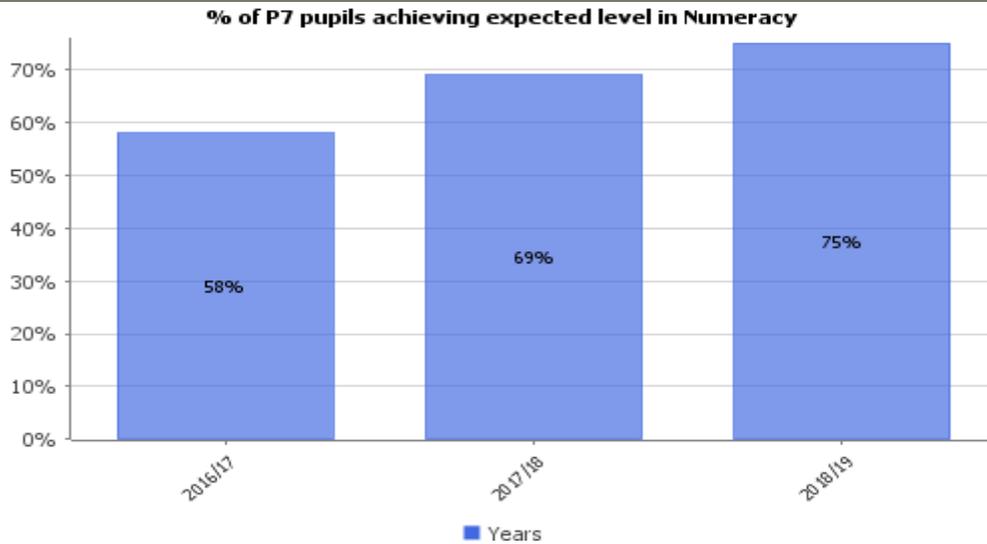


% of P4 pupils achieving expected level in Numeracy



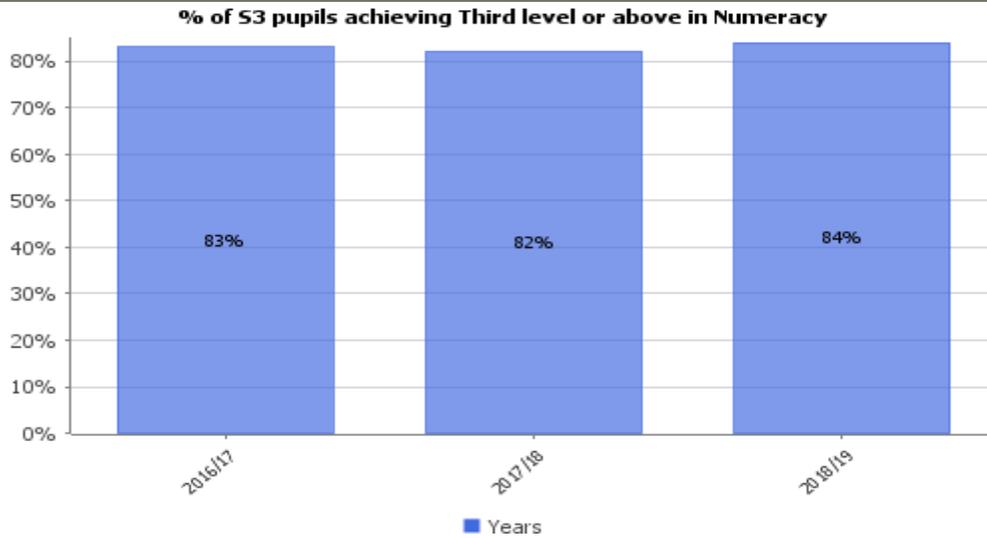
Status	
Data Period	2018
Value	75%
Target	75%
Long Trend	
Short Trend	

