

REPORT TO EDUCATION & CHILDREN'S SERVICES COMMITTEE – 14 JUNE 2017

EDUCATION AND CHILDREN'S SERVICES QUARTERLY PERFORMANCE EXCEPTION REPORTING JANUARY – MARCH 2017, INCLUDING UPDATE ON SERVICE PLAN (ABERDEENSHIRE PERFORMS)

1 Recommendations

The Committee is recommended to:

- 1.1 Acknowledge the performance achieved January – March 2017 referred to in paragraphs 2.4 to 2.7;
- 1.2 Consider those measures where performance is below expectations January – March 2017; referred to in 2.6 and 2.7;
- 1.3 Note the progress made with projects and actions within the 2016-19 Service Plan for the Education and Children's Services referred to in paragraphs 2.8 and 2.9;
- 1.4 Note the publication of the complete January – March 2017 Performance Report on Ward Pages;
- 1.5 Instruct the Director of Education & Children's Services to continue to report, by exception, to Committee quarterly performance measures against Service objectives, and on a six monthly basis the progress in delivering all aspects of the Service Plan.

2 Background / Discussion

- 2.1 The purpose of this report is to advise Committee of how the Service is performing against key performance measures and associated targets as set out in the Education & Children's Services (ECS) Service Plan, approved by the Education, Learning and Leisure Committee on 26 May 2016.
- 2.2 The performance measures are linked to the service's priorities. The quarterly performance monitoring report provides regular opportunity for elected members to maintain scrutiny of significant activities in order to achieve good outcomes for the residents of Aberdeenshire. As this is the fourth quarter report, it also includes a summary of progress with priorities within the ECS Service Plan 2016-19.
- 2.3 The report includes data on a further 4 annual school attainment measures based on examination results for 2015/16, and 3 annual measures on school leaver's destinations. All these annual measures are based on the set local and national benchmarking measures included within the Scottish Government's attainment benchmarking system *Insight*. Due to the implementation of the Scheme of Governance and the new policy committee structure, the culture, sports and leisure measures are not included in this report as they are being reported to Communities Committee.

2.4 The performance during the fourth quarter of 2016/17 can be summarised as follows:

Key Service Objectives	Overall Assessment
To improve learning outcomes for all	Most measures showing improvement.
To reduce inequalities in outcomes for children, young people and families	Performance level broadly maintained.
To support the development of sustainable communities	Performance level broadly maintained.
To nurture a culture which supports our staff to deliver high quality, efficient and responsive services	Improved overall satisfaction level ratings and lower reportable accidents/incidents figures contribute to a stronger overall performance this quarter.

2.5 There are a total of 24 measures evidencing performance against the key service objectives this quarter (including the annual measures updated this quarter). 19 measures (79.2%) are on target (*green*). A comprehensive performance monitoring report for the period January – March 2017 is available on Ward Pages.

2.6 5 measures (20.8% - 3 red, 2 amber) demonstrate performance below expectations and these measures, including actions being taken to improve performance, are outlined in the Exception report in Appendix 1.

The following table provides a summary of the extent to which performance is improving or not, in the short term and in the long term, based on the “up/down” arrows for each measure set out within the full report:

	Short Term		Long Term	
	Number	Percentage	Number	Percentage
Improving Performance (A)	13	54.2%	17	70.8%
No Change (B)	3	12.5%	1	4.2%
Improving or staying the same (A+B)	16	66.7%	18	75.0%
Measures where performance was not as good as in the last quarter (C)	8	33.3%	6	25.0%
Total (A+B+C)	24	100%	24	100%

2.7 The following aspects of performance across Aberdeenshire are highlighted for quarter four 2016/17. Further additional details about each are provided within the commentary section of the full and exception reports:

Measures where performance is not on target or below expectations

2.7.1 Attainment: Average Tariff Score of LAC leavers (PI 1.8)

2.7.2 Percentage EAL school leavers securing a positive post school destination (PI 2.3)

- 2.7.3 Percentage of half day truancy/unexplained absences of Looked After Children (PI 2.5a)
- 2.7.4 Percentage of primary schools in which roll as a percentage of official capacity exceeds 100% (PI 3.5b)
- 2.7.5 Percentage calendar days lost to sickness per quarter (PI 4.1)

