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To: Councillor Wheeler, Convener; Councillor Lesley Dunbar, Vice Convener; Councillor Donnelly, the Depute Provost; and Councillors Greig, Henrickson, Imrie, Macdonald, Catriona Mackenzie, Malik, McLellan, Nicoll, Samarai and Jennifer Stewart and Mrs Stephanie Brock (Third Religious Representative), Mrs Louise Bruce (Parent Representative - Primary Schools), Mr John Murray (Roman Catholic Religious Representative), Mr Colm O'Riordan (Parent Representative (Secondary Schools)), Mr Mike Paul (Teacher Representative (Secondary Schools)), Miss Pamela Scott (Teacher Representative - Primary Schools) and Reverend Hutton Steel (Church of Scotland Representative).

Town House,
ABERDEEN, 29 August 2018

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in **Committee Room 2 - Town House** on **THURSDAY, 6 SEPTEMBER 2018 at 10.00am.**

Members, please note the change of venue.

FRASER BELL
CHIEF OFFICER - GOVERNANCE

BUSINESS

DETERMINATION OF URGENT BUSINESS

1.1 There are no items of urgent business

DETERMINATION OF EXEMPT BUSINESS

2.1 There are no items of exempt business

DECLARATIONS OF INTEREST

- 3.1 Declarations of Interest (Pages 5 - 6)

REQUESTS FOR DEPUTATION

- 4.1 There are no requests for deputation at this time

MINUTES OF PREVIOUS MEETINGS

- 5.1 Minute of Education Operational Delivery Committee of 29 May 2018
(Pages 7 - 14)

NOTICES OF MOTION

- 6.1 There are no Notices of Motion at this time

COMMITTEE PLANNER

- 7.1 Committee Business Planner (Pages 15 - 20)

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

- 8.1 There are no referrals at this time

FINANCE, PERFORMANCE, RISK AND SERVICE WIDE ISSUES

- 9.1 There are no items under this heading

GENERAL BUSINESS

- 10.1 Northern Alliance Improvement Framework - OPE/18/130 (Pages 21 - 52)
- 10.2 Aberdeen City Council National Improvement Framework Plan - OPE/18/083 (Pages 53 - 122)
- 10.3 School Improvement Plans and the work of the Regional Improvement Collaborative - OPE/18/113 (Pages 123 - 168)

10.4 Aberdeen City: Workforce Delivery Plan - Early Learning and Childcare - OPE/18/084 (Pages 169 - 272)

EHRIAs related to reports on this agenda can be viewed at
[Equality and Human Rights Impact Assessments](#)

Should you require any further information about this agenda, please contact Stephanie Dunsmuir, tel 01224 522503 or email sdunsmuir@aberdeencity.gov.uk

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Agenda Item 3.1

You must consider at the earliest stage possible whether you have an interest to declare in relation to any matter which is to be considered. You should consider whether reports for meetings raise any issue of declaration of interest. Your declaration of interest must be made under the standing item on the agenda, however if you do identify the need for a declaration of interest only when a particular matter is being discussed then you must declare the interest as soon as you realise it is necessary. The following wording may be helpful for you in making your declaration.

I declare an interest in item (x) for the following reasons

For example, I know the applicant / I am a member of the Board of X / I am employed by...
and I will therefore withdraw from the meeting room during any discussion and voting on that item.

OR

I have considered whether I require to declare an interest in item (x) for the following reasons however, having applied the objective test, I consider that my interest is so remote / insignificant that it does not require me to remove myself from consideration of the item.

OR

I declare an interest in item (x) for the following reasons however I consider that a specific exclusion applies as my interest is as a member of xxxx, which is

- (a) a devolved public body as defined in Schedule 3 to the Act;
- (b) a public body established by enactment or in pursuance of statutory powers or by the authority of statute or a statutory scheme;
- (c) a body with whom there is in force an agreement which has been made in pursuance of Section 19 of the Enterprise and New Towns (Scotland) Act 1990 by Scottish Enterprise or Highlands and Islands Enterprise for the discharge by that body of any of the functions of Scottish Enterprise or, as the case may be, Highlands and Islands Enterprise; or
- (d) a body being a company:-
 - i. established wholly or mainly for the purpose of providing services to the Councillor's local authority; and
 - ii. which has entered into a contractual arrangement with that local authority for the supply of goods and/or services to that local authority.

OR

I declare an interest in item (x) for the following reasons.....and although the body is covered by a specific exclusion, the matter before the Committee is one that is quasi-judicial / regulatory in nature where the body I am a member of:

- is applying for a licence, a consent or an approval
- is making an objection or representation
- has a material interest concerning a licence consent or approval

- is the subject of a statutory order of a regulatory nature made or proposed to be made by the local authority.... and I will therefore withdraw from the meeting room during any discussion and voting on that item.

EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 29 May 2018. Minute of Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. Present:- Councillor Lesley Dunbar, Convener; Councillor Donnelly, the Depute Provost; and Councillors Flynn (as substitute for Councillor Samarai from article 6 onwards), Greig, Henrickson, Houghton (as substitute for Councillor Jennifer Stewart for part of article 6), Imrie, Laing (as substitute for Councillor Jennifer Stewart for part of article 6), Macdonald, Catriona Mackenzie, Malik, McLellan, Nicoll, Samarai (to article 5) and Jennifer Stewart (to article 5). External Members:- Mrs Stephanie Brock (Third Religious Representative), Mr John Murray (Roman Catholic Religious Representative) (to article 5), Mr Colm O'Riordan (Parent Representative - Secondary Schools), Miss Pamela Scott (Teacher Representative - Primary Schools) and Reverend Hutton Steel (Church of Scotland Representative).

The agenda and reports associated with this minute can be found here - <https://committees.aberdeencity.gov.uk/ieListDocuments.aspx?CId=620&MId=6195&Ver=4>

Please note that if any changes are made to this minute at the point of approval, these will be outlined in the subsequent minute and this document will not be retrospectively altered.

DECLARATIONS OF INTEREST

1. There were no declarations of interest.

MINUTE OF PREVIOUS MEETING

2. The Committee had before it the minute of its previous meeting of 19 April 2018 for approval.

The Committee resolved:-

to approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

3. The Committee had before it the committee business planner as prepared by the Chief Officer – Governance. Members asked a number of questions in respect of items on the planner.

The Committee resolved:-

- (i) to agree to remove item 11 (Development of Models for Civic Leadership and Engagement) and to note that any future proposals would be presented to the Strategic Transformation Committee;

EDUCATION OPERATIONAL DELIVERY COMMITTEE
29 May 2018

- (ii) to note that a report on the spend for the Pupil Equity Fund would be presented to Committee later in the year; and
- (iii) to otherwise note the updates provided.

PROPOSALS FOR THE FUTURE OF BRAESIDE SCHOOL - REFERRED FROM THE CAPITAL PROGRAMME COMMITTEE OF 23 MAY 2018 - RES/18/023

4. With reference to the meeting of the Capital Programme Committee of 23 May 2018, the Committee had before it, by way of referral, a report by the Director of Resources which had provided an update on the work undertaken by officers to review plans for repairs to Braeside School.

At its meeting, the Capital Programme Committee had:-

- (a) approved the business case detailing proposals to carry out refurbishment work at Hazlewood School, and for the Braeside School building to be permanently closed;
- (b) approved the removal of the Braeside School improvements project from the Condition and Suitability programme, and the addition of a new project within the Condition and Suitability programme to carry out improvements at Hazlewood School, with an allocation of funding as outlined in section 6.1 of the business case, and with the balance of the budget from the Braeside School project to be returned to the Condition and Suitability contingency fund;
- (c) instructed the Director of Resources to liaise with the developer to formulate a timetable for the building of the first primary school at the Countesswells development and report back to the Capital Programme Committee in September 2018; and
- (d) referred the matter to the Education Operational Delivery Committee to (i) reconsider the earlier decision by the Education and Children's Services Committee in January 2018 to declare the Hazlewood site surplus to requirement; and (ii) to agree to the proposals to use Hazlewood School to temporarily accommodate pupils enrolled at Countesswells School prior to the new Countesswells School building opening, and also for Hazlewood School to be used to accommodate the Inclusion Team.

The Education Operational Delivery Committee was therefore asked to consider recommendation (d) above.

The Convener, seconded by Councillor Boulton, moved the recommendation as set out in the report.

Councillor Greig, seconded by Councillor Samarai moved as an amendment:-
that Committee:-

- (a) expresses its wish to open the new Countesswells Primary School to admit pupils by the start of the 2020/2021 school year so that Countesswells

EDUCATION OPERATIONAL DELIVERY COMMITTEE
29 May 2018

- pupils are located at Hazlewood School for a maximum of two school years; and
- (b) expresses its wish to instruct officers to undertake further detailed discussions around the construction timeline, anticipated school rolls and related issues as a matter of urgency.

On a division, there voted:- for the motion (9) – the Convener; and Councillors Boulton, Donnelly, Imrie, Macdonald, Malik, Stewart, Mr Murray and Mr O’Riordan; for the amendment (9) – Councillors Greig, Henrickson, Catriona Mackenzie, McLellan, Nicoll, Samarai, Mrs Brock, Ms Scott and Reverend Steel.

There being an equality of votes, in terms of Standing Order 31.6 the Convener exercised her casting vote in favour of the motion.

The Committee resolved:-

- (i) to request that officers circulate figures to Members outwith the meeting in relation to the amount spent on any upgrades to Braeside School; and
- (ii) to approve the motion.

PERFORMANCE REPORT - OPE/18/028

5. With reference to article 3 of the minute of its previous meeting, the Committee had before it a report by the Chief Operating Officer which provided Members with a summary of the key outcome and operational performance indicator information in respect of in-house educational services for the period to 1 April 2017 to 31 March 2018. Appended to the report were the Education and Inclusion Services performance improvement scorecard and the Education and Inclusion Services performance improvement trend charts.

Members asked a number of questions of officers in respect of the report.

The report recommended:-

that Committee note the content of the report and attached appendices.

The Committee resolved:-

- (i) to note that a report would be presented to the Staff Governance Committee in August in relation to modifications to the Maximising Attendance Policy and to request that the report be circulated to Members as a service update following consideration by the Staff Governance Committee;
- (ii) in relation to page 27 (Percentage of Activity Agreement Completers in a Positive Destination); to commend the improvement in the figures and to request that officers circulate information to Members outwith the meeting as to how they would be working to continue this improvement in the coming year; and
- (iii) to approve the recommendation.

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LOCHSIDE ACADEMY ROAD SAFETY UPDATE - OPE/18/025

6. With reference to article 10 of the Education and Children's Services Committee of 16 November 2017, the Committee had before it a report by the Chief Operating Officer which provided an update on the actions taken in response to instructions issued by the previous Committee to address road safety concerns for pupils travelling to Lochside Academy.

The report recommended:-

that Committee –

- (a) welcome the briefing sessions in May, June and July and in particular the session in June with Police Scotland regarding speeding, and instructs the Director to bring back a report after six months of the school being opened to ensure concerns regarding speeding were being addressed; and
- (b) instruct the Director to continue support to Lochside Academy's six associated group primary schools with P4-7 and in particular P7 pupils who will continue to transition to Lochside Academy in 2019/20 and during the following school year until 2021/22.

The Convener, seconded by Councillor Boulton moved:-

That the Committee:-

- (a) welcome the briefing sessions for May, June and July and in particular the session in June with Police Scotland regarding speeding, and instruct the Director to bring back a report on 17 January 2019 to ensure safety concerns are being addressed; and
- (b) instruct the Director to continue support to Lochside Academy's six associated group primary schools with P4-7 and in particular P7 pupils who will continue to transition to Lochside Academy in 2019/20 and during the following school year until 2021/22.

Councillor Nicoll, seconded by Councillor Catriona Mackenzie moved as an amendment:-

That the Committee:-

- (i) welcome the briefing session in May and notes the proposed sessions to be held on June and July. Further welcomes the proposed session in June with Police Scotland representatives regarding speeding vehicles on the safe routes to school for Lochside Academy and instructs the Director of Operations to bring back a report after six months of the school being opened to ensure concerns regarding speeding vehicles are being addressed;
- (ii) instruct the Director of Operations to continue support to Lochside Academy's six associated primary schools with P4-7 and in particular P7 pupils who will transition to Lochside Academy in 2019/20 and during the following school years until 2021/22.

EDUCATION OPERATIONAL DELIVERY COMMITTEE
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And to recommend to the Operational Delivery Committee that the following are considered -

- (iii) instruct the Chief Officer for Operations and Protective Services to proceed with the installation of a puffin crossing on Cove Road between its junctions with Charleston Road and Cove Crescent using funding from the Lochside Academy Infrastructure capital budget to an estimated cost of £35,000;
- (iv) note the proposed costs of upgrading the path between Charleston Drive and Charleston Crescent and instructs the works be undertaken at the earliest opportunity to meet the opening of Lochside Academy in August this year using funding from the Bus Lane Enforcement – 2019/20;
- (v) instruct the Chief Officer of Operations and Protective Services to proceed with the installation of the lighting along South Loirston Road and commence the flood alleviation works required on that part of the road near to Dunlin Road using funding from the Infrastructure Capital budget to an estimated cost of £5,000;
- (vi) note that as a Planning Condition works were required to provide a formalised path between West Tullos Road and Abbotswell Crescent near the Northsound Radio building. Further notes that this Condition formed part of the safe walking routes to Lochside Academy for pupils attending the school from Torry and Kincorth and that this has been superseded by the decision to provide subsidised transport for pupils attending the school from Torry and Kincorth. Instructs the Director of Operations to take no further action in progressing these works meantime and offer a saving of £15,000 to £20,000;
- (vii) instruct the Director of Operations to implement the provision of Pedestrian Guard Railing along the stretch of Wellington Road, between Charleston Road North and Souterhead Road roundabout identified as part of the Safe Routes to School from pupils attending Lochside Academy from the Cove, Charleston and Lochinch areas using funding from the Lochside Academy Infrastructure capital budget;
- (viii) instruct the Chief Officer Operations and Protective Services to urgently undertake a review of the safe routes to school for pupils attending Lochside Academy from the Altens area of the catchment and in particular the arrangements for them to cross Souterhead Road safely;

And to recommend that the Operational Delivery Committee refer the matter to the City Growth and Resources Committee to -

- (ix) instruct the Director of Operations to confirm and identify the necessary funding to give effect to these instructions.

On a division, there voted:- for the motion (7) – the Convener; and Councillors Boulton, Donnelly, Imrie, Laing, Macdonald and Malik; for the amendment (10) – Councillors Flynn, Greig, Henrickson, Catriona Mackenzie, McLellan, Nicoll, Mrs Brock, Mr O’Riordan, Ms Scott and Reverend Steel. Absent from the division (1) – Mr Murray.

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The Committee resolved to:-
approve the amendment.

**PROPOSALS FOR THE FUTURE OF BRAESIDE SCHOOL - EXEMPT APPENDIX -
RES/18/023**

7. The Committee had before it an exempt appendix relating to the Proposals for the Future of Braeside School report referred to at article 4.

The Committee resolved:-
to note the information contained within the exempt appendix.
- **COUNCILLOR LESLEY DUNBAR, Convener**

EDUCATION OPERATIONAL DELIVERY COMMITTEE
29 May 2018

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	A	B	C	D	E	F	G	H	I
1	EDUCATION OPERATIONAL DELIVERY COMMITTEE BUSINESS PLANNER The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year.								
2	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
3	06 September 2018								
4	School Improvement Plans and the work of the Regional Improvement Collaborative	The report seeks the Committee (a) to note the content of Aberdeen City School Improvement Plans and their alignment with the intended outcomes of the LOIP; (b) to note the content of the Northern Alliance Improvement Plan; and (c) to instruct the Chief Operating Officer to contribute to the Northern Alliance workstreams as detailed in this report.	On agenda		Eleanor Sheppard	Integrated Children's and Family Services	Operations	1	D Was delayed from May 2018 as schools only completed the improvement plans and submitted them in June so information was not available for May Committee
5	Revised Children Missing from Education in Aberdeen Schools Policy	To present the revised policy.			Eleanor Sheppard	Integrated Children's and Family Services	Operations	GD 7.1	R Report no longer required as minor amendments to policy have been approved by Chief Operating Officer in accordance with Powers Delegated to Officers. This is on the basis that there are no changes to service provision, no financial implications and the changes reflect recent government guidance and the approval of the Target Operating Model.

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
6	St Peter's School - Long Term Education Provision	ECS Committee 16/11/17 - to instruct the Head of Policy, Performance and Resources to undertake a feasibility study to identify improvements to Riverbank School and the associated costs, including the costs of bringing up to category A and to report to the Committee at its meeting in January 2018. EOD Committee 19/04/18 - The Committee requested that officers look into the possibility of submitting the report to the May meeting of the Committee, following consideration at the Capital Programme Committee, rather than the September meeting as outlined in the planner.		Andrew Jones	Corporate Landlord	Resources	3	D	It is considered prudent to obtain further project approvals for the new replacement Riverbank school in advance of this committee considering the future possibilities around the Riverbank building. These are being sought during this committee cycle. As these issues will impact on the future options for the siting of St Peter's school, it will be necessary to have these matters determined first. In meantime officers are investigating financing options in respect of St Peter's which will allow the options appraisal to be brought forward to this Committee in the next cycle.
7	ACC National Improvement Framework Plan	To approve submission of the annual statutory report to the Scottish Government. This report will also cover the decision of EOD Committee 19/04/18 - to instruct the Chief Officer - Integrated Children's Services to report detailing (a) how national and local systems will be aligned; (b) how measures will help track and report progress against realising the ambitions of the LOIP and locality plans; and (c) the proposed KPIs for reporting to Committee.	On agenda	Eleanor Sheppard / Lynn Scanlon	Integrated Children's and Family Services	Operations	1		
8	Aberdeen City Workforce Delivery Plan - Early Learning and Childcare	1. ECS Committee 14/09/17 (Article 9) and 16/11/17 - The Committee resolved to instruct the Director of Education and Children's Services to submit a report to Committee in 2018 providing an update on progress and plans for workforce planning for early learning & childcare; and to instruct the Head of Education and Inclusion to present a further updated Early Learning and Childcare Delivery Plan to the appropriate Committee once notification of capital and revenue grants were received from the Scottish Government and 2. ECS Committee 14/09/17 - The Committee agreed to note that the Director would submit a further version of the Early Learning and Childcare Delivery Plan to Committee in 2018 following scrutiny by the Scottish Government.	On agenda	Eleanor Sheppard	Integrated Children's and Family Services	Operations	1		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
9	Northern Alliance Improvement Framework	(i) To seek endorsement of the Plan; and (ii) From EOD Committee 19/04/18 - The Committee resolved to instruct the Chief Operating Officer to contribute to the development of the Northern Alliance regional improvement plan and submit a report to a future meeting of the Committee.	On agenda	Aisling MacQuarrie	Integrated Children's and Family Services	Operations	Purpose 1		
10	Annual Statutory Performance Report	To provide Elected Members with a summary of the Annual Performance (Statutory Performance Indicator) outcomes.		Reyna Stewart	Business Intelligence & Performance Management	Commissioning	1.2	D	Will now be reported in November as the information will be prepared for submission to the Scottish Government in November
11	Reporting against proposed KPIs	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point.		Reyna Stewart	Business Intelligence & Performance Management	Commissioning	1.1, 1.2, 4 and 6	D	As reported to the April Committee, submission timescales for this report were indicative and subject to availability of data, therefore the report will be presented in November rather than September, which is six months from the original Committee decision
12	06 November 2018								
13	Impact of Free School Meals Workstreams (links with no 24)	EOD Committee 19/04/18 - to instruct the Chief Officer - Integrated Children's Services to bring a report to Committee outlining the impact of the proposed workstreams for ensuring maximum registration and uptake of free school meals following submission of figures to the Scottish Government.		TBC	Integrated Children's and Family Services	Operations	1.1		
14	Risk Register (Integrated Children's Services)	To present the risk register		Graeme Simpson	Integrated Children's and Family Services	Operations	GD 7.4		
15	Pupil Equity Fund	To report on the spend in relation to the Pupil Equity Fund		Lynn Scanlon	Integrated Children's and Family Services	Operations	1		
16	17 January 2019								

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
17	Lochside Academy - Safe Routes to School	EOD Committee - 29/05/18 - (i) to note the proposed sessions to be held in June and July and the proposed session in June with Police Scotland regarding speeding vehicles on the safe routes to school for Lochside Academy and instructed the Chief Operating Officer to bring a report back to Committee after six months of the school being opened to ensure concerns regarding speeding vehicles were being addressed; and (ii) instruct the Chief Operating Officer to continue support to Lochside Academy's six associated primary schools with P4-P7 and in particular P7 pupils who will transition to Lochside Academy in 2019/20 and during the following school years until 2021/22.		Andrew Jones / Lynn Scanlon	Integrated Children's and Family Services / Corporate Landlord	Operations	1.1 and 4		
18	Review of School Estate	Council 6/3/18 - to instruct the Chief Officer – Corporate Landlord to bring a review of the School Estate report within the next 9 months to the Education Operational Delivery Committee, thereafter to forward the report to the Capital Programme Committee.		Andrew Jones	Corporate Landlord	Resources			
19	14 March 2019								
20									
21									
22	April 2019 Onwards								
23	Review of Free Bus Travel and safe routes to Lochside Academy	E&CS Committee - 16/11/17 - The Committee resolved to instruct the Interim Head of Planning & Sustainable Dev & the Head of Public Infrastructure & Environment to undertake annual updates reviewing the success of provision of free bus travel & the safe routes to school, with the first review to be undertaken in March 2019 (and thereafter annually & reported to Committee at the earliest possible opportunity prior to the end of the fourth school term each year). EOD Committee - 19/04/18 - The Committee resolved to request that officers look to report back to Committee in April 2019 as previously agreed, rather than August 2019 as outlined in the planner.	The Road Safety and Traffic Management Team and the Public Transport Unit, estimate that the review would take approximately 1 month to complete, as such in order to report to committee prior to the summer holidays, data would be taken from earlier in the year, likely information from August 2018 to January 2019 and this will allow officers to review and prepare report for committee in April/May 2019.	Chris Cormack / Vycki Ritson	Strategic Place Planning / Operations	Place / Operations	Purpose 1		
24	Provision of Free School Meals to Children During School Holidays	F,P&R Committee on 1/2/18 agreed to instruct the Head of Communities and Housing to report back to Committee within 15 months on the delivery of the programme.	To be reported May 2019. Service Update to be circulated to Members after Summer 2018.	Neil Carnegie	Early Intervention and Community Empowerment	Customer	Purpose 1		
25	Annual Committee Effectiveness Report	To present the annual effectiveness report for the Committee.	To be reported May 2019	Stephanie Dunsmuir	Governance	Governance	GD 7.4		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update		Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R, or T	Explanation if delayed, removed or transferred
2									
26	Uptake of Free School Meals	EOD Committee 19/04/18 - The Committee resolved to instruct the Chief Officer Integrated Children's Services to bring a report to Committee prior to the close of each school year (a) detailing the numbers registered for and taking free school meals by school and (b) assessing the progress made by implementing the new work streams and detailing any required adjustments for the following school year.	To be reported May / June 2019	TBC	Integrated Children's and Family Services	Operations	1.1 and 5		
27	United Nations Convention on Rights of the Child	Every three years as per the Children and Young People (Scotland) Act 2014	To be reported in April 2020 : Part 1 (section 2) of the Children and Young People (Scotland) Act 2014 (the "Act") places a duty on a range of public bodies (including all local authorities and health boards) to report, as soon as practicable after the end of each three-year period, on the steps they have taken to secure better or further effect within their areas of responsibility of the United Nations Convention on the Rights of the Child (UNCRC) requirements.	TBC	Integrated Children's and Family Services	Operations	Purpose 1		

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	6 September 2018
REPORT TITLE	Northern Alliance: Regional Improvement Plan (Phase 2)
REPORT NUMBER	OPE/18/130
CHIEF OFFICER	Rob Polkinghorne
REPORT AUTHOR	Aisling MacQuarrie
TERMS OF REFERENCE	1, 1.1, 1.2

1. PURPOSE OF REPORT

The purpose of this report is to highlight the work of the Regional Improvement Collaborative and present to Elected Members, the Northern Alliance Regional Improvement Plan (Phase 2).

2. RECOMMENDATIONS

It is recommended that Committee:

- 2.1 Note the content of the Northern Alliance Regional Improvement Plan (Phase 2); and
- 2.2 Endorse the work of the Northern Alliance, Regional Improvement Collaborative.

3. BACKGROUND

3.1 Northern Alliance: Regional Improvement Collaborative

3.1.2 The Northern Alliance is a Regional Improvement Collaborative [RIC] between eight local authorities, across the north of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. The Northern Alliance is committed to improving the educational and life chances of children and young people.

3.1.3 Each RIC has been asked by a joint Steering Group, consisting of the Scottish Government, Education Scotland and Local Government to produce a Regional Improvement Plan. The Regional Improvement Plan is tasked with outlining how the RIC intends to reduce inequalities and target improvement in the four national priorities from the National Improvement Framework [NIF].

- 3.1.4 The development of the Regional Improvement Plan has been part of an ongoing iterative process. The first draft of the Northern Alliance Regional Improvement Plan was submitted to Education Scotland for feedback on the 30th January 2018. Feedback was received from the Chief Inspector of Education/ Chief Executive on the 22nd February 2018. The Northern Alliance has sought to build on the comments received and incorporate this into the next phase of the Plan.
- 3.1.5 In terms of next steps following feedback from Education Scotland, the Northern Alliance was advised to engage all stakeholders and seek their views on the developing plan. Consultations and engagement sessions took place from mid-April to mid-June with a range of stakeholders: teaching staff, parents, children and young people, elected members and unions. It was agreed that each local authority was responsible for undertaking consultation and engagement sessions in their respective areas. An evaluation report of all the qualitative feedback gathered from across the region has been produced for the collaborative. The findings of which have been considered in the drafting of Phase 2 of the Plan.
- 3.1.6 In support of the delivery of the Regional Improvement Plan (Phase 2) the collaborative has drafted a workforce plan, which will identify the resources available to ensure workstreams are effectively resourced. This workforce plan also considers resources from Education Scotland.

3.2 The Proposed Education (Scotland) Bill

- 3.2.1 The Scottish Government has set out a series of reforms in an Education (Scotland) Bill. Of the proposed reforms, the establishment of the RICs will promote and support improvement through close collaboration and partnership working between schools and associated partners and services. The RICs will provide high quality support and continuous professional development to make a difference to the lives of children and young people by ensuring that the professionals who work with them collaborate for improvement and impact. At this point in time, the Scottish Government has decided not to legislate for these changes but will monitor progress over the course of the academic year. The Scottish Government reserves the right to revisit this decision.

3.3 Regional Improvement Plan

- 3.3.1 The priorities outlined in the collaborative's Regional Improvement Plan (Phase 2) are aligned to the aims of the Scottish Attainment Challenge and the NIF. However, while the priorities outlined in the Plan highlight the aims of the NIF, the activities and outlook of the Northern Alliance is far broader. The collaborative champions child and family-centred approach to address the achievement gap and to drive improvement. In support of realising the priorities, there are 13 workstream programmes. The collaborative seeks to work in a multi-layered way. Some of the workstream programmes are directed, for example, the Emerging Literacy, Numeracy and Maths Attainment and Modern Foreign Languages programmes contribute directly to improving attainment. A significant number of the workstreams outlined in the Plan (Phase 2) have cross cutting themes and contribute to the delivery of all four priorities. It is important

to note that not all schools will be involved in all improvement activities at any given time.

3.4 Aberdeen City – Northern Alliance Consultation

3.4.1 Feedback from the Aberdeen City consultation exercise found that the majority of those consulted were supportive of the Plan. For example: 89% of teaching staff agreed with the priorities outlined in the plan as did 99% of parents and guardians. Staff were asked if they were able to see clear links to their own School Improvement Plans and 95.5% agreed they could. Parents unanimously agreed that the child and family centred approach adopted by the Northern Alliance is the correct way to address the achievement gap and drive improvement.

3.5 Development of the Regional Improvement Plan (Phase 2)

3.5.1 The development of Phase 2 of the Regional Improvement Plan has sought to identify how the collaborative will measure progress as well as refine existing measures. Several of the workstreams are beginning to embed and mature, whereas others are now emerging from the 'bottom up'. The workforce plan will ensure that resources are effectively deployed to support their delivery. To this end, the Northern Alliance seeks to build on its long-standing collaboration to effectively develop a robust plan with clear workstreams and implementation strategies.

3.5.2 A crucial step in developing Phase 2 of the Regional Improvement Plan has been consulting with stakeholders and evaluating feedback. The Northern Alliance is keen to develop distributive leadership at all levels and ensure that a practitioner informed approach shapes the collaborative's activities. The Northern Alliance is committed to learning from what works well and importantly listen to feedback and request from schools and teachers to aid their work with children and young people.

3.6 Resource

3.6.1 The amount of resource required from Aberdeen City will depend on which of the programmes the authority decides to participate in. This decision will be based on how the programmes benefit the city and its improvement agenda. It is important to note that some of the workstreams are still to mature. Therefore, the amount of the time required will vary across the year depending upon the level of engagement required.

3.6.2 The collaborative seeks to ensure that workforce planning is equitable across the eight authorities. This approach will ensure that all resources are apportioned fairly across the eight partners.

3.6.3 On the 26 June 2018, the Deputy First Minister announced £10 million funding to enhance regional capacity for improvement. The Deputy First Minister has decided that for the current year funding will be provided on the basis of need and will be responsive to the particular circumstances of each RIC area and

emerging work plans. To this end, the Northern Alliance will submit a focused bid, which will support the delivery of the regional improvement plan. Each workstream will monitor the time allocated to collaborative working throughout 2018/19 to allow more accurate workforce planning arrangements to be made as we go forward.

4. FINANCIAL IMPLICATIONS

4.1 There are no direct financial implications to Aberdeen City Council.

4.1.2 The Northern Alliance has secured funding from the Scottish Government of £385,000 for 2017/18 and 2018/19. The funding will enhance the work of the Northern Alliance to strengthen resources that support learning and teaching.

4.1.3 Regional Improvement Collaboratives will integrate resource bids with the submission of the Regional Improvement Plan (Phase 2) and the Resourcing/Workforce Plans to access the available support from the Scottish Government RIC funding envelope for 2018-19. Regional Improvement Collaborative Funding is available for work which is aligned with the guiding principles and functions set out in the RIC Steering Group report.

5. LEGAL IMPLICATIONS

5.1 There are no direct legal implications arising from the recommendations of this report.

6. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	A financial risk is the financial pressures local authorities are current experiencing, which may limit the capacity of authorities to resource the collaborative improvement priorities.	L-M	The Northern Alliance has secured funding from the Scottish Government for 17/18 and 18/19. It is currently preparing a bid to access additional funds, which are available from the Scottish Government RIC funding envelope for 2018/19.
Legal	Legislative changes such as the introduction of the Education (Scotland) Bill may have	L	Monitor the national direction of travel. The Regional Improvement Plan is open and flexible document, which

	implications for the RICs current practice and working arrangements.		has the potential to accommodate new or additional duties that maybe placed on the RIC.
Employee	Lack of capacity to deliver the Regional Improvement Plan.	M	The collaborative will ensure equitable resource allocation across the region; develop protocols for joint working and the continuous review of workforce allocation
Customer	The Northern Alliance is committed to ensuring staff have access to the practical improvement support they require. A risk is this message is not clearly communicated to staff and there is a lack of understanding amongst schools regarding the role of the RIC.	L	The collaborative is redeveloping their website to ensure it is user friendly and profiles the work of the Northern Alliance. The collaborative has also devised a communications strategy to engage schools, Head Teachers, Teachers and other key stakeholders, including young people and their parents /guardians/carers.
Environment	No risk identified.		
Technology	The collaborative covers a vast area and utilises IT and digital technologies to overcome distance and reduce travel costs. There is a risk if the IT infrastructure is not effective it could hinder progress.	L	The Northern Alliance has conducted an options appraisal to evaluate the most appropriate collaboration platform. It is also working in partnership with Education Scotland to evaluate available platforms to support document sharing and storage as well as video/teleconferencing.
Reputational	Not supporting the Northern Alliance's work outlined in the Regional Improvement Plan could create a negative reputational risk. The Northern Alliance Regional Improvement	L	Adopt a collaborative approach to improvement based on consensus building and stakeholder engagement.

	Plan supports the delivery of the LOIP.		
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7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	The implementation of the Regional Improvement Plan will contribute to breaking the cycle of deprivation and support the developing young workforce. The changes will positively impact on Aberdeen City's economy and prosperity.
Prosperous People	The Regional Improvement Plan will lead to improved outcomes for children, young people and their families. This will impact positively, particularly for those who are adversely affected by poverty.
Prosperous Place	The Regional Improvement Plan takes account of need and will have a positive impact on individual communities across the Aberdeen City. It also encourages the sharing of best practice across the region, which will be to the benefit of Aberdeen City.