% of P7 pupils achieving expected level in Numeracy



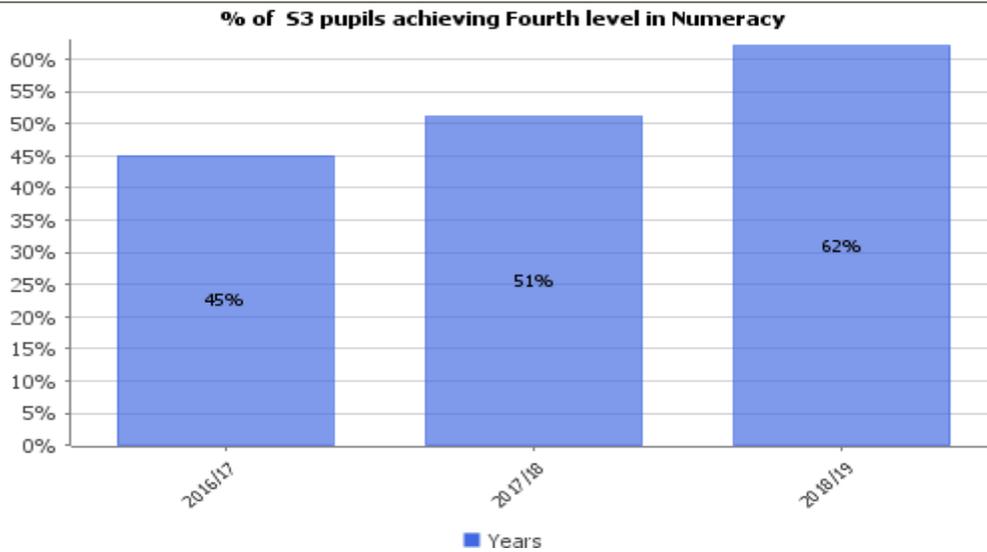
Status	
Data Period	2018
Value	75%
Target	70%
Long Trend	
Short Trend	

% of S3 pupils achieving Third level or above in Numeracy



Status	✓
Data Period	2018
Value	84%
Target	83%
Long Trend	↑
Short Trend	↑

% of S3 pupils achieving Fourth level in Numeracy



Status	✓
Data Period	2018
Value	62%
Target	52%
Long Trend	↑
Short Trend	↑

ICFS SPI 2 - Post School Participation

The percentage of positive initial destinations in Aberdeen has risen between the 2017 and 2018 School Leaver Destinations Report initial surveys with a statistically marginal increase from 90.8% of total school leavers to 91.4%.

The proportion of leavers entering HE and FE (combined) fell to 69.5% from the 2016-17 high of 72.2% placing the City just below the upper quartile of local authorities for this sub-indicator, with both categories experiencing a reduction of just under 2%. In both instances, the proportion of leavers entering these destinations has continued to be above the national figure for the past three years.

Employment showed the greatest increase of just over 3% to 18.5% whilst the proportion of leavers classed as Unemployed Seeking Work fell from the previous year figure (8.1%) to its lowest level in four years (6.9%) although both of these measures remain short of national and city-level outcomes for a third consecutive year.

At this level, the 2018 outcome for initial destinations for the City is below the Scotland figure of 94.4% with limited closing of the gap to the national outcome and comparing the City's result in the context of the more relevant Large Urban Area classification, the 2018 outcome falls (a) 2% below the LUA figure of 93.4% and (b) marginally below the Four Cities figure of 92.3% although this level of differential cannot be judged to be statistically significant given the relative cohort sizes.

From the available data, the now three-year reduction in job density levels within the City, and consequential impact on Employment related destinations, appears to be the most influential factor in terms of differential experience between Aberdeen and its City comparators.

At the same time, the 2018 figure represents a fourth consecutive year of relative improvement and out with these categories, the remaining outcomes are generally in line with the national figures and display an improving trend, albeit that the increase in the proportion of leavers whose destination is Not Known is an influence that may be suppressing the overall figures. Previous experience has suggested that a significant number of these Not Known pupils are likely to be Employed and resident out with the City.