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

- 2.7.6 Percentage of young people achieving outcomes (PI 1.3a)
 - 2.7.7 Attainment: The difference in average tariff score of all S4 in SIMD Quintile 5 and Quintile 1 (PI 1.10)
 - 2.7.8 Percentage of children seen within 15 days of a new supervision requirement being made (PI 2.10)
 - 2.7.9 Percentage of reports submitted to Children’s Reporter within target timescale (Social Background Report); Initial Assessment Report (PI 2.11)
 - 2.7.10 Percentage satisfaction with Local Schools (PI 4.4a)
- 2.8 The Service Plan for 2016-19 approved by Education, Learning & Leisure Committee on 26 May 2016 set out how the Education & Children’s Service would contribute towards meeting the council’s priorities by addressing a number of service priorities plus taking the lead role in delivering on one of the council’s priorities. The plan sets out a number of milestones and measures associated with each of these priorities, to be used to monitor progress in delivering the plan. A summary of progress in respect of each priority as at the end of quarter 4 2016/17 is provided in Appendix 2 to this report.
- 2.9 There are 38 milestone projects associated with the ECS Service Plan for 2016-19, the completion of which will assist the service in delivery of its strategic objectives. Progress against these projects is recorded and monitored through the Covalent performance management system, which indicates that overall progress after one year of the three year plan currently stands at 79%. At the end of Q4 2016/17, 83% (15 out of 18) of the milestone projects due for completion by the end of the quarter (31 March 2017) were complete. Priority 7 – “Support inclusive, vibrant and healthy communities” will also be submitted for consideration to Communities Committee on 15 June 2017.
- 2.10 It should be noted that delivery of the Service Plan also rests on the wide range of development and improvement activities contained within the various Business Plans managed by each ECS Head of Service.
- 2.11 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and had no comment to make, and are satisfied that the report complies with the Scheme of Governance and relevant legislation.

3 Scheme of Governance

- 3.1 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 for Children's Social Work Services and Education.

4 Equalities, Staffing and Financial Implications

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












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Imogen Fitzgerald, Analysis & Research Officer

Date: 16 May 2017

APPENDIX 1a: E&CS Q4 2016/17 Quarterly Indicators Exception Report

Generated on: 28 April 2017

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

Note: Short trends are calculated by comparing the value for the current period to the value immediately preceding it, e.g.: Q1 16/17 is compared to Q4 15/16.

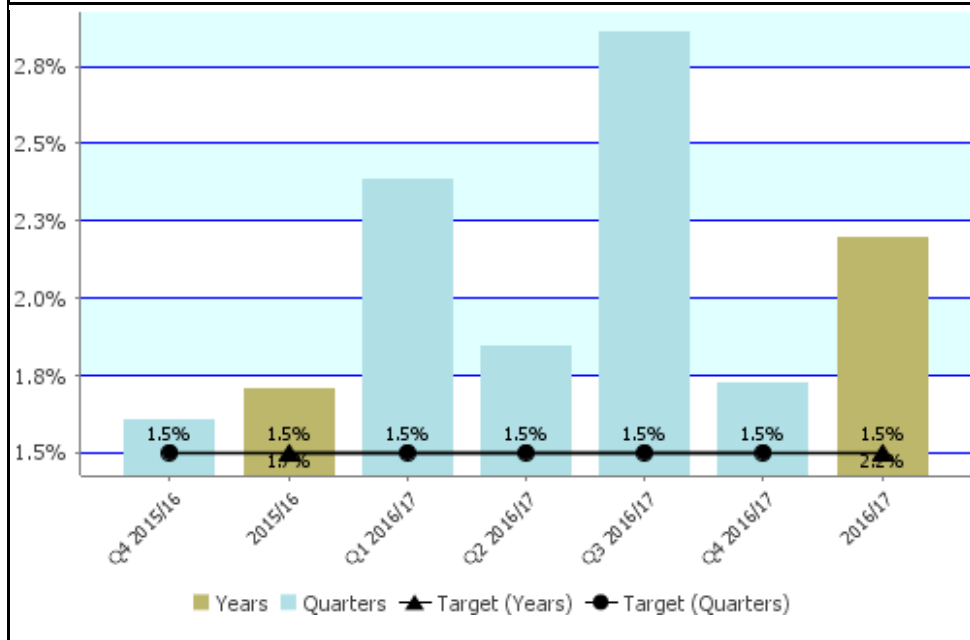
Long trends are calculated by comparing the current value to an average of historic values in the three years preceding, e.g.: Q1 16/17 is compared to an average of all the quarterly values in the preceding three years (i.e. 12 quarters).

Traffic Light: Red 1, Amber 2

Note: Red and amber thresholds (T'hold) are determined by services on an annual basis. The thresholds included in this report apply to the current reporting year only.