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The Regional Improvement Plan will seek to close the poverty related attainment gap by providing the best support to schools and improve outcomes for children and young people.
Organisational Design	The Plan encourages the use of resources and the sharing of best practice.
Governance	The Northern Alliance adopts a robust, transparent and accountable internal governance model. Accountability for improvement in attainment sits within each of local authority and in the case of Aberdeen City will be overseen by Chief Officers and the Education Operational Delivery Committee.
Workforce	The Northern Alliance is committed to sharing best practice across organisational boundaries to add value as a collective and support improvement. The Regional Improvement Plan outlines the offer it is making to schools across the region.
Partnerships and Alliances	The Regional Improvement Plan and the Northern Alliance is committed to working with all partners (NHS, Further and Higher Education Institutions) and associated services for improvement in the outcomes for all our children and young people.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	<i>Required</i>
Privacy Impact Assessment	<i>Required</i>
Duty of Due Regard / Fairer Scotland Duty	<i>Applicable</i>

9. BACKGROUND PAPERS

ECS/18/010 Northern Alliance Regional Improvement Plan
Aberdeen City Council, Education and Children's Services, 25 January 2018
https://committees.aberdeencity.gov.uk/documents/s78681/ECS_18_010_Northern%20Alliance%20Regional%20Improvement%20Plan_Final.pdf

Regional Improvement Collaborative: Guidance on Developing Regional Improvement Plans [Scottish Government, December 2017]

Education Bill policy ambition: joint agreement [Scottish Government, 26 June 2018]
<https://beta.gov.scot/publications/education-bill-policy-ambition-joint-agreement/>

10. APPENDICES

Appendix A: Northern Alliance: Regional Improvement Plan (Phase 2)

11. REPORT AUTHOR CONTACT DETAILS

Name Aisling MacQuarrie
Title Project Officer, Northern Alliance
Email Address amacquarrie@aberdeencity.gov.uk
Tel 01224 523204

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The Northern Alliance

Regional Improvement Framework Plan 2018



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1. Introduction

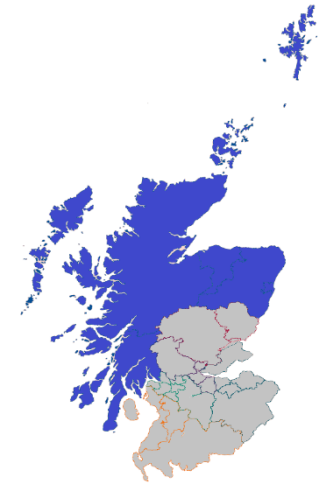
The Northern Alliance is a collaboration between eight local authorities, across the North and West of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. Our shared vision is to improve the educational and life chances of our children and young people. To remove the barriers to learning and improve children's outcomes, the collaborative seeks to build on the strengths of shared service development, create professional networks and deliver continuous professional development. The Northern Alliance exists to make a difference to the lives of children and young people by ensuring that the professionals who work with them collaborate for improvement and impact. The reach of the Northern Alliance is vast, covering 58.4% of the landmass of Scotland, yet it represents a small percentage of the Scottish population. This area has amongst the highest levels of rurality and the lowest levels of population density within a context of economic fragility and poverty. It also includes two of Scotland's cities. The geography and common challenges experienced across the region moved the Alliance to identify new ways of working and adopt a shared approach to the communities it represents in the north of Scotland and in the islands.

In response to the Governance Review of Scottish Education, the Alliance has sought to further develop its culture of collaboration. This has resulted in the sharing of expertise in a range of areas: curriculum development, school estates, early years and Integrated Children's Services development, as well as establishment of local and regional networks. Partnership working has enabled the Northern Alliance to deliver programmes such as Emerging Literacy and Leadership Development, which are already benefiting schools and teachers across the region. The Raising Attainment in Literacy, Language and Communication workstream is currently providing direct support to practitioners in 47% of primary schools across the Northern Alliance.

A key strength of the Northern Alliance is found in its commitment to distributed leadership at all levels. This approach allows flexible and organic partnerships to emerge, which cross professional and geographic boundaries. This 'bottom up' approach is reflected in the origins of a number of the Alliance's workstreams such as the Equalities group and more generally, in the practitioner informed approach that shapes all our activities.

By building on our collective experiences as a regional improvement collaborative we are confident we can make a meaningful difference to the lives of children and young people. To measure our impact the Alliance is committed to evaluating performance data through the use of pupil data. Alongside the use of quantitative data, we draw on qualitative data to capture information from teachers and practitioners, which is collated into the formal evaluation of programmes. Our commitment to ongoing evaluation across all of the programmes allows the Alliance to measure impact and target improvement. We aim to grow and develop this approach with other partners – such as NHS, universities and national agencies.

Central to the work of the Alliance is the Scottish Attainment Challenge and the shared aim to achieve equity in educational outcomes, with a focus on closing the poverty related attainment gap. This is of particular interest to the Northern Alliance given the aforementioned challenges experienced by the region. To



this end, the high-level priorities outlined in the Northern Alliance Regional Improvement Plan are aligned to the aims of the Scottish Attainment Challenge and the National Improvement Framework [NIF hereafter].

The Northern Alliances seeks to deliver on the following priorities:

- Priority 1: Improvement in attainment, particularly literacy and numeracy
- Priority 2: Closing the poverty related attainment gap between most and least disadvantaged children
- Priority 3: Improving the structures which help children and young people's health and wellbeing
- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

As a group of eight local authorities we are committed to improving outcomes and closing the gap, which exists across our wide and varied communities and crucially, keeping the child and family at the centre of all that we do. Schools, teachers and headteachers have a clear role to play, but for too many young people and families, this is not enough. Some of our young people and their families require family support workers, social workers, school nurses and many others besides. While the priorities outlined in the Regional Improvement Plan support the aims of the NIF, the activities and outlook of the Northern Alliance is far broader. The Alliance champions a child and family-centred approach to address the achievement gap and to drive improvement.

To realise our vision, we work in a multi-layered way. Some programmes are directed, such as those which support the above-mentioned priorities. The Emerging Literacy, Numeracy, Maths Attainment and Modern Foreign Languages programmes contribute to directly improving attainment. A significant number of our workstreams have cross cutting themes and are reflective of the leadership ethos which we have promoted over the last three years. These workstreams not only reflect the wider imperative to improve all services but have come about by middle managers and leaders recognising the benefits of collaboration to improve services more quickly and sustainably. However, not all schools will be involved in all improvement activities at any given time.

The Northern Alliance is a committed learning collaborative and as such will continue to learn as programmes embed and develop, we are committed to working in partnership nationally, regionally and locally and welcome wider collaborations and learning which develop impact and drive improvement across the country. During the drafting of the second phase of the plan, the Northern Alliance has sought to engage with all stakeholders, consulting with teachers, head teachers, children and young people, parents and guardians and elected members from across the region. The Northern Alliance will continue to learn from what works well, where change is needed and importantly react to feedback and requests from schools and teachers to aid their work with children and young people.

2. Northern Alliance Workstreams



Emerging Literacy programme	Maths Attainment & Numeracy Programme	Systems Improvement and Leadership Development	Early Years and Child Care Programme	Performance/ Data Sharing Programme	Children's Services Planning Group	Children's Services	MFL Development Group	Poverty / Closing the Gap Development	Future Delivery Models / Estates	IT transformation [E-Learning]	Equalities	Community Learning & Development
<i>Programme Sponsor:</i> Regional Improvement Lead	<i>Programme Sponsor:</i> Regional Improvement Lead	<i>Programme Sponsor:</i> Laurence Findlay	<i>Programme Sponsor:</i> Anne Paterson	<i>Programme Sponsor:</i> Dave Gregory	<i>Programme Sponsor:</i> TBC	<i>Programme Sponsor:</i> TBC	<i>Programme Sponsor:</i> Laurence Findlay	<i>Programme Sponsor:</i> Helen Budge	<i>Programme Sponsor:</i> Wilf Weir	<i>Programme Sponsor:</i> Bernard Chisholm	<i>Programme Sponsor:</i> Regional Improvement Lead	<i>Programme Sponsor:</i> Anne Paterson
<i>Programme Lead:</i> James Cook	<i>Programme Lead:</i> David Clark & Margaret Rule	<i>Programme Lead:</i> Vincent Doherty	<i>Programme Lead:</i> Craig Clement	<i>Programme Lead:</i> Reyna Stewart	<i>Programme Lead:</i> Ian Kyle	<i>Programme Lead:</i> TBC	<i>Programme Lead:</i> Sylvia Georgin	<i>Programme Lead:</i> Shetland QIO	<i>Programme Lead:</i> Peter Diamond	<i>Programme Lead:</i> Angus MacLennan	<i>Programme Lead:</i> Bernadette Cairns	<i>Programme Lead:</i> Avril Nicol
Focus: Raising Attainment in literacy	Focus: Review of attainment in mathematics, T&L approaches	Focus: Develop high quality leadership & systematic improvement across the NA at all levels	Focus: Delivering 1140 hours EYCC policy	Focus: Create shared data set for NA work	Focus: To ensure alignment and coherence across NA ICS plans and workstreams	Focus: To support improvement in children's services	Focus: To develop 1+2 languages, embed teacher subject knowledge	Focus: To explore rural poverty and its impact on attainment	Focus: To develop and implement a framework to facilitate transformation and change in our communities	Focus: To explore development and impact of Esgoil model across the region	Focus: champion equalities and children's rights across the NA	Focus: to develop shared approaches to community learning & development
Outcome: Impact on closing the gaps, teacher subject knowledge and attainment	Outcome: Impact on closing the gaps, teacher subject knowledge and attainment from primary 1 to S4	Outcome: To improve the quality of leadership through promoting and developing systemic approaches to improving outcomes, quality & meeting LA's statutory obligations.	Outcome: Improving access, quality and closing economic/ attainment gap	Outcome: Shared agreement re data to help drive performance of NA programmes	Outcome: Work towards shared improvements across the NA, sharing of best practice, innovation in approach across the region	Outcome: Better outcomes for vulnerable children and improved practice	Outcome: Increase teacher subject knowledge, extend qualified teacher numbers, raise attainment	Outcome: identify key indicators of rural poverty: reduce impact on attainment	Outcome: reduce costs: share best practice, create innovative plans for future services	Outcome: Wider access to full curriculum, cost reduction, transformation of T&L	Outcome: improve the health & wellbeing of children & young people	Outcome: improving employability skills for young people, improve family learning & parental engagement

3. Northern Alliance Priorities

High Level Priorities

Priority 1	Priority 2	Priority 3	Priority 4
Improvement in attainment, particularly literacy and numeracy	Closing the poverty related attainment gap between most and least disadvantaged children	Improving the structures which help children and young people's health and wellbeing	Improvement in employability skills and sustained, positive school leaver destinations for all young people
<ul style="list-style-type: none"> ❖ Improve the leadership of the raising attainment agenda at school, ASG, authority and across the Northern Alliance ❖ Develop shared approaches to assessment and moderation ❖ Develop literacy and numeracy strategies to improve attainment 	<ul style="list-style-type: none"> ❖ Identify appropriate poverty related attainment gaps across the Northern Alliance ❖ Improve learning and teaching to raise attainment across the region 	<ul style="list-style-type: none"> ❖ Reduce the impact of adverse childhood experiences and chronic neglect 	<ul style="list-style-type: none"> ❖ Increase the number of young people reaching a positive and sustained destination

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Workstreams With Cross Cutting Themes




Performance and Data Sharing	Rural Poverty	Systems Improvement and Leadership Development	
Equalities	Community Learning and Development	IT Transformation (E-Learning)	
Children's Services Planning Group	Early Learning and Childcare	Children's Services	Future Delivery Models/Estates

4. The Northern Alliance Regional Improvement Plan – How This Will Be Achieved

PRIORITY AREAS		KEY DRIVERS	
1	Improvement in attainment, particularly in literacy and numeracy	SL	School Leadership
2	Closing the poverty related attainment gap between most and least disadvantaged children	TP	Teacher Professionalism
3	Improving the structures which help children and young people's health and wellbeing	PE	Parental Engagement
4	Improvement in employability skills and sustained, positive school leaver destinations for all young people	ACP	Assessment of Children's Progress
		SI	School Improvement
		PI	Performance Information







Priority 1: Improvement in attainment, particularly literacy and numeracy					
Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
<p><u>Literacy</u> Equipping education practitioners with the knowledge, understanding and skills to support children's early literacy, language and communication development.</p> <p>Key Drivers: ACP SL TP PI</p>	<ul style="list-style-type: none"> A group of Lead Practitioners will be trained to support sustainability of the approach at local level using a suite of professional learning resources. 	June 2019	Leads: James Cook	Qualitative feedback from: Lead Practitioners; Local Networks led by the Lead Practitioners; Practitioners involved from educational psychology and allied health professionals.	By June 2019, programme will be self-sustaining.

	<ul style="list-style-type: none"> Case studies will be captured and shared, detailing the impact on practice and the outcomes for children. 			<p>Quantitative data analysis on 'Achievement of CfE Levels' data: -Y1: 2016/2017; comparison of those involved and those not involved in the workstream -Y2: 2017/2018; comparison of those involved and those not involved in the workstream.</p> <p>Qualitative data from practitioners within each of the local networks.</p> <p>Qualitative feedback from case studies in supporting school improvement</p>	<p>In 2018/2019, 300 schools and ELCCs in the local authorities who are part of the Northern Alliance Emerging Literacy workstream will be supported in taking a developmental approach to Emerging Literacy.</p> <p>Practitioners will report an increase in knowledge, understanding and confidence in children's early literacy, language and communication skills.</p> <p>Schools will have case studies to reflect on to support their own school improvement</p> <p>Scottish Government Stretch Aim: By 2020, at least 85% of children within each SIMD quintile will have successfully achieved early level literacy.</p>
<p><u>Numeracy and Maths Attainment</u> Develop teacher confidence, professional understanding and leadership in relation to numeracy and secondary maths attainment</p> <p>Key Drivers: SL PI TP</p>	<ul style="list-style-type: none"> Upskilling of ELCC workforce to support numeracy Improving the learning and teaching of 'hard to teach' areas in numeracy Developing networks of education practitioners, including linking to Ed Psychologists, University of Aberdeen and allied health professionals. Improve ELCC practitioner and teacher confidence 	From August 2018 onwards	<p>Leads: Dave Clark; Margaret Rule; Head Teachers</p> <p>Education Scotland Support</p>	<p>Qualitative: Capture attendance at networking events and follow up survey from events</p> <p>Evaluation reports to assess the development of a culture of learning and impact on practice</p> <p>Longitudinal study of maths teachers</p> <p>Annual Survey</p> <p>Quantitative:</p>	<p>By 2021 in the 60 identified schools, the poverty related attainment gap (including aspects of rural poverty) will close by 10%</p> <p>Feedback from schools and ELCCs indicate improved quality of professional learning for staff</p> <p>Clear, coherent and rigorous learning pathways established from the BGE to Senior Phase</p> <p>A range of interventions created that develop mathematical thinking in "difficult" areas especially for students in</p>

	<ul style="list-style-type: none"> • Utilise digital platforms (glow and website) to enhance and develop networking • Create virtual communities/ communities of practice • Ensure leadership development programme in place for head teachers, senior leaders, subject and curriculum leaders • Review of presentation policies and maths attainment in Northern Alliance • Twinning of Schools • Transition for primary to secondary 			<p>Assessment of link between attainment data and professional learning to identify impact of leadership development programme (3-year programme S1-S4)</p> <p>SNSA</p> <p>Numeracy – CfE level of judgement (primary 4)</p>	<p>SIMD 1-4.</p> <p>Alliance – wide framework for effective maths faculty leadership with change leadership and learning at its core.</p>
<p>To improve the numeracy levels of pupils and improve attainment in S4 maths.</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> • Effective leadership of change and of learning within maths faculties. • Effective planning of learning, teaching and assessment. 	<p>From August 2018-onwards</p>	<p>Leads: Dave Clark; Margaret Rule</p>	<p>Insight data set</p> <p>BGE benchmarks</p>	<p>Increasing the number of maths faculties across the Alliance meeting or exceeding their VC.</p> <p>Levels of numeracy at L4 and L5 improve for pupils in SIMD 1-4.</p> <p>SNSA scores show incremental improvement year on year.</p> <p>N5 attainment in maths rises across the Alliance by _ % by 20_</p> <p>Increase in teachers' judgement for primaries 1, 4 and 7.</p>


					<p>Increase in % of young people entering preschool with appropriate numeracy milestones</p> <p>Increase uptake of Higher Maths</p>
<p>Develop shared approaches to assessment and moderation for literacy and numeracy.</p> <p>Key Drivers: SL PI PE TP ACP</p>	<ul style="list-style-type: none"> Establish a QAMSO group across Alliance Teachers to develop a greater shared understanding of standards (improved standardisation) by facilitating opportunities for professional networking Create virtual communities of practice to develop teacher judgement <p>Introduce 'critical friend' approach to moderation (teachers moderating across the Northern Alliance region)</p>	<p>Throughout school session 2018/19</p>	<p>Leads: Regional Improvement Lead; QAMSO lead, Karen Lees.</p>	<p>Teacher confidence survey: sampling across the Northern Alliance</p> <p>Use of web analytics to track use of online communities and resources</p> <p>QAMSOs to assess teacher judgement</p> <p>collectively tracking teacher judgement across the Northern Alliance</p> <p>Review of embedding standardisation in assessment and moderation</p>	<p>80% of assessment figures as checked by QIOs to be accurate (Y1)</p> <p>Take sample across Aberdeen and work from youngster; across the NA.</p>
<p>Ensure all teachers across the Northern Alliance see themselves as teachers of language</p> <p>Key Drivers: SL PI PE TP ACP</p>	<ul style="list-style-type: none"> Develop moderation work in and across primary and secondary Focus on tracking and monitoring of languages across the BGE 	<p>From August 2018 onwards</p>	<p>Leads: Sylvia Georjin</p>	<p>Insight data set</p> <p>Annual 1+2 survey of primary languages</p>	<p>_% increase in uptake in Modern Languages in the Senior Phase by 2021</p> <p>_% increase in passes at A to C at National 5 Level in Modern Languages by 2021</p>

<p>Develop strong connections and synergy between emerging literacy and language learning ensuring a connected curriculum and a more integrated approach to raising attainment in literacy</p> <p>Key Drivers: SL PI PE TP ACP</p>	<ul style="list-style-type: none"> Align progression frameworks for languages across the Northern Alliance Develop links between emerging literacy approaches to phonics with 1+2 	June 2019	Leads: Sylvia Georjin; James Cook; Regional Improvement Lead	CfE and Insight data	School inspection data showing positive progress with implementation of 1+2 by 2021
<p>Increase and improve parental engagement on literacy and numeracy.</p> <p>Key Drivers: PE</p>	<ul style="list-style-type: none"> Audit current engagement activity in schools and ELCCs Identify areas for improvement and agree where collaboration can support effective programme development 	From August 2018 onwards	Lead: Avril Nicol Education Scotland support	<p>Measure consistent understanding of Family Learning to support application of agreed measures</p> <p>Introduce and embed Adult Achievement Award</p>	<p>Increase in number of parents / carers engaged with children's learning (in and out of school/ELCC)</p> <p>Increase in (number/time) parents engaged in supporting children's learning/attainment</p>

Priority 2: Closing the poverty related attainment gap between most and least disadvantaged children.					
Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
<p>Review of attainment across the Northern Alliance with a specific focus on our most disadvantaged children in order to identify ‘the gap’ (linked to Maths project outlined under Priority 1)</p> <p>Key Drivers:     </p>	<ul style="list-style-type: none"> Group review attainment in maths across the Northern Alliance (stats review) Establish statistical milestones, which identify effective practice e.g. S4 scores Gap between SIMD levels is analysed and described, and common themes identified Review of Presentation policies Review of Inspection outcomes for best practice/key themes Work with Education Scotland on maths support and development from national thematic programme 	June 2019	<p>Leads: Dave Clark, HT, DHT, PT (Maths)</p> <p>Reyna Stewart, Performance workstream</p>	Insight	<p>Clear articulation of the attainment gap in numeracy</p> <p>Increased attainment in SIMD 1 & 2</p>
<p>Ensure all young people receive their entitlement to languages learning given the wider attainment benefits this brings for all learners regardless of background or ability</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> Provide clear consistent guidance for schools in relation to timetabling and presentation in Modern Languages to ensure a common approach across all our schools Involvement of key practitioners in developing T&L tools to support learning 	By 2020 in line with the Government 1+2 strategy	Lead: Sylvia GeorGIN	<p>Insight analytical data set</p> <p>Use of rural deprivation measure [once developed]</p>	<p>XX% increase in National 5 passes of A to C in Modern Languages in SIMD 1—3 and SIMD 9-10 by 2021</p> <p>Almost all learners receiving their entitlements to L2 and L3 as per national 1+2 policy by 2021</p>


<p>Improve attainment of Care Experienced Young People</p> <p>Key Drivers: ACP SL TP PI</p>	<ul style="list-style-type: none"> • Shared initiatives being developed in each of our authorities • Explore opportunities provided by eLearning • Develop tracking and monitoring processes alongside other recording and performance activities • Explore shared approaches to out of authority placements • Share best practice, including through the ASN network 	By June 2020	Lead: TBC	<p>Absence, Attendance, Exclusion data</p> <p>Qualitative the views of our Looked After Children e.g. champions board</p>	5% increase in numeracy and literacy attainment in Care Experienced Young People by 2020
<p>Ensure young people have access to wider achievement opportunities and accreditation</p> <p>Key Drivers: PI</p>	<ul style="list-style-type: none"> • Accredited learning: • Menu of accreditation opportunities available across the Northern Alliance– DofE; Youth Achievement and Dynamic Youth Awards; Satlire; John Muir Trust; Princes Trust; Sports Leader • Reduction in the barriers to access 	By June 2019	Lead: Avril Nicol	Participation and achievement measures – DofE; Youth Achievement; Saltire John Mur	<p>Increase in uptake of DYA and YAA and DofE – 3% uplift across NA</p> <p>Particular focus on increased uptake from SIMD 1-3 5% uplift across NA</p>
<p>Development of learning pathways to improve outcomes for children and young people.</p> <p>Key Drivers: PE ACP PI</p>	<ul style="list-style-type: none"> • Establish primary and secondary curriculum. head teacher groups • Individualised / flexible learning pathways – including element of family learning • Increased collaborative working with further and higher education to support curriculum delivery • Sharing curricular models across the NA • Mechanisms for school leaders to share best practice in use of PEF funding • Youth work in schools 	From August 2018	Lead: Avril Nicol	<p>SDS data</p> <p>Participation measures</p>	<p>95% young people have positive and sustained destination by 2020.</p> <p>Increased attainment in the lowest 20% of cohort placements</p> <p>Reduction of Out of Authority Placements</p> <p>Increased attendance across the NA</p> <p>Decrease exclusion across the NA</p>

Priority 3: Improving the structures which help children and young people's health and wellbeing

Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
Northern Alliance to reduce the impact of adverse childhood experiences and chronic neglect Key Drivers: 	<ul style="list-style-type: none"> Promoting understanding of ACEs and their impact Earlier identification and assessment of chronic neglect Responding to chronic neglect Strategies to promote resilience 	From August 2018	Lead: TBC	Health and Social Work data on adverse childhood experiences and chronic neglect Qualitative data from focus groups to discuss adverse childhood experienced	Staff being upskilled. Improvement children's health and wellbeing. % decrease in children in adverse childhood experiences % decrease in children experiencing chronic neglect Children and young people explain approaches to be resilient


<p>Develop an effective partnership across the different NHS boards and the Northern Alliance focused on improvement of young people's health and wellbeing</p> <p>Key Drivers: PI ACP</p>	<ul style="list-style-type: none"> • Mapping exercise of current health related services for children and young people across the Northern Alliance • Consider collective arrangements for the commission and decommissioning of health-related services 	June 2019	Lead: Regional Improvement Lead	Audit exercise Individual Children's Services Plans	<p>Improvement of health and wellbeing of children and young people across the Northern Alliance</p> <p>More joined up working across the services.</p>
<p>Enabling Youth Voice (Youth Democracy)</p> <p>Key Drivers: TP SI SL</p>	<ul style="list-style-type: none"> • CLD staff across the Northern Alliance to promote youth led participatory groups and volunteering opportunities for CYP 	June 2019	Leads: Bernadette Cairns, Equalities leads; Avril Nicol, CLD Group	<p>Qualitative and quantitative data on the number of youth led groups and their function</p> <p>Quantitative data on the number of Children and Young People attaining wider achievement awards</p> <p>AVCO data</p>	5% increase in the number of CYP achieving wider achievement wards such as Saltire May 2018 to May 2019
<p>Deliver financial awareness to measure financial literacy</p> <p>Key Drivers: PE</p>	<ul style="list-style-type: none"> • Develop professional understandings of financial literacy • Establish networks of practice between LAs and at locality level (Youthbanks; Credit Unions, links to Welfare Reform – benefits uptake rates) • Financial awareness training delivered in all 8 LAs 	June 2020	Leads: Avril Nicol; Education Scotland support	Qualitative feedback	<p>Increase in parents / families feeling confident/upskilled to make informed choices</p> <p>Development of agreed Financial Literacy Measures</p>

<p>Support the development of effective equalities and diversity policies across the Northern Alliance</p> <p>Key Drivers: TP SI SL</p>	<ul style="list-style-type: none"> Establish a baseline for number of schools/ELCCs with diversity policies Working group to create a skeleton statement/policy 	By June 2019	Leads: Bernadette Cairns in partnership with LA leads	Quantitative data on the number of schools/ELCCs with policies / statements in handbooks.	By 2019 there will be 100% increase from the baseline.
<p>Equality, Diversity and Children’s Rights – Training and Curriculum Resources</p> <p>Key Drivers: TP SI SL</p>	<ul style="list-style-type: none"> Establish an Equalities Working Group (EWG), including young people, across the Northern Alliance Share current resources across the EWG Agree the core programmes and linked materials 	By June 2019	Leads: Bernadette Cairns in partnership with LA leads	Qualitative feedback received during the testing of materials across the Northern Alliance to inform ongoing development.	By 2019 a core training programme, with links to curriculum resources, will be created for use across Las in the Northern Alliance
<p>Championing Equality and Diversity through the Rights Respecting Schools (RRS) programme (Unicef)</p> <p>Key Drivers: SL PI PE TP</p>	<ul style="list-style-type: none"> Identify a lead within each local authority, named within the Service Level Agreement (SLA), will promote the RRS programme. Identify ‘champions’ across the Northern Alliance partners / Las to support the engagement with and assessment of the RRSA Training provided for the ‘champions’ by Unicef 	By June 2019	Leads: Bernadette Cairns with support from Unicef	Quantitative data on the number of schools registered and progressing towards RRSA Awards at the various levels.	In the LAs with the SLA across the Northern Alliance at least 30% of schools will be registered and progressing towards the RRSA by 2019.
<p>Increase the number of LGBT+ children and</p>	<ul style="list-style-type: none"> Development of LGBT+/Alliance (or Gender and Sexual Orientation Alliance, GSA) groups in secondary schools to support children and young 	By June 2019	Leads: Bernadette Cairns in	Quantitative GREC data and SEEMIS data.	10% increase in the number of LGBT+/Alliance groups by May





<p>young people in school who feel safe</p> <p>Key Drivers: </p>	<p>people who identify as LGBT+ and their allies.</p> <ul style="list-style-type: none"> • Awareness training in schools • Sharing of National Guidance (GSA) • Sharing of best practice – what works locally • Protecting children and adults against abuse through effective professional learning • Capture current picture of relevant available CPD – across Northern Alliance members • Work collaboratively to agree measures – e.g. linked back to Bounce Back programmes 		<p>partnership with LA Leads</p>	<p>Qualitative local / regional data gathered through a random survey of schools across the Alliance, repeated annually</p>	<p>2019 – ambitious. Long term aim view of 100%</p> <p>10% increase in the number of LGBT+ Children and Young People in school who feel safe, supported and included by May 2019. (think about language)</p>
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Priority 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people




Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
<p>Add value to DYW agenda by ensuring languages are within DYW agenda across the Northern Alliance</p> <p>Key Drivers: SL PI TP</p>	<p>Link languages experiences in schools to the wider DYW agenda and skills agenda/provide an employment context for learners:</p> <ul style="list-style-type: none"> • Agree common expectations and principles for a languages approach to DYW in the Northern Alliance • Provide CLPL for teachers linked to languages and DYW and further ensure DYW CLPL has an integrated languages component as required • Ensure all our schools, primary and secondary have access to business champions who can bring relevance to languages learning • Greater connectivity and synergy across languages and DYW policy areas <p>Embed languages across the curriculum (5-15) with a clear focus on skills development:</p> <ul style="list-style-type: none"> • Develop contexts for learning linked to DYW/languages • Further develop partnerships with SCILT with regards Business Champions and Business Brunches 	June 2020	Lead: Sylvia Georjin	Insight data	<p>Every secondary school Modern Languages department to have at least one business / employer link by 2021</p> <p>XX% increase in update of SQA Language in Work units from 33 onwards by 2021</p>

<p>Review all Northern Alliance employability strategies/ plans and consider areas of common interest where we could add greatest value</p> <p>Key Drivers: </p>	<p>Wider achievement:</p> <ul style="list-style-type: none"> • Review plans • Arrange for DYW leads to meet to identify share skills pathways • Share best practices • Engage key stakeholders e.g. better linking with colleges and Adult Learning staff • Increase engagement of primary schools with DYW, and develop improvement plans to raise aspirations in CYP from primary stage • Youth Aspiration Survey: Roll out across a small cohort (primary and secondary) <p>Employability – senior phase, essential skills:</p> <ul style="list-style-type: none"> • Support pupils into the ‘Career Ready’ programme • Linking curriculum areas of CfE to employment opportunities and skills • 16-18 named person role implementation/improvement pre-16 activity agreements <p>Internship opportunities and skills for work development:</p> <ul style="list-style-type: none"> • Have flexible arrangements for Activity Agreements to take place across the LAs • 16+key worker role • Retaining contact with those who were known no not known, embed in each targeted school with consistent approach managing a gap 	<p>Phase one data gathering by end of Sept 2018</p> <p>Phase two reporting end June 2019</p>	<p>Lead: Avril Nicol</p>	<p>Participation measures in place across the Northern Alliance.</p> <p>SDS extract</p> <p>Improved data available e.g. Northern Alliance data sets</p>	<p>Clearer picture from Youth Aspiration Survey roll out across a small cohort (primary and secondary)</p> <p>Increased numbers of senior phase pupils mentored to develop skills for work</p>
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Key Drivers: ACP TP PI	<ul style="list-style-type: none"> Focus on self-evaluation for improvement 				
Work towards reducing impact of child poverty [including rural poverty] in line with the provisions set out in the Child Poverty Act 2017 Key Drivers: SI PI	<ul style="list-style-type: none"> Develop an overall deprivation measure describing rural settings and the unique challenges rural communities face Work collaboratively to define and identify indicators to describe rural poverty Enable staff to continue career long professional learning about child poverty regardless of area – utilise eLearning and online communities 	June 2020	Leads: Helen Budge	Develop rural poverty measures Use said measure to evidence impact PEF Work with ADES Work with SG	Run small tests of change to demonstrate impact and change over time Longer term aim implementation of measure and reduction in the impact of child poverty on attainment.
Develop shared approaches to children’s services planning, building on best practice across the Northern Alliance. Key Drivers: ACP TP PI	<ul style="list-style-type: none"> Agree common approaches to children’s services planning Agree common formats to children’s services plans 	June 2019	Leads: Ian Kyle	Children’s Services Planning Evaluation Reports from individual LAs	Common approaches leading to more consistent support for children and young people
Sharing best practice in quality assurance in Children’s Services Key Drivers: ACP TP PI	<ul style="list-style-type: none"> Shared approaches to QA across the Northern Alliance Peer review Linking across self-evaluation activities Preparing for Children’s Services Inspection 3 Supporting an outward looking and a coordinated approach across the 8 authorities 	Ongoing	Leads: Susan MacLaren and subgroup; Ian Kyle [tbc]	Children’s Services Reports from individual LAs Qualitative data: feedback from staff	Staff reporting improved confidence in self-evaluation across the NA

