



Education, Learning & Leisure

Standards & Quality Report 2011/12



Serving Aberdeenshire from mountain to sea—the very best of Scotland

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Foreword and Introduction

Welcome to our standards and quality report 2011/12

Each year, the Education, Learning & Leisure Service publishes its report on the standards achieved across all its very diverse services. This report focuses on the academic year 2011/12— a year when, despite many changes, our young people obtained the best results at Higher Level for the past five years.

In 2011/12 Education, Learning and Leisure consolidated delivery of our services and in the way the service is managed. Change is never easy and we would commend the way in which our staff have continued to deliver high quality educational, cultural and community services during this challenging and demanding year.

Context

Aberdeenshire is a predominantly rural area extending to 6,313 sq Kilometres, representing 8% of Scotland as a whole. The population of Aberdeenshire is estimated at around 247,600

Major towns in Aberdeenshire are Peterhead, Fraserburgh, Inverurie, Stonehaven, Westhill and Ellon, with just under 30% of the total population. The population trends are broadly following the Scottish age profile. The only exception is that the under 16s are 19% compared to 17% nationally.

Aberdeenshire Council has devolved local decision making to six Area Committees: Banff and Buchan (BB); Buchan (B); Formartine (F); Garioch (G); Marr (M); Kincardine and Mearns (KM). Four of these areas, F;G;M;KM, have experienced rapid population growth. A significant proportion of Aberdeenshire's working residents commute to Aberdeen City, varying from 11.5% in Fraserburgh to 65% in Westhill.

There are significant challenges in providing access to services to a dispersed population over such a large area.

In 2012 there were 34,063 pupils in Aberdeenshire primary and secondary schools, this was a slight increase from the 2011 figure of 33,990. Children registered in local authority and partnership pre-school education in 2012 was 4492 which is a slight decrease on the 2011 figure of 4510.

The total spend per primary pupil in Aberdeenshire in 2011/12 was £4326 and for secondary pupil was £5993, this is higher than the national average.

Education Learning and Leisure is the largest of Aberdeenshire Council's services and accounts for spend of 46% of the Council's budget— the total Council budget being £543 million in 2011/12. The Council is responsible for 17 secondary, 151 primary, 4 special schools – which include nursery, primary and secondary stages, and 84 nurseries. There are 19 Leisure facilities, 17 community centres, 36 libraries, 4 mobile libraries, 12 museums and visitor centres. Pop up museums have now been established.



Executive Summary

This section of the report provides a summary of Education Learning and Leisure Services key strengths and our key improvement actions.

The Education Learning & Leisure Service provides a wide range of services which make a positive difference to our learners, service users, families and communities.

As a result of a range of self-evaluation activity, and external scrutiny from bodies such as Education Scotland and the Care Commission we know we are continuing to make good progress improving performance across a range of measures, including attainment and participation in sport and culture. We continue to focus on improving our performance and performance management including monitoring attainment and achievement and tracking learners' progress. We recognise the need to build, and continue to improve, on how we systematically and consistently engage local communities.

Our Key Strengths are:

- **Sustained, good progress with implementation of Curriculum for Excellence**
- **Positive inspections of schools, learning communities and libraries**
- **Consistently high levels of attainment in SQA exams**
- **High levels of positive leaver destinations**
- **Increasing use of leisure facilities**
- **Impact of targeted community based projects**
- **Good quality support for Continuous Professional Development across the service**
- **Improved outcomes for learners with a diverse range of needs**
- **Service users report favourable experience of EL&L services**

Over the next few years, the Service will need to take account of the challenges and opportunities presented by a reduction in resources and changing demographics such as: population growth and the steady growth in numbers of residents with English as an additional language.



To ensure that we can address both the challenges and opportunities ahead within the context of reducing resources, a number of specific actions are proposed, or are currently underway. These are:

Improvement Actions Completed 2011/12:

- **Implement recommendations as identified in the Early Years Review**
- **Launch Pop Up Museum service**
- **Implement rigorous monitoring and forecasting of school rolls to allow focused response**
- **Continued roll out of Kaizen for Daily Improvement programme**
- **Revision of 'Pathways to Policy' documentation to reflect the 2009 amendments to the Additional Support for Learning Act**

Continuous Improvement Actions 2012/13 (still in development/ implementation phase from 2011/12)