Improvement Context

The outcome for 2018 highlights the extent to which the City's leavers are, through the provision of the Curriculum for Excellence and flexibility of learning opportunities, being enabled to exercise greater choice around engagement in continuing learning and/or being better placed to compete for employment in what has, more recently, been a relatively challenging period in terms of youth employment in Aberdeen.

At the same time, from the data, some challenge appears to remain in raising the level of employment readiness/competitiveness of those who choose to look to this area as a destination as an alternative to Higher, Further Education and Training to match national levels and the current employment markets.

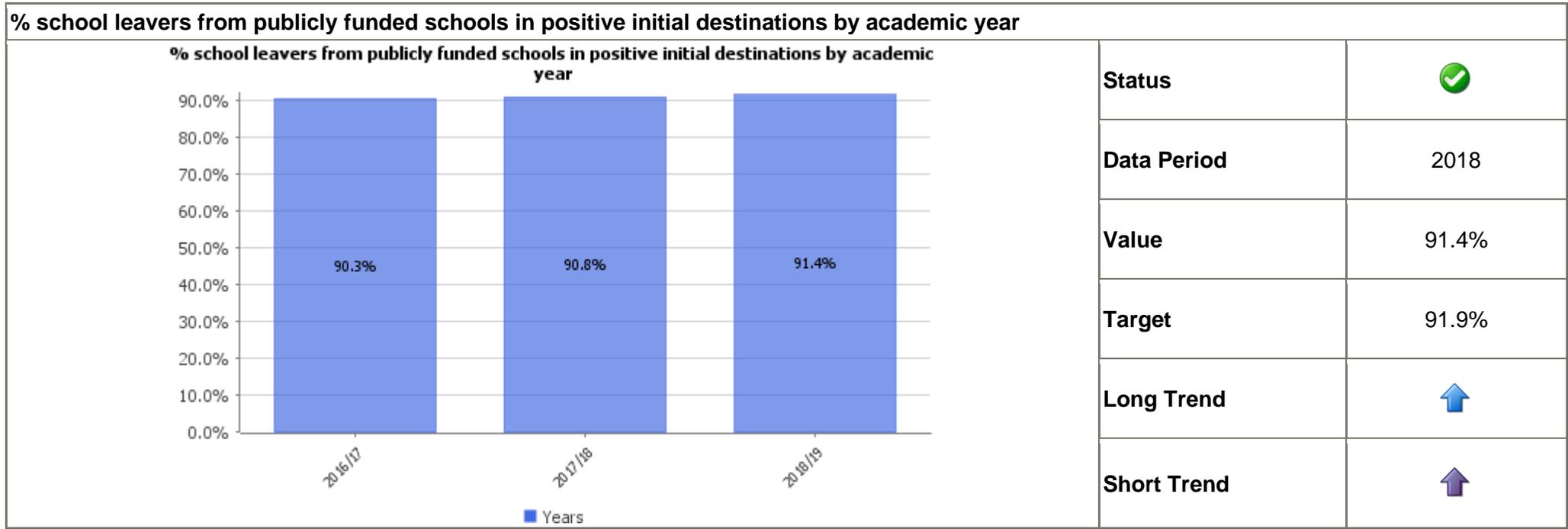
This is an area which the provision of Foundation Apprenticeships, the Corporate Parenting Strategy and the Council's support of opportunities for young people within local authority and partner providers (e.g. internships) is designed to address an influence in the medium term.

The Education Service continues to develop methodologies between and across various external and internal teams that will enhance the capacity for interpretation of the data provided by Insight and inform action planning for supporting young people to attain positive destinations.

The increasing impact of the City Campus, consortia arrangements (and Foundation Apprenticeships), offering access to additional vocational training in partnership with the local FE provider and a wider range of educational qualifications than was previously available through individual schools, is believed to be a relevant factor as indications are that the higher levels of attainment in vocational qualifications are beginning to influence Employment and, to a lesser extent, Training outcomes.