<p>Supporting activity across social work and children's services</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> • Consolidating and coordinating the Children's Services Network • Supporting and developing Social Work leadership • Ensuring peer support networks for practitioners across the Northern Alliance • Identifying, sharing and responding to new challenges 	Ongoing	Leads: I [tbc, Heads of Services across eight local authorities	ACORN	
<p>Leadership Development in Schools across the Northern Alliance led by sector leading Head teachers / teachers</p> <p>Key Drivers:   </p>	<ul style="list-style-type: none"> • Identifying sector HT and teachers to champion educational improvement across the Northern Alliance to a school led system • Establishment of NA strategic group to lead this initiative • Representation from all LA's expected and when appropriate teachers and middle leaders will be invited to engage in the group's work • A draft template for a leadership development framework to be created • A scoping exercise to be carried out to ascertain what existing effective practice and approaches to leadership development are currently in place • Liaison with SCEL will support this • A rationalisation of the current position and commissioning of work to address potential gaps will lead to the creation of a NA Leadership Development Framework for Schools. This framework to be endorsed and validated by SCEL 	<p>Jan 2018 – onwards</p> <p>June 2019</p>	<p>Leads: Vincent Docherty supported by focus group; headteachers leadership group – SCEL fellows</p> <p>NA group</p> <p>CPL leads to be consulted. Sub-group to pursue</p> <p>NA group assisted by Yvonne McCracken and SCEL</p> <p>NA group in liaison with PCL leads</p>	<p>Qualitative data: feedback from survey</p> <p>Participation measures</p>	<p>Increased self-identification as leaders by staff at all levels in schools</p> <p>Access by all staff in schools to a clear leadership development programme supported by high quality professional learning</p> <p>50% increase of staff in schools engaged in leadership training</p> <p>Leadership positions in schools filled with appropriately prepared leaders</p> <p>As a result of the leadership development programme and other influences all HMI inspections will see the QI 1.3. evaluated as Good or Better</p>

	<ul style="list-style-type: none"> A co-ordinated professional learning plan will be confirmed to support leadership development at all levels 				
<p>Develop approaches in management of Estates for using education assets and resources for future delivery</p> <p>Key Drivers: TP SI</p>	<p>Launch of Sustaining Education in our Communities Summit:</p> <ul style="list-style-type: none"> Build a conversation with island/rural communities around sustainability and learning futures Map community assets and barriers to sustainable community participation Develop staff models and training 	<p>Sept 2018 - onwards</p> <p>Jan 2020</p>	<p>Leads: Wilf Weir / Bernard Chisholm</p>	<p>Use of the BB standard</p> <p>Survey use of community facilities</p>	<p>Improve school estates</p> <p>% children across the NA meet the BB standard</p> <p>Evidence community facilities are better used</p>
<p>Develop a digital culture to improve learning provision</p> <p>Key Drivers: TP SI</p>	<ul style="list-style-type: none"> Grow a digital culture in places of need Develop training and management models Explore how e-learning / virtual classroom approaches can be used to support the training and CPD of early years practitioners and support workers 	<p>Ongoing</p> <p>June 2019</p>	<p>Leads: Bernard Chisholm</p> <p>NA Early Years Lead</p>		
<p>Survival and sustainability of island and rural settings -</p> <p>Key Drivers: SI TP</p>	<ul style="list-style-type: none"> Identify existing infrastructure and identify future options Explore existing solutions used in rural/island areas and build on/adapt these to rural/island settings 	<p>Ongoing</p>	<p>Leads: Wilf Weir</p>		<p>Improved opportunities to 'learn at/from home'</p> <p>Better use of community spaces / building as learning centres</p> <p>Sharing the cost of the cost of provision with a wider range of interest groups</p>
<p>Staffing curriculum for STEM - move to</p>	<ul style="list-style-type: none"> Review of staffing requirements Identify gaps in timetabling Identify improvements to teaching training and pedagogy 	<p>Ongoing</p>	<p>Leads: Regional Improvement Lead</p>	<p>Staffing formula</p>	<p>Increase staff compliment for STEM</p>

<p>the curriculum one.</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> Explore further the Orkney Model 				
<p>Identify opportunities for shared approaches to the delivery of early learning and childcare expansion</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> Establish a common approach to Programme Management and Assurance Establish a NA dataset for the ELC expansion programme Agree a NA brief for infrastructure projects (new builds and extensions) Undertake scenario planning on a locality to ensure resources are being used effectively and priority given to 'high risk' areas A shared understanding of ELC workforce requirements and staffing models (including development of ELC Academy) A coordinated approach to outdoor learning development and staff training Establish a shared approach to engaging with partners (including partners rates) A shared approach to quality improvement across early learning and childcare 	<p>Dec 2018</p> <p>Dec 2018</p> <p>Sept 2018</p> <p>Dec 2018</p> <p>April 2019</p> <p>June 2019</p> <p>August 2020</p>	<p>Leads: NA Early Years Lead</p>	<p>ELC expansion programme management reporting</p>	<p>Successful delivery of 1140 hours by August 2020 across all 8 local authorities</p>
<p>Workforce development – developing staffing and curriculum to provide an agile qualified and responsive workforce</p> <p>Key Drivers: </p>	<ul style="list-style-type: none"> Continue to work with ITE providers, Scottish Government and other partners to ensure appropriate training and support provision is in place for ITE, early teacher education and career long professional learning across the Northern Alliance 	<p>Ongoing</p>	<p>Leads: Regional Improvement Lead and 8 LAs / ITE and other partners</p>		

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	6 September 2018
REPORT TITLE	The ACC National Improvement Framework Plan
REPORT NUMBER	OPE/18/083
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Eleanor Sheppard
TERMS OF REFERENCE	1

1. PURPOSE OF REPORT

The purpose of this report is to provide Elected Members with an evaluative summary of progress towards realising the outcomes set out in the ACC National Improvement Framework Plan of 2017/2018, and to seek approval to implement the refreshed NIF plan for 2018/2019 following submission of both documents to The Scottish Government.

2. RECOMMENDATIONS

It is recommended that Committee:

- 2.1 approve the Evaluation Report highlighting the impact of Aberdeen City work on the ACC National Improvement Framework Plan 2017/2018 in Appendix B;
- 2.2 instruct the Chief Operating Officer to submit the Evaluation Report to The Scottish Government as soon as reasonably practicable.
- 2.3 approve the proposed ACC National Improvement Framework Plan for 2019/19 in Appendix D;
- 2.4 instruct the Chief Operating Officer to submit the proposed ACC National Improvement Framework Plan for 2018/2019 to The Scottish Government as soon as reasonably practicable.
- 2.5 instruct the Chief Operating Officer to implement the proposed ACC National Improvement Framework Plan for 2018/2019 as soon as reasonably practicable; and
- 2.6 instruct the Chief Operating Officer to provide an overview of progress towards realising the outcomes detailed in the ACC National Improvement Framework Plan through a service update in January 2019 and formally report on progress in September 2019.

3.1 BACKGROUND

3.1.1 The National Improvement Framework

The National Improvement Framework (NIF) for Scottish Education was launched by the First Minister in January 2016.

3.1.2 The National Improvement Framework identifies 4 key priorities for action:

- Improvement in attainment, particularly literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

3.1.3 The Framework is underpinned by a series of planning and reporting duties designed to support transparency, accountability and inform service delivery.

3.2 LEGISLATION

3.2.1 The Standards In Scotland's Schools Etc. Act 2000

As the Education Authority, the Local Authority has a duty to:

- enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage;
- endeavour to secure improvement in the quality of school education with a view to achieving the strategic priorities of the National Improvement Framework;
- undertake annual planning and reporting; and annual school improvement planning to address the four priorities of the National Improvement Framework; and
- ensure strategic decisions are taken with due regard as to how they will address, or help to address, the disparity of educational outcomes which exist between the most and least disadvantaged and at the same time raise attainment for all.

3.2.2 The 2017/2018 The Aberdeen City Council National Improvement Framework Plan was approved by the Education and Children's Services Committee in June 2017. This first National Improvement Framework Plan was submitted in keeping with national timescales but prior to the final guidance on measures being published and year end data being available. Publication of this guidance and receipt of year end data resulted in a review of the KPIs being used to ensure that the Council had a sustainable approach. These refreshed KPIs were presented to and endorsed by the Education Operational Delivery Committee on 19th April 2018.

3.2.3 The Education Bill

The Scottish Government has decided to pursue an approach to reform based on consensus building and collaboration rather than legislation for the time being. The Education (Scotland) Bill will therefore not be introduced to Parliament at this time although this decision may be revisited if insufficient progress is made in implementing the anticipated reform.

- 3.2.4** The Scottish Government's 2017 consultation 'Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill' set out clear aims and objectives in relation to the then proposed Education Bill: improving the education and life chances of our children and young people, closing the unacceptable gap in attainment between the least and most disadvantaged children and raising attainment for all. The policy intention is to create a school and teacher led education system, with children at the centre.
- 3.2.5** The consultation emphasised the need for a collaborative effort in order to achieve the overall aims, starting with teachers and leader in schools and complemented by Local Authorities and new Regional Improvement Collaboratives.
- 3.2.6** Local government representative organisations responded to the consultation indicating broad agreement with the overall aims and objectives. However, concerns were expressed about whether legislation was required to deliver on the agreed aims. The consultation responses from COSLA, SOLACE and ADES indicated a desire to work with the Scottish Government to ensure that shared aims can be achieved within a framework that supports both improvement in Scottish education and wider integrated children's services.
- 3.2.7** Further discussions will be held to explore if agreement can be reached on how to implement changes, such as the introduction of the Head Teachers Charter without legislation. If sufficient agreement and progress is made the provisions of the proposed Education Bill may not be legislated for. The Scottish Government reserve the right to introduce legislation if sufficient progress is not made.
- 3.2.8** A series of actions have been agreed with COSLA in order to move the agenda forward. A summary of the joint agreement and resulting actions are contained in Appendix A. Actions are reflected in the proposed Aberdeen City Council National Improvement Framework Plan for 2018/2019.
- 3.3** **Developing the 2017/2018 ACC National Improvement Framework Plan**
The Local Authority Business Plan, Directorate Service Plan and National Improvement Framework Plan were aligned to ensure that Officers and colleagues in schools worked to one Plan. This approach ensured that colleagues in Community Learning and Development and all Education Services, including schools, worked to a shared agenda.
- 3.3.1** Coordinating improvement activity ensured that colleagues across the education system focussed on the key improvements, enabled closer collaboration across teams and maximised the use of available resource. This approach also importantly resulted in shared ownership of the Plan.
- 3.3.2** The ACC National Improvement Framework Plan of 2017/2018 was ambitious and good progress was made in realising the stipulated outcomes despite changes in the central team.

3.3.3 Although the approach to the development and implementation of the Plan was positive, Officers are keen to foster stronger collaboration with colleagues from Children's Social Work and those from the Early Intervention and Community Empowerment Function as we move forward.

3.3.4 It is recognised that reducing the number of priorities for action would enable teams to target resource to support and maximise improvement in a more focussed way requiring stronger governance arrangements. These are currently being considered as the central team is redesigned to focus on the priorities identified for 2018/2019. The number of improvements in the proposed 2018/2019 NIF Plan has been reduced to enable this.

3.4 ACC National Improvement Framework 2017/2018 Evaluation

Paragraphs 3.4.1 to 3.4.10 provide a high level evaluative summary of improvement over the last year and next steps. A more detailed evaluation is contained in Appendix B.

3.4.1 Although 2017/18 CfE levels are still in draft and yet to be validated, initial results show that for almost all stages and components, the city has achieved its target of an improvement of 1% or greater. Across all Primary 1 Literacy measures, provisional data suggests that we have realised a 3% increase in the number of children reaching expected levels of Early level literacy although this data will require further analysis and quality assurance. Despite gains across the Broad General Education (BGE) there is a need to continue to sharpen pedagogy in order to improve outcomes for children and young people.

3.4.2 Initial analysis of SQA results in the 2018 diet indicate that:

- Entries were the lowest in the last five years which reflects the S4-6 cohort size which is also the lowest in last five years;
- There were very few entries at National 2;
- Pass rates at N3 were slightly below the national average
- Pass rates at N4 were in line with the national average
- Pass rates in courses at N5, Higher and Advanced Higher were all at or above the National average.

The publication of Insight data will give us a further breakdown of our performance against virtual comparators. Insight data is published in September and this data will trigger a need to ensure that the plan reflects performance information.

3.4.3 Work over session 2017/2018 has realised an average of 2% decrease in 'The Gap' across all Curriculum for Excellence levels when comparing the percentage of pupils attaining a level over the past 2 years, children from more deprived backgrounds have been improving more than those in less deprivation.

3.4.4 It is important that the Council builds on the gains of 2017/2018 and shares practice from schools who have reported the greatest impact from planned interventions in 17/18. This will be done by working in collaboration with the Educational Psychologist Service to develop a strategic approach to measuring the impact of interventions.

- 3.4.5** Raw exclusion data suggests a 14.7% decrease in exclusions in primary schools with a 6% decrease across secondary. This equates to an 8.8% decrease in all exclusions. The Council achieved a reduction in the number of LAC excluded of only 0.8%. The gap between those in SIMD 1 and 5 has been reduced this year.
- 3.4.6** Officers had identified a need to focus work to reduce the number of exclusions following transitions and retain a focus on vulnerable groups.
- 3.4.7** There is a need to look more closely at exclusion data in order to understand why secondary exclusion rates have not dropped in line with primary school rates. There is also a need to better understand LAC exclusions as there is a need to accelerate progress in this area and it is thought that a focus on attachment-based practice over 2018/2019 will support this work.
- 3.4.8** Over the last three years the Council has consistently performed below our virtual comparator. Whilst there have been improvements there is still considerable work to be done and in preparation for this focus in 2018/2019 a strategic group of relevant stakeholders has been established. The group intend to collaborate with Head Teachers early in Term 1 in 2018/2019.
- 3.4.9** Progress within this area has not been as rapid as it should have been due to changes in the central team. This area will be a key priority for session 18/19
- 3.4.10 Summary of Progress**
Considerable progress has been made with realising the ambitions of the ACC NIF Plan. A lack of defined measures hindered the robust measurement of progress in the early stages of delivery but this has been addressed over the session to reflect national best practice guidance. The refinement of some measures, particularly around the measurement of progress in young people's health and wellbeing, is likely to continue as national tools are developed and put in place.
- 3.4.11** Reducing the number of priorities and strengthening governance arrangements will enable accelerated progress and these arrangements will be agreed with head teachers in the new term. On-going monitoring of progress towards realising the ambitions will be necessary and steps are being taken to establish controls to enable timely reporting of progress against the Key Performance Indicators (See appendix C) already agreed by Committee.
- 3.4.12** Collaboration across services has significantly improved and will continue to be developed as this ensures that the Council makes best use of available resource. It will be important to capitalise upon services across the new directorates moving forward.
- 3.5 Key Considerations in Developing the ACC National Improvement Framework Plan 2018/2019**

3.5.1 Analysis of the data has identified some key areas of work to be prioritised over 2018/2019. These include:

- Supporting practitioners to better understand metacognition to accelerate pace, challenge and the creative delivery of the curriculum
- Improve leadership at all levels
- Reshape services to support children with mental health needs
- Make effective use of improvement methodology to measure the impact of interventions and inform city wide practice
- A particularly focus on the Developing the Young Workforce (DYW) agenda to reflect the need to broaden the range of learner pathways

3.5.2 These priorities have been used to shape the Aberdeen City National Improvement Framework Plan for 2018/2019.

3.5.3 Updated National Guidance Guiding Development of Plans

Scottish Ministers utilised their right to review the National Improvement Framework (NIF) in January 2018 in light of national data and Local Authority NIF plans. There is no change to the four key priorities but the national document now guides inclusion of the need to:

- provide greater professional development and collaboration, both in terms of supporting school leaders to lead the raising attainment agenda and in the development of shared approaches to assessment and moderation;
- poverty proof improvement activities to ensure engagement and participation of all children and young people;
- improve data literacy to support more effective planning to achieve improvements in learner outcomes and ensuring the substantive resources being made available through the Scottish Attainment Challenge (SAC) and the Pupil Equity Fund (PEF) are used effectively to close the attainment gap;
- provide access to mental health and wellbeing support and advice in schools for those at risk and who most need it;
- expand outreach services to increase support for children and young people with additional support needs at the point of need; and
- focus on delivery of Developing the Young Workforce as a key element of the curriculum to increase the number of young people reaching a positive and sustained destination

3.5.4 Target Operating Model

It is important that the clear benefits of collaboration across Council Functions are realised as well as the benefits of collaborating with partners across the wider Community Planning Partnership.

3.5.5 The Priorities of the Local Outcome Improvement Plan

Education Services have an important part to play in realising the improvements detailed in the Local Outcome Improvement Plan (LOIP). The proposed NIF plan has been informed by the LOIP to maximise gains.

3.5.6 Consideration of the Data

The National Improvement Framework Plan must support improvement and therefore careful scrutiny and on-going monitoring of data is important to help prioritise areas for improvement.

3.5.7 School Improvement Plans

The Local Authority NIF Plan must reflect the key priorities identified in the school improvement planning process. School leaders worked with the central team to identify common themes for inclusion in School Improvement Plans and the National Improvement Framework Plan and these are reflected in the grid below.

3.5.8 Regional Improvement Plans

Support from Education Scotland will be largely through the Regional Improvement Collaborative. It is important that the proposed National Improvement Framework Plan of 2018/2019 takes account of the support available through the Northern Alliance.

3.5.9 Consultation

The Local Authority NIF Plan must be formed following extensive consultation with all key partners. This consultation has taken many forms suited to the audience. Consultation has been undertaken with:

- Children and young people
- Parents and carers
- Colleagues across Aberdeen City Council
- The wider partnership

3.6 The Proposed ACC National Improvement Framework Plan for 2018/2019.

The Plan contained in Appendix D takes account of the many influences on planning including the national priorities, the local priorities based on data, the intelligence gathered from a range of partners and from the planned work of the Regional Improvement Collaborative. The Plan is more refined compared to the Plan of last year, it is thought that this will enable colleagues to maximise improvement in key areas and will guide the work of all teams across Integrated Children and Family Services and beyond.

4. FINANCIAL IMPLICATIONS

The costs of all improvement actions will be undertaken within existing budgets and with support from funding allocated through either Scottish Attainment Challenge (SAC)-£636,000 or Pupil Equity Funding (PEF) funding- £2,845,000. Please note there was a carry forward of £1,600,00 from 18/ 19 pupil equity funds.

5. LEGAL IMPLICATIONS

The Local Authority has many legal duties (listed in section 3.2.1) which have been considered as this refreshed Plan has been developed. The work

undertaken to date and the proposed National Improvement Framework Plan satisfy these legal duties.

6. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	Risk of not having sufficient resource to realise the improvements outlined in the plan.	L	Coordinate all work around the NIF Plan to make best use of available resource.
Legal	Failure to deliver on legal duties detailed in 3.2.1	L	Implementation of the Plan will satisfy these legal duties
Employee	Risk of employees feeling overwhelmed by the many changes in education.	L	Coordinate all changes in the NIF Plan to focus improvement activity.
Customer	Minimal impact on children and young people	L	Promotion of data literacy to support colleagues to effectively identify and address 'the gap'
Reputational	Risk of not effectively utilising PEF and SAC finance to address the equity and excellence agenda	M	Closely monitor and quality assure progress to take action where necessary

7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	The Plan will ensure that children and young people are fully accessing education and more likely to contribute to the economy.
Prosperous People	The Plan will impact positively on all children and young people, but particularly those who are adversely affected by poverty.

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The Plan promotes an understanding of the circumstances of individual children and young people to ensure that personalised support is available to them.
Organisational Design	The Plan ensures the best use of resource in the system.
Governance	The impact of the Plan is overseen by Chief Officers and by the Education Operations Committee.
Workforce	The Policy ensures that colleagues in schools have clarity around their roles and responsibilities.
Process Design	Monitoring arrangements ensure that any vulnerabilities in the system are quickly addressed.
Partnerships and Alliances	The Policy makes use of wider partnership support when appropriate.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	<i>Required</i>
Privacy Impact Assessment	<i>Required</i>
<u>Children's Rights Impact Assessment/Duty of Due Regard</u>	<i>Applicable</i>

9. BACKGROUND PAPERS

None

10. APPENDICES

Appendix A – The Education Bill

Appendix B – Evaluation of ACC National Improvement Plan for 2017/2018

Appendix B – Proposed ACC National Improvement Plan for 2018/2019

11. REPORT AUTHOR CONTACT DETAILS

Name	Eleanor Sheppard
Email Address	esheppard@aberdeencity.gov.uk
Tel	01224 522707

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Education Bill Policy Ambition – Joint Agreement between The Scottish Government, COSLA, SOLACE and ADES

The Scottish Government has decided to pursue an approach to reform based on consensus building and collaboration rather than legislation at this time. The Education (Scotland) Bill will therefore not be introduced to Parliament at this time although this decision may be revisited if insufficient progress is made.

Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill'

The Scottish Government's 2017 consultation 'Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill' set out clear aims and objectives in relation to the proposed Education Bill: improving the education and life chances of our children and young people, closing the unacceptable gap in attainment between the least and most disadvantaged children and raising attainment for all. It was thought that a Bill would help create a school and teacher led education system, with children at the centre. The consultation emphasised the need for a collaborative effort in order to achieve the overall aims, starting with teachers and leadership in schools and complemented by Local Authorities and new Regional Improvement Collaboratives.

Local government representative organisations' responses to the consultation indicated broad agreement with the overall aims and objectives of the proposed legislation. However, concerns were expressed about whether legislation was required to deliver on the agreed aims. The consultation responses from COSLA, SOLACE and ADES indicated a desire to work with the Scottish Government to ensure that shared aims can be achieved within a framework that supports both improvement in Scottish education and wider integrated children's services.

Joint Agreement Reached

There is a shared ambition to close the unacceptable gap in attainment between the least and most disadvantaged children and to raise attainment for all. It was agreed that excellence and equity cannot be achieved by one part of the system alone: all partners must work together in a collegiate and collaborative way, keeping the interests of children and young people front and centre.

Empowered, responsible and collaborative schools are an important part of the shared vision for Scottish education. The Education Bill proposals are focussed on the role of empowered schools in improving attainment and closing the poverty-related attainment gap. This is underpinned by Scotland's commitment to getting it right for every child, which brings together services and partners from across public services and the third sector in a collective endeavour to improve children and young people's outcomes. It was agreed that legislation on its own will not transform the culture, capacity and structure of Scottish education and that further discussion on other levers for change is needed. There is a willingness to explore the options for implementing change, using additional or new levers already in the system.

Agreed principles:

- Effective system-wide improvement requires strong leadership, collaborative working and clarity of purpose at all layers of the system – school, local, regional and national
- Headteachers are the leaders of learning and teaching in their school. They are senior officers of the local authority and have operational responsibility for the service they provide, therefore the majority of decisions should be made at school level

- Schools are empowered to make the decisions that most affect their children and young people's outcomes, while being part of a collaborative learning community, the Local Authority and working with others
- Empowered schools require both strong and distributive leadership, working in partnership with pupils, parents, staff and the wider community
- The principle of headteacher empowerment will be applied consistently across Scotland
- Local Authorities' duty to provide education for children and young people means that they must be able to intervene in decisions made by headteachers where statutory, financial, or contractual obligations would be breached
- Local Authorities and their headteachers should have a mutually respectful and supportive relationship, with clear processes in place to minimise the need for such intervention
- Decisions by all parties should reflect mutually supportive and respectful relationships

Following discussion, there was consensus that the following policies will be pursued through discussion rather than legislation at this time.

The Headteachers' Charter

The establishment of a Headteachers' Charter will require Local Authorities to empower headteachers in the following areas:

Curriculum:

- Headteachers are responsible for deciding how best to design their local curriculum in line with Curriculum for Excellence; and
- Headteachers must work collaboratively with their staff, parents, pupils, and wider partners including other schools and their local authority on curriculum design and improving learning and teaching.

Improvement:

- Headteachers and their schools should work together towards improvement and reducing inequalities of outcome;
- Headteachers are responsible for deciding their school's improvement priorities and publishing their school improvement plan, reflecting the National Improvement Framework;
- The requirement on local authorities to develop and produce improvement plans will continue alongside regional improvement plans; and
- Improvement planning at all levels of the system must be responsive to the needs of schools, communities and children and young people.

In relation to improvement planning, it was agreed that there should be a review of the range, purpose, and alignment of improvement planning across the system.

Staffing:

- Headteachers should be involved in the design of recruitment and appointment processes;
- Headteachers should design the staffing structure that best supports learning and teaching in the school, within the staffing budget delegated to the school by the local authority;

- Headteachers should choose the staff who work in their school, with due regard to employment law and the contractual obligations of their local authority;
- Local Authorities and headteachers should have regard to supporting guidance developed by SNCT and LNCT (where appropriate) on the processes that should be observed when resolving disagreements about staffing matters between headteachers and Local Authorities; and
- The local authority must be able to intervene should any statutory duty or contractual obligation be in breach.

Funding:

- Local Authorities will continue to be responsible for the local authority education budget and the delegation of funding to schools. Headteachers will make decisions on the spending within that delegated budget;
- Decisions about education spending at local authority and school level are made in a collegiate and transparent way paying due regard to Getting it Right for Every Child (GIRFEC) and local authorities' role as Corporate Parents;
- Local Authorities should apply updated statutory guidance setting out a clear national framework for the delegation of funding to schools. This guidance is being co-produced through the Fair Funding Reference Group; and
- The Headteachers' Charter will only apply to school-based learning.

Agreement on Parental and Community Engagement

Parental engagement in the life of the school and their child's learning is central to improving outcomes for children and young people. Existing good practice will be built on to ensure that:

- Headteachers work collaboratively with their Parent Council, and wider parent forum and wider community on substantive matters of school policy and improvement. This should be based on the principle of co-production;
- Local Authorities continue to be responsible for promoting the involvement of parents and supporting schools in this, including through the development and review of the Local Authority parental engagement strategy; and
- The principles of parental involvement and engagement extend to early learning and childcare settings, but with appropriate flexibility to reflect the particular context.

Agreement on Pupil Participation

Ensuring that the views of children and young people are heard, respected and taken seriously is central to the United Nations Convention on the Rights of the Child. This will mean that:

- Headteachers ensure that children and young people participate meaningfully in their own learning, in decision-making relating to the life and work of the school; and in the wider community through for example, using HGIOS with pupils.

Agreement on Regional Improvement Collaboratives

Local Authorities are required to work collaboratively in Regional Improvement Collaboratives as detailed in the guiding principles and functions agreed by the Joint Steering Group on Regional Improvement Collaboratives for Education in September 2017.

Education Workforce Council

It was agreed that the provisions relating to the Education Workforce Council were not central to the relationship between the Scottish Government and local government and therefore they were not discussed in detail. There was consensus on the principle of widening registration to

others involved in learning and teaching but that significant change in this area should be carefully considered.

Next Steps

Discussions will take place between senior officers in the Scottish Government and Local Government in order to examine whether a shared proposal can be developed. The work will be overseen by an officer level commissioning group, consisting of Sally Loudon (COSLA), Joyce White (SOLACE) and Paul Johnston (Scottish Government).

The conclusions of the discussions will be shared with the Deputy First Minister and the COSLA Education Spokesman for further consideration.

The discussions can cover the range of topics with a particular focus on the extent to which agreement can be reached on the central proposals, in particular (but not restricted to) the implementation of a headteachers charter.

Measures and enablers to promote school empowerment

The Scottish Government, COSLA, SOLACE, ADES and Education Scotland are committed to creating the conditions for school empowerment. The agreed actions below will ensure appropriate checks and balance to empower schools and deliver improved outcomes for Scotland's children.

School level

Support:

- There will be new co-produced guidance for schools on what good looks like in an empowered school sector, along with accessible tools for school leaders, parents and pupils
- Schools will be encouraged to self-evaluate their approaches in light of the Headteachers' Charter, parental engagement and pupil participation to deliver improved outcomes
- The annual Professional Review and Development process will provide an important opportunity to reflect on increased empowerment for all headteachers [and teachers], and the ways in which decisions have been made in collaboration with staff, parents and pupils
- The update of the Standards for Leadership and Management by the General Teaching Council for Scotland is an opportunity to reflect empowered school leadership.
- The professional learning and leadership offer for school leaders will be enhanced at national, regional and local level to build understanding of empowerment

Action and scrutiny:

- Schools to continue to design their curriculum to meet the needs of young people in their community
- Schools and Local Authorities to access and participate in peer to peer support within Regional Improvement Collaboratives
- From August 2018 onwards Education Scotland will inspect school empowerment through the Leadership of Change quality improvement indicator in How Good Is Our School 4
- Education Scotland will deliver three new focus reviews in 2018-19 academic year looking at the following themes: readiness for empowerment; curriculum leadership; parent and pupil participation

Local authority level

Support

- System Leadership: There will be a new mechanism to support and challenge local authorities on their delivery of the joint agreement. COSLA/ADES/SOLACE/ES will facilitate a peer review and challenge process that will draw evidence from inspection, self-evaluation and other data sources (including headteacher, parent and pupil feedback) and reflect current improvement frameworks e.g. How Good is our Council or PSIF
- A partnership approach/improvement team would be instigated (COSLA/ADES/SOLACE/ES) to enhance capacity to enable improvement at pace
- Local authorities will reflect school empowerment consistently throughout their strategic planning during 2018-19 (e.g. Integrated Children's Service Plans; Local Outcome Improvement Plans; and local National Improvement Framework plans)
- Local authority professional learning programmes for school leaders will reflect the joint agreement

Action and scrutiny

- Education Scotland and partners will develop a self-evaluation framework for local authorities to review progress towards an empowered system
- During the academic year 2018-19, local authorities will complete the self evaluation of school empowerment in the local area
- Local authority annual National Improvement Framework reports will reflect school empowerment as a key theme from 2018 onwards

Regional level

Support

- Regional Improvement Collaboratives will develop and share models of best practice in empowerment and effective decision making within the regional context
- Regional Improvement Collaboratives will take action to increase pupil and parent participation in learning
- Education Scotland will further develop their core offer of support to Regional Improvement Collaboratives and therefore to schools over this academic year.

Action and scrutiny

- Headteachers across Regional Improvement Collaboratives will evaluate and feedback on levels of headteacher empowerment
- Regional Improvement Collaboratives will promote and develop teacher voice and agency at regional level e.g. through regional teacher panels

National level

Support

- There will be further collective work to develop joint guidance to support the implementation of the joint agreement on Headteachers' Charter, Regional Improvement Collaboratives, Parental Engagement and Pupil Participation.
- Education Scotland will enhance its national offer in relation to curriculum, pedagogy and leadership
- The Scottish Negotiating Committee for Teachers will be asked to develop a Code of Practice on the headteacher role in selection and appointment of staff

- The GTCS's Review of Professional Standards will reflect empowered, collaborative teachers and school leaders
- SCEL will enhance the leadership support packages to build capacity and confidence in the system (e.g. Into Headship and Excellence in Headship)

Action and scrutiny

- Education Scotland will report termly on the new focus reviews on school empowerment
- The annual National Improvement Framework report will draw together evidence from the focus reviews, school self-evaluation and inspection and local authority self-evaluation
- An evaluation strategy will be developed by August 2018 to review the impact of the school empowerment
- The Teacher Panel will feed back the views of the profession on progress towards an empowered system
- National scrutiny bodies, where appropriate, will reflect implementation of the joint agreement when agreeing Local Scrutiny Plans through Local Area Networks.

Intervention:

All partners recognise the importance of effective support and intervention where the evidence suggests that further action is needed to ensure excellence and equity for young people. A suite of intervention and support options will be developed and agreed as part of the next phase of the work. This will reflect the principles of an empowered system, with a strong emphasis on peer-to-peer support and challenge, and will draw on the following evidence sources:

- Feedback from school leaders
- School and local authority self-evaluations
- Inspection reports
- National Improvement Framework report
- Use of improvement data to spot trends and potential issues - e.g. through SEEMIS and Summary Statistics on Scottish Schools.

Where evidence suggests there is cause for concern, the following approaches will be deployed as appropriate:

- Concerns will be shared with all partners
- The SNCT will collectively address concerns if there is evidence of noncompliance by local authorities with the Code of Practice on staff selection
- COSLA will facilitate challenge and support drawing in expertise from ADES/ ES and others. This will include evidence review and challenge sessions leading to a clear action plan, offer of peer support and follow-up activity to monitor impact and improvement
- Evaluation of progress
- Clear line of escalation to audit and scrutiny inspection bodies if insufficient progress.