- **Review and re-affirm 3-18 curriculum framework**
- **Develop guidance to support implementation of a senior phase curriculum**
- **Develop guidance to support implementation of broad general education in S2/3**
- **Promote and monitor roll-out of Integrated Assessment Framework (IAF) process**
- ***Launch and fully implement the electronic Aberdeenshire Support Manual across Education, Social Work and Health Services**
- ***Launch of the Directory of support for Families of Children and young people with Additional Support Needs.**
- **Promote Active Aberdeenshire membership**
- **Develop appropriate facilities where people enjoy healthy lifestyles and activities**
- **Continued implementation of Quality Improvement Framework**
- **Developing Early Years Strategy**

* Supercedes "Revision of 'Pathways to Policy' documentation to reflect the 2009 amendments to the Additional Support for Learning Act "

Education, Learning and Leisure

Our Vision:

Serving Aberdeenshire from mountain to sea—the very best of Scotland

Committed to Education, Learning and Leisure

“We are determined to work together for the best quality of life for everyone in Aberdeenshire, from mountain to sea, and to help through Education, Learning and Leisure to make it the best possible place in which to live, learn, work and play”.

The Education, Learning and Leisure Service plays a major role in fulfilling Aberdeenshire Council's vision of having happy, healthy and confident people living in safe, friendly and lively communities. This is achieved by :

- Promoting lifelong learning in the interests of personal development and employability
- Advancing community well-being by supporting and empowering individuals, families and community groups
- Adopting sustainable approaches to all that we do.



During 2011/12 our 5 strategic objectives of the Service were:



- To have successful learners, confident individuals, effective contributors and responsible citizens
- To ensure that the needs of all learners were met and that they achieved their potential including through joint working with other services



- To have more people leading healthy fulfilling lives through regular involvement in sporting, recreational, cultural and creative activities
- To have sufficient facilities of suitable quality to deliver the educational, sporting and cultural experiences people deserve
- To ensure all aspects of our service are high quality, continually improving, efficient and responsive to people's needs



What Key Outcomes Have We Achieved?

We will set out in this section of the report some of the key performance outcomes achieved in the past year.

PROMOTING LIFELONG LEARNING

We are **Good** at motivating and supporting learners in all settings to become successful learners, confident individuals, effective contributors and responsible citizens.

This is evidenced by:

- Sustained, good progress with implementation of Curriculum for Excellence
- Positive inspections of schools, learning communities and libraries
- Consistently high levels of attainment in SQA exams
- High levels of positive leaver destinations

Education Scotland -HM Inspectorate of Education (HMIE) inspects schools and early year settings in order to let parents, young people and the local community know whether their school provides a good education. Inspectors also discuss with school staff how they can improve the quality of education. In addition inspections of Learning Communities are undertaken to let those who use services and the local community know whether learning communities provide appropriate learning opportunities and help learners in their development. They are also concerned as to how community and voluntary groups are helped to make communities better places to live and work.

100% of the pre school settings inspected received positive results for Improvements in Performance, Children's Experiences, Meeting Learner Needs

90% of the primary and secondary school inspections undertaken received satisfactory, or better inspection grades

Hill of Banchory School achieved exceptional evaluations with only 1 in 200 schools presenting evaluations on a par with this.

One Learning Community inspection was undertaken in the past year, this resulted in positive outcomes, particularly with regard to communities developing and achieving.

School Inspections

These are concluding statements from school inspections available at: www.educationscotland.gov.uk

“This inspection of your school and nursery class (**Hill of Banchory School**) found the following key strengths.

- Particularly well-behaved, highly motivated and confident children who are proud of their school and community.
- The outstanding leadership of the headteacher, commitment and teamwork of all staff, in taking forward continuous school improvement.
- The contribution of parents and other partners in extending and enriching children’s learning.
- The use of ICT to involve parents, children and staff in school improvement and sharing achievement.
- The impact of the high and increasing expectations held by all staff, children and their parents, for all children’s learning and achievement.

We discussed with staff and the education authority how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to develop a Curriculum for Excellence, as planned.
- Continue to improve approaches to assessing children’s individual progress, as planned”. (HMIE Inspection of Hill of Banchory school)



“This inspection of your school (**Monymusk School**) found the following key strengths.

- The responsible attitudes of children towards each other and the environment.
- Commitment of staff to developing their practice and improving learning and teaching.
- The quality of teachers’ planning to meet the needs of all children.
- Children’s ability to take the initiative and lead aspects of the school’s work.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Continue to review the curriculum and assessment in line with the principles and practice of Curriculum for Excellence.
- Further develop approaches to tracking children’s achievement”. (HMIE inspection of Monymusk school)

School Inspections continued

These are concluding statements from school inspections available at: www.educationscotland.gov.uk

“This inspection of your school (**Daviot School**) found the following key strengths.