The City's National Improvement Framework Plan and LOIP expressly monitor outcomes against this measure and reflect the outcomes in terms of overall improvement aims within the Integrated Children's and Family function and Education Service.

ICFS SPI 02 - Increasing Post School Participation



ICFS SPI 3 – Inspections of Educational Provision

87.7% or 135 out of 154 Quality Reference Indicator areas evaluated during Education Scotland (ES) and Care Inspectorate (CI) inspections conducted in 2018-19 were rated as 'Satisfactory' or 'Adequate' and above, a statistically significant fall in comparison with 2017-18 (95.8%) which had represented the previous time series high for the City and was informed by the prior inspection frameworks..

This is the first occasion on which the City's outcome for this measure has been recorded at a figure below 90% but is not directly comparable with the previous five years of data, due to changes in inspection regimes, and caution should be exercised when considering this data in a longer-term context.

39 from 49 of the settings inspected (79.5%) achieved satisfactory and/or adequate or above ratings for each core Quality Reference Indicator (equating to a comprehensive positive evaluation). This figure is below that in 2017-18 (95.2%) although above both 2015-16 and 2014-15 levels with the proportion of individual establishments (incorporating sites with multiple assessments of settings) achieving an overall positive assessment being 86.4% (38 of 44 establishments)

Underlying this outcome, the overall proportion of Care Inspectorate evaluations rated Good or above (the LGBF national benchmark measure) fell with a uniform decline in outcomes across most themes, which is consistent with expectations arising from the new inspection regime introduced in April 2018, albeit that the variation against the prior year is greater than might have been anticipated.

Education Scotland based outcomes, representing a smaller proportion of the overall inspection numbers, have been less influenced by change and are similar to those in both of the previous years, and indication that services have adapted relatively well to the changes in Education Scotland inspection introduced in 2017-18, (although this is based on a limited number of inspections)

Improvement Context

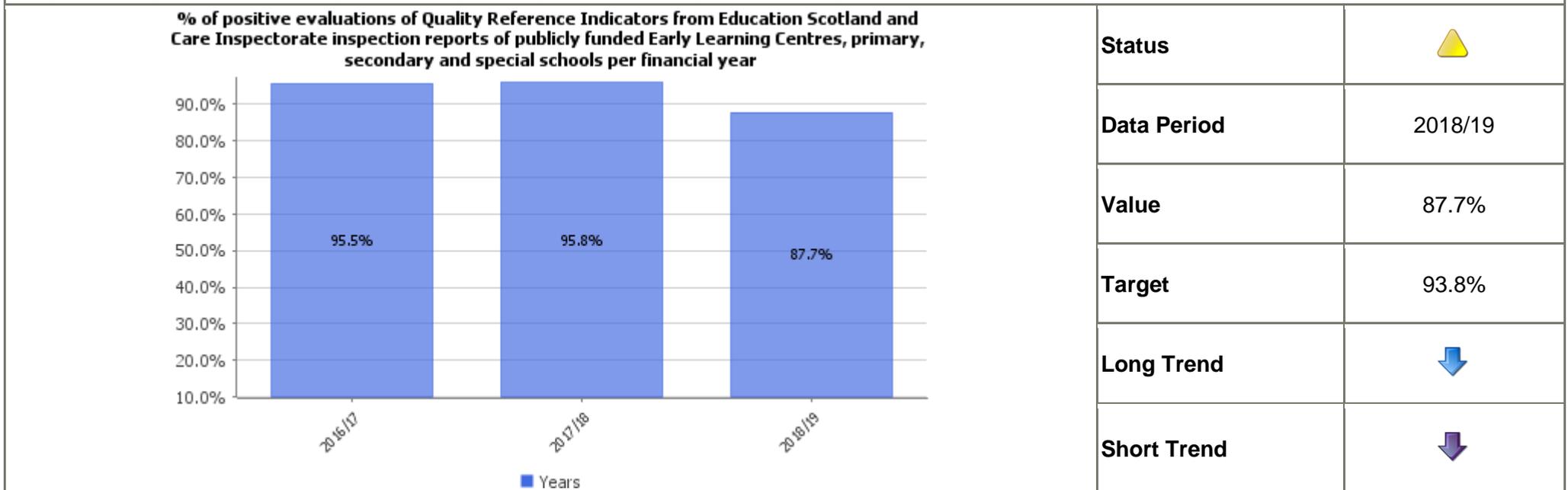
With the introduction of new national ELC quality standards and more substantive roll-out of the revised Education Scotland inspection framework, it is not possible to make direct trend assessments against performance in previous years. On this basis, it is more appropriate to regard the outcome for 2018-19 as a refreshed baseline against which future evaluations of performance can be benchmarked. As yet, there is insufficient nationally published data for 2018-19 to offer additional comparative assessments of performance.