SO2 – Reduce inequalities in outcomes for children, young people and families

Indicator		2.5a A'shire - Percentage of half day truancy/unexplained absences of LAC (Looked After Children)					Red T'hold	Amber T'hold
	Target	Status	Value	# possible half day attendances	Long Trend	Short Trend	1.9%	1.7%
Q4 2015/16	1.5%	🟢	1.6%	45,371	↑	↑		
Q1 2016/17	1.5%	🔴	2.4%	41,788	↓	↓		
Q2 2016/17	1.5%	🟡	1.8%	32,477	↑	↑		
Q3 2016/17	1.5%	🔴	2.9%	36,248	↓	↓		
Q4 2016/17	1.5%	🟡	1.7%	42,413	↑	↑		



Truancy includes truancy and unexplained absences (as per Scottish Government definition of truancy). Due to the timing of the phased implementation of the replacement SEEMiS reporting tool the Q4 2016/17 figures do not include w/b 27/03/2017 data, however the Q4 figures will be updated retrospectively once this information becomes available.

Q4 2016/17 Aberdeenshire-wide breakdown of Looked After Children (LAC) Truancy/Unexplained absences: At Home 1.32%, Away From Home 0.40%.

Number of LAC pupils in Aberdeenshire = 394 (219 primary/special, 175 secondary).

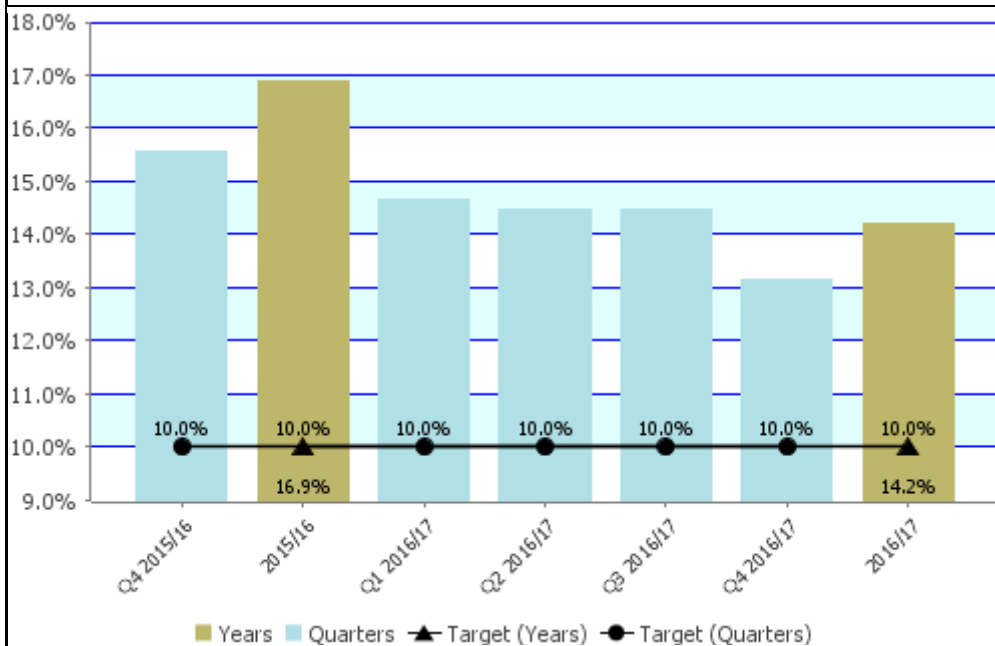
Both the short and long trend arrows for this Aberdeenshire-wide measure indicate an overall improvement in performance (down 1.2% on Q3 2016/17, and 0.3% when compared with the average over the last three years), moving this measure from "red" to "amber" status this quarter and performing just outside the target thresholds.

The relatively small number of Looked after Children means that a large level of absence from a relatively small number of Looked after Children can have a significant impact on this measure. During Q4, in some areas there were instances like this in which a small number of looked after children had a high level of absence. In each case, schools were engaged with these children and their families and carers throughout these periods where their individual circumstances were making regular school attendance challenging.

The level of absence of Looked after Children is closely monitored by school staff and officers, and GIRFEC assessment and planning processes are employed to plan and deliver educational provision designed to meet their needs and support them to engage with and attend school.

SO3 - To support the development of sustainable communities

Indicator		3.5b A'shire - Percentage of Primary schools in which roll as a percentage of official capacity exceeds 100%					Red T'hold	Amber T'hold
	Target	Status	Value	# primary schools	Long Trend	Short Trend	15.6%	12.8%
Q4 2015/16	10.0%	▲	15.6%	150	↑	↑		
Q1 2016/17	10.0%	▲	14.7%	150	↑	↑		
Q2 2016/17	10.0%	▲	14.5%	152	↑	↑		
Q3 2016/17	10.0%	▲	14.5%	152	↑	▬		
Q4 2016/17	10.0%	▲	13.2%	152	↑	↑		