- Children’s achievement within the expressive arts; particularly in art.
- The quality of children’s writing across the school.
- Enthusiastic, confident, enterprising children who are determined to reach high standards.
- High quality teaching which enables children to learn well and achieve highly.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Let children make more decisions about their learning and ensure they learn through real-life contexts.
- Increase the challenge for high achieving children”. (HMIE inspection of Daviot School)

“Our inspection of your school (**Aboyne Academy**) found the following key strengths.

- Ethos and relationships between staff and young people.
- Confident, articulate young people who value the school and the community.
- Progress in aspects of Curriculum for Excellence.
- Achievement of young people across a range of experiences.
- Leadership across the school.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Develop a clearer vision, structure and organisation for the learning support department.

The Learning Community surrounding Aboyne Academy

Particular strengths of the learning community.

- Highly committed and effective volunteer community representatives.
- Outstanding, vibrant and active community organisations.
- Strong levels of community engagement in local community planning.
- High quality English for speakers of other languages (ESOL) work.
- Confident, articulate and motivated young people.

We have agreed the following areas for improvement with the local authority and its partners.

- Develop a systematic approach to planning for improvement at a local level.
- Set clear priorities with partners for the delivery of adult learning.
- Work with partners to increase opportunities for accreditation in youth work”. (HMIE inspection of Aboyne Academy and Aboyne Learning Community)

SQA Examination Attainment (May 2012)

Pupils achieving 5 or more awards at the specified SCQF Level (%)

	2007	2008	2009	2010	2011	National (2011)	Comparator (2011)	2012	National (2012)	Comparator (2012)
5+ Awards at SCQF 5	41	41	39	41	40	40	36	38	37	38
5+ Awards at SCQF 4	84	84	85	83	83	79	80	83	80	80
5+ Awards at SCQF 3	93	94	95	94	93	93	92	93	94	93

By the end of Secondary 4 the percentage of Aberdeenshire pupils achieving 5 or more awards at levels 3,4 and 5, remains in line or above the national average and exceeds that of comparator authorities.

Pupils achieving at least SCQF Level 3 in English and Mathematics (%)

	2007	2008	2009	2010	2011	National (2011)	Comparator (2011)	2012	National (2012)	Comparator (2012)
English & Maths SCQF 3	94	96	96	94	95	93	93	94	94	94

94% of pupils achieved at least SCQF level 3 in English and Maths by the end of S4—this is in line with the national and comparator authority figures.

Pupils attaining Awards at Higher Level (SCQF Level 6) (%)

	2007	2008	2009	2010	2011	National (2011)	Comparator (2011)	2012	National (2012)	Comparator (2012)
5+ Awards at Higher	13	12	12	12	13	12	13	13	13	14
3+ Awards at Higher	27	27	27	26	29	26	29	29	27	29
1+ Awards at Higher	43	44	44	45	47	45	48	47	46	49

The number of pupils gaining 1, 3 or 5 Highers (SCQF Level 6) by the end of S5 Has remained the same and is above the national average and is equal to or above comparator authority figures.

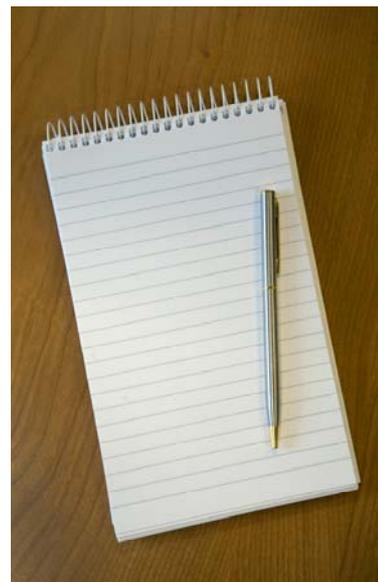
Promoting Lifelong Learning—Advancing Community Wellbeing—Adopting Sustainable approaches

SQA Examination Attainment (May 2012) Continued

Pupils attaining Awards at Higher and Advanced Higher Level
(SCQF Levels 6 and 7) (%)

	2007	2008	2009	2010	2011	National (2011)	Comparator (2011)	2012	National (2012)	Comparator (2012)
1+ Award at Adv. Higher	16	16	17	17	18	16	17	19	16	17
5+ Awards at Higher	23	23	25	24	25	24	25	27	25	28
3+ Awards at Higher	35	35	35	35	36	35	38	39	36	40
1+ Awards at Higher	49	47	49	48	50	50	52	52	52	55