Aberdeen City Council

National Improvement Framework Plan 2017/2018

Evaluating and Reporting Progress



ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN 2017/2018
High Level Priorities

<p align="center">Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p align="center">Priority 2 Closing the attainment gap between most and least disadvantaged children</p>	<p align="center">Priority 3 Improvement in children and young people's health and wellbeing</p>	<p align="center">Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>
<ul style="list-style-type: none"> • Improve consistency of delivery of the curriculum (pace, challenge and ambition) across all schools and early learning and childcare settings at all levels • Empower leaders to confidently lead the raising attainment agenda at school, ASG, City and across the Northern Alliance via implementation of impactful professional learning • Maximise community learning opportunities to improve literacy and numeracy outcomes for families • In collaboration with The Northern Alliance, develop shared approaches to assessment and moderation. • All schools and Central Officers use robust Quality Assurance Processes, including the analysis of data and collecting the views of children and young people, to inform school and service improvement • Work across The Northern Alliance to shape a literacy and numeracy strategy to improve attainment 	<ul style="list-style-type: none"> • Empower all schools to effectively identify 'the gap' and the associated barriers to guide the targeting of resource • Ensure Pupil Equity Fund/SAC funding is used to effectively and measurably close the attainment gap • Implementation of poverty proofing measures across all schools and services to increase engagement and participation of our children and young people • Develop and implement an Early Years Strategy on closing the gap to reduce the vocabulary gap in P1 • Empower parents and carers across the city to help close the attainment gap • Maximise the use of Family Learning Team to increase the number of family learning interventions across the City • Support the partnership delivery of Locality Plans in each Priority Area to address local need and aspiration • Work in collaboration with The Northern Alliance to develop programmes to support the implementation of the Pupil Equity Fund 	<ul style="list-style-type: none"> • Develop and implement a strategy to improve outcomes for all children and young people with their mental health and wellbeing. Including early intervention to support children and young people with mental health needs. • Work in partnership with NHS and other key partners to improve the health of children and young people • Establish Partnership Forums and decentralise resource to provide primary prevention and early intervention across each Associated Schools Group to reduce requests for central resource • Expand Outreach Services to increase support for children with additional support needs at the point of need • Review, implement and monitor refreshed Substance Misuse Policy to reduce the number of substance misuse incidents in schools 	<ul style="list-style-type: none"> • Collaborate with The Northern Alliance to establish and implement a strategy on Developing the Young Workforce to increase the number of young people reaching a positive and sustained destination • Improve transition planning to reduce the number of exclusions following transitions • Establish an Early Learning and Childcare Academy to increase opportunities for young people to access a career in ELC • Review and develop the City Campus and Secondary Curriculum Structures to ensure full alignment with the DYW agenda to increase engagement • Increase provision aligned to DYW for vulnerable learners to improve their long-term outcomes

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN

August 2017

Priority Area	August 2017	August 2018	What did we do and what was the impact?															
Improvement in attainment, particularly in literacy and numeracy	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">QI 1.3 Leadership of change</div> <p style="text-align: center;">Primary QI 1.3</p> <table border="1"> <caption>Primary QI 1.3 Data</caption> <thead> <tr> <th>Self Evaluation score</th> <th>16/17</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>3</td> </tr> <tr> <td>3</td> <td>23</td> <td>21</td> </tr> <tr> <td>4</td> <td>19</td> <td>21</td> </tr> <tr> <td>5</td> <td>3</td> <td>3</td> </tr> </tbody> </table>		Self Evaluation score	16/17	17/18	2	1	3	3	23	21	4	19	21	5	3	3	<p>Quality Assurance and School Self-Evaluation</p> <p>The quality assurance model previously used across Aberdeen City schools focussed only on QI 3.2. The approach was widened in April 2017 to provide an increased number of visits focussing on each of the core quality indicators.</p> <p>More regular quality assurance visits to schools has enabled the Local Authority to offer higher levels of challenge and support to schools as well as a platform to validate the schools' own self-evaluation. These changes have had a positive impact on Local Authority and school confidence in the validity of the gradings awarded through self-evaluation.</p> <p>Primary School self-evaluation gradings have reduced over the year as primary staff have an increased understanding of national expectations, secondary gradings are slightly improved from session 2017/2018.</p> <ul style="list-style-type: none"> In 2017/18, the average QI grading of Good or better in primary schools is 2% lower than in 2016/17. Overall, there has been a 1% decline in the average QI grading in primary schools. In 2017/18, 75% of secondary schools reported an average QI grading of Good. This is an 8% increase from 2016/17. Although some have individual QI gradings of Very Good, no secondary has an average grading of Very Good or better for 2017/18. This was also the case in 2016/17. Overall in secondary, the average QI score is the same as it was in 2016/17.
	Self Evaluation score	16/17	17/18															
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3	23	21																
4	19	21																
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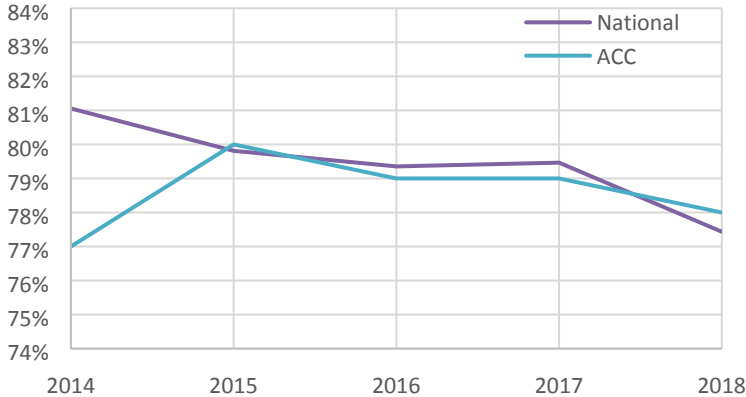
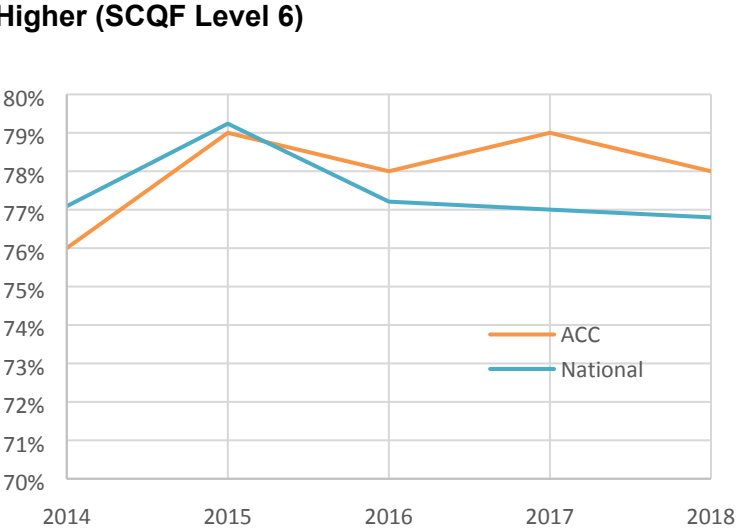
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Subject	2016 / 2017 % pupils achieving	2017 / 2018 % pupils achieving																															
Reading	75	76																															
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Priority Area	August 2017	August 2018	What did we do and what was the impact?								
<p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>Emerging Literacy – Phonological Awareness</p> <div data-bbox="367 403 1055 794"> <table border="1"> <caption>Phonological Awareness Skills Emerging Literacy</caption> <thead> <tr> <th>Month</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>May 18</td> <td>10.5</td> </tr> <tr> <td>Jan 18</td> <td>9.0</td> </tr> <tr> <td>Sep 17</td> <td>5.5</td> </tr> </tbody> </table> </div> <p>National 5 (SCQF Level 5)</p>	Month	Score	May 18	10.5	Jan 18	9.0	Sep 17	5.5		<p>Although 2017/18 CfE levels are still in draft and yet to be validated, initial results show that for almost all stages and components, the city has achieved its target of an improvement of 1% or greater.</p> <p>Next Steps Despite gains across the BGE there is a need to continue to sharpen pedagogy to improve outcomes for children and young people.</p> <p>Improvements in Senior Phase Performance: There have been a range of inputs with secondary Head Teachers exploring the senior phase performance data. These events have enabled the identification of key improvement agendas both at school and city level with actions followed up through planned Quality Assurance visits.</p> <p>Google classroom The promotion of Google Classroom has increased significantly over 2017/2018. There are now 1375 active Google Classrooms, an increase of 489 showing a 55% increase in usage.</p> <p>Young People Leaving without Qualifications An input on pupils leaving without qualifications in literacy and numeracy was held and a set of clear expectations established around the tracking and monitoring of pupils who were at risk of not achieving. We anticipate that this will improve performance in this area although data will not be available to confirm this until Insight data is released in September.</p> <p>Learner Pathways Work to explore Learner Pathways has begun. All secondary schools have agreed to include Learner Pathways within their school improvement plan for 18/19. It is hoped that greater collaboration around Learner Pathways will lead to more innovative approaches and resource sharing. A group of external partners has been convened to encourage further development of appropriate pathways. The need for a strategic lead at</p>
Month	Score										
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Priority Area	August 2017	August 2018	What did we do and what was the impact?
<p>Improvement in attainment, particularly in literacy and numeracy</p>	 <p>2014 2015 2016 2017 2018</p> <p>84% 83% 82% 81% 80% 79% 78% 77% 76% 75% 74%</p> <p>National ACC</p>	 <p>Higher (SCQF Level 6)</p> <p>2014 2015 2016 2017 2018</p> <p>80% 79% 78% 77% 76% 75% 74% 73% 72% 71% 70%</p> <p>ACC National</p>	<p>Local Authority level is recognised and this focus will now be built into a refresh of the central team structure.</p> <p>There is a need to continue to develop tracking and monitoring approaches with a particular focus on building capacity in secondary schools and roll out of the SEEMiS Performance and Reporting module to improve tracking arrangements.</p> <p>The Impact on Attainment Across the Senior Phase Note: full analysis of results will be carried on upon receipt of September Update to Insight.</p> <p>Initial analysis of SQA results in the 2018 diet indicate that</p> <ul style="list-style-type: none"> • Entries were the lowest in the last five years which reflects the S4-6 cohort size which is also the lowest in last five years; • There were very few entries at National 2; • Pass rates at N3 were slightly below the national average • Pass rates at N4 were in line with the national average • Pass rates in courses at N5, Higher and Advanced Higher were all at or above the National average. <p>Next Steps There is a need to focus attention on the curriculum offer in the senior phase to provide a more appropriate curricular offer for all learners. The roles and remits of the central team are being shaped to ensure sufficient resource is available to support improvement. This will include re-negotiating the central teams working practices with schools to ensure that work is aligned to the direction of travel advocated in the Education Bill and that school leaders and practitioners form part of our quality improvement and quality assurance processes.</p>
	<p>Advanced Higher (SCQF Level 7)</p>		

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Priority Area	August 2017	August 2018	What did we do and what was the impact?																		
<p>Improvement in attainment, particularly in literacy and numeracy</p>	<table border="1"> <caption>Attainment Rates (2014-2018)</caption> <thead> <tr> <th>Year</th> <th>ACC (%)</th> <th>National (%)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>81%</td> <td>81%</td> </tr> <tr> <td>2015</td> <td>79%</td> <td>81%</td> </tr> <tr> <td>2016</td> <td>83%</td> <td>82%</td> </tr> <tr> <td>2017</td> <td>82%</td> <td>80%</td> </tr> <tr> <td>2018</td> <td>81%</td> <td>81%</td> </tr> </tbody> </table>		Year	ACC (%)	National (%)	2014	81%	81%	2015	79%	81%	2016	83%	82%	2017	82%	80%	2018	81%	81%	
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Priority Area	August 2017	August 2018	What did we do and what was the impact?			
Closing the attainment gap between most and least disadvantaged children	<p>Average 'GAP' decrease between SIMD Quintiles 1 and 5 (2016/2017 - 2017/2018)</p>		<p>Understanding the Data and Reporting Progress Thorough analysis of data has established a clear understanding and articulation of the attainment related poverty gap by schools and central teams. Consistent Key Performance Indicators (KPIs) have been identified and utilised by all to support planning for improvement and these have been adopted to support reporting to Elected Members.</p> <p>A series of Improvement Events, including training events across Associated School Groups, has enabled all schools and PEF Champions to identify 'the poverty related attainment gap' in their establishment. Improvement Plans evidence that these events have instilled more careful consideration of outcomes and measures in line with the ACC KPIs to ensure that improvement is effectively targeted, measured and reported. This work has informed a review of the School Standards and Quality Report and Improvement Plan (SQUIP) format. School Improvement Plans for 2018/2019 evidence a sharper focus on the Excellence and Equity agenda and as a result are anticipated to realise greater gains.</p> <p>School Improvement Planning School Improvement Planning guidance has been reviewed to reflect the Standards in Scotland's Schools Act. This has clarified the link with the priorities of the Community Planning Partnership and enabled closer monitoring of work towards realising the ambitions of the Local Outcome Improvement Plan. A review of School Improvement Plans for 2018/2019 evidences that plans now detail how the school will address the improvements identified in Locality Plans which outline a whole partnership response to many key agendas linked to the excellence and equity agenda.</p> <p>Pupil Equity Fund (PEF) and Scottish Attainment Challenge (SAC) Plans Work in partnership with our Attainment Advisor has realised a greater understanding of the short-term measures and outcomes relating to the attainment poverty gap. Individual coaching sessions were set up between our Attainment Advisor and head teachers to ensure that they developed a robust approach to this area with strategic development sessions organised by our Attainment Advisor with our City PEF leads. School PEF plans now show improved identification of need at individual pupil level and more creative and varied approaches to address the Excellence and Equity agenda.</p>			
	EARLY	R 16/17		R 17/18	W 16/17	W 17/18
	SIMD Q1	65.8%		71.6%	65.8%	71.6%
	SIMD Q2	70.5%		69.2%	67.1%	67.2%
	SIMD Q3	70.1%		74.2%	69.0%	73.5%
	SIMD Q4	78.2%		81.5%	74.6%	78.9%
	SIMD Q5	83.6%		87.5%	82.4%	84.2%
	Difference between SIMD Quintile 1&5	17.8%		15.9%	16.6%	12.6%
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON			-1.8%		-4.0%
	EARLY	L & T 16/17		L & T 17/18	N 16/17	N 17/18
	SIMD Q1	75.6%		79.4%	74.8%	74.5%
	SIMD Q2	77.1%		78.3%	73.0%	74.9%
	SIMD Q3	81.0%		82.9%	75.4%	82.5%
	SIMD Q4	83.7%		87.9%	82.4%	84.8%
	SIMD Q5	88.6%		91.9%	87.4%	87.7%

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Priority Area	August 2017		August 2018		What did we do and what was the impact?	
Closing the attainment gap between most and least disadvantaged children	Difference between SIMD Quintile 1&5	13.0%	12.4%	12.6%	13.2%	<p>Pupil Equity Fund analysis and planning has been quality assured by Quality Improvement Officers to help maximise the impact of spend. ASG sessions provided the opportunity for colleagues to discuss and challenge school's individual pupil equity plans to improve the quality and rationale of plans. The recent collation of a PEF database shows strong indicators that interventions are beginning to have a marked impact.</p> <p>Third Sector partners report a higher number of requests for assistance as a result of a PEF event to showcase their work. This will be further developed next session.</p> <p>The introduction of a strategic remit for identified QIOs to be responsible in partnership with our Attainment Advisor for monitoring the progress of our Scottish Attainment Challenge (SAC) schools has led to a greater collaboration and understanding within the seven schools. A number of SAC events have been organised to share emerging best practice and address issues and this has improved the confidence of Head Teachers. This work will be built upon next year.</p> <p>Cleansing the Data Clear links with SEEMiS and Carefirst have been established for all Looked After Children to ensure that the status of LAC is common across both platforms. 97% of children and young people from Aberdeen city now show matched records in both systems.</p> <p>Maximising the Use of Family Learning Draft Family Learning guidance has been developed following the publication of best practice guidance from Education Scotland. The draft guidance will be consulted upon next sessions to maximise opportunities for joined up service delivery. There has been a slight rise in referrals to adult learning.</p> <p>Cost of the School Day An audit of current financial expectations of parents and carers has highlighted a lack of consistency across schools. Interim guidance has been issued to guide the general direction of travel in keeping with the City policy to minimise charging in schools. ACC</p>
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-0.5%		0.6%	
	FIRST	R 16/17	R 17/18	W 16/17	W 17/18	
	SIMD Q1	62.9%	58.2%	56.1%	50.2%	
	SIMD Q2	69.7%	69.7%	64.6%	63.3%	
	SIMD Q3	65.8%	70.7%	63.3%	64.8%	
	SIMD Q4	79.2%	80.8%	76.3%	76.7%	
	SIMD Q5	83.5%	85.8%	78.5%	81.9%	
	Difference between SIMD Quintile 1&5	20.6%	27.6%	22.4%	31.7%	
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		7.0%		9.2%	
	FIRST	L & T 16/17	L & T 17/18	N 16/17	N 17/18	
	SIMD Q1	68.9%	66.7%	65.9%	60.4%	
	SIMD Q2	79.1%	81.4%	63.5%	67.6%	
	SIMD Q3	78.3%	81.6%	65.4%	66.0%	
	SIMD Q4	89.0%	86.1%	80.4%	78.7%	
	SIMD Q5	89.5%	91.3%	83.2%	83.1%	
	Difference between SIMD Quintile 1&5	20.6%	24.6%	17.3%	22.7%	

Priority Area	August 2017		August 2018		What did we do and what was the impact?		
Closing the attainment gap between most and least disadvantaged children	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		4.0%		5.3%	<p>plans to look at this area as part of a review of devolved school management over session 2018/2019. Financial entitlements are now more actively promoted with closer collaboration across Council Services.</p> <p>Closing the Vocabulary Gap An evaluation of the early positive impact of Talk Boost and Early Talk is helping to shape a city-wide approach to developing early Literacy. This will be developed and integrated into our Partnership Wide Literacy Strategy to help close the poverty related vocabulary gap. Data, based on a sample of 30 children evidenced that after 10 weeks of intervention:</p> <ul style="list-style-type: none"> • 77% of children reached expected levels in their ability to talk in sentences and no longer need extra help.” • Almost double the number of children no longer need help to talk in sentences than before <i>Talk Boost KS1</i>” • 77% of children reached expected levels in understanding and using vocabulary meaning that they no longer need extra help (compared with 30% before)” • The number of children reaching expected levels in their ability to understand and use vocabulary more than doubled, skills vital for academic progress” • Nearly half the children were at expected levels in their ability to tell someone what has happened. Before <i>Talk Boost KS1</i> this figure was only 7%. <p>Early Learning and Childcare Provision for Eligible 2s Promotional activity in our three priority areas has successfully led to increased uptake of Early Learning and Childcare for eligible 2s. Currently 19 settings are able to offer places to eligible 2s and have 182 children accessing the service (31% of eligible 2 population) with on-going tests of change determining how best to mainstream the offer for eligible 2s.</p> <p>Bookbug The library Service has offered Bookbug sessions to an increasing number of families. This approach will also feature in our developing Partnership Strategy.</p> <p>The Impact of Work to Close the Gap</p>	
	SECOND	R 16/17	R 17/18	W 16/17	W 17/18		
	SIMD Q1	54.3%	64.3%	50.0%	59.3%		
	SIMD Q2	61.8%	63.9%	57.1%	57.6%		
	SIMD Q3	72.1%	71.2%	62.6%	67.3%		
	SIMD Q4	72.7%	81.6%	66.0%	75.5%		
	SIMD Q5	84.8%	85.9%	79.6%	81.4%		
	Difference between SIMD Quintile 1&5	30.5%	21.5%	29.6%	22.1%		
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-9.0%		-7.5%		
	SECOND	L & T 16/17	L & T 17/18	N 16/17	N 17/18		
	SIMD Q1	68.6%	76.9%	57.6%	61.8%		
	SIMD Q2	75.2%	74.8%	60.2%	62.2%		
	SIMD Q3	80.0%	84.1%	66.3%	72.1%		
	SIMD Q4	80.5%	87.6%	68.8%	79.1%		
	SIMD Q5	91.2%	88.7%	80.9%	82.7%		
	Difference between SIMD Quintile 1&5	22.7%	11.8%	23.3%	20.9%		
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		10.8%		-2.4%		
THIRD OR	R	R	W	W			

Priority Area	August 2017		August 2018		What did we do and what was the impact?	
Closing the attainment gap between most and least disadvantaged children	ABOVE	16/17	17/18	16/17	17/18	<p>Although CfE data is provisional at this stage, it appears that work over session 2017/2018 has realised a 2% decrease in 'The Gap' across all CfE levels when comparing the percentage of pupils attaining a level over the past 2 years. Validated data will enable us to review the target for improvement over session 2018/2019.</p> <p>There are early indications that the gap between SIMD decile 1 and 5 has been reduced in over 60% of measures from Early to Fourth level. Early, Second and Fourth are the levels that the Gap has been reduced most significantly. These are areas where Aberdeen City have made the greatest progress overall according to provisional data.</p> <p>Analysis of the impact upon closing the poverty-related attainment gap will be carried out once the September Update of Insight has been received.</p> <p>Data relating to attendance, exclusions and staying on rates will be available once the September School Census data has been analysed.</p> <p>Next Steps It is important that we build on the gains of 2017/2018 and now share practice from schools who have reported the greatest impact from planned interventions in 17/18. This will be done by working in collaboration with the Educational Psychologist Service to develop a strategic approach to measuring the impact of interventions.</p>
	SIMD Q1	69.2%	67.5%	64.6%	65.6%	
	SIMD Q2	74.3%	76.6%	68.1%	71.8%	
	SIMD Q3	80.4%	76.7%	72.8%	74.6%	
	SIMD Q4	89.3%	87.4%	87.9%	83.3%	
	SIMD Q5	96.2%	95.0%	95.8%	93.8%	
	Difference between SIMD Quintile 1&5	27.0%	27.5%	31.2%	28.2%	
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON			0.5%	-3.0%	
	THIRD OR ABOVE	L & T 16/17	L & T 17/18	N 16/17	N 17/18	
	SIMD Q1	71.9%	66.2%	62.5%	66.4%	
	SIMD Q2	78.0%	75.2%	74.3%	74.7%	
	SIMD Q3	79.4%	77.8%	77.3%	80.1%	
	SIMD Q4	90.7%	89.3%	84.9%	84.5%	
	SIMD Q5	96.4%	96.3%	94.8%	93.8%	
	Difference between SIMD Quintile 1&5	24.5%	30.1%	32.3%	27.4%	
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON			5.6%	-4.9%	
	FOURTH	R 16/17	R 17/18	W 16/17	W 17/18	
	SIMD Q1	23.1%	29.8%	21.0%	26.5%	
	SIMD Q2	26.5%	34.6%	24.9%	32.7%	
	SIMD Q3	42.4%	38.1%	37.5%	33.9%	
SIMD Q4	52.6%	56.5%	49.8%	53.7%		

Priority Area	August 2017		August 2018		What did we do and what was the impact?	
	SIMD Q5	70.4%	71.5%	69.5%	68.1%	
	Difference between SIMD Quintile 1&5	47.3%	41.7%	48.5%	41.7%	
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-5.6%		-6.8%	
	FOURTH	L & T 16/17	L & T 17/18	N 16/17	N 17/18	
	SIMD Q1	21.5%	27.2%	29.2%	42.3%	
	SIMD Q2	28.4%	37.5%	32.4%	48.6%	
	SIMD Q3	39.1%	39.2%	40.0%	57.5%	
	SIMD Q4	48.6%	54.8%	56.4%	65.3%	
	SIMD Q5	69.5%	73.1%	71.5%	74.6%	
	Difference between SIMD Quintile 1&5	48.0%	45.9%	42.3%	32.3%	
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-2.0%		-10.1%	

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Improvement in children and young people's health and wellbeing	<table border="1"> <thead> <tr> <th>Sector</th> <th>Rates per 1000 pupils (2016/2017)</th> <th>Rates per 1000 pupils (2017/2018)</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>**</td> <td>Not available</td> </tr> <tr> <td>Secondary</td> <td>84</td> <td>Not available</td> </tr> </tbody> </table>		Sector	Rates per 1000 pupils (2016/2017)	Rates per 1000 pupils (2017/2018)	Primary	**	Not available	Secondary	84	Not available	<p>Supporting Transitions Consideration was given to those pupils with autism transitioning in to P1. The PT Autism Outreach has produced support materials for P1 teachers and all P1 teachers who require assistance will be invited to a support event in the new session. These processes will become part of our annual programme of transition support. The capacity of Autism Outreach has been increased with the operating model of the service having been reviewed to maximise gains. Provisional data suggests that these changes have contributed to a 10% decrease in the number of pupils with ASC excluded in session 2017/2018 compared to the previous session.</p> <p>Sexual Health and Parenthood An Associated Schools Group has agreed to consult and engage with young people to identify and improve opportunities to support wellbeing and positive relationships. The pilot will trial a multi-agency approach to supporting young people to access age and needs led appropriate relationships, sexual health and parenthood (RSHP) information, care and services. One secondary school and 2 primary schools from the identified ASG area will be taking part in the RHSP national curriculum development pilot co-ordinated by the TASC agency.</p> <p>Aberdeen City Oral Health Plan Universal and targeted actions have been identified in the 'Aberdeen City Oral Health Plan' to improve children's dental health. Quality Improvement Methodology will be used to support improvement in schools where dental health (National Dental Inspection Programme data) has remained below the national target for the last 10 years.</p> <p>Substance Misuse The Aberdeen City Council 'Policy and Procedure for Managing Substance Misuse Incidents Involving Children and Young People in Schools' has been updated to include clearer reporting procedures and will be formally launched in August 2018. More robust reporting procedures and monitoring of this data by a range of agencies will help to identify areas of concern and support early intervention. Included within the updated policy is a more holistic pathway to support the wellbeing of children and young people involved in substance misuse incidents.</p>										
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Priority Area	August 2017	August 2018	What did we do and what was the impact?
Improvement in children and young people's health and wellbeing	Difference between Q1 & Q5	54	45
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-9
	Note: This data is provisional and not yet validated		
	Secondary- Exclusion Incidents		
	SIMD Quintile	Rates per 1000 pupils (2016/2017)	Rates per 1000 pupils (2017/2018)
	1	166	120
	2	146	101
	3	106	85
	4	72	61
	5	23	28
Difference between Q1 & Q5	143	92	
17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-51	
Note: This data is provisional and not yet validated			
			<p>Establishing Partnership Forums</p> <p>Following the formation of Partnership Forums from August 2017, many can demonstrate the early impact of approaches on community resilience and positive mental health whilst it is recognised that others require further guidance. An evaluation event has informed the review of the updated Operational Guidance. Partnership Forums have now been endorsed by the Integrated Children's Services Board and it is thought that this will aid full engagement across the wider Partnership and provide an opportunity to scale up effective approaches more effectively.</p> <p>The Development of APPA</p> <p>The Educational Psychology Service have led on the development of an app to enable young people to share their own wellbeing The Educational Psychology Service have led on the refinement and trial of an electronic well-being assessment tool to better include young people considered targeted and specialist in their planning. The Young People involved rated the tool positively, data is still incoming from professionals, young people and families regarding its outcomes and reports.</p> <p>Pupil Participation</p> <p>The Rights Respecting Schools Award is now well established across Aberdeen City. This good practice will be developed further as the partnership work with UNICEF to become Scotland's first Child Friendly City.</p> <p>The Impact of Work to Improve Wellbeing</p> <p>Raw exclusion data suggests a 14.7% decrease in exclusions in primary schools with a 6% decrease across secondary. This equates to an 8.8% decrease in all exclusions. We achieved a reduction in the number of LAC excluded of only 0.8%. The gap between those in SIMD 1 and 5 has been reduced this year.</p> <p>We had identified a need to focus work to reduce the number of exclusions following transitions and retain a focus on vulnerable groups. Our approach has not been effective and will require to be reviewed.</p>

Priority Area	August 2017	August 2018	What did we do and what was the impact?
<p>Improvement in children and young people’s health and wellbeing</p>			<p>Data on exclusions for LAC will be available after the September School Census.</p> <p>Data on SQA performance will be available once the September update of Insight has been analysed.</p> <p>Data on positive destinations will be available once information from Insight February Update and SDS has been analysed, likely to be early in 2019.</p> <p>Next Steps There is a need to look more closely at exclusion data in order to understand why secondary exclusion rates have not dropped in line with primary school rates so that action can be taken. There is also a need to better understand LAC exclusions as there is a need to accelerate progress in this area and it is thought that a focus on attachment- based practice over 2018/2019 will support this work.</p>

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<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>Data on destinations is not provided until February Update of Insight</p>	<table border="1" data-bbox="483 264 714 485"> <thead> <tr> <th colspan="2">Initial school leaver positive destinations</th> </tr> <tr> <th>ACC</th> <th>% of pupils</th> </tr> </thead> <tbody> <tr> <td>S4-6 (ALL)</td> <td>90.84</td> </tr> <tr> <td>S4-S6 (LAC)</td> <td>63.33</td> </tr> </tbody> </table> <table border="1" data-bbox="483 533 714 820"> <thead> <tr> <th colspan="2">Initial school leaver positive destinations</th> </tr> <tr> <th>ACC</th> <th>% of pupils</th> </tr> </thead> <tbody> <tr> <td>30% Most deprived</td> <td>83.57</td> </tr> <tr> <td>Middle 40% by Deprivation</td> <td>88.65</td> </tr> <tr> <td>30% Least deprived</td> <td>96.08</td> </tr> </tbody> </table> <table border="1" data-bbox="483 868 714 986"> <thead> <tr> <th colspan="2">Staying on rate</th> </tr> <tr> <th>ACC</th> <th>% of pupils</th> </tr> </thead> <tbody> <tr> <td>S3-S5</td> <td>81.98</td> </tr> </tbody> </table> <table border="1" data-bbox="483 1059 714 1337"> <thead> <tr> <th colspan="2">Staying on rate SIMD Quintiles*</th> </tr> <tr> <th>Quintile</th> <th>% of pupils</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>72.33</td> </tr> <tr> <td>2</td> <td>71.12</td> </tr> <tr> <td>3</td> <td>76.17</td> </tr> <tr> <td>4</td> <td>86.10</td> </tr> <tr> <td>5</td> <td>91.58</td> </tr> </tbody> </table>	Initial school leaver positive destinations		ACC	% of pupils	S4-6 (ALL)	90.84	S4-S6 (LAC)	63.33	Initial school leaver positive destinations		ACC	% of pupils	30% Most deprived	83.57	Middle 40% by Deprivation	88.65	30% Least deprived	96.08	Staying on rate		ACC	% of pupils	S3-S5	81.98	Staying on rate SIMD Quintiles*		Quintile	% of pupils	1	72.33	2	71.12	3	76.17	4	86.10	5	91.58	<table border="1" data-bbox="768 264 999 485"> <thead> <tr> <th colspan="2">Initial school leaver positive destinations</th> </tr> <tr> <th>ACC</th> <th>% of pupils</th> </tr> </thead> <tbody> <tr> <td>S4-6 (ALL)</td> <td>Not available</td> </tr> <tr> <td>S4-S6 (LAC)</td> <td>Not available</td> </tr> </tbody> </table> <table border="1" data-bbox="768 533 999 820"> <thead> <tr> <th colspan="2">Initial school leaver positive destinations</th> </tr> <tr> <th>ACC</th> <th>% of pupils</th> </tr> </thead> <tbody> <tr> <td>30% Most deprived</td> <td>Not available</td> </tr> <tr> <td>Middle 40% by Deprivation</td> <td>Not available</td> </tr> <tr> <td>30% Least deprived</td> <td>Not available</td> </tr> </tbody> </table> <table border="1" data-bbox="768 868 999 995"> <thead> <tr> <th colspan="2">Staying on rate</th> </tr> <tr> <th>ACC</th> <th>% of pupils</th> </tr> </thead> <tbody> <tr> <td>S3-S5</td> <td>Not available</td> </tr> </tbody> </table> <table border="1" data-bbox="768 1043 999 1369"> <thead> <tr> <th colspan="2">Staying on rate SIMD Quintiles*</th> </tr> <tr> <th>Quintile</th> <th>% of pupils</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Not available</td> </tr> <tr> <td>2</td> <td>Not available</td> </tr> <tr> <td>3</td> <td>Not available</td> </tr> <tr> <td>4</td> <td>Not available</td> </tr> <tr> <td>5</td> <td>Not available</td> </tr> </tbody> </table>	Initial school leaver positive destinations		ACC	% of pupils	S4-6 (ALL)	Not available	S4-S6 (LAC)	Not available	Initial school leaver positive destinations		ACC	% of pupils	30% Most deprived	Not available	Middle 40% by Deprivation	Not available	30% Least deprived	Not available	Staying on rate		ACC	% of pupils	S3-S5	Not available	Staying on rate SIMD Quintiles*		Quintile	% of pupils	1	Not available	2	Not available	3	Not available	4	Not available	5	Not available	<p>Identifying Actions An improvement event was organised for the City on Developing the Young Workforce (DYW). This highlighted a number of key actions for schools and central officers. A follow up Quality Assurance visit to all schools ensured that actions had been identified within schools and that they would have a clear plan for moving this agenda forward in 18/19. The impact of this is not available until the SQUIPs are analysed. All schools agreed to have Learner Pathways as an agreed improvement theme across the City and this will be a major focus of our work.</p> <p>Improving the Quality of Learner Pathways A Learner Pathway event was held with secondary Head Teachers and was followed up with a strategic planning meeting between schools and central officers. Key points for addressing areas of underperformance were identified for both schools and central officers and this will form the basis of our National Improvement Framework Plan for 18/19. A strategic group of relevant stakeholders was established in March 18 to support this improvement.</p> <p>The City Campus There has been a rise in young people attending NESCoL from 378 in 2016/17 to 467 in 2017/18. There has been a dip in the number of young people attending courses through the City Campus from 323 in 2016/17 down to 288 in 2017/18.</p> <p>Establishing an Early Learning and Childcare Academy Aberdeen City, Aberdeenshire and Moray Councils have collaborated to work in partnership with Aberdeen University, NESCOL and SQA accredited training centres to establish an Early Learning and Childcare Academy. This digital Academy seeks to upskill the current ELC workforce and also increase opportunities and routes into the profession.</p> <p>Transitions from School Presentations have been delivered at school, ASG and partnership level to highlight the issues around transitions for vulnerable groups. Transitions are supported by the Person-Centred Risk Assessment (PCRA) process with central staff monitoring emerging trends and offering support to schools. The impact of the first year of implementation of the PCRA process is currently being reviewed to</p>
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Aberdeen City Council Baseline Measures and Improvement Targets – March 2018

Performance Areas for Improvement	Baseline Measurements	Improvement Targets																																																																																																																																													
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L&T	1644	1395	86.16	761	47.00																																																																																																																																										
Numeracy	1644	1333	82.44	828	51.21																																																																																																																																										

Performance Areas for Improvement	Baseline Measurements									Improvement Targets	
Closing the Poverty Attainment Gap – Broad General Education Primary By SIMD 2016 Quintiles <ul style="list-style-type: none"> • Reading • Writing • Listening and Talking (L&T) • Numeracy 	PRIMARY 2016/17									<ul style="list-style-type: none"> • Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with quintile 5 for both literacy and numeracy 	
	P1										
	SIMD 2016 Quintiles	No. of Pupils	Reading - Early Level	Reading - Early Level (%)	Writing - Early Level	Writing - Early Level (%)	L&T - Early Level	L&T - Early Level (%)	Numeracy - Early Level		Numeracy - Early Level (%)
	Quintile 1 - Most Deprived	234	154	65.81	154	65.81	177	75.64	175		74.79
	Quintile 2	578	407	70.54	387	67.07	445	77.12	421		72.96
	Quintile 3	284	199	70.07	196	69.01	230	80.99	214		75.35
	Quintile 4	307	240	78.18	229	74.59	257	83.71	253		82.41
	Quintile 5 - Least Deprived	676	564	83.56	556	82.37	598	88.59	590		87.41
	P4										
		No. of Pupils	Reading - First Level	Reading - First Level (%)	Writing - First Level	Writing - First Level (%)	L&T - First Level	L&T - First Level (%)	Numeracy - First Level		Numeracy - First Level (%)
	Quintile 1 - Most Deprived	264	166	62.88	148	56.06	182	68.94	174		65.91
	Quintile 2	458	317	69.67	294	64.62	360	79.12	289		63.52
	Quintile 3	241	158	65.83	152	63.33	188	78.33	157		65.42
	Quintile 4	319	251	79.18	242	76.34	282	88.96	255		80.44
	Quintile 5 - Least Deprived	680	567	83.51	533	78.50	608	89.54	566		83.24
	P7										
		No. of Pupils	Reading - Second Level	Reading - Second Level (%)	Writing - Second Level	Writing - Second Level (%)	L&T - Second Level	L&T - Second Level (%)	Numeracy - Second Level		Numeracy - Second Level (%)
	Quintile 1 - Most Deprived	210	114	54.29	105	50.00	144	68.57	121		57.62
	Quintile 2	442	272	61.82	251	57.05	331	75.23	265		60.23
	Quintile 3	192	137	72.11	119	62.63	152	80.00	126		66.32
	Quintile 4	256	186	72.66	169	66.02	206	80.47	176		68.75
Quintile 5 - Least Deprived	593	502	84.80	471	79.56	540	91.22	479	80.91		

N.B. If the number or other corresponding figures are greater than 0 but less or equal to 5 then such numbers have been replaced by asterisks ()** because they could be misleading or lead to identification of individuals."