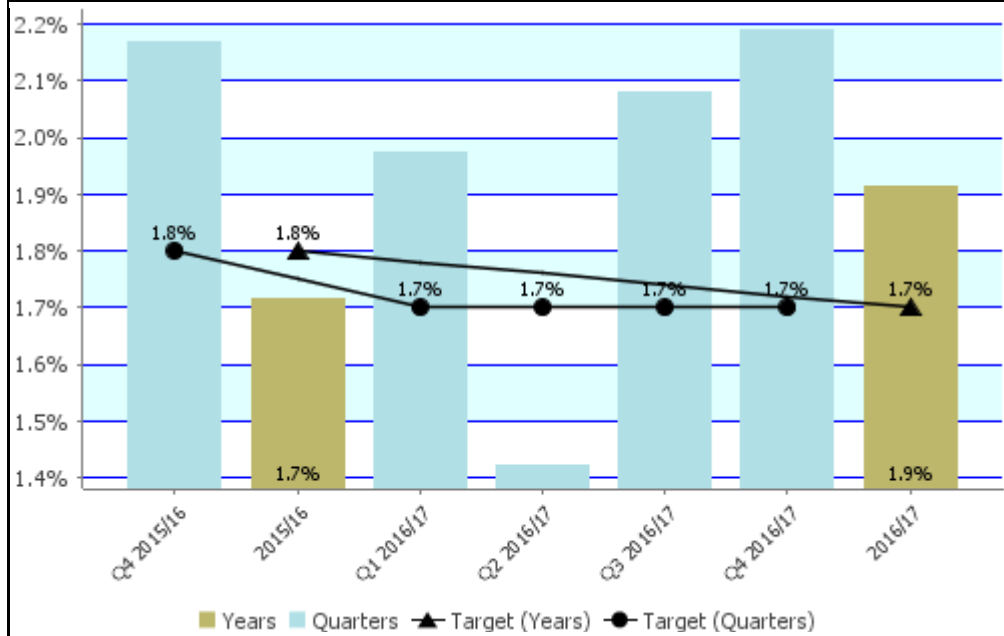
Over the course of Q4 2016/17 there was a decrease of two schools (on average) that were over 100% capacity when compared with Q3 2016/17; with an average of 20 primary schools being over capacity. At the end of March 2017, two schools (Gartly and New Machar) had moved to within 61-100% capacity. The long term trend for this indicator shows continued improvement, with the number of schools over 100% capacity having reduced (down 3.5%) when compared with the average of the previous three years. While it will continue to improve as new schools are completed, this measure remains at “amber” status.

It should be noted that ‘non-linked’ (modular) accommodation is not included in school capacity. In addition, where schools are over capacity and have no such accommodation, they are delivering curriculum through either team teaching approaches, or the short term use of GP spaces within the school.

Officers continue to monitor all rolls regularly.

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

Indicator		4.1 A'shire - Percentage Calendar days lost to sickness per quarter					Red T'hold	Amber T'hold
	Target	Status	Value	# calendar days	Long Trend	Short Trend	2.1%	1.9%
Q4 2015/16	1.8%	▲	2.2%	1,079,078	↓	↓		
Q1 2016/17	1.7%	▲	2.0%	1,122,121	↓	↑		
Q2 2016/17	1.7%	✔	1.4%	1,203,912	↑	↑		
Q3 2016/17	1.7%	▲	2.1%	1,186,800	↓	↓		
Q4 2016/17	1.7%	●	2.2%	1,185,210	↓	↓		














The percentage of staff calendar days lost to sickness absence has increased slightly from 2.1% in Q3 2016/17 to 2.2% in Q4 2016/17 with Operations and Stress continuing to feature in the top four reasons for absence for both teaching and non-teaching Education & Children's Services staff during Q4, accounting for 19.5% of the total calendar days lost this quarter, compared with 25.6% in Q3.

Although the long trend arrow indicates an increase in absence (up 0.3% when compared with the average of the previous three years), current figures are in line with those reported for the same quarter in the last three years (Q4 2013/14 = 2.2%, Q4 2014/15 = 2.3%, Q4 2015/16 = 2.2%), albeit this measure moved from "amber" to "red" status this quarter.

APPENDIX 1b: E&CS Q4 2016/17 Annual Indicators Exception Report

Generated on: 28 April 2017

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

Note: Short trends are calculated by comparing the value for the current period to the value immediately preceding it, e.g.: 2015/16 performance (reported in 2016/17 reporting cycle) is compared to 2014/15 performance.