Education Services continues to work closely with Northern Alliance partners, the Care Inspectorate and Education Scotland to improve and compare data analysis and share lessons learned from other local authority experiences of these early stages under the new frameworks that offered a first opportunity to apply data analysis to a substantive sample of inspections, the intelligence from which was absorbed into standing improvement planning (outlined through 'How Good Is Our Early Learning and Childcare' and ; How Good Is Our School 4') for 2019-120

Strategically, the City's current LOIP, Children and Young People's Plan, National Improvement Framework for education, Early Learning and Childcare Expansion Plan and Service/ School level Improvement Plans all currently reflect improvement steps that are informed by analysis and critical evaluation of the Indicator's outcomes.

ICFS SPI 03 - Inspections of Publicly Funded Educational Provision

% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning Centres, primary, secondary and special schools per financial year



IFCS SPI 4 – Inspections of Early Learning and Childcare

The total number of Education Scotland and Care Inspectorate inspections of settings undertaken for the period was 45. Of these, 38 inspections resulted in positive outcomes against the full suite of core Quality Reference Indicators reviewed, with three Education Scotland and five Care Inspectorate inspections identifying areas for specific improvement.

From these inspections 126 of the 140 QRI examined were rated as meeting the requirements for an evaluation of 'Satisfactory and/or Adequate or above' With an overall outcome of 90%, the 2018-19 result is materially below that of the previous peak year (97.7%), a decline which is commensurate with provider expectations, within and across local authorities, of the impact arising from changes to the ELC inspection regime and introduction of the Health and Social Care standards.

This trend is in line with the national position extrapolated from the most recent Education Scotland and Care Inspectorate national reports and encompass a reduction in the combined proportion of Indicator assessments at Good or Above from 68.8% in 2017-18 to 52.9%% (albeit against an enhanced sample size)

In terms of drill-down from the inspections completed, fourteen settings recorded one or more benchmark gradings of Very Good against the QRI framework, the same number as in 2017-18 This included five local authority primary school nurseries: Forehill, Hanover, Holy Family, Mile End, and West Park, along with nine partner provider operators

Improvement Context

At an operational level, the quality training and development focus in the twelve months period has been on supporting staff and partner providers to work with the “How Good is Our Early Learning and Childcare” model and preparing and adjusting to the material changes to inspection regimes, in particular those aligned with the Care Inspectorate functions. Additional work on both of these themes is to be continued in the current academic year.

The ACC National Improvement Framework Plan has also framed the ELC Services improvement planning and outcome objectives in response to the provisions of the Education (Scotland) Act 2016 whilst introduction of, and delivery against, the new Health and Social Care Standards which, from April 2018, framed the revised Care Inspectorate evaluation methodology, will continue to be a primary driver of both operational and strategic improvement planning during the 2019-20 academic year.