	Least Deprived											
Performance Areas for Improvement	Baseline Measurements										Improvement Targets	
Closing the Poverty Attainment Gap – Broad General Education Secondary By SIMD 2016 Quintiles <ul style="list-style-type: none"> • Reading • Writing • Listening and Talking (L&T) • Numeracy 	SECONDARY 2016/17										<ul style="list-style-type: none"> • Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with Quintile 5 for both literacy and numeracy 	
	S3											
	SIMD 2016 Quintiles	No. of Pupils	Reading - Third Level or better	Reading - Third Level or better (%)	Writing - Third Level or better	Writing - Third Level or better (%)	L&T - Third Level or better	L&T - Third Level or better (%)	Numeracy - Third Level or better	Numeracy - Third Level or better (%)		
	Quintile 1 - Most Deprived	196	135	69.23	126	64.62	140	71.79	120	62.50		
	Quintile 2	380	277	74.26	253	67.83	290	77.75	274	74.05		
	Quintile 3	188	147	80.33	133	72.68	145	79.23	142	77.17		
	Quintile 4	291	258	89.58	254	88.19	263	91.00	247	85.17		
	Quintile 5 - Least Deprived	580	555	96.19	553	95.84	555	96.19	549	94.82		
		No. of Pupils	Reading - Fourth Level	Reading - Fourth Level (%)	Writing - Fourth Level	Writing - Fourth Level (%)	L&T - Fourth Level	L&T - Fourth Level (%)	Numeracy - Fourth Level	Numeracy - Fourth Level (%)		
	Quintile 1 - Most Deprived	196	45	23.08	41	21.03	42	21.54	56	29.17		
	Quintile 2	380	99	26.54	92	24.66	105	28.15	119	32.16		
	Quintile 3	188	78	42.62	68	37.16	71	38.80	74	40.22		
	Quintile 4	291	152	52.78	144	50.00	141	48.79	164	56.55		
	Quintile 5 - Least Deprived	580	406	70.36	401	69.50	400	69.32	414	71.50		

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Performance Areas for Improvement	Baseline Measurements	Improvement Targets																																																									
Senior Phase-Candidates Attaining Literacy and Numeracy	<table border="1"> <thead> <tr> <th colspan="5" data-bbox="338 193 1312 252">National Benchmarking Measure: Literacy and Numeracy</th> </tr> <tr> <th data-bbox="338 260 640 384"></th> <th data-bbox="640 260 734 384">Year</th> <th data-bbox="734 260 947 384">% Level 4 Literacy and Numeracy</th> <th data-bbox="947 260 1160 384">% Level 5 Literacy and Numeracy</th> <th data-bbox="1160 260 1312 384">Number in Cohort</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 384 640 427">Aberdeen City</td> <td data-bbox="640 384 734 427">2017</td> <td data-bbox="734 384 947 427">89.07</td> <td data-bbox="947 384 1160 427">64.14</td> <td data-bbox="1160 384 1312 427">1637</td> </tr> </tbody> </table>	National Benchmarking Measure: Literacy and Numeracy						Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	Aberdeen City	2017	89.07	64.14	1637	<ul style="list-style-type: none"> Greater than 1% increase at SCQF level 4 Greater than 1% increase at SCQF level 5 																																										
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Senior Phase – S6 Cohort Cumulative (S4-6) Average Complementary Tariff Points	<table border="1"> <thead> <tr> <th colspan="6" data-bbox="338 496 1619 571">National Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage S6</th> </tr> <tr> <th data-bbox="338 576 640 651"></th> <th data-bbox="640 576 734 651">Year</th> <th data-bbox="734 576 947 651">Lowest Attaining 20%</th> <th data-bbox="947 576 1167 651">Middle Attaining 60%</th> <th data-bbox="1167 576 1395 651">Highest Attaining 20%</th> <th data-bbox="1395 576 1619 651">Number in Cohort</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 651 640 694">Aberdeen City</td> <td data-bbox="640 651 734 694">2017</td> <td data-bbox="734 651 947 694">389</td> <td data-bbox="947 651 1167 694">927</td> <td data-bbox="1167 651 1395 694">1432</td> <td data-bbox="1395 651 1619 694">878</td> </tr> </tbody> </table>	National Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage S6							Year	Lowest Attaining 20%	Middle Attaining 60%	Highest Attaining 20%	Number in Cohort	Aberdeen City	2017	389	927	1432	878	<ul style="list-style-type: none"> Greater than 1% increase for S6 cohort based on cumulative (S4-6) average complementary tariff points 																																							
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Performance Areas for Improvement	Baseline Measurements				Improvement Targets																				
Positive Destinations S4-6	National Benchmarking Measure: Leaver Initial Destinations		National Benchmarking Measure: Leaver Initial Destinations: By Destination		<ul style="list-style-type: none"> Greater than 1% increase in school leaver positive destinations 																				
Aberdeen City	Year 2016/17	% of Schools Leavers in a Positive Destination 90.84	Number in Cohort 1,637	<table border="1"> <thead> <tr> <th>Destination</th> <th>% of school leavers</th> </tr> </thead> <tbody> <tr><td>Activity Agreement</td><td>0.37</td></tr> <tr><td>Employed</td><td>15.46</td></tr> <tr><td>Further Education</td><td>29.14</td></tr> <tr><td>Higher Education</td><td>43.13</td></tr> <tr><td>Not known</td><td></td></tr> <tr><td>Training</td><td>2.38</td></tr> <tr><td>Unemployed Not Seeking</td><td>1.04</td></tr> <tr><td>Unemployed Seeking</td><td>8.12</td></tr> <tr><td>Voluntary Work</td><td>0.37</td></tr> </tbody> </table>		Destination	% of school leavers	Activity Agreement	0.37	Employed	15.46	Further Education	29.14	Higher Education	43.13	Not known		Training	2.38	Unemployed Not Seeking	1.04	Unemployed Seeking	8.12	Voluntary Work	0.37
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Closing the Poverty Attainment Gap- Positive Destinations	National Benchmarking Measure: Leaver Initial Destinations: By Deprivation				<ul style="list-style-type: none"> Greater than a 1% reduction in the difference between the 30% most and least deprived school leavers in positive destinations 																				
Aberdeen City	Year	% of School Leavers in a Positive Destination	Number in Cohort	<table border="1"> <tbody> <tr><td>30% Most deprived</td><td>2016/17</td><td>83.57</td><td>414</td></tr> <tr><td>Middle 40% by Deprivation</td><td>2016/17</td><td>88.65</td><td>458</td></tr> <tr><td>30% Least deprived</td><td>2016/17</td><td>96.08</td><td>765</td></tr> </tbody> </table>		30% Most deprived	2016/17	83.57	414	Middle 40% by Deprivation	2016/17	88.65	458	30% Least deprived	2016/17	96.08	765								
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(**)The S3-S5 stage staying-on rate is based on S3 pupils 2 years earlier and the S4 –S5 staying-on rate is based on S4 pupils 1 year earlier																									

Performance Areas for Improvement	Baseline Measurements	Improvement Targets												
Closing the Poverty Attainment Gap – Staying on Rates S3 –S5	<p data-bbox="342 193 1581 236">Staying on Rate 2017: S4-S5 by SIMD 2016 Quintiles*</p> <table border="1" data-bbox="342 236 1581 359"> <thead> <tr> <th data-bbox="342 236 712 320"></th> <th data-bbox="712 236 920 309">Quintile 1 - Most Deprived</th> <th data-bbox="920 236 1070 309">Quintile 2</th> <th data-bbox="1070 236 1220 309">Quintile 3</th> <th data-bbox="1220 236 1370 309">Quintile 4</th> <th data-bbox="1370 236 1581 309">Quintile 5 - Least Deprived</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 320 712 359">Aberdeen City</td> <td data-bbox="712 320 920 359">72.33</td> <td data-bbox="920 320 1070 359">71.12</td> <td data-bbox="1070 320 1220 359">76.17</td> <td data-bbox="1220 320 1370 359">86.10</td> <td data-bbox="1370 320 1581 359">91.58</td> </tr> </tbody> </table> <p data-bbox="342 400 1839 467">*S4-S5 staying-on rates by deprivation are based on SIMD 1016. We were unable to show the staying –on rates by deprivation for S3-S5 as we would need to use SIMD2012 (redundant now) and not compatible.</p>		Quintile 1 - Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - Least Deprived	Aberdeen City	72.33	71.12	76.17	86.10	91.58	<ul data-bbox="1906 161 2130 368" style="list-style-type: none"> Greater than a 1% reduction in quintiles 1-4 when compared to quintile 5
	Quintile 1 - Most Deprived	Quintile 2	Quintile 3	Quintile 4	Quintile 5 - Least Deprived									
Aberdeen City	72.33	71.12	76.17	86.10	91.58									
Senior Pupils Leaving Without a Literacy 3 Qualification	<p data-bbox="342 512 1581 555">National Benchmarking Measure: Literacy and Numeracy</p> <table border="1" data-bbox="342 555 1581 678"> <thead> <tr> <th data-bbox="342 555 712 678">Aberdeen City 2017</th> <th data-bbox="712 555 824 678">Cohort</th> <th data-bbox="824 555 1205 678">Percentage of Leavers attaining Literacy Level 3</th> <th data-bbox="1205 555 1581 678">Number of leavers not attaining Literacy Level 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 678 712 722"></td> <td data-bbox="712 678 824 722">1,637</td> <td data-bbox="824 678 1205 722">96.58</td> <td data-bbox="1205 678 1581 722">56</td> </tr> </tbody> </table>	Aberdeen City 2017	Cohort	Percentage of Leavers attaining Literacy Level 3	Number of leavers not attaining Literacy Level 3		1,637	96.58	56	<ul data-bbox="1906 480 2130 719" style="list-style-type: none"> Greater than a 1% decrease in number of pupils leaving without a Literacy 3 qualification 				
Aberdeen City 2017	Cohort	Percentage of Leavers attaining Literacy Level 3	Number of leavers not attaining Literacy Level 3											
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Number of Pupils Leaving Without a Numeracy 3 Qualification	<p data-bbox="342 767 1581 810">National Benchmarking Measure: Literacy and Numeracy</p> <table border="1" data-bbox="342 810 1581 933"> <thead> <tr> <th data-bbox="342 810 712 933">Aberdeen City 2017</th> <th data-bbox="712 810 824 933">Cohort</th> <th data-bbox="824 810 1205 933">Percentage of Leavers attaining Numeracy Level 3</th> <th data-bbox="1205 810 1581 933">Number of leavers not attaining Numeracy Level 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 933 712 975"></td> <td data-bbox="712 933 824 975">1,637</td> <td data-bbox="824 933 1205 975">94.99</td> <td data-bbox="1205 933 1581 975">82</td> </tr> </tbody> </table>	Aberdeen City 2017	Cohort	Percentage of Leavers attaining Numeracy Level 3	Number of leavers not attaining Numeracy Level 3		1,637	94.99	82	<ul data-bbox="1906 735 2130 975" style="list-style-type: none"> Greater than a 1% decrease in number of pupils leaving without a Numeracy 3 qualification 				
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Performance Areas for Improvement	Baseline Measurements	Improvement Targets																																																																																																																																																																
<p>Broad General Education – Achievement of Curriculum for Excellence (CfE Levels)</p> <p>Looked after Children</p> <ul style="list-style-type: none"> • Reading • Writing • Listening and Talking (L&T) • Numeracy 	<table border="1"> <thead> <tr> <th colspan="8" data-bbox="331 153 1599 228">PRIMARY – ACHIEVEMENT OF CfE LEVELS</th> </tr> <tr> <th colspan="4" data-bbox="331 228 965 272">P1</th> <th colspan="4" data-bbox="965 228 1599 272">P4</th> </tr> <tr> <th></th> <th>No. of pupils</th> <th>Early Level</th> <th>Early Level (%)</th> <th></th> <th>No. of pupils</th> <th>First Level</th> <th>First Level (%)</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 272 517 384">Reading</td> <td>15</td> <td>7</td> <td>46.67</td> <td data-bbox="965 272 1151 384">Reading</td> <td>13</td> <td>6</td> <td>46.15</td> </tr> <tr> <td data-bbox="331 384 517 429">Writing</td> <td>15</td> <td>9</td> <td>60.00</td> <td data-bbox="965 384 1151 429">Writing</td> <td>13</td> <td>**</td> <td>**</td> </tr> <tr> <td data-bbox="331 429 517 474">L&T</td> <td>15</td> <td>**</td> <td>**</td> <td data-bbox="965 429 1151 474">L&T</td> <td>13</td> <td>6</td> <td>46.15</td> </tr> <tr> <td data-bbox="331 474 517 518">Numeracy</td> <td>15</td> <td>**</td> <td>**</td> <td data-bbox="965 474 1151 518">Numeracy</td> <td>13</td> <td>6</td> <td>46.15</td> </tr> <tr> <th colspan="8" data-bbox="331 518 1599 563">P7</th> </tr> <tr> <th></th> <th>No. of pupils</th> <th>Second Level</th> <th>Second Level (%)</th> <th colspan="4"></th> </tr> <tr> <td data-bbox="331 563 517 608">Reading</td> <td>14</td> <td>**</td> <td>**</td> <td colspan="4"></td> </tr> <tr> <td data-bbox="331 608 517 652">Writing</td> <td>14</td> <td>**</td> <td>**</td> <td colspan="4"></td> </tr> <tr> <td data-bbox="331 652 517 697">L&T</td> <td>14</td> <td>6</td> <td>42.86</td> <td colspan="4"></td> </tr> <tr> <td data-bbox="331 697 517 742">Numeracy</td> <td>14</td> <td>**</td> <td>**</td> <td colspan="4"></td> </tr> <tr> <th colspan="8" data-bbox="331 742 1599 817">SECONDARY – ACHIEVEMENT OF CfE LEVELS</th> </tr> <tr> <th colspan="8" data-bbox="331 817 1599 861">S3</th> </tr> <tr> <th></th> <th>No. of pupils</th> <th>Third Level or better</th> <th>Third Level or better (%)</th> <th>Fourth Level</th> <th colspan="3">Fourth Level (%)</th> </tr> <tr> <td data-bbox="331 861 517 957">Reading</td> <td>29</td> <td>9</td> <td>40.91</td> <td>**</td> <td colspan="3">**</td> </tr> <tr> <td data-bbox="331 957 517 1002">Writing</td> <td>29</td> <td>9</td> <td>40.91</td> <td>**</td> <td colspan="3">**</td> </tr> <tr> <td data-bbox="331 1002 517 1046">L&T</td> <td>29</td> <td>11</td> <td>50.00</td> <td>**</td> <td colspan="3">**</td> </tr> <tr> <td data-bbox="331 1046 517 1114">Numeracy</td> <td>29</td> <td>10</td> <td>45.45</td> <td>**</td> <td colspan="3">**</td> </tr> </tbody> </table>	PRIMARY – ACHIEVEMENT OF CfE LEVELS								P1				P4					No. of pupils	Early Level	Early Level (%)		No. of pupils	First Level	First Level (%)	Reading	15	7	46.67	Reading	13	6	46.15	Writing	15	9	60.00	Writing	13	**	**	L&T	15	**	**	L&T	13	6	46.15	Numeracy	15	**	**	Numeracy	13	6	46.15	P7									No. of pupils	Second Level	Second Level (%)					Reading	14	**	**					Writing	14	**	**					L&T	14	6	42.86					Numeracy	14	**	**					SECONDARY – ACHIEVEMENT OF CfE LEVELS								S3									No. of pupils	Third Level or better	Third Level or better (%)	Fourth Level	Fourth Level (%)			Reading	29	9	40.91	**	**			Writing	29	9	40.91	**	**			L&T	29	11	50.00	**	**			Numeracy	29	10	45.45	**	**			<ul style="list-style-type: none"> • 4% increase in literacy performance • 4% increase in numeracy performance
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		Children																			
Performance Areas for Improvement	Baseline Measurements					Improvement Targets															
Exclusions– <ul style="list-style-type: none"> • Primary • Secondary Looked after Children	Exclusions 2016/17 <table border="1"> <thead> <tr> <th></th> <th>Primary - All</th> <th>Primary LAC</th> <th>Secondary – All</th> <th>Secondary LAC</th> </tr> </thead> <tbody> <tr> <td>No of Exclusions</td> <td>**</td> <td>**</td> <td>726</td> <td>206</td> </tr> <tr> <td>No of Excluded Pupils</td> <td>**</td> <td>**</td> <td>396</td> <td>104</td> </tr> </tbody> </table>						Primary - All	Primary LAC	Secondary – All	Secondary LAC	No of Exclusions	**	**	726	206	No of Excluded Pupils	**	**	396	104	<ul style="list-style-type: none"> • Greater than 1% reduction in number of Looked After Children excluded
	Primary - All	Primary LAC	Secondary – All	Secondary LAC																	
No of Exclusions	**	**	726	206																	
No of Excluded Pupils	**	**	396	104																	
Senior Phase-Candidates Attaining Literacy and Numeracy Looked after Children	National Benchmarking Measure: Literacy and Numeracy <table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>% Level 4 Literacy and Numeracy</th> <th>% Level 5 Literacy and Numeracy</th> <th>Number in Cohort</th> </tr> </thead> <tbody> <tr> <td>Aberdeen City</td> <td>2017</td> <td>56.67</td> <td>**</td> <td>30</td> </tr> </tbody> </table>						Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort	Aberdeen City	2017	56.67	**	30	<ul style="list-style-type: none"> • Greater than 1% increase at SCQF level 4 • Greater than 1% increase at SCQF level 5 					
	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort																	
Aberdeen City	2017	56.67	**	30																	
Senior Phase – S5/6 Cohort Cumulative (S4-6) Average Complementary Tariff Points Looked after Children	National Benchmarking Measure: Improving Attainment for All, Average Complementary Tariff Points, Stage S6 <table border="1"> <thead> <tr> <th></th> <th>Year</th> <th>Lowest Attaining 20%</th> <th>Middle Attaining 60%</th> <th>Highest Attaining 20%</th> <th>Number in Cohort</th> </tr> </thead> <tbody> <tr> <td>Aberdeen City</td> <td>2017</td> <td>21</td> <td>270</td> <td>804</td> <td>16</td> </tr> </tbody> </table>						Year	Lowest Attaining 20%	Middle Attaining 60%	Highest Attaining 20%	Number in Cohort	Aberdeen City	2017	21	270	804	16	<ul style="list-style-type: none"> • Greater than 1% increase for S5/6 cohort based on cumulative (S4-6) average complementary tariff points 			
	Year	Lowest Attaining 20%	Middle Attaining 60%	Highest Attaining 20%	Number in Cohort																
Aberdeen City	2017	21	270	804	16																

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N.B. If the number or other corresponding figures are greater than 0 but less or equal to 5 then such numbers have been replaced by asterisks () because they could be misleading or lead to identification of individuals."**

Performance Areas for Improvement	Baseline Measurements				Improvement Targets																			
Positive Destinations S4-6 Looked After Children	National Benchmarking Measure: Leaver Initial Destinations			National Benchmarking Measure: Leaver Initial Destinations: By Destination	<ul style="list-style-type: none"> Greater than 1% increase in school leaver positive destinations 																			
	Year	% of Schools Leavers in a Positive Destination	Number in Cohort	<table border="1"> <thead> <tr> <th>Destination</th> <th>% of school leavers</th> </tr> </thead> <tbody> <tr> <td>Activity Agreement</td> <td>**</td> </tr> <tr> <td>Employed</td> <td>**</td> </tr> <tr> <td>Further Education</td> <td>23.33</td> </tr> <tr> <td>Higher Education</td> <td>**</td> </tr> <tr> <td>Not known</td> <td></td> </tr> <tr> <td>Training</td> <td>**</td> </tr> <tr> <td>Unemployed Not Seeking</td> <td>**</td> </tr> <tr> <td>Unemployed Seeking</td> <td>30.00</td> </tr> <tr> <td>Voluntary Work</td> <td></td> </tr> </tbody> </table>		Destination	% of school leavers	Activity Agreement	**	Employed	**	Further Education	23.33	Higher Education	**	Not known		Training	**	Unemployed Not Seeking	**	Unemployed Seeking	30.00	Voluntary Work
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Unemployed Seeking	30.00																							
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Aberdeen City	2016/17	63.33	30																					



Aberdeen City Council National Improvement Framework Plan 2018/2019



ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN – OVERARCHING DRIVER DIAGRAM

Outcome

Primary Drivers

Secondary Drivers

Change ideas

Improve the attainment, wellbeing and employability of children and young people by matching or exceeding virtual comparator performance across core KPIs by 2021

Measure:
In line with or exceeding virtual comparitors in core KPIs

Local Authority central team structure & approach

Collaboration at strategic and local level

Engagement of Parents and carers in improvement

Pupil participation in strategic decision making

Improve Quality Assurance & Quality Improvement Model

Improved use of data to drive improvement including understanding variation

Effective communication & implementation of policy

Develop a central team structure which enables improvement in key priorities

Collaboration with Headteachers, Education Scotland and Northern Alliance

Improve the quality of strategic and local partnership working to fully utilise expertise of the entire system

Regular review of single agency process on other partners

Exemplification of effective engagement

Empowerment of families to support school improvement

Achieving and Maintaining Rights Respecting Schools Award

Achieving UNICEF Child Friendly City

- An increased and shared understanding of ‘the standard’ will improve quality assurance arrangements
- More collaborative QA arrangements with leaders and practitioners in schools will build capacity across the system
- A better understanding of system vulnerabilities will enable a more targeted response
- A more modern approach to communication will bring greater application of policy
- Sharing data around the 4 NIF priority areas will aid partnership understanding of the current context
- Improved visualisation of partnership data will aid the identification of local priorities
- Shared Partnership Forum improvement projects will lead to more collaborative working practices and better use of resource to prevent an escalation of need
- Utilising the expertise of parents and carers will support improving attainment and achievement
- Sharing best practice in parental engagement will help Parent Councils be increasingly ambitious in approach
- Pupil participation in decision making will ensure the collective system is more designed around the needs of children and young people
- Work with partners to become a Child Friendly City (driven through a separate plan linked to UNICEF Badges) will help reshape each agencies approach to empowering and responding to the needs of children and young people and develop young people who are effective contributors

OVERARCHING PRIORITIES PROVISIONAL WORKPLAN

Improvement aim - Improve the attainment, wellbeing and employability of children and young people by matching or exceeding virtual comparator performance across core KPIs by 2021

NIF PRIORITIES		NIF DRIVERS	
1	Improvement in attainment, particularly in literacy and numeracy	SL	School Leadership
2	Closing the attainment gap between the most and least disadvantaged children	TP	Teacher Professionalism
3	Improvement in children and young people’s health and wellbeing	PE	Parental Engagement
4	Improvement in employability skills and sustained, positive school leaver destinations for all young people	ACP	Assessment of Children’s Progress
		SI	School Improvement
		PI	Performance Information

Improvement Activity	This is how we we’ll do it	By whom by Aug’19	Evidence of Impact
<p>Develop more collaborative and consistent central systems to reduce variation and increase quality of experience for children and young people</p> <p>Primary Driver: 1</p> <p>NIF Drivers: SL TP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> • Re-design the central team structure to ensure a multi-disciplinary focus on improvement priorities (to include head teachers) • Increase accountability by establishing effective governance and monthly NIF progress reporting arrangements • In collaboration with Education Scotland increase understanding of ‘the standard’ to increase capacity of multi-disciplinary teams • The central team, in collaboration with Education Scotland, to exemplify emerging inspection trends to address systemic issues and share with the workforce • Re-design quality assurance/quality improvement arrangements which benefit from resource across the whole system. In reviewing the quality assurance model ensure: <ul style="list-style-type: none"> ➢ It involves a range of expertise across the Service including schools by negotiating new working practices ➢ It is a collaborative model across schools and central teams ➢ It has a clear focus on the three core quality indicators and identified vulnerabilities in the system ➢ It has mechanisms for ensuring improvement at both school and class level ➢ It provides regular opportunities to improve and refine the 	<p>Chief Education Officer and QIM Leadership of change (in collaboration with all stakeholders)</p>	<p>KPIs:</p> <ul style="list-style-type: none"> • 5% increase in the average grading of good or better-primary • 2% increase in average grading good or better-secondary • 5% increase in average grading at very good or above – secondary <p>Impact Measures: QA shows general increase in delivery of statutory duties (% to be established following baseline audit)</p>

	<p>model</p> <ul style="list-style-type: none"> • Evaluate the impact of current approach to communication to include the collections of baseline data on compliance with current policy • Work with key stakeholders to establish a more effective communication and info sharing approach which capitalises on digital to free up HT meetings for improvements aligned to the NIF • Establish clear measures to track impact and inform on-going development of the model 		80% of HT report improved communication (against a baseline audit)
<p>Improve the quality of strategic and local partnership working to fully utilise the expertise of the entire system to support children and young people</p> <p>Primary Driver 2</p> <p>NIF Drivers: SI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future 2 and 3</i></p> <p>Children's Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> • Ensure new central structure shows clear alignment with ICFS, other council functions, the wider Community Planning Partnership, Northern Alliance and Associated Schools Groups • Establish strategic partnership groups for the 4 priority areas to utilise the expertise of the system (membership to be determined by expertise and capacity across the system but to include HTs) In year 1 establish how the system can be refreshed/revised to support improvement in the 4 priority areas and support the workstreams identified in this plan. • Business Intelligence to share visualised data around the 4 NIF priorities to aid Partnership Forums to understand and respond to current vulnerabilities • Implementation of updated Partnership Forum Operational Guidance resulting in agreed improvement project being led by each Forum • Report progress through the Improvement Collaborative and then cascade learning across the partnership to support decision making around scaling 	<p>Chief Officer ICFS</p> <p>Chief Education Officer</p> <p>QIMs/ CSW Service Managers/HTs/ELC Locality Leads/ ESWs/ Partnership Forum Chairs</p>	<p>KPIs:</p> <ul style="list-style-type: none"> • Greater than 1% increase in literacy performance (BGE) • Greater than 1% increase in numeracy performance (BGE) <p>Impact Measures: 80% of Partnership Forum Improvement Projects can evidence improved outcomes for learners</p> <p>15% increase in the no of partners engaging in Partnership Forums</p>
<p>Increase the engagement of Parents and Carers in school improvement</p> <p>Primary Driver 3</p> <p>NIF Drivers: SL TP</p> <p>Local Outcome</p>	<ul style="list-style-type: none"> • Audit of the effectiveness of mechanisms in place to ensure positive engagement from parents as per the agreed ACC Strategy and identify measures to track progress of implementation • Share best practice when schools and Parent Forums have 'co-produced' policies and guidance. 	<p>Development Officer and HT colleagues</p>	<p>KPIs:</p> <ul style="list-style-type: none"> • 5% increase in the average grading of good or better-primary • 2% increase in average grading good or better-

<p>Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>			<p>secondary</p> <ul style="list-style-type: none"> 5% increase in average grading at very good or above – secondary <p>Impact Measures: City wide Parent Forum audit evidences 5% increase in opportunities to inform school improvement</p>
<p>Increase pupil participation in strategic decision making</p> <p>Key Drivers: ACP TP</p> <p>Local Outcome</p> <p>Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> Audit of the effectiveness of mechanisms in place (including Rights Respecting School Award (RRSA)) to ensure opportunities for young people to participate in local and citywide democratic processes and decision making: <ul style="list-style-type: none"> About their own learning; About the life and work of the school; and In the wider community Work with partners to enable Aberdeen to become a Child Friendly City (driven through a separate plan linked to UNICEF Badges) 	<p>Development Officer (Pupil Participation) and Project Manager (Child Friendly Cities)</p>	<p>Measures: Progress made against measures in UNICEF CFC Plan</p>

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN – PRIORITY 1

Outcome

Primary Drivers

Secondary Drivers

Change Ideas

Increase attainment, particularly in literacy and numeracy, to meet or exceed our virtual comparator performance by 2021

Pedagogy and assessment practices

Leadership at all levels

Coordination of services supporting literacy development

Effective Professional Learning offer which improves pedagogy & assessment practices

Coaching and mentoring to increase practitioner confidence and innovation

Effective Quality assurance & Quality Improvement approaches

Utilisation of IHI improvement methodology and data literacy

Improve Central team and school leaders' capacity for improvement

Provide Standard and consistent expectations of schools and the central team

Effective communication strategy (transfer of info)