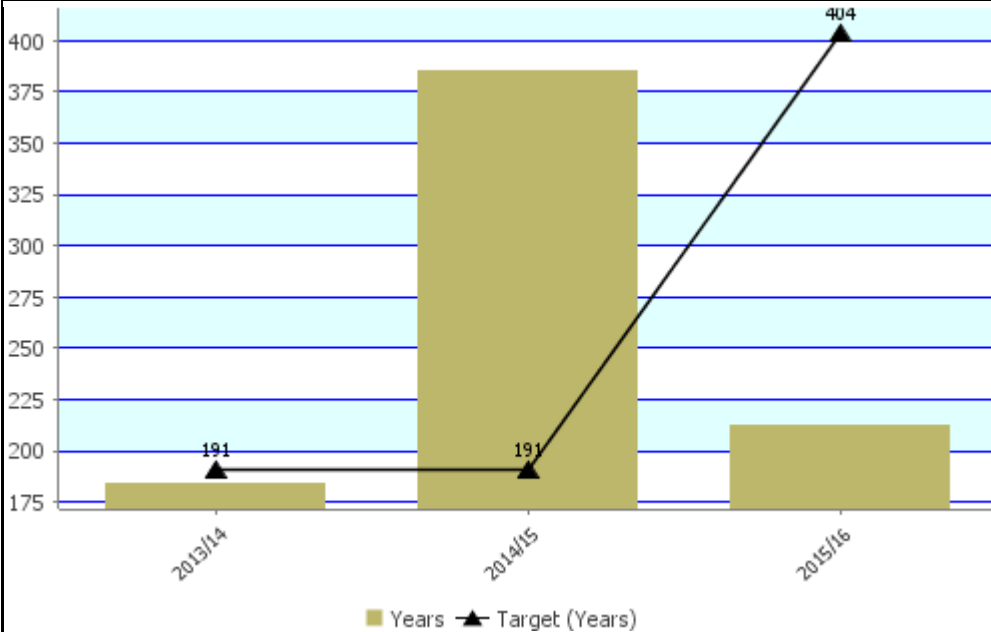
Long trends are calculated by comparing the current value to an average of historic values in the same time period, e.g.: 2015/16 (reported in 2016/17 reporting cycle) is compared to an average of the annual performance in the preceding three years.

Traffic Light: Red 2, Amber 0

Note: Red and amber thresholds (T'hold) are determined by services on an annual basis. The thresholds included in this report apply to the current reporting year only.

SO1 - Improve learning outcomes for all

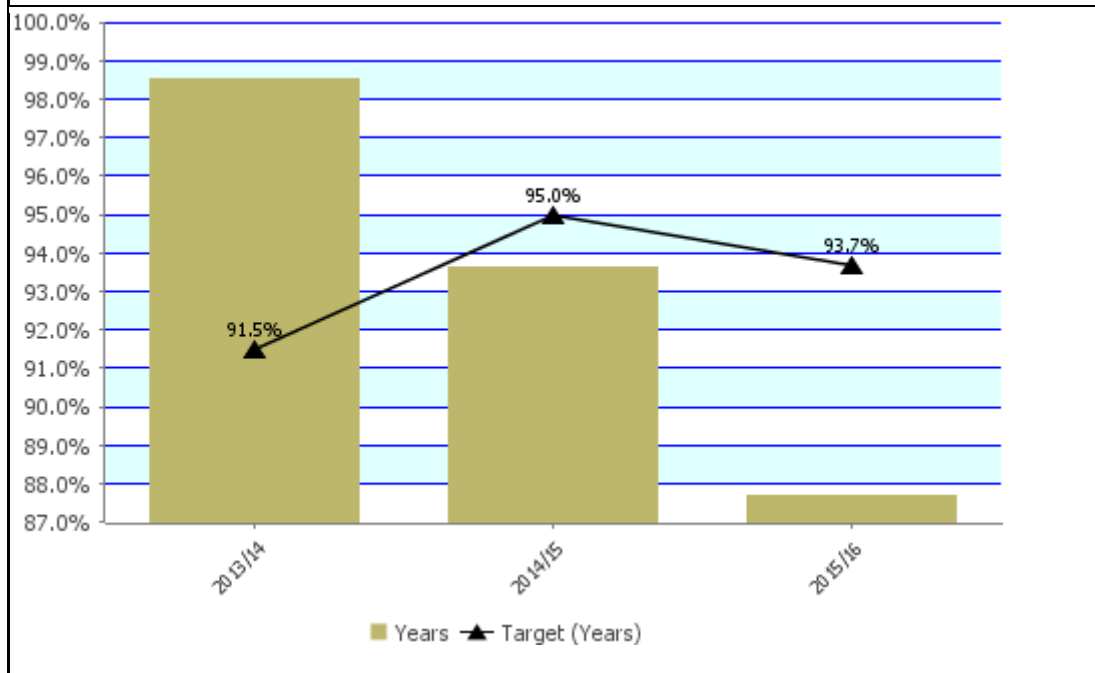
Indicator		1.8 A'shire - Attainment: Average Tariff Score of LAC leavers					Red T'hold	Amber T'hold
	Target	Status	Value	Base	Long Trend	Short Trend	282.8	323.2
2013/14	191	✓	184		↑	↓		
2014/15	191	✓	385		↑	↑		
2015/16	404	✗	212		↓	↓		