The number of pupils gaining at least 1 Advanced Higher (SCQF 7) is the highest it has been in 5 years and is above the national and comparator level.



pupils attaining Awards at Higher and Advanced Higher Level (SCQF Levels 6 and 7) (%)

	2007	2008	2009	2010	2011	National (2011)	Comparator (2011)	2012	National (2012)	Comparator (2012)
English & Maths SCQF 3	96	96	95	97	97	94	95	96	95	95

Attendance and Exclusions

Overall, high levels of attendance have been maintained although we recognise the need to continue work with individual pupils with lower levels of attendance

Attendance %

	2007/08	2008/09	2009/10	2010/11	2011/12
Aberdeenshire	94.9	94.7	94.4	94.5	94.2
National	93.2	93.3	93.2	93.1	n/a

Levels of pupil attendance have remained stable over the past 4 years and are consistently above the national average.

Number of Exclusion Incidents

	2007/08	2008/09	2009/10	2010/11	2011/12
Total No. of Exclusions	1,144	954	913	802	721

We have continued to reduce the number of exclusions. There has been a cumulative reduction of almost 37% in the period 2007 to 2012.



Curriculum for Excellence (CfE)

The Education, Learning and Leisure Service has responsibility for taking forward the national **Curriculum for Excellence** (CfE) programme. This places emphasis on improving the standard of learning and teaching to raise achievement and attainment for all our children and young people through a common understanding and collaborative ways of working across the Service.

Aberdeenshire continues to provide a wide range of support for the implementation of CfE, working in collaboration with establishments and partners to develop a coherent 3-18 curriculum. Evidencing CfE progress to meet key priorities, the following evaluative statements would apply.

Our Learning and Teaching Policy statement is currently under consultation. The document places emphasis on learning through a culture of continuous improvement through effective self-evaluation at every level.

The rollout of the Aberdeenshire e-profiling system 'I can...' continues, and young people are evidencing their learning and achievements through uploading of media rich information.

Leadership for Learning visits undertaken by quality assurance teams have evaluated that generally schools are planning for learning across the range of experiences and outcomes. There are some very good examples of innovative approaches in learning and teaching to engage and motivate young people.



Parental Involvement Events have been held across all networks to explain the changes in the ways of working and in the Broad General Education, the Senior Phase and new National Qualifications.

Children and young people are receiving their entitlement to a Broad General Education. Throughout the early years and primary there are increased opportunities for personalisation and choice. All pupils experience increasing specialisation within the Broad General Education in secondary school.

Secondary schools have developed curricular structures to ensure pupils experience the Broad General Education.

Curriculum for Excellence (CfE) Continued.....

Networks continue to work closely to develop improved transition arrangements with an emphasis on skills development.

More effective methods of tracking and monitoring are being developed and used by individual schools and the authority. Early figures suggest that children and young people are making appropriate progress through CfE levels.

All schools' plans for the Senior Phase have been scrutinised and where necessary the plans amended to ensure that they are in line with Aberdeenshire Council's EL & L expectations for the Senior Phase.

Representatives from Secondary Professional Support Groups (PSGs) attended Scottish Qualifications Authority sessions in May and September to learn more about the development of National 4 and National 5 qualifications. PSGs have been provided additional funding to enable them to develop new courses

With the continued support of a designated Enterprise in Education Development Officer, enterprising experiences are increasingly evident across the curriculum. To maintain and further support this progress, schools and partners continue to receive funding this session to implement improvement plans that demonstrate how learners are offered opportunities to develop skills for learning, life and work.

Young people enjoy opportunities to engage with volunteering through the Aberdeenshire Volunteering Award scheme. Sound partnerships exist with further education, delivering a range of skills for work courses, including in Rural Skills . Effective links with the oil and gas industry have been established and support the development of work skills with a particular focus on STEM (Science Technology Engineering Maths). A pilot Career Academies initiative, supported by B.P. is being planned and will be piloted with 3 schools within Aberdeenshire. This initiative will focus on senior pupils who may require more targeted mentoring to support career pathways.

The development of skills for learning, life and work is effectively supported by the Work Experience Unit, operating collaboratively with an increasing range of employers.

The Educational Psychology Service has been developing e-learning packages to support the professional learning of teachers and Pupil Support Assistants.

Anna Ritchie School, Peterhead has achieved NAS (National Autistic Society) accreditation. Banff Primary School and St Andrew's school in Inverurie already hold this award.

Through the process of profiling, pupils are able to identify their own achievements and to plan next steps. Profiling was successfully introduced for all P7s last year and is being developed at earlier stages in primary schools and in S3 in particular.