Improve knowledge of services

Share knowledge of current performance

Develop Collaborative Partnership approach

Standardise and enable consistent practice

- Agreeing an ACC methodology based on metacognition will improve pedagogy (creativity and innovation)
- Focussing the Professional learning offer on agreed methodology, vulnerabilities and professional standards will support greater improvement
- Making use of digital will overcome challenges in attending Professional Learning
- Introducing a ELC Quality Award will promote self-improvement
- Adopting coaching and mentoring approach will empower practitioners
- Utilising SEEMiS Progress and Achievement module will better track progress
- Developing moderation and assessment practices will increase pace and challenge in the classroom
- Empowering practitioners and leaders in IHI will improve the pace of improvement
- Focussing Improvement Events around the themes from this NIF plan will accelerate improvement
- More collaborative QA working practices with schools will establish an agreed standard
- Maintaining a risk register will help to prioritise the work of the central team
- Considering the child in the context of the family and community will accelerate improvements in literacy skills
- Utilising the knowledge and skills of the Northern Alliance will accelerate progress
- Mainstreaming local approaches that evidence impact will accelerate progress by building on approaches already tested
- Providing Professional Learning and guidance on L&T in literacy and numeracy and networks of support will improve pace and challenge

Measures:
Attainment ↑
Core QIs

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PROVISIONAL WORK PLAN

(To be reviewed when improvement team is established)

NIF PRIORITIES	NIF DRIVERS
<ol style="list-style-type: none"> 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> SL School Leadership TP Teacher Professionalism PE Parental Engagement ACP Assessment of Children's Progress SI School Improvement PI Performance Information

Priority 1: Increase attainment, particularly in literacy and numeracy, to meet or exceed our virtual comparator performance by 2021

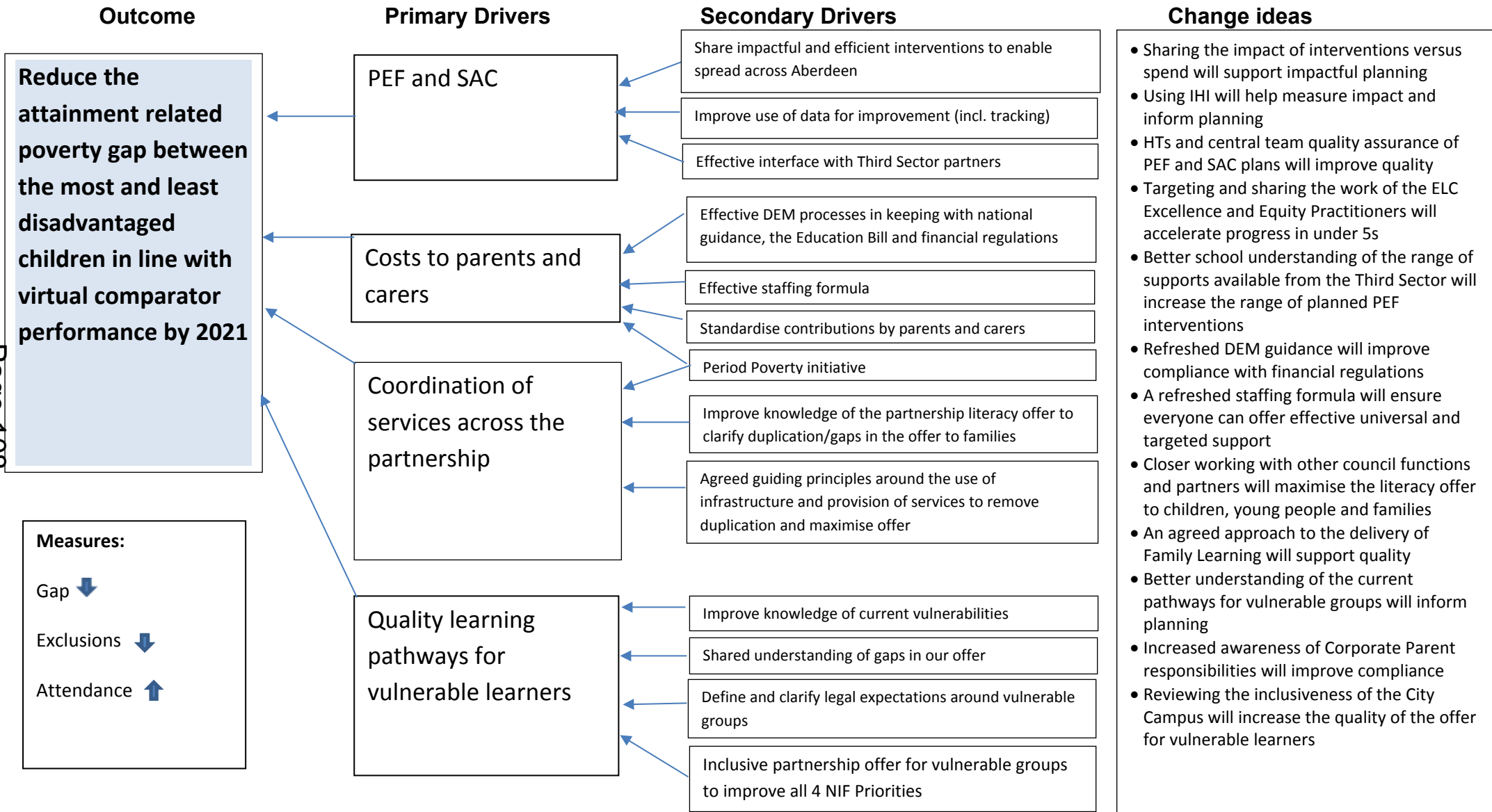
Improvement Activity	This is how we'll do it	By Whom/ By August 2019	Evidence of Impact
<p>Improve pedagogy and assessment practices to increase creativity, innovation, pace and challenge in the classroom</p> <p>Primary Driver 1</p> <p>NIF Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 1 & 3</i></p>	<ul style="list-style-type: none"> • Agree the best means of ACC improving practitioner knowledge of the learning process (metacognition). Develop/commission a Professional Learning offer to reflect the agreed approach, current vulnerabilities and professional standards which utilises digital approaches and tracks the impact on learners to inform next steps • Implement the rationalised ELC/Early Level Professional Learning offer and monitor impact on practice and child experience to determine next steps • Design and introduce an Early Level Quality Award based on effective pedagogy and child led practice to promote self-improvement and reward innovation • Guide practitioners in the use of IHI improvement methodology to develop a culture of classroom practitioner enquiry • Further development of a coaching and mentoring approach to support practitioners working across the Early Level Curriculum and beyond by negotiating how to utilise the expertise of curriculum innovators beyond their own school • Establish a central risk register to help target support from the central team 	<p>Raising Attainment Team</p>	<p>KPIs:</p> <ul style="list-style-type: none"> • 5% increase in the average grading of good or better- primary • 2% increase in average grading good or better- secondary • 5% increase in average grading at very good or above – secondary • Greater than 1% increase in literacy performance (BGE) • Greater than 1% increase in numeracy performance (BGE) • Greater than 1% increase at SCQF level 4 • Greater than 1%

	<ul style="list-style-type: none"> • Rationalise and improve the use of digital platforms to enable effective sharing of guidance, resources and best practice with schools • Implement SEEMiS Progress and Achievement module for tracking progress and reporting in all secondary and pilot primary schools. • Continue to develop moderation and understanding of the standard through a range of events for practitioners, HT, Associated School Group and Assessment Leaders events • Focus HT meetings on the improvements contained in this NIF Plan to accelerate improvement • Re-negotiation and implementation of approach to moderation in secondary schools to realise improved pace and challenge • Continue to utilise the QAMSO team to support moderation at both at school and ASG level. • Development and launch of a sustainable numeracy teaching strategy focused on improving pedagogical practices. 		<p>increase for S6 cohort based on cumulative (S4-6) average complementary tariff points</p> <ul style="list-style-type: none"> • Greater than 1% increase at SCQF level 5 <p>Impact Measures: 80% of Professional Learning evaluations evidence positive impact on practice</p> <p>Triangulation of evidence (QA, CfE and other sources) evidences alignment 90% of the time</p> <p>All early adopters of ELC Quality Award evaluate core QIs at higher level than in 17/18</p> <p>Data from tests of change</p>
<p>Improve leadership of change at all levels of the system to build capacity for improvement</p> <p>Key Drivers: SL PI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>Children’s Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> • Collaborate with all key stakeholders to establish the vision and values of the newly formed Integrated Children’s and Family Services and agree how progress will be measured as we work to realise these ambitions • Engage with Education Scotland to build the quality assurance and quality improvement capacity of the Attainment Team • Design a series of Improvement Events around the themes from this NIF plan, learning from Local Authority Education function inspections and the core QIs with clear linkage with the 18/19 quality assurance model to develop a shared understanding of ‘the standard’ • Negotiate a more collaborative relationship between the Local Authority and ELC/schools to make use of expertise and insight from across schools and ASGs and develop a culture of collaboration and enquiry • Establish and maintain a risk register to target the work of the central 	<p>Chief Officer ICFS</p> <p>Raising Attainment Team</p>	<p>KPIs: Greater than 1% Improvement across literacy and numeracy KPIs</p> <p>Impact Measures: 90% of Improvement Event evaluations suggest positive impact on practice</p> <p>The quality/accuracy of the risk register is confirmed through external inspection activity</p>

	<p>team</p> <ul style="list-style-type: none"> Quality assure progress in refining individual curriculum design and rationale, vision and values to meet the needs of the local community by monitoring KPIs at a school and Local Authority level Improve analysis of SNSA assets and CfE levels to support better triangulation of evidence 		
<p>Improve the coordination of services supporting literacy development to improve levels of literacy across a community</p> <p>Key Drivers: ACP PI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> Undertake a detailed analysis of the literacy levels and numeracy levels of children, young people and families by collaborating across the Council and wider partnership (to include consideration of those who use alternative communication systems) Map current offer to identify under/over provision in each community Review of current research, including local learning, to guide vision of how we can best collaborate to improve outcomes for children, young people and families. This will include working collaboratively with the Northern Alliance to ensure that impactful approaches are fully considered and utilised Further use of data to inform targeted delivery of ESOL provision by using the level of English data by school profiles Development and launch a whole system Literacy Strategy following agreement by the Community Planning Partnership. Strategy to ensure: <ul style="list-style-type: none"> ➤ Demand led targeting ➤ Better sharing of data across services ➤ Sharing of skills held by all teams supporting literacy development ➤ Wide roll out of 'Spotters and referrers' training Continue to support schools with the implementation of emergent literacy and Talk Boost and ensure these feature in the partnership strategy 	<p>Attainment Team</p> <p>Closing the Gap Team</p> <p>Early Intervention and Community Empowerment function</p>	<p>KPIs: Greater than 1% improvement in Literacy and numeracy KPIs</p> <p>Greater than a 1% decrease in number of pupils leaving without a Literacy 3 qualification</p> <p>Impact Measures: Increased opportunities to engage in activities promoting literacy in a community (baseline and target to be set)</p> <p>Maintain or increase the no of + evaluations from adult learners</p> <p>Maintain or increase the no of adult achievement awards</p> <p>No of attendees at training reporting a change in practice following attendance</p>

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN – PRIORITY 2

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ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PROVISIONAL WORK PLAN

(To be reviewed when improvement team is established)

NIF PRIORITIES	NIF DRIVERS
<ol style="list-style-type: none"> 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> SL School Leadership TP Teacher Professionalism PE Parental Engagement ACP Assessment of Children's Progress SI School Improvement PI Performance Information

Priority 2: Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021

Improvement Priority	This is how we will do it	By Whom/ By August 2019	Evidence of Impact
<p>Increase the impact of PEF and SAC spend to reduce the attainment related poverty gap</p> <p>Primary Driver 1</p> <p>NIF Drivers: SL PI SI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> Establish a mechanism for digitally sharing the impact of ACC PEF and SAC approaches including a weighting that balances impact to cost to ensure alignment with national approach Increase understanding of and use of short term measures to test changes and track changes through engagement in IHI improvement professional learning and mechanisms and better utilise the skills of the Educational Psychology Service to support implementation of improvement science Empower pupil equity fund leads and SAC schools through a forum to share best practice and provide challenge. Deployment of ELC Excellence and Equity Practitioners to lead direct support with children and families and upskill others in effective approaches to help close the gap in those aged 2-5 Improve the interface between Third Sector partners and schools to increase the variety of evidence-based PEF interventions delivered by the Third Sector Utilise multi-disciplinary teams to determine the rigor and quality of PEF/SAC Plans Youth work and family learning will make more effective use of PEF to deliver evidenced based intervention and increase provision 	<p>Closing the Gap Team</p> <p>Early Intervention and Community Empowerment</p>	<p>KPIs:</p> <ul style="list-style-type: none"> Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with quintile 5 for both literacy and numeracy <p>Impact Measures:</p> <p>10% increase in the number of PEF/SAC interventions leading to positive change</p> <p>10% Increase in engagement with Third Sector evident in PEF Plans</p> <p>5% increase in the no of schools employing youth workers/Family Learning</p>

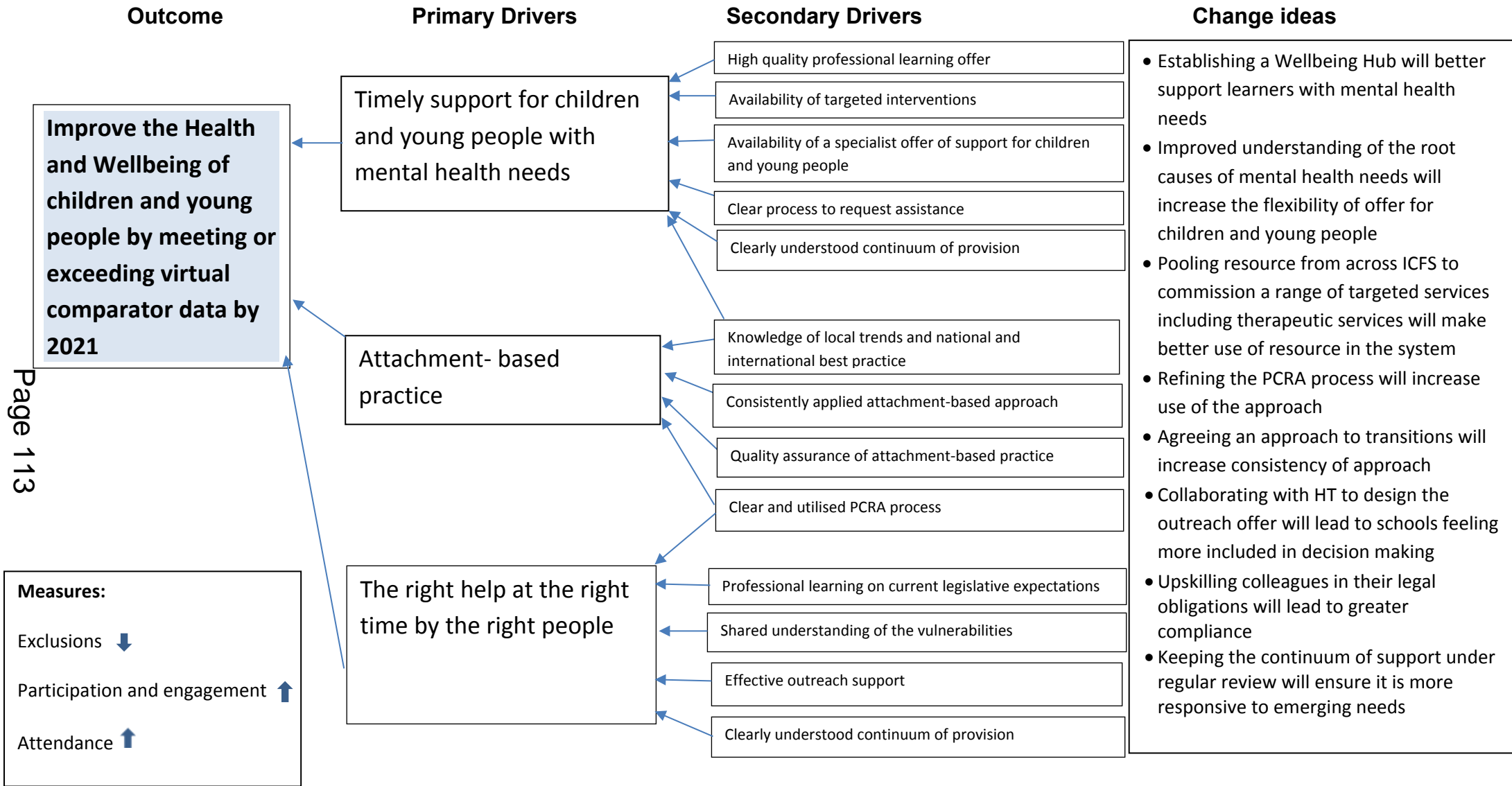
Priority 2: Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021			
Improvement Priority	This is how we will do it	By Whom/ By August 2019	Evidence of Impact
			10% Increase in literacy and numeracy attainment of children targeted by Excellence and Equity Practitioners
<p>Reduce cost of the school day to parents and carers to maximise family income</p> <p>Primary Driver 2</p> <p>NIF Drivers: SL</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i> <i>Creating a Digital Place Outcome 2</i> Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> • Audit the compliance of Devolved Education Management with updated Scottish Government guidance to determine next steps • Refresh DEM guidance for schools and include costed poverty proofing approach • Plan implementation of a refreshed staffing formula to ensure that all schools are able to provide effective universal and targeted support as a single agency • Implement a level of flexibility in use of the staffing budget to ensure that staffing structures reflect pupil needs in keeping with the Education Bill • Implement the period poverty initiative across all schools. 	<p>Closing the Gap Team</p> <p>Finance Partner</p> <p>DEM Coordinator</p> <p>School Nursing team</p>	<p>Impact Measure: 5% reduction in costs passed to parents and carers</p> <p>All young people in our Priority Areas have easy access to free sanitary products</p>
<p>Improved coordination of services across the partnership to maximise the community offer</p> <p>Primary Driver 3</p> <p>NIF Drivers: SL</p> <p>Local Outcome Improvement Plan:</p>	<ul style="list-style-type: none"> • Establish a test of change in one locality • Work in collaboration with Early Intervention and Community Empowerment to gather data on: <ul style="list-style-type: none"> ➢ the use of council and partnership assets ➢ the full partnership offer to families • Map the current offer to establish gaps and plan next steps to maximise the use of resource to support families in the three priority areas • CLD to provide clarify on the learning offer across the ASG to support onward referral 	<p>Closing the Gap Team</p> <p>Raising Attainment Team</p> <p>Early Intervention and Community Empowerment</p>	<p>KPIs:</p> <ul style="list-style-type: none"> • Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with quintile 5 for both literacy and numeracy

Priority 2: Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021			
Improvement Priority	This is how we will do it	By Whom/ By August 2019	Evidence of Impact
<p><i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan:</p> <p>1. <i>Closing the Gap</i></p>	<ul style="list-style-type: none"> • CLD working with the Northern Alliance to showcase best practice in Family Learning to increase awareness of evidence base • Align the draft Family Learning guidance with recent Education Scotland guidance and learning from the test of change • Consult on the draft guidance and exemplify/showcase ACC best practice through the provision of digital professional learning showcasing positive impact on families • Establish a set of guiding principals for the co-location of services as we move forward 		<p>Improvement Measures:</p> <p>Increased commissioning of the Family Learning Team</p> <p>Increased awareness of services leading to increase in onward referrals by schools</p>
<p>Improve the quality and number of learning pathways for vulnerable learners</p> <p>(undertaken in collaboration with Priority 4 work)</p> <p>Primary Driver 4</p> <p>Key Drivers: SI TP</p> <p>Local Outcome Improvement Plan:</p> <p><i>Children Are Our Future Outcome 1 & 3</i></p>	<ul style="list-style-type: none"> • Central team to work with the Education Scotland Area Lead Officer to better understand the data around exclusions and learn from national best practice to support a more targeted approach to address high exclusion rates and increase participation and engagement by vulnerable groups • Agree definition of 'vulnerable groups' • Quality assure/evaluate the appropriateness of the current curriculum offer for our most vulnerable pupils to establish a baseline of current opportunities for vulnerable learners • Produce a detailed plan to address the findings following analysis (this may lead to changes in activity) • Increase understanding of responsibilities of staff as Corporate Parents to ensure compliance with legislation • Improve outcomes for LAC through the implementation of SAC LAC mentoring • Review working arrangement with partners to co-design appropriate pathways for our most vulnerable learners and consider the need for a commissioning strategy • More effective use of learning passports and assessment tools to identify the needs of adult learners 	<p>Closing the Gap Team</p> <p>Community Empowerment</p>	<p>KPIs:</p> <p>Greater than 2% decrease in exclusions (SIMD1-4/5)</p> <p>Greater than 1% increase in attendance (SIMD1-4/5)</p> <ul style="list-style-type: none"> • 4% increase in literacy performance (LAC) • 4% increase in numeracy performance (LAC) • LAC targets contained in attached KPIs <p>Improvement Measures:</p> <p>10% increase in the number of learning pathways identified for vulnerable groups (baseline to be established)</p>

Priority 2: Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021

Improvement Priority	This is how we will do it	By Whom/ By August 2019	Evidence of Impact
	<ul style="list-style-type: none"> • Raise awareness of Community Learning Healthy Minds team among partnership forums to support parents and young people • Review how the city campus supports vulnerable learners to ensure that there are a range of pathways for our most vulnerable learners (linked to Priority 4) 		5% reduction in OOA placements due to lack of educational provision

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN – PRIORITY 3



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ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PROVISIONAL WORK PLAN

(To be reviewed when improvement team is established)

NIF PRIORITIES		NIF DRIVERS	
<ol style="list-style-type: none"> 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people 		<ul style="list-style-type: none"> SL School Leadership TP Teacher Professionalism PE Parental Engagement ACP Assessment of Children's Progress SI School Improvement PI Performance Information 	
Priority 3: Improve Health and Wellbeing of children and young people by meeting or exceeding virtual comparator data by 2021			
Improvement Priority	This is how we'll do it	By Whom/ By August 2019	Evidence of Impact
<p>Improve the provision of timely support for children and young people with mental health needs to reduce the escalation of need</p> <p>Primary Driver 1</p> <p>NIF Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 & 3</i></p> <p>Children's Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> • Multi-agency development (especially close collaboration with local CAHMS Services) leading to the publication of a multi-agency guidance and continuum to support children and young people with mental health needs in keeping with GIRFEC. Basket of measures defined to measure impact and inform change. This will include: <ul style="list-style-type: none"> ➢ Establishing a Wellbeing Hub and clarifying how to request assistance ➢ Development of a universal offer of Professional Learning for all ELC and school settings ➢ Development of a targeted offer of support for children with emerging mental health needs ➢ a more specialist service for children and young people in keeping with GIRFEC principles • Pool resource from across ICFS to commission a range of services including therapeutic services, to support children and young people with mental health needs. • Target Youth Work based on data around mental health • Clarify and share the continuum of provision for children with the full range of additional support needs including how to request assistance 	<p>Health and Wellbeing Team</p> <p>Educational Psychology Service</p>	<p>KPIs:</p> <p>10% reduction in exclusion rates of group identified as having mental health needs</p> <p>10% increase in attendance of group identified as having mental health needs</p> <p>Improvement Measures:</p> <ul style="list-style-type: none"> • 10% rise in awareness and understanding of mental health needs reported by colleagues • 80% of Requests for Assistance demonstrate previous interventions and impact.

			<ul style="list-style-type: none"> • Increase in number of young people identified as having mental health needs who are supported by Youth Work (baseline to be established)
<p>Implement attachment- based practice to increase participation and engagement of vulnerable groups</p> <p>Primary Driver 2</p> <p>NID Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i></p> <p>Children’s Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> • Analysis of Council and partnership data to understand the scale of the problem • Research national and international best practice and work across the partnership to develop a proposed approach • Share learning with colleagues and agree guiding principles • Refine and publish the Person-Centred Risk Assessment process in keeping with agreed approach • Publish Transitions guidance in keeping with proposed approach 		<p>KPIs: 10% reduction in exclusion rates of group identified as having mental health needs</p> <p>10% increase in attendance of group identified as having mental health needs</p> <p>Greater than a 1% reduction in quintiles 1-4 when compared to quintile 5</p> <p>Improvement measures: Increase in Participation and Engagement Scales for identified children and young people</p>
<p>Children receive the right help at the right time by the right people.</p> <p>Primary Driver 3</p> <p>NIF Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i></p> <p>Children’s Services Plan:</p>	<ul style="list-style-type: none"> • Improve the quality of support to ELC and school settings through the re-design of outreach services to better reflect current needs • On-going partnership review of impact of GIRFEC arrangements • Continued engagement in Child Protection Programme • Utilisation of Young Carers guidance • Deliver Professional learning on the revised Code of Practice on the ASL Act as amended • Increase evidencable consideration of the need for a CSP for all LAC • Review data around current needs to determine next steps • Mapping and evaluation of impact of current central team approach and the provision of outreach services to determine next steps 	<p>Health and Wellbeing team</p> <p>Raising Attainment Team</p> <p>Educational Psychology Service</p>	<p>KPIs: 10% reduction in exclusion rates of group identified as having mental health needs</p> <p>10% increase in attendance of group identified as having mental health needs</p>

3. <i>Health and Wellbeing</i>	<ul style="list-style-type: none"> Publish continuum of provision and keep under regular review through monitoring an agreed set of measures 	Specialist Provision HTs	Improvement Measures: Decrease in the number of ASL tribunals (baseline being determined)
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ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN – PRIORITY 4

Outcome

Primary Drivers

Secondary Drivers

Change ideas

Increase the number of school leaver positive destinations for all young people by meeting or exceeding virtual comparator by 2021

'Developing the Young Workforce' Strategy

Improve the quality of transitions

Effective and inclusive senior phase offer

Improve knowledge of vulnerabilities

Establish range of placements by engaging with industry

Provide mentoring opportunities

Establish Secondary Guidance structure supporting DYW

Inclusive City Campus

Improve knowledge of vulnerabilities around key transitions

Develop Professional Learning targeting current vulnerabilities and national best practice

Clarify role of central staff in supporting and quality assuring transitions


Introduce a common school week

Develop a 'career ready' programme

Foyer Early Action System Change Project



- A detailed analysis of the senior phase will help understand the scale of the challenge.
- More effective partnership working will increase the number of young people reaching a sustained positive destination
- The development of an agreed strategy will ensure that we make consistent progress over the next 3 years
- Increasing the number of work placements opportunities including certificated work experience placements within secondary will improve outcomes
- Promoting and implementing an increased range of mentoring programmes will improve outcomes
- Engaging more effectively with industry across the BGE and Senior Phase will increase the number of young people participating in awards
- Reviewing secondary guidance remits will enable closer alignment with the DYW agenda
- Increasing access to Stage 1 Activity Agreement programmes will increase employability for vulnerable learners
- Increased use of digital will increase participation.
- Supporting schools to provide Tailored/Bespoke Opportunities will increase support to vulnerable learners
- Supporting delivery of the Foyer Early Action System Change Improvement Project will improve employability of vulnerable groups

Measures:

School leaver destinations 

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PROVISIONAL WORK PLAN
(To be reviewed when improvement team is established)

NIF PRIORITIES		KEY DRIVERS	
1	Improvement in attainment, particularly in literacy and numeracy	SL	School Leadership
2	Closing the attainment gap between the most and least disadvantaged children	TP	Teacher Professionalism
3	Improvement in children and young people’s health and wellbeing	PE	Parental Engagement
4	Improvement in employability skills and sustained, positive school leaver destinations for all young people	ACP	Assessment of Children’s Progress
		SI	School Improvement
		PI	Performance Information
Priority 4: Increase the number of sustained positive school destinations for all young people by exceeding virtual comparator by 2021			
Improvement priority	This is how we’ll do it	By Whom/ By Aug ‘19	Evidence of Impact
<p>Work in collaboration with the DYW regional Board to develop an effective strategy on Developing the Young Workforce</p> <p>Key Drivers: SL PI</p> <p>Local Outcome Improvement Plan: <i>Aberdeen Prospers Outcome 3 Children Are Our Future Outcome 3</i></p> <p>Children’s Services Plan: <i>1. Closing the Gap</i></p>	<p>Collaborate with Education Scotland and the DYW Regional Board to undertake a detailed analysis of the senior phase to understand the scale of the challenge including review and audit of evaluate current DYW position and areas for development across our DYW themes; including:</p> <ul style="list-style-type: none"> • Curriculum • Partnerships (SDS, NESCoL) • Work Placements • Mentoring • Industry Engagement • Contextual Learning <p>Work should be fully aligned with the aspiration to work towards a One Stop Shop (to include work experience, mentoring and industry engagement) in the future</p> <p>Following analysis develop an agreed plan to address areas of underperformance with regards to DYW by developing a city-wide approach likely to include:</p> <ul style="list-style-type: none"> • Making use of learning from school improvement plans • Determining the best approach to be taken by the work experience unit to maximise impact • Capitalising on Youth Work 	<p>Employability Team</p> <p>Economic Development</p> <p>Youth Work</p>	<p>KPIs: Greater than 2% increase in the number of school leaver positive destinations</p> <p>Greater than a 1% reduction in the difference between the 30% most and least deprived school leavers in positive destinations</p> <p>Greater than a 1% increase in the staying on rate of S3-S5 pupils</p> <p>Improvement Measures: Increase in certificated work experience (baseline to be determined)</p>

	<ul style="list-style-type: none"> • Reviewing the current approach to the city campus • Reviewing secondary guidance structures to ensure alignment with the DYW agenda • Taking account of Northern Alliance best practice, best practice nationally, Education Scotland Guidance • Increasing access to Stage 1 Activity Agreement programmes to increase employability for vulnerable learners • Increasing access to achievement awards for young people to increase number of young people participating in awards to develop life skills • Exemplifying pathways to support vulnerable learners • Support delivery of the Foyer system change improvement project 		<p>Increased confidence reported by those being supported by Youth Workers (baseline to be taken)</p> <p>Wider range of industry related programmes available to pupils (baseline to be determined)</p> <p>Increased opportunities to young people and parents/carers to be better informed of routes into work, careers planning and employment opportunities (baseline to be determined)</p>
<p>Improve the quality of transitions</p> <p>Key Drivers:  </p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> • Collate and analyse the data around transitions (exclusion, attendance, DYW, attainment) to help review the impact of current arrangements (including provision of support) and plan next steps • Consider how best to use central resource to support effective transition arrangements • Develop and publish transitions guidance and agree quality assurance processes • Means of sharing best practice established and utilised • Support the development of an employability approach to work placements in partnership with work experience unit / Develop of certificated work experience units (Secondary). • Support and extend the implementation of DYW programmes: Career Ready, YPI and other industry related programmes. 	Employability Team	<p>KPIs:</p> <p>Improvement Measures: Increase in the no of schools delivering a broader range of qualifications for young people from S4 – S6 in partnership with colleges and other providers (baseline to be determined)</p> <p>Increase in school/partner collaboration informing curriculum design (baseline to be determined)</p> <p>Increase provision of work-related learning</p>

			<p>experiences for pupils (baseline to be determined)</p> <p>All schools will offer a fuller range of vocational qualifications, in partnership with colleges and other training providers (baseline to be determined)</p>
<p>Effective and inclusive senior phase offer (Undertaken in collaboration with Priority 2 work)</p> <p>Key Drivers: SL</p> <p>Local Outcome Improvement Plan: <i>Aberdeen Prospers Outcome 3 Children Are Our Future Outcome 3</i></p> <p>Children’s Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> • Collaborate with Education Scotland to better analyse performance in post school destinations <ul style="list-style-type: none"> • Provide audit tool for schools to review senior phase provision • Collaborate with HMI to better analyse performance in post school destinations • Consider the introduction of foundation level apprenticeships • Revisit the common school week • Review the memorandum of understanding with NESCOL so that approaches are aligned • Continue to support the Career ready program • Support school staff and parents to have a greater understanding of the world of work and routes into work to improve young people’s learning • Pilot activity around foundation apprenticeships Industry Engagement: scope the implementation of Foundation Apprenticeships working in partnership with NESCOL and/or sector business/school partnerships (Secondary). • Develop and implement common school week • Review the memorandum of understanding with NESCOL so that approaches are aligned • Continue to support the Career ready programme • Early Intervention and Community Empowerment to support the development of bespoke senior phase offer for those identified as being at risk 	<p>Employability Team</p> <p>Early Intervention and Community Empowerment</p>	<p>KPIs:</p> <p>Improvement Measures: School staff report increased understanding of the world of work and routes into work to improve young people’s learning (baseline to be determined)</p> <p>Increase provision of work-related learning experiences for pupils (baseline to be determined)</p> <p>Work placements provide tailored employability activities/placements to meet specific pupil needs (Secondary).</p> <p>All schools will offer a fuller range of vocational qualifications, in partnership with colleges</p>

			and other training providers (baseline to be determined)
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Data is published at various stages over the year. Measures and targets will be reviewed following publication of data in September and February.