This measure is reported based on information published on the Scottish Government 'Insight' national benchmarking tool. The figure is based on the 2016 exam diet, measuring the average tariff score of all looked after children (LAC) who have left school. Although both the short and long trends indicate a fall in performance, it should be taken into consideration that the number of LAC leavers from the 2016 diet has also fallen (from 40 in the 2015 exam diet to 27), with a similar proportion of young people staying on into S5 to gain further qualifications at school, rather than leaving after S4. However, on investigation this fall in average tariff score looks largely due to a lower number of LAC staying on to S6 (less than 5) when compared with the previous year, with a small number of high attaining young people increasing the average tariff score for LAC in the 2015 diet. Although this has led to current averages being more in line with the 2014 diet, the 2016 diet average tariff score does show a 15% improvement (up from 184 in 2014 to 212 in 2016). The Aberdeenshire average tariff score for the 2016 diet LAC leavers (212) are also similar to those achieved nationally for LAC leavers (282). As a comparison, the Average Tariff Score for all Aberdeenshire leavers = 910.

SO2 – Reduce inequalities in outcomes for children, young people and families

Indicator		2.3 A'shire - Percentage EAL school leavers securing a positive post school destination					Red T'hold	Amber T'hold
	Target	Status	Value	Base	Long Trend	Short Trend	90.2%	91.7%
2013/14	91.5%	✓	98.5%		↑	↑		
2014/15	95.0%	✓	93.6%		↑	↓		
2015/16	93.7%	✗	87.7%		↓	↓		



Figures for this measure are based on data published on the Scottish Government 'Insight' national benchmarking tool.

Positive destinations include Higher Education, Further Education, Training, Employment, Voluntary Work and Activity Agreements.






The full Scottish Government analysis publication is scheduled to be published in June 2017, (<http://www.gov.scot/Topics/Statistics/Browse/School-Education/Pub-SS-ALM>).

This percentage is based on the 2015/16 session year, measuring the number of English as an Additional Language (EAL) school leavers who secured a positive post-school destination.







Although both the short and long trend arrows indicate a fall in performance (down 5.9% on 2014/15, and down 8.0% when compared with the average of the previous three years), it should be taken into consideration that figures can be affected by the total number of EAL school leavers in any given year (2013/14 = 67 EAL leavers, 2014/15 = 78, 2015/16 = 73). However, this fall appears to be due to increases in the percentages of EAL leavers with Unemployed or Unknown destinations (both increasing by 3% when compared with 2014/15), moving this measure from "green" to "red" status.


APPENDIX 2: E&CS Q4 2016/17 Service Plan Priorities Update

Generated on: 9 May 2017






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

Priority	Progress Bar
Learning, Teaching and the Curriculum	<div style="border: 1px solid black; padding: 2px; display: inline-block; width: 80px; text-align: center;">88%</div>






Milestone	Due Date	Status Icon	Comments (if behind schedule)
1.1 "Stepping up" approaches extended to include early years provision	31-Oct-2016		All stepping up documents cover detail for Early Level. These are now available on Arcadia for schools.
1.2 Support for active approaches to learning and teaching in literacy, numeracy and health& wellbeing in place	30-Apr-2017		Pilot schools and phase 1 schools have completed the programme. Delivery teams have been established to ensure that training sessions are available to individual schools.
1.3 Curricular frameworks in place for all curriculum areas of the broad general education	30-Apr-2017		All Frameworks are available and have been published on Arcadia. On going revisions are made as necessary.
1.4 All schools provide curricular opportunities to enhance the delivery of skills for life, learning & work	30-Apr-2017		A comprehensive range of advice and guidance has been prepared and circulated to schools. Lead Officer Developing the Young Workforce has been recruited and full action plan drawn up.
1.5 Use of "How good is our school 4" to improve approaches to quality assurance established	30-Apr-2017		Mop up schools now identified and planned for.
1.6 Arrangements in place that support curricular transitions through and beyond the broad general education	30-Apr-2017		Group has had one meeting but future meetings postponed until new academic session due to reduced staff capacity to allow group to meet.