GOOD NEWS STORIES....

The Parents Forum - Has successfully completed the October Family Learning Week where over 17 families were involved in various workshops and activities. The Forum has also launched Meet A Mum sessions for new families in the Oldmeldrum area.



CLD have supported 2 new youth cafes in Old Meldrum and Pitmedden to get off the ground in partnership with independent organisations.

Tarves Hut - Were awarded the 'Unsung Hero Award' at the Aberdeenshire Youth Council Award Ceremony, for the work they do in helping young people from the Tarves area to develop physically, mentally, and socially into mature members of society through meeting, socialising and fundraising.

6 students within the Meldrum Network are involved in the ESOL (English for Speakers of Other Languages) programme working towards improving their English Reading and Writing skills.

14 young people have undertaken Dynamic Youth Awards in the last year.



Advancing Community Wellbeing

We are **very good** at designing services and projects to best help people to lead healthier lifestyles, and to support vibrant and cohesive communities.

Hands Up Surveys, conducted annually by Aberdeenshire Council in all of our schools since 2006, became a national survey in 2008. The results are now classed as a national statistic with 400,000 pupils across Scotland taking part every year. The survey asks pupils, on a specific given day, how they usually travel to school. This provides accurate data on how pupils travel to school in Aberdeenshire including the following...



Active travel levels (walking, cycling and park and stride) have increased in Aberdeenshire from 46.8% in 2006 to 52% in 2011. Nationally levels have changed marginally at 57.2% in 2008 and 57.4% in 2011.

Pupils being driven to school has decreased in Aberdeenshire from 24.2% in 2006 to 21% in 2011. Nationally levels have increased slightly from 22% in 2008 to 22.4% in 2011.

Pupils taken to school by bus or taxi in Aberdeenshire is far higher at 27% compared with 19.8% nationally in 2011. This reflects the rural nature of much of Aberdeenshire compared to many other Scottish local authority areas.

In Aberdeenshire, the information from this survey helps in developing School Travel Plan initiatives, incorporating Safer Routes to Schools, which currently involves 94% of our schools.

The Council's Travel Planning and School Travel Planning initiatives have been promoted within Education, Learning and Leisure. This has ranged from investment in walking, cycling and public transport infrastructure to the promotion of the health benefits of active travel. Over 90% of our 171 schools are involved in the School Travel Planning process.



Promoting Lifelong Learning—Advancing Community Wellbeing—Adopting Sustainable approaches

The Sport & Leisure Service has delivered a range of community programmes that encourage people from all walks of life to undertake a healthier lifestyle.

Total usage of sports and leisure facilities is 652,000 people (April—Oct 2012) as compared to 607,000 the previous year, an increase of 7% compared to the previous year.



As part of the preparations for the national Cultural Olympiad, Aberdeenshire young people took part in "Peace Camp", a UK wide arts project run by Artichoke. Two sites in Scotland were selected, one of which was Fort Fiddes at Pennan. Over the summer, our local libraries promoted poetry, creative writing and reading sessions, and invited our communities and visiting authors to share their favourite poems, words and thoughts about the things they love, and what we love about Aberdeenshire. As part of the project, young people from Bracoden Primary School worked with poet Ken Cockburn to create their own unique poems.

Attendance at swimming pools

2009/10	2010/11	2011/12
2941	3019	3140



Number of attendances at activities organised by the Council's sports and active Aberdeenshire team.

2007/8	2008.9	2009/10	2010/11	2011/12
230,913	421,499	485,680	733,934	735,153

More Choices More Chances Job Club

The outcome of increasing young peoples' employability has been progressed. In total **38** young people have accessed support through the Club. This has exceeded the target of 28 young people.

**Alford CLD, Capacity Building**

Marr Youth Action Project: 38 Young People were consulted on key issues. A place to socialise at lunch time has been addressed and is progressing well with an advice and information focus with constant input from Young People. There has been a regular attendance of 40 young people on average per session. This has directly linked into participation at Aberdeenshire wide Youth Events. With regard to recreational facilities; the development of a skatepark is currently progressing and the flood lighting issue around this area has been addressed.

**Number of young people taking part in Youth Work opportunities
(Duke of Edinburgh Award Programme)**

2007/8	2008/9	2009/10	2010/11	2011/12
2674	3980	3809	3858	4720

Secondary Pupils and August Sander (March – June 2012)

Designed to complement the exhibition of August Sanders work displayed at Duff House, 3 Academies were invited to nominate a class of pupils to participate in an artist-led project. This project involved a detailed look at the history of photography, as exemplified by Sander, and arts workshops, which allowed the students to use photographic techniques to explore their own identities and that of the communities in which they lived.