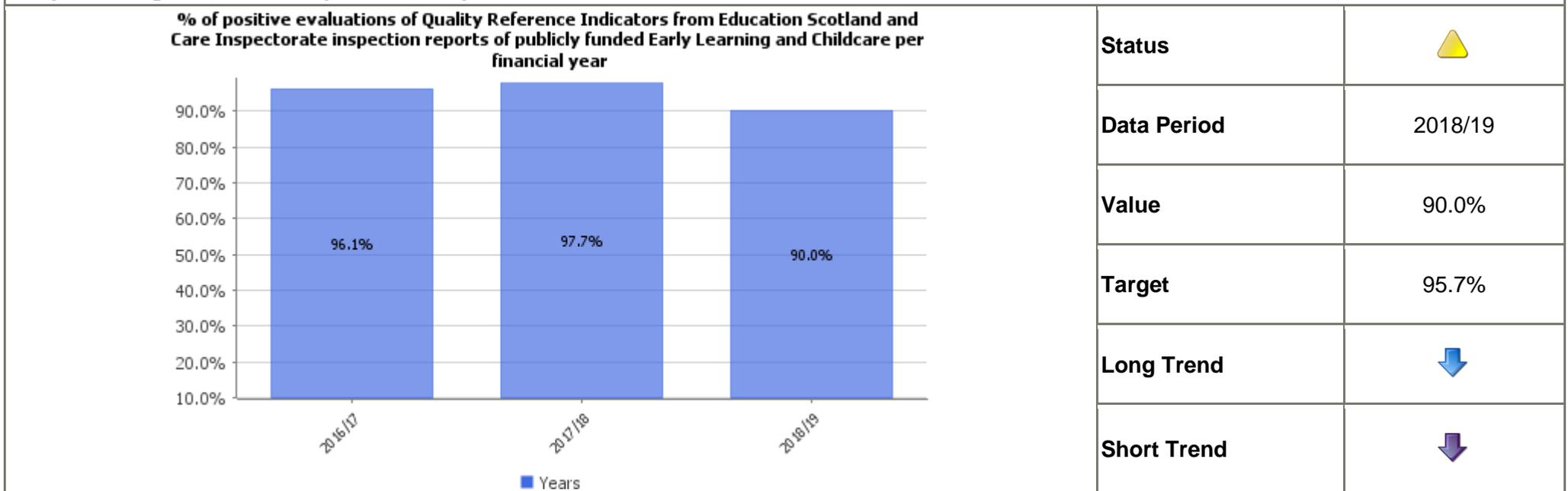
There was some expectation, across national ELC networks, that a period of adjustment, and some impact on initial evaluations against these new Standards could be experienced. On this basis, both local authority and partner providers, through the ELC team, put in place provision for the early sharing of experiences of the new framework to enable any necessary adjustments to future training requirements and/or re-alignment of current improvement priorities.

Although perhaps too early to establish, as a result of the limited number of inspections completed in 2019-20, this learning is beginning to show signs of impact with a stronger inspection picture from the commencement of the 2019 academic year. The Inspection Reporting report also being considered at this meeting, outlines the outcomes to date for the current academic year.

The Early Learning and Childcare (ELC) Workforce Delivery Plan recognises that the “quality of ... early learning and childcare is the most significant factor in improving the long-term outcomes of children” and that availability of sufficient qualified and motivated staff is a key driver of quality improvement. Delivery of this critical local Action Plan represents a substantial input by the Council, and related service providers, towards ensuring that not only access to, but also the quality of, ELC, is maintained.

ICFS SPI 04 Early Learning and Childcare Inspections

% of positive evaluations of Quality Reference Indicators from Education Scotland and Care Inspectorate inspection reports of publicly funded Early Learning and Childcare per financial year



ICFS SPI 5 – Early Learning and Childcare Provision*

The combined percentage of registered and funded allocations against the eligible 3 and 4-year-old populations rose from 87.4% in the previous year to 93.8%, (at the local sample point in 2018*) representing a five-year high and maintaining a consistent improvement trend, and with an increase in the number of registrations of City resident children from 4,132 to 4,436.

At Ante Pre-school level (aged 3), the figure rose from 85.1% to 92.8% with some 2,214 registrations and the outcome for Pre-school eligibility increasing from 89.9% to 94.75%. In each instance, the overall eligible population change was minimal, so the percentage outcomes have not been influenced by the indicator denominator.