Milestone	Due Date	Status Icon	Comments (if behind schedule)
1.7 Exemplification that supports effective interdisciplinary learning provided to schools	30-Jun-2017		Guidance is available to all schools and exemplification is covered in training sessions delivered in relation to Learning, Teaching and Assessment.



Priority	Progress Bar
Raising attainment and closing the gap	<div style="border: 1px solid black; width: 100px; height: 20px; background-color: #e0e0e0; position: relative;"> 70% </div>



Milestone	Due Date	Status Icon	Comments (if behind schedule)
2.1 Publication of advice for schools on best practice for learning & teaching on delivering breadth, depth, pace and challenge	31-Dec-2016		Improving and teaching document published and available to school. Literacy and numeracy guidance is currently in preparations.
2.2 Strategic approach to identification and measurement of the attainment gap in Aberdeenshire agreed	30-Jun-2017		Excellence and Equity Group formed and strategy paper in place. Individual schools have SMID data to allow to schools to identify the gaps and plan for action. Primary schools have adopted tracking and monitoring templates and primary attainment visits have been piloted in a wide range of schools. Attainments visits are well established in secondary schools.
2.3 Range of wider achievement awards reported alongside data on school SQA	30-Oct-2017		Planning in place to develop reporting templates.
2.4 Outcomes from ICS Inspection re multi-agency planning implemented	31-Dec-2017		As a result of ICS inspection, an action plan was drawn up and implemented. Those priorities which are ongoing have been incorporated in to the new Children's Services Plan to ensure that all are met. This process (and plan) was agreed by the Chief Officers Group (COG).
2.5 All schools have engaged with their community as part of using "Stepping up" materials to review, and where appropriate, revise their curriculum rationale and design	31-Mar-2018		Stepping Up the curriculum training complete.

Priority	Progress Bar
Services for Children	<div style="width: 60%;"><div style="background-color: #4F81BD; color: white; padding: 2px;">60%</div></div>


Milestone	Due Date	Status Icon	Comments (if behind schedule)
3.1 Road map articulating the vision for provision of Early Learning and Childcare and Early level curriculum across Aberdeenshire in place	29-Sep-2017		The publication of the Scottish Government's new Blueprint for Early Learning and Childcare was published in February 2017. This required the service to review current arrangements and develop a new strategy and plan in response to the document. The Scottish Government require this plan by September 2017. Work is currently underway to complete the first draft of the plan. This will be available by May 2017.
3.2 Nursery Admissions Management System (NAMS) in place	31-Aug-2017		The Scottish Government's revised plan will require a new admissions system for Early Learning and Childcare. This will be included in our new 1140 hours ELC Strategic Plan.
3.3 Appointment of lead officer for Early Years property development within Learning Estates Team.	31-Mar-2019		Officer appointed and in role.
3.4 Development of cross boundary agreements in order to allow for greater flexibility	31-Mar-2019		Initial scoping discussions complete.
3.5 Milestone related to "equity of provision" – Staffing model fully implemented by August 2018.	31-Aug-2018		Introduction of the new model complete in all but 3 settings.

Priority	Progress Bar
Better integrated and partnership working to support children and families	<div style="width: 100%;"><div style="background-color: #4F81BD; color: white; padding: 2px;">100%</div></div>





Milestone	Due Date	Status Icon	Comments (if behind schedule)
4.1 Joint Strategic Needs Assessment published	31-May-2016		The JSNA has been completed and its contents is being used to inform service planning on a single service and integrated basis.
4.2 Support for children and young people at key transitions in place	30-Sep-2016		Between 2014-16, a policy and practice framework for supporting 16+ transitions for Aberdeenshire's young people


Milestone	Due Date	Status Icon	Comments (if behind schedule)
			has been developed. The framework was developed through a participatory process through a series of workshops involving key stakeholders from across the agencies. There has been initial consultations with parent representatives and next steps will include the launch and roll-out of the framework, and planning of the next phase of development, with a specific focus on vulnerable groups at risk of not making successful transitions.
4.3 Revised Integrated Children's Plan published	31-Oct-2016		The plan is now referred to as the "Children's Services Plan" as per the 2014 legislation. The plan has now been published.
4.4 Streamlined and consistent processes and systems in place to support children and young people who are looked after and/or at risk of being looked after	30-Sep-2016		A constant process of refinement is in place. New and refreshed processes and guidance are regularly placed on the GIRFEC website for practitioners.