The work – which was supported by ArtFund in association with Artists Rooms progressed well with artists Fergus Connor and Amy Davenport working with over 100 students and staff from Peterhead, Turriff and Mintlaw Academies. An exhibition of the photographs made by the students was displayed at Duff House – alongside Sander's own work over the summer. The quality of this work was of such a high standard that future exhibitions are being planned for Aberdeenshire libraries and Woodhill House.

A participating teacher said:

'This project was a very worthwhile experience for the pupils especially since photography influences most of them, playing an important part in every-day life'.

'The only improvement that I can suggest (for the project) is that it would have been beneficial to extend it into the following session'.

Puppets and Paper Treasure (March – June 2012)

During the summer term, a dedicated puppeteer was placed into each of 4 Primary schools in the Fraserburgh Childrens Service Network, to run a series of workshops for the pupils in puppetry theatre and culminating in a public performance at the Fraserburgh Leisure Centre. The puppeteers used the 'Paper Treasure' packs (an Aberdeenshire produced heritage resource) to stimulate this extended piece of work, which was designed to encourage schools to 'learn in, learn about and learn through'... their local environment (Aberdeenshire's 3-18 Curriculum Guidelines) and to demonstrate and reinforce that learning.



The puppeteers, Arran Howie, Shane Connolly, Alison Monighan and Fransica Moreton, each have strong national/international reputations as arts practitioners and considerable experience of working with children and young people; this became evident as their work with Tyrie, St. Andrews, Lochpots and Sandhaven schools began to bear fruit and in the final performances, which were cleverly conceived and well executed.

Social Enterprise School Award

Fair-trade initiatives have been many and varied throughout 2011/12:

A particular highlight was Kinellar School's achievement in gaining a Social Enterprise School award from The Social Enterprise Academy.

A lack of a local cafe and meeting place prompted the pupils of Kinellar to open up their own. The café provides a service to parents and the local community. Children sell various products including Fair Trade and it is a service that is used and appreciated by the whole community, particularly residents in the Sheltered Housing complex at Fechnie Brae.

The school attended the award ceremony in Edinburgh in June 2012 to represent Aberdeenshire and to collect an award for the impressive social enterprise work that the pupils and staff have developed and embedded over the last few years.

Adopting Sustainable Approaches

The Service's approach to sustainability has been to promote behavioural change by encouraging schools to participate in the Eco Schools programme.

This programme is well embedded and contributes to:

- sustainable practice which is core to all operations in Education, Learning & Leisure establishments.
- sustainable development education which is embedded in the ethos of all learning environments and across the school curriculum.
- Aberdeenshire Education, Learning & Leisure Service is investigating options to support all schools in engaging further in the Eco Schools programme. The Eco Schools Awards have a staged approach to achievement starting at Bronze Award, then Silver Award and Green Flag status; which is a very commendable achievement and requires considerable input from pupils, teachers and the community.

In Aberdeenshire there is an 84% uptake (including nurseries) of schools registered.

	Number of schools
Still to move forward	11
Bronze Award	20
Silver Award	55
Green Flag Status	61



In March 2012, funds which had been donated to the school, were used to create a day long live GLOW link from Echt School to a national audience, which was widely hailed as a success. A representative attended the day and was very complimentary with respect to the event itself, Echt School pupils' knowledge of the Eco Projects in the school and also their enthusiasm in sharing project ideas with the wider community and at home.

An Eco day at Haddo House in April 2012 was organised by Daviot School pupils and included pupils from other Meldrum cluster schools.

The aim of the day was to provide these pupils with a series of outdoor, active experiences that could be recorded and taken back with them to their schools. This then was presented to their whole school to give ideas for Eco developments.

It was an opportunity to share good practice, allow staff to gain new ideas and mix up the ages, stages and experiences within the Eco Journey of all the schools involved.

Promoting Lifelong Learning—Advancing Community Wellbeing—Adopting Sustainable approaches

A range of early years provision has been enhanced in Aberdeenshire during the course of 2011/12. This includes:

- upgrading of ICT facilities within nursery classes
- a number of developments to premises which has enabled free flow access to the outdoors and offer seamless transition opportunities between the key transition point of nursery to Primary One.
- An example of this work has been the development of Echt nursery, which has relocated Primary One and nursery into one Early Level Zone.