Whilst not incorporated in the SPI framework at this point in time, it is anticipated that provision for eligible 2-year-olds will be folded into future reporting. On this basis, and to provide baseline information, 341 2-year olds, (an estimated 59.0% of the eligible population), were placed in ELC provision at the 2018-19 snapshot point, an increase on the 168 children (29.5%) placed at the previous year data snapshot

*There are a number of 'statutory sample points' in relation to this measure throughout the year linked to reporting requirements and each will represent the outcome at that particular date. Resultantly, there can be minor variances in figures generated at each of these sample points. For consistency, a local sample point at the commencement of Summer Term is applied to this measure.

Improvement Context

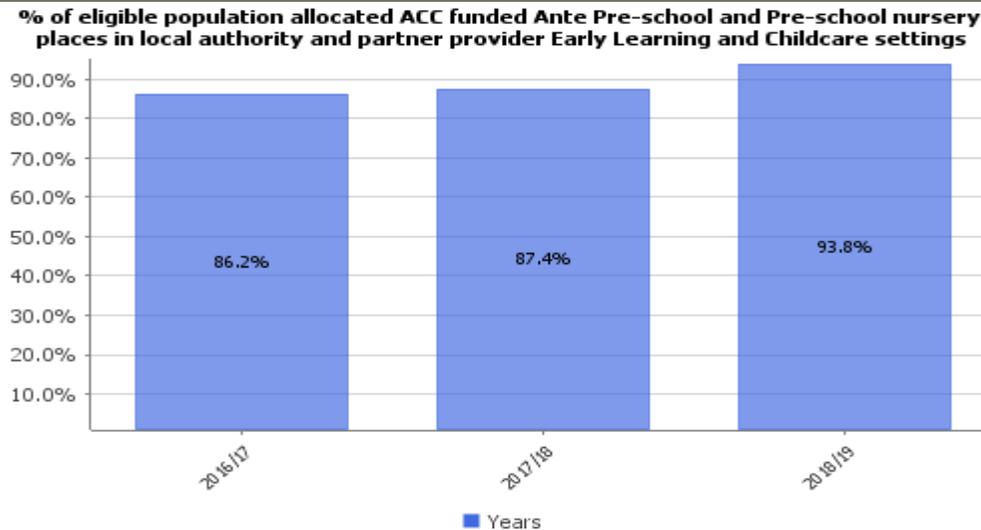
The intermediate target set for 2018-19, in line with the 2020-21 objective outlined in the City's LOIP, was that 94% (+/- 1% to accommodate population projection variances) of potential demand, based on the eligible population would have access to an allocated ELC placement.

The Early Learning and Childcare Delivery Plan (approved at the meeting of the Education and Children's Services Committee in September 2017), outlined in detail, the work undertaken by Education and Early Learning and Childcare services, along with that of internal and external partners, to ensure that Aberdeen is best placed to meet the quantitative and qualitative challenges arising from the Children and Young People (Scotland) Act 2014 around childcare expansion and the Scottish Government's commitment to the provision of additional free childcare hours for every eligible child.

In 2018-19 in support of the continued development of the Plan, much of the improvement focus had been on delivering against the enhanced understanding of the prospective needs of existing and future service users gained in 2017-18 and focusing resource, both in terms of physical capital and workforce investment, to meet predicted potential demand and supply 'bottlenecks'

ICFS SPI 05 Early Learning and Childcare Provision

% of eligible population allocated ACC funded Ante Pre-school and Pre-school nursery places in local authority and partner provider Early Learning and Childcare settings



Status



Data Period

2018/19

Value

93.8%

Target

94.0%

Long Trend



Short Trend



PI Status		Long Term Trends		Short Term Trends	
	Alert – 20% or more outwith target		Improving		Improving
	Warning – 5% or more outwith target		No Change		No Change
	OK – on target		Getting Worse		Getting Worse