Priority	Progress Bar
A Future fit E&CS Estate	<div style="border: 1px solid black; padding: 2px; display: inline-block; width: 80px; text-align: center;">77%</div>

Milestone	Due Date	Status Icon	Comments (if behind schedule)
5.1 Range of improvements for 2016/17 to utilise Capital Enhancements budget and funding for investing in pre-school provision agreed	30-Jun-2016		<p>ECS Projects Completed in 16/17</p> <p>Westhill Academy - Corridor and Classroom improvements</p> <p>Ballater Primary School - Extension</p> <p>Insch School - Extension</p> <p>Boddam Primary - Enhanced nursery provision</p> <p>Buchanhaven School - Extension</p> <p>The Gordon Schools - Toilet Upgrade</p>









Milestone	Due Date	Status Icon	Comments (if behind schedule)
			<p>Crombie School - Sensory Upgrade</p> <p>Early Years:</p> <p>Ellon Primary School– Enhanced two’s provision (Due Summer 2017).</p> <p>Aboyne Primary School – Extension to Early Years provision (Complete April 2017).</p> <p>Laurencekirk Primary School – New Early Years provision being established at the current school site. (Complete April 2017).</p> <p>Hillside School – Early Years provision being provided as part of the new Hillside School development. (Complete March 2017).</p> <p>Kemnay Primary School– Extension/Refurbishment to current school building to improve Nursery environment to meet Care Inspectorate standards. (Complete October 2016).</p> <p>Rothienorman Hall – Establish safe outdoor play area. (In process).</p> <p>New Pitsligo School – Establish a new Early Years department within the current school building. Issues with sub-contractor has led to delays. New contractor to be appointed with a view to delivery in 2017.</p>


Milestone	Due Date	Status Icon	Comments (if behind schedule)
			Other projects allocated in 16/17 are progressing over 2 or more financial years.
5.2 Next steps from consideration of outcomes of Fraserburgh consultation events determined	31-Aug-2016		Further detailed engagement has taken place with stakeholders around a new primary school in Fraserburgh. Analysis of feedback is taking place with a view to a paper going to appropriate committee in due course.
5.3 Transition package for new build schools available	31-Dec-2016		Procedure checklist has been drawn up.
5.4 Revised School roll forecast methodology in place	31-Mar-2017		Ongoing process to continue to refine methodology.
5.5 ECS ICT strategy and development plan in place	31-Mar-2017		ICT Strategy continues to be refined in consultation with Inverurie Academy with a view to rolling out across all future new builds.

Priority	Progress Bar
Investing in our staff	

Milestone	Due Date	Status Icon	Comments (if behind schedule)
6.1 Revised system and procedures for assessing professional learning and development needs implemented	31-Mar-2017		Professional learning steering group re-instated, and updated indicative plan completed October 2016.
6.2 Revised school and area management models implemented	31-Mar-2017		Leadership modules are being delivered via SCEL and Aberdeen University.
6.3 Multi agency learning and development framework in place	31-Mar-2017		GIRFEC locality group training currently being implemented.

Priority	Progress Bar
Support inclusive, vibrant and healthy communities	59%

Milestone	Due Date	Status Icon	Comments (if behind schedule)
7.1 Active schools review outcomes implemented	31-May-2016		Fully implemented.
7.2 Revised Sports and Physical Activity strategy in place	31-Oct-2017		The process of reviewing the current strategy was started, with early consultation around service delivery models and charging framework. The service has postponed development pending review of corporate priorities and consideration of alternate delivery models for the council. The service will consult regarding the most appropriate timescale.
7.3 Local Learning Community Partnerships have undertaken learner engagement events to increase input to development of learning programmes	30-Sep-2017		Partially implemented. LLCP's are in place across Aberdeenshire. Learner engagement events have taken place in Huntly, Ellon, Turriff and Meldrum, with Fraserburgh's happening mid-May - task will be complete by 30 September 2017.
7.4 Delivery of Quality Read, Write, Count initiative across P1-P3 to meet family learning outcomes	30-Nov-2016		Programme fully delivered.
7.5 Lead multiagency development of family learning strategy	31-Aug-2017		Scoping underway, partners identified. Will be complete in August 2017.
7.6 Partner project with Macmillan Move More	30-Jul-2016		Implemented.
7.7 Contribute to the Alcohol & Drug Partnership strategic plan	31-Mar-2017		Implemented. CLD contributing to the working group on the new LOIP alcohol priority. CLD have recruited a senior worker (until March 2018) to manage the three Community Engagement posts funded by ADP. Reports show sustained impact of the three ADP Forums and the development of new support groups locally.
7.8 Develop and implement a marketing strategy for CSC to include programme delivery that is inclusive.	31-Dec-2017		Implemented. A full-time post is delivering on operational marketing, with a wider review to be undertaken once consideration of alternate delivery model is concluded.

Milestone	Due Date	Status Icon	Comments (if behind schedule)
7.9 Asset plan for CSC facilities in place (January 2018)	31-Jan-2018		Target anticipated to be met.