A wide range of Continual Professional Development activities have been made available to partner providers and local authority nurseries over the course of this session. This includes the introduction of Observation and Assessment, Pre-birth to 3 and Child Development. This development has contributed to the maintaining of 100% Positive Education Scotland inspections over the previous three quarters.

Food Waste recycling is in place in Mintlaw and New Deer primary schools.

Food waste is collected for composting as part of their Eco School Programme. In addition there are 14 schools, on a trial basis, using Aberdeen Forward to compost the school food waste on site.

The resultant compost is used by the schools in their grounds. These initiatives could make a significant impact on complying with the proposed regulations for food waste disposal in 2014 as well as raising pupils' awareness to the concept of food waste recycling.



Energy efficiency measures continue to be identified and implemented through the Central Energy Efficiency Fund (CEEF) and as part of works carried out through the Capital Plan and the schools asset maintenance strategy. Biomass boilers have been installed in Peterhead Academy and are incorporated in the new Fraserburgh Leisure facility, Mearns Community Campus Academy and the Ellon Academy Replacement builds.

Photovoltaic panels are in the design for Mearns Academy Community Campus and are proposed at Ellon Academy Replacement. In addition there are planning applications going forward for a programme of installation of photovoltaic panels for seven other academies.

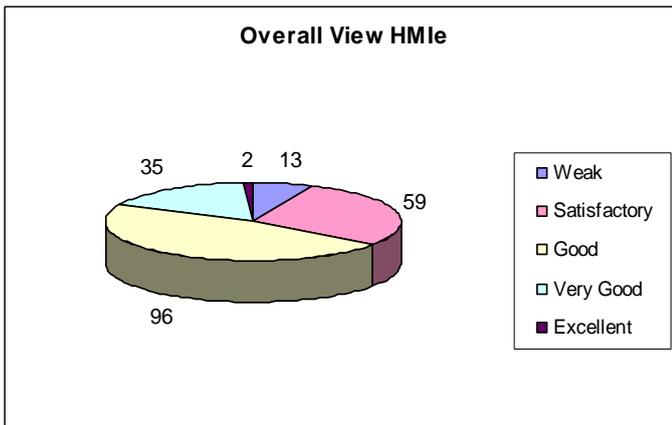
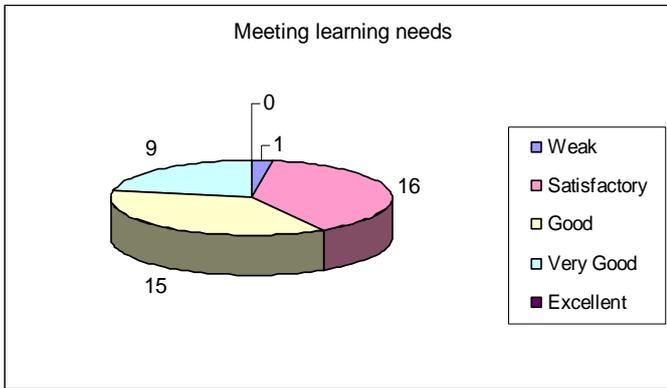


Aberdeenshire is the only local authority to secure funding for three projects from the Scottish Governments' School Investment programme.

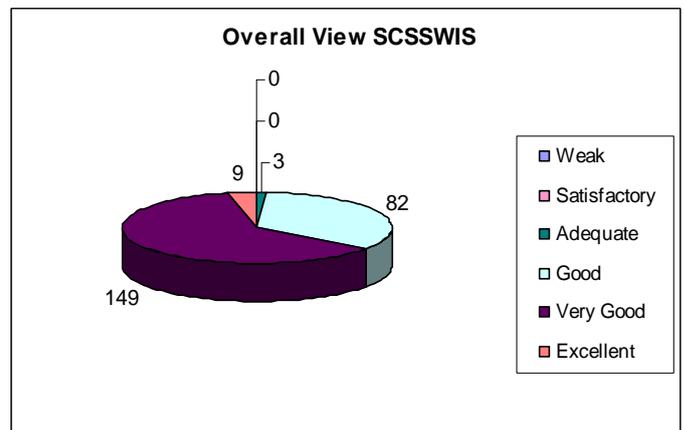
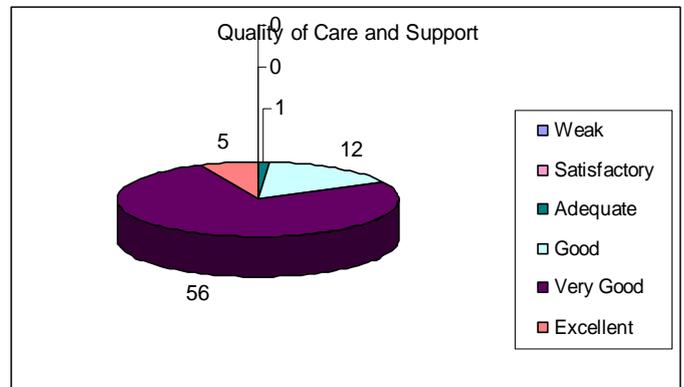
Promoting Lifelong Learning—Advancing Community Wellbeing—Adopting Sustainable approaches

Pre-school education is a vitally important stage in the development of a child and we aim for high quality experiences which build on learning in family and home settings. and in developing learning and life skills in order to give all of our children the best possible start in life.

Evidence from External Inspection of Early Years Provision:



"In the nursery, children's learning needs are met very effectively. Activities are well planned to meet the needs of almost all children." (Integrated inspection completed at St Fergus School, Peterhead)



What is our Capacity to Improve?

The successful recruitment to key posts within Education, Learning & Leisure management is ensuring continuity and development of Leadership and Management across the service.

Self-evaluation informs improvement and planning, the school improvement processes well established. This year the Service has begun work to embed the use of the How Good is Our self-evaluation framework in all parts of the service with the introduction of *How Good is Our Culture and Sport*.

Work continues to embed integrated working to ensure that services are 'joined up' and provide an enhanced experience for our learners, parents and communities.

To ensure that we can address both the challenges and opportunities ahead within the context of reducing resources, a number of specific actions are proposed, or are currently underway for 2011-2012 and for 2012-2013.

These actions are set out in the tables on pages 28 and 29.



Improvement Actions

Service Objective 1: To have successful learners, confident individuals, effective contributors, responsible citizens

Improvement Action 2011/12	Lead
Review and re-affirm 3-18 curriculum framework	3-18 Strategy Group
Develop guidance to support implementation of broad general education in S2/3	QIOs /Development Officers
Develop guidance to support implementation of a senior phase curriculum	QIOs /Development Officers

Service Objective 2: To ensure the needs of all learners are met and that they achieve their potential

Improvement Action 2011/12	Lead
Promote and monitor roll-out of Integrated Assessment Framework (IAF) process	IAF Steering Group
Launch and fully implement the electronic Aberdeenshire Support Manual across Education, Social Work and Health Services	ASN Manager
Launch of the Directory of support for Families of Children and young people with Additional Support Needs.	ASN Manager
Developing Early Years Strategy	Early Years Manager

Service Objective 3: To have more people leading healthy, fulfilling lives through regular involvement in sporting, recreation, cultural and creative activities

Improvement Action 2011/12	Lead
Promote Active Aberdeenshire membership	Sport & Leisure Manager
Develop appropriate facilities where people enjoy healthy lifestyles and activities	Sport & Leisure Manager

Service Objective 4: To have sufficient facilities of suitable quality to deliver the educational, sporting and cultural experiences people deserve

Improvement Action 2011/12	Lead
Develop appropriate facilities where people enjoy healthy lifestyles and activities	Sport & Leisure Manager

Service Objective 5: To ensure services are high quality & continually improving

Improvement Action 2011/12	Lead
Continued implementation of Quality Improvement Framework	QIOs/ Service Managers
Continued roll out of Kaizen for Daily Improvement programme	Snr Continuous Imp. Officer

Key Actions for 2012/13

Action	Responsible Officer	By Date
Settle the Senior Phase in Curriculum for Excellence	Head of Education & Staff Development	August 2012
Agree an assessment framework	Head of Education & Staff Development	December 2012
Develop learning and teaching policy	Head of Education & Staff Development	December 2012
Develop professional development approaches	Head of Education & Staff Development	June 2012
Implement a strategy to early years	Head of Lifelong Learning & Leisure	May 2013
Focus learning in the community	Head of Lifelong Learning & Leisure	June 2013
Develop place making & cultural tourism programme	Head of Lifelong Learning & Leisure	June 2013
Develop service delivery partnerships with the third sector	Head of Lifelong Learning & Leisure	From April 2012
Develop early intervention approaches	Head of Integration & Inclusion	December 2012
Review enhanced provision	Head of Integration & Inclusion	April 2013
Introduce inclusion strategy	Head of Integration & Inclusion	September 2012
Pilot the development of integrated working to a defined community	Head of Integration & Inclusion	From August 2012
Review the long term strategy for the full ELL estate	Head of Policy & Resources	Dec 2012
Develop the Policy Framework	Head of Policy & Resources	Sep 2012

Notes