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	6 September 2018
REPORT TITLE	School Improvement Plans and the work of the Regional Improvement Collaborative
REPORT NUMBER	OPE/18/113
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Eleanor Sheppard and Lynn Scanlon
TERMS OF REFERENCE	1

1. PURPOSE OF REPORT

The purpose of this report is to provide Elected Members with a summary of the improvement activity proposed in School Improvement Plans and highlight how these plans dovetail with the work of the Regional Improvement Collaborative (RIC).

2. RECOMMENDATIONS

It is recommended that Committee:

- 2.1 note the content of School Improvement Plans for 2018/2019;
- 2.2 note how School Improvement Plans will be partially supported by the Regional Improvement Collaborative; and
- 2.3 note the participation of Aberdeen City Council staff in the workstreams of the Regional Improvement Collaborative.

3. BACKGROUND

- 3.1 There are many factors which influence school improvement planning including national advice and guidance, local planning and the needs of the communities served by the individual schools.

3.2 NATIONAL INFLUENCES

3.2.1 The Proposed Education (Scotland) Bill

A series of reforms may be legislated for in an Education (Scotland) Bill. The reforms aim to empower schools to effectively lead the delivery of excellence and equity in their school community.

3.2.2 The reforms set out how the newly established Regional Improvement Collaboratives (RIC) will promote and support improvement by setting expectations of close collaboration and partnership working between schools and associated services. It is proposed that The RICs will provide consistent, high quality support and improvement services in collaboration with each Local Authority.

3.2.3 The Scottish Government has decided to not legislate for these changes at this time although reserve the right to revisit this decision in time.

3.2.4 It is anticipated that finalised regional plans will be resubmitted to The Scottish Government at the end of September 2018 following a period of consultation with key stakeholders.

3.3 Standards in Scotland's Schools Etc. Act 2000

The need for school improvement planning was first legislated for in 2000. The legislation was amended in 2017 to reflect the National Improvement Framework, in particular the need to break cycles of deprivation and to effectively engage with families when developing plans. The review reaffirmed that school improvement plans continue to be informed by the authority's annual plan, should reflect the local authority strategy for parental involvement but be developed and driven by school communities to ensure that plans reflect local circumstance.

3.4 The National Improvement Framework

All Local Authorities have a duty to work to achieve excellence and equity as stipulated in the National Improvement Framework. This results in all schools planning to:

- Improve attainment, particularly in literacy and numeracy.
- Close the poverty-related attainment gap between the most and least disadvantaged children.
- Improve children and young people's health and wellbeing.
- Improve employability skills and sustained positive school leaver destinations for all young people.

All funding allocated to schools through either Pupil Equity Funding or Scottish Attainment Challenge Funding (SAC) must also be aligned to the four priorities of the National Improvement Framework.

3.5 How Good is Our School Fourth Edition (HGIOS?4)

The suite of quality indicators in the HGIOS?4 documents outline that effective improvement planning is a continuous process of considering what is working well and what needs to improve. Several key principles guide the development of plans including:

- Effective collaboration with parents and carers, community partners and the Associated School Groups to develop and evaluate the impact of plans;
- Taking an evidence-based approach, including careful analysis of data on children and young people's progress in order to plan;

- The need to focus on a small number of key priorities which can be implemented as part of the collegiate working time agreement and aim to reduce unnecessary bureaucracy; and
- Reflect the local and national context including the NIF priorities.

3.6 ABERDEEN CITY INFLUENCES

3.6.1 Aberdeen Community Planning Partnership Local Outcome Improvement Plan, Associated Integrated Children’s Services Plan and Locality Plans

3.6.2 Aberdeen City Council and partners have developed a Local Outcome Improvement Plan (LOIP) to drive partnership work to improve outcomes for the citizens of Aberdeen. The LOIP has identified the themes of Economy, People and Place.

3.6.3 Under each theme are key priority areas. Delivery of these priorities is overseen by partnership groups. Although education makes a contribution to many of the partnership groups, the service significantly contributes to the Integrated Children’s Services Board (ICS Board). The ICS Board leads on delivery of the theme ‘Children are our Future’.

3.6.4 The ‘Children are our Future’ theme has 3 primary drivers:

- children are safe and responsible.
- children are getting the best start in life.
- children are respected, included and achieving.

3.6.5 In addition, Locality Plans have been developed to guide work to improve outcomes across the three Priority Areas. Locality Improvement priorities easily link with the NIF priorities and include:

- Increasing the number of positive destination and employability;
- Improving health and wellbeing;
- Increasing provision of Early Learning and Childcare’;
- Reducing the attainment gap; and
- Improving levels of literacy.

3.6.6 Local Authority guidance on school improvement planning has taken account of these important influences. This guidance was presented to and endorsed by The Education Operational Delivery Committee in April 2018 (see appendix 1).

3.7 Partnership Forums

3.7.1 Partnership Forums were established from August 2017 and comprise all partners working across an Associated Schools Group. The Partnership Forums provide a ‘bottom up’ approach to improvement in keeping with the LOIP and can bring efficiencies when shared improvement priorities are addressed collaboratively across the local partnership. The Forums are governed by the Integrated Children’s Services Board.

3.8 SCHOOL COMMUNITY INFLUENCES

3.8.1 Using Data to Determine Need

Colleagues in schools have accessed a range of professional learning to support their effective use of data to realise improvement and as a result have established a clear articulation of the attainment related poverty gap. The interpretation and how the gap is measured is consistent across both schools and central officers. This will support more efficient and robust reporting of progress.

3.8.2 A series of Improvement Events over 2017/2018, including training events across Associated School Groups, has enabled all schools and PEF Champions to identify 'the poverty related attainment gap' in their establishment down to individual pupil level.

3.8.3 A wide range of data is available through the Management Information System used in schools (SEEMiS) as well as from web-based standardised assessments.

3.8.4 Schools also benefit from digital benchmarking tools to enable them to compare performance up to S3 with virtual comparators and with other schools across the region.

3.8.5 Teacher judgement remains one of the most significant pieces of key evidence to support improvement and all schools across Aberdeen City have been working to improve the quality of moderation practices over the past year.

3.9 Local Authority Guidance and Support

Guidance for schools is refreshed on a yearly basis to take account of national advice and guidance, local priorities and learning from the previous year. The guidance supports schools to submit a Standards and Quality Report and Improvement Plan in a consistent format.

3.10 Schools Evaluating Quality to Establish Improvement Priorities

Identification of areas for school improvement begins with effective self-evaluation. This process involves schools using a range of data and intelligence to establish a baseline of performance.

3.10.1 It is important that the Local Authority has confidence in the quality of these baselines of performance. The quality assurance model previously used across Aberdeen City schools focussed only on QI 3.2 (Raising Attainment and Achievement). The approach was reviewed in April 2017 to provide an increased number of visits covering each of the core quality indicators which are:

- QI 1.3 Leadership of Change
- QI 2.3 Learning, Teaching and Assessment
- QI 3.1 Ensuring Wellbeing, Equality and Inclusion
- QI 3.2 Raising Attainment and Achievement

3.10.2 More regular Quality Assurance visits have enabled the Local Authority to offer higher levels of challenge and support to schools and to develop a platform to

validate the schools' own self-evaluation. These changes have had a positive impact on Local Authority and school confidence in the validity of the gradings awarded through self-evaluation.

3.10.3 Primary School self-evaluation gradings have reduced over the year as primary staff have an increased understanding of national expectations, secondary gradings remain largely the same as in session 2017/2018. In 2017/18, the average QI grading of Good or better in primary schools is 2% lower than in 2016/17. Overall, there has been a 1% decline in the average QI grading in primary schools.

3.10.4 In 2017/18, 75% of secondary schools reported an average QI grading of Good. This is an 8% increase from 2016/17. Although some have individual QI gradings of Very Good, no secondary has an average grading of Very Good or better for 2017/18. This was also the case in 2016/17. Overall in secondary, the average QI score is the same as it was in 2016/17.

3.11 Identifying Areas for Improvement

Careful analysis of city and school performance data by head teachers and the central team led to the collaborative identification of a number of key themes to be prioritised for improvement where appropriate to local need. These are:

- Increased collaboration across schools and ASGs to promote improvement;
- Utilisation of Improvement methodology to support the leadership of change;
- Improvements in numeracy;
- Improvements in Early Years Literacy;
- Further development of Curriculum Design and Rationale;
- Targeted Closing of the Poverty Related Gap and measurement of progress;
- Positively responding to Adverse Childhood Experiences; and
- Improving the quality of Learner Pathways

3.11.1 These themes will guide the work of the central team and have influenced which of the Northern Alliance workstreams the Local Authority intend to engage with.

3.11.2 Schools have used local data to determine which of these agreed priorities should feature in individual improvement plans to ensure that each individual school plan is based on local need.

3.12 The Quality of School Improvement Plans Submitted

Schools have submitted plans in keeping with the local guidance and central officers have noted a significant improvement in the quality of planning. Schools have better identified 'the gap' and have detailed appropriate outcomes and measures to support improvement. The exemplification provided to schools is enclosed in Appendix 2.

3.12.1 Improvement Plans evidence that Professional Learning events held over 2017/2018 have instilled more careful consideration of outcomes and measures in line with the ACC Key Performance Indicators (KPIs) to ensure that improvement is effectively targeted, measured and reported.

3.13 Links with the Data

A review of School Improvement Plans evidences that the improvement work planned in schools accurately reflects both local circumstance and the key areas for improvement across Aberdeen City. Schools have focussed attention on:

- Expansion of Early Learning and Childcare
- Increased collaboration across schools and ASGs
- Improvement Methodology
- Numeracy
- Early Years' Literacy
- Curriculum Design and Rationale (continued)
- Closing the Poverty Related Gap – Measures and Outcomes
- Adverse Childhood Experiences
- Learner Pathways

3.13.1 These themes have been built into the ACC National Improvement Framework Plan for 2018/2019.

3.14 Support Available through the Northern Alliance

The Regional Improvement Plan is wide ranging and comprises 12 workstreams. The workstreams are:

- Emerging Literacy – led James Cook, Highland
- Maths Attainment & Numeracy – led by Dave Clark, Aberdeenshire
- Systems Improvement and Leadership Development – led by Vince Docherty, Aberdeenshire
- Early Years and Child Care Programme – led by Craig Clement, Aberdeenshire
- Performance / Data Sharing – led by Reyna Stewart, Aberdeen City
- Children's Service Planning – led by Ian Kyle, Highland
- Poverty / Closing the Gap – led by Helen Budge, Shetland
- Future Delivery / Models – led by Peter Diamond, Orkney
- IT Transformation – led by Bernard Chisholm, Western Isles
- Equalities – led by TBD, Aberdeen City
- Community Learning & Development – led by Avril Nicol, Aberdeenshire

3.14.1 Aberdeen City schools are directly engaging with the following workstreams:

- Emerging Literacy – lead James Cook, Highland.
- Maths Attainment & Numeracy – lead: Dave Clark, Aberdeenshire.
- Equalities is more of a 'bottom up' workstream.

3.14.2 More broadly, in terms of sharing good practice amongst officers, ACC is involved in the following workstreams:

- Early Years and Child Care Programme
- Performance / Data Sharing
- Children's Service Planning
- Community Learning & Development

3.15 The Quality Assuring Implementation

The Central Education Team have reviewed ways of working to make better use of resource to support improvement and plan to work more collaboratively across services to support improvement. This more joined up approach will provide an opportunity to upskill staff in each of the Quality Indicators and ensure that those with specialist expertise drive improvement.

4. FINANCIAL IMPLICATIONS

The costs of all improvement actions will be undertaken within existing budgets and with support from funding allocated through either Scottish Attainment Challenge (SAC) - £ 635,000 or Pupil Equity Funding (PEF) funding-£2,845,000. Please note there was also a carry forward of £1,600,000 from session 17/18.

5. LEGAL IMPLICATIONS

The Standards in Scotland Schools Etc Act 2000 imposes a duty upon the Education Authority to endeavour to secure improvement in the quality of school education provided in schools and to exercise their functions in relation to the provision of school education with a view to raising standards of education and with a view to achieving the strategic priorities set out in the National Improvement Framework. The work undertaken to date and being undertaken satisfies these legal duties.

6. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	Risk of not having sufficient resource to realise the improvements outlined in the plan.	L	Coordinate all work around the NIF Plan to make best use of available resource.
Legal	Failure to deliver on legal duties detailed under the Standards in Scotland's School Etc Act 2000.	L	Implementation of the Plan will satisfy these legal duties
Employee	Risk of employees feeling overwhelmed by the many changes in education.	L	Coordinate all changes in the NIF Plan to focus improvement activity.
Customer	Minimal impact on children and young people	L	Promotion of data literacy to support colleagues to effectively identify and address 'the gap'
Environment	No risks identified		
Technology	No risks identified		

Reputational	Loss of reputation through a failure to address the excellence and equity agenda	M	Closely monitor and quality assure progress to take action where necessary
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7. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	The Plan will ensure that children and young people are fully accessing education and more likely to contribute to the economy.
Prosperous People	The Plan will impact positively on all children and young people, but particularly those who are adversely affected by poverty.

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The Plan promotes an understanding of the circumstances of individual children and young people to ensure that personalised support is available to them.
Organisational Design	The Plan ensures the best use of resource in the system.
Governance	The impact of the Plan is overseen by Chief Officers and by the Education Operations Committee.
Workforce	The Policy ensures that colleagues in schools have clarity around their roles and responsibilities.
Process Design	Monitoring arrangements ensure that any vulnerabilities in the system are quickly addressed.
Partnerships and Alliances	The Policy makes use of wider partnership support when appropriate.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	<i>Required</i>
Privacy Impact Assessment	<i>Required</i>

Children's Rights Impact
Assessment/Duty of Due
Regard

Applicable

9. BACKGROUND PAPERS

None

10. APPENDICES

Appendix 1 – School Improvement Influences
Appendix 2 – SQUIP guidance

11. REPORT AUTHOR CONTACT DETAILS

Name Eleanor Sheppard
Email Address esheppard@aberdeencity.gov.uk
Tel 01224 522707

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School Improvement Plans that respond to school performance and safeguarding data to build a strong universal offer.

Partnership Forum Plan that responds to multi-agency data across the ASG to realise:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

The ACC NIF Plan and the Regional Improvement Plan are based on school improvement plans to realise:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

The Local Outcome Improvement Plan and associated Integrated Children's Services Board

The plan pulls all improvement activity across a number of statutory plans into one place to ensure that central teams work to only one plan. As such the Directorate Improvement Plan provides a summary of improvement activity linked to:

- The National Improvement Framework

- The expansion of Early Learning and Childcare
- The Local Outcome Improvement Plan
- The Strategic Business Plan
- Anticipated legislation

The Local Authority Strategic Business Plan sets out the purpose of the Council and expectations of services.

Our Purpose - To ensure the alignment of all Council strategies and plans to the LOIP's vision, as well as ensuring clear delivery plans for the Council's own set of strategies and priorities.

How do we do business? - The modernisation and transformation of how we deliver our services through making best use of technology.

How we behave as an organisation? Capable, confident, engaged and positive staff who deliver excellent customer service and consciously make best use of our resources.

An organisation that maintains its focus on its customers, its staff and how it uses the resources available to it.

Community Planning Aberdeen Local Outcome Improvement Plan and associated Locality Plans clarify how all partners will respond to the national agendas and improvements identified locally.

The LOIP and associated Locality Plans set out how partnership activity over ten years will help develop a:

- Prosperous economy;
- Prosperous people;
- Prosperous place; and
- Enabling technology.

One priority of the 'Prosperous People' theme is that 'Children are our Future'. This area is governed by the Integrated Children's Services Board, an Outcome Improvement Group for the Community Planning Partnership

Children are our Future is organised into three primary drivers that relate to improvements in children's services:

- Children have the Best Start in Life
- Children are Safe and Responsible
- Children are Respected, Included and Achieving

The ICS Board must produce a statutory three year Plan which is aligned with the LOIP, the Local Authority and the Local Health Board's Strategic Plans in addition to being aligned to the national outcomes.

National and Regional Strategies to support delivery of the National Outcomes

The National Improvement Framework for Scottish Education sets out 4 priorities for action:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
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The Mental Health Strategy aims to improve prevention and early intervention whilst increasing access to treatment from joined up accessible services. The physical wellbeing of people with mental health problems will also be invested in.

The Child Protection Improvement Programme aims to ensure that our system keeps children safer from abuse and neglect by placing the wellbeing of Scotland's children at the heart. Systems should be rooted in GIRFEC and offer early support to families. Practitioners are empowered to intervene in order to protect children and have a transparent learning culture to support improvement.

The Regional Skills Strategy/Developing the Young Workforce Strategy aims to increase the number of young people securing positive and sustained positive destinations.

The Engagement, Participation and Empowerment Strategy sets out how communities will be empowered to influence and support improvement in their locality.

The Community Justice in Aberdeen Plan aims to work with stakeholders, communities and those in the system to reduce levels of reoffending.

16 National Outcomes setting the Scottish Government Ambition for Scotland

'an attractive place to do business'

'realise economic potential & better employment opportunities'

'citizens live longer, healthier lives'

'citizens are better educated, more skilled and more successful, renowned for research and innovation'

'children have the best start in life'

'our young people are successful learners, confident individuals, effective contributors and responsible citizens'

'we have tackled the significant inequalities in Scottish society'

'improved life chances for at risk children, young people and families'

'safe from crime, disorder and danger'

'citizens live in well-designed sustainable places with access to the amenities and services needed'

'strong, resilient and supportive communities where people take responsibility for their own actions'

'citizens value, enjoy, protect and enhance the environment for future generations'

'we take pride in a strong, fair and inclusive national identity'

'we reduce the local and global environmental impact of our consumption and production'

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Standards and Quality Report 2017-2018 Improvement Plan 2018-2019

School:

Head Teacher:

Example

Please Note:

Suggestions in this document cover a wide range of possibilities and are not necessarily one plan.

Insert

**school photograph / vision statement / photograph
montage / website links; blog; twitter**

CONTENTS

PART ONE: Standards and Quality Report 2017-18

- School Context; School Vision, Values and Aims
- Review of School Improvement Plan Progress 2017-18
- Pupil Equity Fund - Evaluation of Intervention Impact 2017-2018
- Core Quality Indicator Evaluations 2017-2018
- Capacity for continuous improvement statement

PART TWO: School Improvement Plan 2018-19

- Key Priorities informing Improvement Planning - National, Local and Service / School 2018-19
- School Improvement Plan 2018-19 Action Plans
- Pupil Equity Fund Rationale 2018-2019
- Professional Learning QI 1.2 Leadership of Learning 2018-2019
- Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)



Context of the school:

Update from last year.



School vision statement:

School values and aims:

The school aims were reviewed during session:

The school aims will be reviewed during session:

Review of School Improvement Plan Progress 2017-2018

2017-2018 Improvement Priority 1: Curriculum Rationale and Design	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<p>Impact and Evidence:</p> <ul style="list-style-type: none"> • Professional dialogue linked to inter-disciplinary learning and audit documentation indicate all staff have an increased understanding of the totality of the curriculum. • Collegiate activities indicate all staff have been supported in developing an improved understanding of the key components of curriculum design and rationale • Monitoring of classroom practice confirms learners are engaging in an improved curriculum experience that promotes equity, raises attainment and provides opportunities to deepen learning with increased pupil led learning. Professional dialogue and monitoring of planning confirms the increased networking amongst all staff has supported improvement in planning in literacy, numeracy and health and wellbeing • Planning and classroom monitoring confirms whole school IDL contexts based on curriculum progressions, with Es and Os being used for planning and benchmarks for assessment are being implemented in all classes • The engagement of all stakeholders in informing updated, values, vision and aims has resulted in a draft curriculum rationale, defined by the uniqueness of ???? School being implemented by all staff • Improved planning for learning, ensuring relevance is evident in all classes through classroom monitoring • Improved staff engagement with progression frameworks is evident as these are being implemented across all curriculum areas in all classes 	
<p>Next Steps</p> <ul style="list-style-type: none"> • Finalise curriculum rationale with full implementation across nursery and classes. • Continue to review curriculum rationale annually to ensure relevance and uniqueness is up to date. • All staff to engage in progression frameworks to support planning, assessment and moderation 	



<p>2017-2018 Improvement Priority 2: To develop effective practice in planning for learning, assessment and moderation with a focus on AiFL strategies and CfE levels achieved in BGE.</p>	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
<p>HGIOS?4 QIs</p>	
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 	<ol style="list-style-type: none"> 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children's progress (ELC) 3.3 Increasing creativity and employability
<p>Impact and Evidence:</p> <ul style="list-style-type: none"> • Classroom monitoring evidences increased teacher confidence in the use of AiFL strategies to improve learning and teaching • Pupil dialogue indicates almost all learners can talk about the next steps they need to take to progress their learning in literacy and numeracy • Professional dialogue and self-evaluation indicates increased teacher confidence of all in professional judgement in CfE levels attained evident through professional dialogue and moderation (Pre and Post Self-Evaluation) • Planning (including professional dialogue and feedback) and classroom monitoring evidence confirm increased staff confidence in the use of Es and Os in planning and benchmarks for assessment • Professional dialogue and self-evaluation indicate the work of the 'Leaders of Learning' group has increased staff confidence and use of agreed AiFL strategies across the school 	
<p>Next Steps:</p> <ul style="list-style-type: none"> • Develop approaches to assessment more closely informed by the curriculum benchmarks • Continue to develop collaboration with stage partners to support planning and the use of AiFL strategies, assessment and moderation • Link professional judgement of CFE levels achieved to a more robust evidence base. 	



2017-2018 Improvement Priority 3:	
<p>NIF Priority</p> <ol style="list-style-type: none"> 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance Information
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<p>Impact and Evidence:</p> 	
<p>Next Steps:</p> 	

Pupil Equity Fund 2017-2018 (Budget £62,500)	
Evaluation of Intervention Impact	
Plan 1: Early Talk Boost / Talk Boost (Word Aware)	
<ul style="list-style-type: none"> Increase acquisition and use of vocabulary of Primary 1 pupils by June 2018, ensuring at least 70% of targeted pupils attain CfE Early Level in Listening and Talking 	
Impact and Evidence	
<ul style="list-style-type: none"> Tracking of CfE data, assessments and professional dialogue of the targeted group indicate pupils are making average to significant progress with 76% of the targeted group pupils in P1 (36) attaining Early Level Listening and Talking The intervention also supports our developmental approach to phonics, using Emergent Literacy approaches. Evidence from Emergent Literacy baseline assessments indicates improved literacy skills in literacy across all targeted P1 pupils. Word Aware intervention will now be used as a continuation of development to ensure continuity of learning and progress 	
Plan 2: ReadingWise	
<ul style="list-style-type: none"> Increase word attack skills of all targeted pupils with at least 70% attaining expected levels of attainment in reading by June 2018 	
Impact and Evidence	
<ul style="list-style-type: none"> The ReadingWise programme, implemented by all PSAs, has been used with 45 targeted pupils from P3-P7 where data indicated pupils were not on track with identified gaps in Reading CfE levels. Data from tracking of the external and internal assessments, professional dialogue and CfE data indicates all targeted pupils have made progress with 72% of the targeted group attaining CfE levels of attainment in Reading (First and Second Level). Targeted pupils have recorded increased accelerated reader progress and a greater use of library books. 	
Plan 3: Therapeutic Counsellor	
<ul style="list-style-type: none"> Increase attendance at school from 75% to at least 80% by June 2018 of a targeted group of pupils Increase the length of time engaged in learning from a 1 or 2 on the 'Leuven Scale of Engagement' to a 3 or 4 	
<ul style="list-style-type: none"> Attendance data indicates increased attendance of targeted group of pupils from 75% to 84% of the targeted group of pupils. Data indicates the increased length of time engaged in learning of targeted group of pupils from a 1 or 2 on the 'Leuven Scale of Engagement' to 3 or 4. Data from Therapeutic Counsellor indicates almost all pupils are talking more positively about their learning and experiences in school. Individual targets for each pupil indicate pupils are better prepared for school, are more ready to learn and there has been an improvement in the completion of homework. Staff indicate dialogue with the Therapeutic Counsellor supports discussion of trigger points and adapting classroom environments. Health and Wellbeing data measured using questionnaires linked to SHANARRI wellbeing indicators indicates the positive impact on targeted pupils with an increase of at least one point and this continues to identify support to plan for interventions and measure the impact on all pupils. 	
Impact and Evidence	
Before/After School Clubs	
<ul style="list-style-type: none"> Increase opportunities for targeted pupils to take part in a wider range of activities by June 2018 Data from Active Schools confirms targeted pupils have engaged in the offer of a wide range of before and after school clubs, including Zumba, floorball, tennis and multi-sports Attendance at the school's offer of before and after school activities for targeted indicates all pupils attend at least one activity and 90% of pupils attend two or three more activities Data indicating regular attendance at clubs has increased across all targeted pupils Evaluation from pupil evaluations against the SHANARRI wellbeing indicators indicate a positive impact on pupils, particularly in 'Healthy, Active and Included' 	



Core Quality Indicator Evaluations – School

Quality Indicator	School Self-Evaluation
1.1 Self-evaluation for self-improvement	
1.3 Leadership of change	
2.3 Learning, teaching and assessment	
3.1 Ensuring wellbeing, equity and inclusion	
3.2 Raising attainment and achievement	

Core Quality Indicator Evaluations – ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.1 Self-evaluation for self-improvement	
1.3 Leadership of change	
2.3 Learning, teaching and assessment	
3.1 Ensuring wellbeing, equity and inclusion	
3.2 Securing Children’s Progress	

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses



Capacity for continuous improvement statement

Build on last year's statement.

Evaluations from the Improvement Planning 2017-2018 and a focus on the core QIs indicate attainment is ???? and interventions are having a positive impact on learners. Staff are increasingly confident and skilled in

Evidence of improvement in QI 1.3 Leadership of Change includes ...

Make reference to pupil groups, leadership roles etc.

Leaders of Learning / Curricular Areas

Senior Leadership Team – (vacancies??)
School well-staffed??

.... and therefore the school is well-placed to continue to improve and deliver excellence and equity for all learners during 2018-2019

IMPROVEMENT PLAN 2018-2019

Insert School Name





PART TWO: School Improvement Plan 2018-2019 - Key Priorities informing Improvement Planning (National, Local and Service /School)

National Priorities	Local Authority Priorities	Agreed service / school priorities
<p>Cross cutting themes</p>	<ul style="list-style-type: none"> • Expand Early Learning and Childcare by 2020. • Utilise Partnership Forums to address the 4 NIF priorities. • Establish Aberdeen as a UNICEF Child Friendly City. • Continue to refine approaches to GIRFEC to improve the outcomes of children and young people 	<ul style="list-style-type: none"> • Expansion of Early Learning and Childcare • Increased collaboration across schools and ASGs • Improvement Methodology
<p>NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy</p>	<ul style="list-style-type: none"> • Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. 	<ul style="list-style-type: none"> • Numeracy • Early Years' Literacy • Curriculum Design and Rationale (continued)
<p>NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.</p>	<ul style="list-style-type: none"> • Close the Gap through effective multi-agency working • Increase data literacy at all levels of the system 	<ul style="list-style-type: none"> • Closing the Poverty Related Gap – Measures and Outcomes
<p>NIF Priority 3: Improvement in children and young people's health and wellbeing.</p>	<ul style="list-style-type: none"> • Improve mental health services, decrease rates of teenage pregnancy and reduce instances of bullying • Increase access to high quality play experiences and effectively utilisation of outdoor space • Reduce youth crime • Embed UNCRC Rights agenda across the City and increase pupil participation in decision making 	<ul style="list-style-type: none"> • Adverse Childhood Experiences
<p>NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<ul style="list-style-type: none"> • Provide age appropriate employment skills for children and young people in schools • Survey aspirations to sharpen our pre and post school supports • Expand and improve post school learning and employment opportunities for children and young people 	<ul style="list-style-type: none"> • Learner Pathways



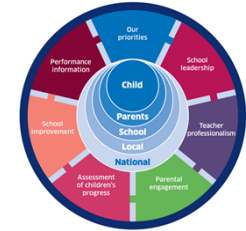
2018-2019 Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

- | | | |
|---|---------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children’s progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Curriculum for Excellence – Entitlements for all children and young people

- | | |
|--|---|
| 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. | 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. |
| 2. Every child and young person is entitled to experience a broad general education. | 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. |
| 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. | 6. Every young person is entitled to support in moving into a positive and sustained destination. |



Improvement Priority 1:
Improvement in attainment - literacy and numeracy
Improvement in Literacy
Lead Responsible:
Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- By June 2019, all staff will have increased confidence and working knowledge of literacy progressions to inform moderation and professional judgement of levels.
- In listening and talking, all pupils will make progress with attainment in P1, P4 and P7 reaching at least 85% by June 2019.
- In reading, the targeted group of pupils make progress towards achieving expected Tools for Reading benchmarks for First and Second Level by June 2019.
- In writing, all pupils will make progress in levels of attainment: P1 at least 80%, P4 at least 85% and P7 at least 82% by June 2019

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		Tasks to Achieve Priority 1a	PEF/ SAC	Resource	Who?	By When?
<ul style="list-style-type: none"> • Staff confidence in literacy audit – curriculum progressions, benchmarks and moderation (challenge questions) completed Aug'18 and May '19 to measure impact 	Collegiate Meeting – Further engagement in literacy progressions and benchmarks to support staff in planning relevant learning and assessments across reading, writing and listening and talking. QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group		CLPL	HT/ DHT led Staff leadership Group	May '19	
<ul style="list-style-type: none"> • Teacher's planning • Self-evaluation: HGIOS4; HGIOELCC • Nursery / Classroom monitoring 	Collegiate Meeting – Use of literacy progressions in partnership with Es and Os for planning, benchmarks for assessment to support moderation and		CLPL	HT/ DHT led All staff	Oct' 18	

	professional judgement of a level. Link with IDL topics.					
<ul style="list-style-type: none"> Pupils' engagement in 'Word Aware' lessons (Leuven Scale) Word Aware - Baseline and post intervention data to record pupil progress Tracking of all pupils' progress in CfE listening and talking 	<p>Listening and Talking</p> <p>Introduce 'Word Aware' across the school as a resource to improve the range and use of vocabulary to pupils at all stages. Continue to engage in Early Talk Boost and Talk Boost (Early Years)</p>	PEF Resource £	CLPL	Literacy Leader All staff		
•	Emerging Literacy					
<ul style="list-style-type: none"> ReadingWise – Reading ages of targeted pupils recorded at the beginning and end of intervention. ReadingWise – Targeted pupils have increased level of engagement, participation and accuracy. (Data recorded at each session) Tracking of progress of targets set for targeted pupils in CfE levels in Reading (progression frameworks used) 	<p>Reading</p> <p>ReadingWise resource to be used with targeted groups of pupils in P3. P4 and P5. (Word attack skills)</p>		DHT to train additional PSAs			
<ul style="list-style-type: none"> Professional dialogue linked to moderation of pupils' writing linked to benchmarks. (Recorded at key points across a range of genre) Tracking of pupils' technical skills in writing linked to targets Moderation of pupils' presentation skills across a range of genre Tracking of progress of all pupils on CfE levels in writing Tracking of progress of targeted group in set targets for CfE levels in Writing 	<p>Writing</p> <ul style="list-style-type: none"> Focus on relevant and interesting contexts for all (link with IDL) Ensure a range of writing styles across the year for all Focus on technical and presentation skills across the school Use of progression frameworks and benchmarks for moderation Targeted group -Digital technologies being used effectively to support 	PEF Resource (Experiences) £	CLPL All Staff		In-Service Day Nov'18	



	pupils who find writing challenging					
<ul style="list-style-type: none"> Tracking of progress in literacy leading to increased attainment 	Professional Dialogue – data linked to attendance and engagement of targeted pupils Link with 2.2 curriculum and 2.3 learning, teaching and assessment		CLPL Professional Dialogue	SLT / Class Teachers	May'18 – June'19	
<ul style="list-style-type: none"> Pupils' participation in evaluation of learning linked to literacy and numeracy supporting increased engagement in learning (Leuven Scale and pupil dialogue) 	Staff engagement in HGIOURS Initial implementation of resource with targeted group of pupils and staff. Q12.2, Q12.3		CLPL Professional Dialogue	SLT / Class Teachers	May'18 – June'19	



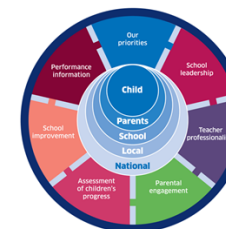
**Improvement Priority 2:
Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy.**

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- **Teacher professionalism**
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information



LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:

- Children are safe and responsible
- **Children are getting the best start in life**
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- **Closing the Gap**
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

- | | | |
|--|---------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.2 Securing children's progress (ELC) |
| 1.4 Leadership of management and staff | 2.4 Personalised support | 3.3 Increasing creativity and employability |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Curriculum for Excellence – Entitlements for all children and young people

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to experience a broad general education.
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.



Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people in School / Academy		Expected Outcome(s) for whom, by when, by how much?				
Lead Responsible: Partnership Forum (where appropriate):						
Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
	Tasks to Achieve Priority 2	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	On Track Behind Schedule Not Actioned
Increased understanding of 'Outcomes and Measures' through Staff Professional dialogue and self-evaluation.	Attendance of members of SLT to attend HT Improvement Event(s) focusing on 'Outcomes and Measures' Disseminate to PEF champions and class teachers		CLPL	SLT PEF Champion	December 2018	
SLT engagement and increased confidence in 'Improvement Methodology' through professional dialogue.	SLT attendance at authority led training events		SLT		Term 1 Session 2018-2019	
	PEF planning here (where appropriate – link in literacy, numeracy and HWB for the most part)					
	Use of digital technologies – Text help					
	Visible Learning AiFL Pupil targets – feedback – next steps QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group	PEF				



Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 2



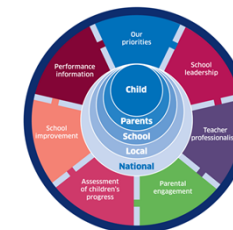
Improvement Priority 3: Improvement in children and young people’s health and wellbeing.

NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

HGIOS?4 QIs

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Securing children’s progress (ELC)
1.4 Leadership of management and staff	2.4 Personalised support	3.3 Increasing creativity and employability
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Curriculum for Excellence – Entitlements for all children and young people

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. 2. Every child and young person is entitled to experience a broad general education. 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. | <ol style="list-style-type: none"> 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination. |
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Improvement Priority 3: Improvement in attendance and engagement in learning

Improvement in children and young people's health and wellbeing

Lead Responsible:

Partnership Forum (where appropriate):

Expected Outcome(s) for whom, by when, by how much?

- Improved learning experiences in health and wellbeing for all pupils through discrete learning by July 2019
- Increased attendance of a targeted group of pupils from 85% to at least 90% by June 2019.
- Increased time targeted children engage in learning from a 1, 2 or 3 on the Leuven Scale to a 4 or 5, leading to increased attainment in literacy and numeracy

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
	Tasks to Achieve Priority 3	PEF/ SAC	Resource Time / People / CLPL	Who?	By When?	On Track Behind Schedule Not Actioned
<ul style="list-style-type: none"> • Monitoring of learning (SLT and peer) demonstrates an improvement in the teaching of the HWB curriculum and engagement of pupils. (Leuven scale and planning) • Dialogue with pupils indicates improved learning across HWB (pre and post intervention) 	Staff engage in audit of HWB curriculum. Early Level to Third Level) Discrete programme to be created to support progressions based on IDL already identified. QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group		CLPL		July 2019	
<ul style="list-style-type: none"> • Staff professional dialogue indicates increased awareness and understanding of ACEs (Adverse Childhood Experiences) 	Staff attend ASG screening of Resilience Film. Staff engage in follow up discussions linked to Equity Agenda challenge questions. Continued poverty proofing of school, engaging with parents (screen film – movie night) and raising awareness Staff In-Service (Chris Kilkenny) with follow-up activity.	PEF £500 shared between schools Chris Kilkenny - £500 plus travel	CLPL	PEF Leader	November 2018	



<ul style="list-style-type: none"> Targeted pupils are attending and on time for school and lessons each day. Pupils are engaging with Barnardo's Worker and increasingly able to talk positively about their school experiences SHANARRI - Wellbeing Indicators Data Targeted families have increased engagement (recorded) Increased Parent/ Carer understanding in supporting their child, including homework; measured using a 1-5 scale at beginning and throughout (as appropriate) Parents – (token voting) 	<p>Confirm targeted pupils and set up programme for Barnardo's worker including parental engagement. Barnardo's worker to track progress of interventions</p>	<p>PEF £ Barnardo's</p>	<p>DHT Management Time</p>	<p>DHT PEF Leader</p>	<p>May '18 – June '19</p>	
<ul style="list-style-type: none"> Targeted pupils stay on task for longer periods of time (Leuven Scale measurement) 	<p>Collegiate Staff Meeting – Pupil Engagement (all pupils) (Leuven Scale)/ Relevant Learning (Sharing planning / links with curriculum progression frameworks)</p>		<p>CLPL</p>	<p>HT / DH</p>	<p>October '18</p>	


Monitoring Progress and Evaluating Impact

(To be completed during the course of the session to inform the audit for SQIIP 2019-2020)

Impact and Evidence: Priority 3



**2018-2019 Improvement Priority 4:
Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**

<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School Improvement • Performance Information 	
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<p>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 	<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment
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HGIOS?4 QIs

<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 	<ol style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 	<ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children’s progress (ELC) 3.3 Increasing creativity and employability
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Curriculum for Excellence – Entitlements for all children and young people

<ol style="list-style-type: none"> 1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18. 2. Every child and young person is entitled to experience a broad general education. 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications. 	<ol style="list-style-type: none"> 4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing. 5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide. 6. Every young person is entitled to support in moving into a positive and sustained destination.
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Improvement Priority 4: Continued curriculum development (Year 2) with a focus on Developing the Young Workforce

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Lead Responsible:

Partnership Forum (where appropriate)

Expected Outcome(s) for whom, by when, by how much?


- All children increase their engagement in curriculum planning linking with skills and attitudes across the 4 contexts for learning and 4 capacities by June 2019
- All children increase their digital skills to support learning across the curriculum by June 2019
- All staff have an increased confidence in planning and delivering the curriculum for children linked to the world of work by June 2019

Impact Measures How will we know? E.g. Attainment Attendance Inclusion / Exclusion Engagement Participation Consultation; Professional Dialogue Self-Evaluation; HGIOS 4; HGIOURS Voting Tokens	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
		PEF/ SAC	Resource Time / People / CLPL	Who?		By When?
	Tasks to Achieve Priority 4					Behind Schedule
						Not Actioned
Teacher confidence questionnaire – IDL / Curriculum Development Self-Evaluation / Professional Dialogue HGIOUS4; HGIOELCC; HGIOURS	Evaluate curriculum progress to date: Nursery and School Identify key tasks for continued development of progressions and relevant themes linking to the uniqueness of the school and world of work QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group		CLPL x 1	All Teaching Staff SLT	October 2018	



Pupil Engagement – Leuven Scale Professional Dialogue – Term planning (IDL / Overarching curriculum themes) / Links with world of work / Progression Frameworks and Benchmarks Monitoring – SLT / Peer Parental engagement	Collaborative Curriculum Planning of learning and assessment across overarching themes developed 2017-18 with a focus on ‘World of Work’. Planned moderation linked to planned teaching and learning using curriculum progressions and benchmarks	PEF Pupil Experiences	CLPL x 4	All Teaching Staff	September 2018 – June 2019	
Teacher confidence questionnaire – IDL / Curriculum Development Self-Evaluation / Professional Dialogue HGIOUS4; HGIOELCC; HGIOURS	Development of discrete science programme – Leadership Group to have clear outcomes and measures established		PT Management Time	All Teaching Staff	July 2019	
Pupil Consultation – HGIOURS Professional Dialogue	HGIOURS – Staff engagement in Theme 2 ‘Our learning and teaching’ leading to a strategy to develop with pupils		CLPL x 2	All Teaching Staff SLT		
Pupil Consultation – HGIOURS Professional Dialogue Self-Evaluation	Continued development of curriculum – Discrete subjects; digital technologies; development of skills QI 1.3 Collective responsibility in the process of change to implement and evaluate the impact. Creation of a Staff Leadership Group					
Monitoring Progress and Evaluating Impact <i>(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)</i>						
Impact and Evidence: Priority 4						



2018-2019 Improvement Priority 5:		
<p>NIF Priority</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School Improvement • Performance Information 	
<p>LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:</p> <ul style="list-style-type: none"> • Children are safe and responsible • Children are getting the best start in life • Children are respected, included and achieving 		
<p>The ICS primary drivers have guided the formation of 4 key priorities for action:</p> <ul style="list-style-type: none"> • Closing the Gap • Youth engagement and inclusion • Health and wellbeing • Community safety and environment 		
HGIOS?4 QIs		
<ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of management and staff 1.5 Management of resources to promote equity 	<ol style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 	<ol style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.2 Securing children’s progress (ELC) 3.3 Increasing creativity and employability
Curriculum for Excellence – Entitlements for all children and young people		
<p>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</p>		<p>4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.</p>



2. Every child and young person is entitled to experience a broad general education.
 3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.

5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
 6. Every young person is entitled to support in moving into a positive and sustained destination.

Improvement Priority 5: **Expected Outcome(s) for whom, by when, by how much?**

Lead Responsible:
Partnership Forum (where appropriate):

Impact Measures How will we know? Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale By When?	Progress	
		Tasks to Achieve Priority 5	PEF/ SAC	Resource Time / People / CLPL		Who?	On Track
							Behind Schedule
							Not Actioned

Monitoring Progress and Evaluating Impact
(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)

Impact and Evidence: Priority 5



Pupil Equity Fund Budget Allocation April 2018 - £
<p>Pupil Equity Fund Rationale 2018-2019</p> <p>‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.</p> <p>Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)</p>
5 Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation
Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles
Analysis of data indicates
*Identified areas for PEF Funding 2018-19 identified from our self-evaluation:
•
•
•

***Please refer to detail of areas identified for Pupil Equity Funding in Improvement Plan Priority 2 - Closing the attainment gap between the most and least disadvantaged children / young people in ???? School / Academy**



Q1 1.2 Leadership of Learning 2018-19 Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives E.g. Working Group; Pupil Groups; Maintenance Areas	Leader(s) Promoted and Unpromoted Staff
Literacy Co-ordinator Numeracy Co-ordinator HWB Co-ordinator	
Curriculum Development – Discrete Science	
Curriculum Development – Discrete RME	
Pupil Equity Fund	
My world of work – continue to develop DYW	
Continuing 1+2 Modern Languages	
Pupil Participation: <ul style="list-style-type: none"> • Pupil Council • House Captains • Engaging in HGIOURS (Pupil Version) 	
Nursery and Early Years (Including Transition)	
Global Citizenship Rights Respecting Schools Award Fairtrade	



Inclusion: Development of targeted support practices Autism training and support for teachers and PSAs	
Development of Digital Technologies - including website, Twitter account, Google Classroom	



Summary of Improvement Plan 2018-19 Consultation Process (Including Pupil Equity Funding)

Participants	Engagement Event	Date
Staff	May In-Service day Staff meetings in June - School Improvement On-going discussions with SMT	
Children / Young People	Pupil Council Meeting - Date: Pupil Friendly Plan - developed	
Parents	Parents – Consultation (Open Day / Evening) Token Voting Parent Council Parent Feedback sheet issued on Improvement Priorities Parent Friendly Version - website	
Partners and Volunteers	Feedback sheet issued for responses on Improvement Planning	
Associated School Group	ASG Meeting	
Partnership Forum Group	ASG Partnership discussing ASG School Priorities	



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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	6 September 2018
REPORT TITLE	Aberdeen City: Workforce Delivery Plan - Early Learning and Childcare
REPORT NUMBER	OPE/18/084
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Louise Beaton and Fiona Lawrie (Service Managers Early Years) Eleanor Sheppard (Acting Interim Head of Education and Inclusion)
TERMS OF REFERENCE	1

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek Committee approval for an Aberdeen City: Workforce Delivery Plan - Early Learning and Childcare.

2. RECOMMENDATIONS

It is recommended that Committee:

- 2.1 approve the Aberdeen City: Workforce Delivery Plan - Early Learning and Childcare; and
- 2.2 instruct the Chief Officer Integrated Children's and Family Services to implement the Workforce Delivery Plan.

3. BACKGROUND

3.1 Introduction

- 3.1.1 The Aberdeen City: Early Learning and Childcare Delivery Plan was approved by Aberdeen City Council Education and Children's Services Committee on 16 November 2017. The Delivery Plan established a general direction of travel but also highlighted that, as a major programme, work to expand the provision of Early Learning and Childcare (ELC) would result in a number of different workstreams. Expanding the workforce is one of these workstreams.

- 3.1.2 Aberdeen City Council will require a highly skilled workforce to deliver child-led expanded services and Officers estimate that an additional 300 practitioners may be required in ELC settings across the city.
- 3.1.3 A revenue grant was received from The Scottish Government. The grant equals the amount requested by Aberdeen City Council in earlier financial submissions and should be utilised to ensure the central team structure is well placed to support expanded provision, to develop the workforce we require for 2020 and to meet the staffing costs of expanded provision.

2017/18 £'m	2018/19 £'m	2019/20 £'m	2020/21 £'m	2021/22 £'m
0.89	2.30	12.04	23.24	25.92

- 3.1.4 The most significant revenue cost to the Council will be on a revised staffing formula. A revised staffing formula is currently being developed to ensure that all early learning and childcare settings can provide the primary prevention and early intervention necessary to help close the poverty related attainment gap. This will also help realise the ambitions of Towards a Fairer Aberdeen.
- 3.1.5 Proposals will be presented to Committee when we have established all of the posts necessary to build a sustainable model and following a period of testing to ensure that proposals made are those most likely to support a sustainable and impactful expanded provision.
- 3.1.6 The quality of the expanded offer of early learning and childcare is the most significant factor in improving long term outcomes for children. Developing a workforce who confidently deliver child led practice is crucial to improving outcomes as simply doubling the current offer will not improve outcomes. This has resulted in significant time being allocated to the development of a range of approaches to develop and attract a quality workforce.
- 3.1.7 This Aberdeen City: Workforce Delivery Plan updates on current developments in building a quality workforce and sets out the local Action Plan for how the Council intends to recruit and retain a highly skilled workforce in the city.

3.2 The National Context

- 3.2.1 The Scottish Government is committed to expanding the provision of funded Early Learning and Childcare (ELC) from 600 to 1140 hours by 2020 and recognises that there is a need to attract practitioners into the workforce. This acknowledgment has led to a series of high profile national recruitment campaigns and the publication of a National Early Learning and Childcare Workforce Delivery Plan.

3.3 National Early Learning and Childcare Workforce Delivery Plan 2018

3.3.1 The Scottish Government National Early Learning and Childcare Workforce Delivery Plan was published on 9 August 2018. It sets out what the Government needs to know around training, phasing and jobs, and explores the relations between these to highlight any knowledge gaps to ensure effective delivery of the Expansion of Early Learning and Childcare.

3.3.2 A national Action Plan has been developed which includes a number of key actions under the following key areas:

1. Training
2. Marketing and Recruitment
3. Employment Services
4. Diversity
5. Phasing – training opportunities and new roles
6. Promoting best practice
7. Monitoring and Evaluation

3.3.3 Local work to develop the workforce is aligned with this national plan.

3.4 A Central Team to support an Expanded Offer

3.4.1 By 2020 ELC provision must be sufficiently flexible to meet the needs of individual children, parents/carers and the wider community and support parents to work, train or study. This is particularly true for those who need routes into sustainable employment and out of poverty. This need to respond to community need has resulted in a review of our current quality assurance arrangements and structures to ensure that the Council builds a sustainable model that assures on-going quality and also provides up to date intelligence on any emerging needs or trends across a locality.

3.4.2 It has been determined that the current central structure should be reshaped to enable those undertaking a quality assurance role to have a locality responsibility and become well known in the communities they serve. This will result in them being better placed to support families to design the flexible offer most likely to meet individual needs and ensure that quality is in keeping with best practice and tailored to community need. This Locality lead will enjoy close working relationships with other council functions and will be well placed to advise how the local offer should continue to be amended or enhanced as families take advantage of greater flexibility. This reflects national learning around expanded provision which has shown that families are likely to seek a more flexible offer as 1140 hours become available.

3.4.3 The establishment of these new posts will ensure that decisions about creation and delivery of funded ELC services are informed by the needs of individual communities and capitalise on existing community assets. These posts will also fulfil the requirements for quality assurance set out in the new National Quality Standard and could include peripatetic management of community-based provisions. It would also address the need for effective

relationships to be maintained with private and third sector providers in order to mitigate financial and reputational risk to the council of any failure in service of those providers.

- 3.4.4 The need for these posts has been consulted upon and positive feedback has been received. Approval for these posts by the Establishment Control Board will result in the posts being recruited to where vacancies exist.

3.5 The ELC Workforce

- 3.5.1 There are currently 845 staff employed in the ELC sector in Aberdeen. In order to expand provision in line with the Blueprint for 2020 it is estimated that the Council will require approximately 300 additional practitioners. The actual number will only be determined as working patterns and the level of flexibility to be offered are explored in further detail. This work is on-going and plans will be amended as decisions are taken.
- 3.5.2 Aberdeen City Council needs a highly trained and motivated workforce and careful consideration has been given to how best to provide the professional learning and support required to realise this. It is thought that a range of complimentary actions are required to realise the quality and number of practitioners required.

3.6 Early Learning and Childcare (ELC) Academy

- 3.6.1 Aberdeen City Council is working in partnership with Aberdeenshire Council, Moray Council, Aberdeen University, NESCOL and local training providers to increase the number of pathways available to those seeking to become ELC professionals through the establishment of an Early Learning and Childcare Academy. All costs of establishing and running the Academy are split equally between Aberdeen City, Aberdeenshire and Moray Councils.
- 3.6.2 The ELC Academy has established terms of reference and identified how the members of the Academy can collaboratively enable each Local Authority to expand the workforce. Collaborative actions identified for action include:
- increasing the number of existing qualification routes to ensure that the Council develops new and innovative routes for our future workforce;
 - increasing the number of professional learning opportunities for the current workforce; and
 - undertaking and responding to regular training needs analysis across the workforce.

A driver diagram detailing the work of the Academy is included in Appendix A.

- 3.6.3 The ELC Academy was officially launched on 6 March 2018 with over 250 practitioners present and around 70% of those in attendance worked in Aberdeen City. Feedback was extremely positive and the approach has been commended by The Scottish Government as an innovative and collaborative approach to supporting the expansion. Attendees welcomed the Academy as a 'one stop shop' to promote ELC as a positive career choice, to address challenges in recruiting the workforce needed for delivery of expanded

provision across the North East of Scotland and to offer shared professional learning opportunities for the ELC workforce.

3.6.4 The launch provided the opportunity to seek direction from the 250 practitioners who attended. A range of workshop sessions provided a clear direction for the Academy which includes:

- a detailed review of the Professional learning offer to ensure that it offers a more focussed approach to improvement and focusses on areas of vulnerability and a desire for quality over quantity;
- the need to offer a cycle of mandatory training and training at different levels to reflect the different levels of confidence across the workforce;
- a desire to benefit from mentoring/ job shadowing/professional visits to share best practice more effectively and establish an effective learning community across the Early Years;
- making sure the ELC Academy website is fully utilised along with other digital solutions;
- to consider the establishment of a Quality Award to support and promote quality improvement;
- to consider the availability of courses; and
- to consider the development of training packages that can be used to support key staff in settings to lead professional learning opportunities.

3.6.5 A great deal of work has already been undertaken by the Academy. This has included:

- Developing a comprehensive website which includes details of routes into the profession and features a film highlighting the benefits of working in the sector;
- Establishing social media platforms to highlight professional learning and employment opportunities;
- The development of a range of publicity materials some of which are targeted at harder to reach groups;
- Undertaking a training needs analysis to explore the impact of current routes into the profession to support decision making;
- Attending jobs fairs to highlight ELC as a positive career choice;
- Hosting 3 high profile professional learning events all of which were very highly evaluated;
- Analysis of the Professional Learning opportunities hosted in all three Local Authorities to ascertain how they could be widened to those who work in one Local Authority but live in another;
- Starting to explore the skills required by practitioners by 2020 to reshape the initial training offer; and
- Linking closely with Skills Development Scotland and Economic Development to develop closer working relationships.

Work to date has been undertaken by Officers working in the three Local Authorities. Work is underway to appoint a lead officer for the Academy. The costs of this post will be met equally by Aberdeenshire and Aberdeen City

with a 0.5fte Communications Officer appointed by Moray to support the work of the Academy.

3.7.1 Retraining Opportunities in ELC

The transformation of the council has enabled the Council to offer an opportunity to retrain in ELC as a positive choice for Aberdeen City Council staff. Officers in Integrated Children's and Family Services have worked closely with People and Organisation to offer all current staff the opportunity to retrain as an Early Learning and Childcare Practitioner. Officers have worked with procurement colleagues to commission Great Western Pre-School to support this work.

3.7.2 A first cohort of 30 Aberdeen City Council employees began training in August and are being redeployed into an ELC setting for this training year. Plans are already in place for a second cohort to begin in November 2018.

3.7.3 The retraining opportunity has provided a unique opportunity to respond to feedback on current course structure and design a model of delivery most likely to result in high quality practitioners. Participants will benefit from a weekly three day work placement in a Local Authority provision where they will access a mentor to support them. They will also access two days of theory and coaching and mentoring. Officers are currently in discussions with other partners in a bid to ensure that all trainees can be accredited with an outdoor learning qualification upon completion of their training too. Officers will track the impact of this approach as it moves forward and use any learning to inform future course design. The approach has attracted interest from across the Northern Alliance.

3.7.4 There has been overwhelming interest in this retraining opportunity with around 100 enquiries made. Officers are currently developing a longer-term plan to ensure that the Council is able to continue to support further cohorts into the profession over coming years and plan to utilise the additional capacity available to settings to test some of the theories around the provision of a free lunch to children in ELC settings, the better use of outdoor space, the inclusion of eligible 2s and the provision of greater flexibility for families.

3.8 Introduction of a Modern Apprentice and Support Role

All Practitioners are now required to study to degree standard and there is a need to consider how best to support the workforce to achieve that standard. The Council's current staffing model relies on fully qualified Practitioners, Senior Practitioners and teachers. This is an expensive model and a review of inspection data evidences that it is not realising consistently high quality so needs to be reviewed.

3.8.1 It is important that the Council builds services that can be flexible and adaptable to local need to ensure the sustainability and impact of services over the lifetime of the current LOIP and beyond.

3.8.2 Early years practitioners must be registered to the SSSC, unless they are registered to another body, such as the General Teaching Council for Scotland. The SSSC decide which qualifications are acceptable for support

workers, practitioners and managers in early learning and childcare settings and allow Modern Apprentices and support workers to be counted in staffing ratios so long as specific conditions around registration and timely completion of the qualifications are met.

- 3.8.3 Providing opportunities for Modern Apprentices and Support Workers would be a significant change to current arrangements as only fully qualified staff are currently counted in the Aberdeen City Council staffing formula. Increasing the number of opportunities for Modern Apprentices is an ambition of the LOIP.
- 3.8.4 Aberdeen City Council ELC settings currently have either a teacher and / or a Senior Early Years Practitioner (SVQ L4), plus additional Early Years Practitioners (SVQ L3) to ensure that the ratio requirements are met but this does not realise greater quality than other Local Authorities who offer training roles such as Modern Apprenticeships.
- 3.8.5 Many colleagues report that newly qualified practitioners do not have sufficient experience of delivery of the curriculum and effective team working to enable them to immediately undertake a practitioner post to a high standard, this can add a great deal of pressure on the team. In order to overcome these challenges a post of Early Learning and Childcare Modern Apprentice will be established. The post will bring greater efficiency to the system, encourage school leavers into the profession and increase the quality of the workforce as candidates would have significant experience of delivery of the curriculum and would be used to the dynamic team work necessary to deliver this crucial service to the youngest learners.
- 3.8.6 In addition officers are keen to offer an Early Learning and Childcare Support Worker post. This post would only require an SVQ L2 and recognises that some members of the workforce do not aspire to undertake training to SVQ L3 level but do have skills of benefit to the sector.
- 3.8.7 Research suggests that around 25% of staff in a setting can be unqualified without compromising quality and officers have started to develop a draft formula to reflect these percentages.
- 3.8.8 In order to effectively evaluate the impact of potential changes to staffing structures officers will gather baseline data on confidence and practice levels to monitor impact. The KPIs will be developed in collaboration with practitioners to ensure that the two roles support:
- Quality practice
 - Effective supporting arrangements
 - Quality of service
- 3.8.9 A business case outlining the need for these posts has been consulted upon. No negative feedback was received although trade union colleagues were understandably keen to see what a refreshed early years' staffing structure may look like. Approval for the establishment of these new posts will enable Officers to develop a proposed staffing structure for 1140 hours. A period of testing

potential approaches will enable us to have a degree of confidence in proposals and ensure that the Council recruits to the correct posts moving forward.

3.9 Qualifications

3.9.1 An ELC Establishment Survey was undertaken in April 2018 in order to understand the qualification levels and qualification requirements of the workforce. This is important to ensure that there is a clear progression pathway for staff working in early learning and childcare. Given the crucial role Senior Early Years Practitioners make in supporting families it is crucial that there are sufficient numbers of practitioners qualified and able to take up these posts.

3.9.2 Of the 445 practitioners who responded:

- 53% are employed as Early Years Practitioners
- 19% are employed as Lead / Senior Practitioners or Managers
- 28% of the workforce are employed part-time
- 328 practitioners currently hold a qualification (approx 74%)
- 76 practitioners are working towards a qualification
- 32 practitioners have no qualification.

3.9.3 Aberdeen City Council will continue to offer financial support to enable ELC staff to undertake qualifications to support their continuous professional learning and to meet the Scottish Social Services Council (SSSC) registration requirements for their role. This arrangement has been in place for some time and is met from existing service budgets with additional costs to be met from the revenue grant.

3.10 Review of the Professional Learning Offer

The Aberdeen City programme has been historically broad and wide ranging. The programme was broken into four components, common induction, core training, the CPL programme and accredited qualifications.

3.10.1 A review of the programme showed that it was too wide and did not target resource on areas of vulnerability, nor provide access to higher level courses to further skills and knowledge in some of the key areas.

3.10.2 Despite the heavy investment in professional learning, practitioners continue to report limited understanding of some areas such as child development and best early years practice, this self-reported vulnerability is also reflected in some Care Inspectorate of Education Scotland Inspection reports. It is thought that streamlining the offer could lead to improvements in quality and allow for better monitoring the impact of professional learning on the experience of the children.

3.10.3 Following a detailed evaluation of available evidence a more focussed and targeted programme has been developed for 2018/2019. Three distinct areas have been identified by officers as being in need of further development across Aberdeen City - child development, leadership and outdoor learning.

3.10.4 In addition, Practitioners have highlighted a number of areas where collective efforts should be focused. The professional learning offer has been reviewed to ensure a focus on:

- Child development with a particular focus on eligible 2's
- Additional Support Needs (ASN) including Autism
- Observations to inform planning and the use of the Leuven Scale to more accurately record levels of engagement
- Child led play
- Engaging parents in learning and family nurture
- Leadership development
- Outdoor Learning to promote wellbeing
- Digital and creative skills
- Emergent Literacy

3.10.5 The full programme for 2018/2019 is available in Appendix B.

3.10.6 Each Local Authority within the ELC Academy has reviewed its programme and will work together to agree how training, made available in all three Local Authority areas, can be accessed by all practitioners. This will include accessing professional learning online via the ELC Academy website in order to maximise resources and minimise duplication. It is anticipated that a shared calendar of professional learning will be developed from August 2019.

3.11.1 Developing Guidance on Eligible 2s

Central officers and practitioners have consistently identified uncertainty around how best to support eligible 2s. Eligible 2s may be Looked after children, living in kinship care or have parents are in receipt of qualifying benefits resulting in a need for practitioners to understand both early trauma and how poverty can impact on attainment. The Educational Psychology Service have spent considerable time consulting with key stakeholders to better understand this vulnerability to ensure that the Council responds to it positively. The Service has also undertaken an extensive review of available research to inform the development of guidance on how best to meet the needs of eligible 2s. This guidance will be complemented by a suite of professional learning over session 2018/2019. The guidance developed by the Educational Psychology Service is available in Appendix C.

3.12.1 Leadership Development

The first leadership development day was held in June 2018. The event saw around 20 school leaders come together to look at the key considerations when leading a quality early years' setting. The event was very highly evaluated and comprised a mix of theory and visits to settings to illustrate the standard. Events similar in approach have been planned for session 2018/2019.

3.13.1 Additional Graduate Posts

The Scottish Government has allocated a grant to enable Aberdeen City Council to appoint 6 fully funded additional graduate posts. A job description has been developed and 3 of the 6 'Excellence and Equity' Posts have been

recruited to. The post holders will take up post following a comprehensive training programme at the start of the new term.

3.14 Action Plan

The Action Plan in Appendix D details the improvement activities required to deliver on the Workforce Delivery Plan and the overarching Aberdeen City: Early Learning and Childcare Delivery Plan. This Plan will be kept under constant review as officers monitor the effectiveness of work to increase both the quality and size of the current workforce to ensure that the Council is well placed to offer 1140 hours by 2020.

3.15 Data Dashboard

Careful monitoring of the impact of plans on both quality and on the number of ELC practitioners will be of crucial importance and a data dashboard has been established to ensure careful on-going monitoring as the Council works towards delivery of 1140 hours.

4. FINANCIAL IMPLICATIONS

- 4.1 Aberdeen City Council, as primary guarantor of quality and key enabler of flexibility and choice, will continue to receive funding, from the Scottish Government via GAE, to deliver Early Learning and Childcare and to train and develop the Early Learning and Childcare Workforce.
- 4.2 Funding to support ELC workforce to undertake qualifications for continuous professional learning and to meet requirements for their role for SSSC Registration will be met via existing Childcare Strategy resources.
- 4.3 Funding to support the Professional Learning offer for ELC workforce will also be met via existing Early Years resources.
- 4.4 Aberdeen City will be able to maximise resources by working together with Aberdeenshire and Moray Councils in delivering the ambitions of the ELC Academy.
- 4.5 The central team structure costs will be met from existing budgets and by utilising the ELC Expansion grant.

5. LEGAL IMPLICATIONS

- 5.1 The expansion of Early Learning and Childcare will bring a number of duties on the Local Authority.
 - Aberdeen City Council will retain the statutory responsibility for ensuring that funded ELC entitlement is available to all eligible children in the city but this entitlement will expand from 600 – 1140 hours.
 - Aberdeen City Council will continue to be the primary guarantor of quality and key enabler of flexibility and choice, ensuring that there is a range of options for families in the city.

6. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	Risk of building a financially unsustainable model	Low	Care has been taken to redesign around improving quality rather than simply doubling to reflect the additional hours.
Legal	Risk of not meeting statutory obligations around 1140 hours	Low	Mitigated by the work of the Programme Board and associated projects
Employee	Risk of not attracting enough new practitioners into the workforce	Low	Mitigated through the activities outlined in this report.
Customer	Risk of not designing an offer around the needs of our customers	Low	Mitigated through the creation of a locality manager post
Environment			
Technology			
Reputational	Risk of not delivering on legal obligations by 2020	Low	Mitigated by the work of the Programme Board and associated projects

7. OUTCOMES

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The proposed approach is designed around the needs of each community.
Organisational Design	The central team structure being proposed is more collaborative and focussed on the needs of the customer
Governance	Clear governance arrangements are in place through the Programme Board
Workforce	This report focusses on how Aberdeen City Council intends to invest in and empower the current and future workforce
Partnerships and Alliances	The model of delivery is founded on effective GIRFEC practice which requires close partnership working to improve outcomes for children and families.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	<i>Required</i>
Privacy Impact Assessment	<i>Required</i>
<u>Children's Rights Impact Assessment/Duty of Due Regard</u>	<i>Applicable</i>

9. BACKGROUND PAPERS

None

10. APPENDICES

Appendix A - ELC Academy Driver Diagram

Appendix B – ACC ELC Professional Learning Programme

Appendix C – Educational Psychology guidance on Eligible 2s

Appendix D - Aberdeen City: Early Learning and Childcare Workforce Delivery Plan (draft)

11. REPORT AUTHOR CONTACT DETAILS

Name: Louise Beaton and Fiona Lawrie – Service Manager Early Years (Acting)

Eleanor Sheppard – Acting Interim Head of Education and Inclusion

Email Address: lbeaton@aberdeencity.gov.uk / flawrie@aberdeencity.gov.uk
esheppard@aberdeencity.gov.uk

Telephone: 01224 764794 / 01224 764798

Driver Diagram

Actions to be taken or tested to deliver the drivers

Secondary Drivers

Primary Drivers

Aim

The Early Learning and Childcare Academy will develop a high quality Early Learning and Childcare (ELC) Workforce to ensure we can deliver our vision for ELC including expansion by 2020

Family of Measures:

Collect, collate and use data to inform workforce development priorities

Promotion of Early Learning and Childcare as a career option

Develop qualification routes and professional development opportunities

Analyse current supply including the quality and diversity of the workforce
 Anticipate future demand
 Track the success and sustainability of current routes into the profession
 Provide detailed analysis of trends of particular groups to expand diversity
 Analyse current spending on qualifications to ensure best use of resource
 Gather and analyse data on barriers to expanding the workforce
 Record movement across the workforce to anticipate future trends

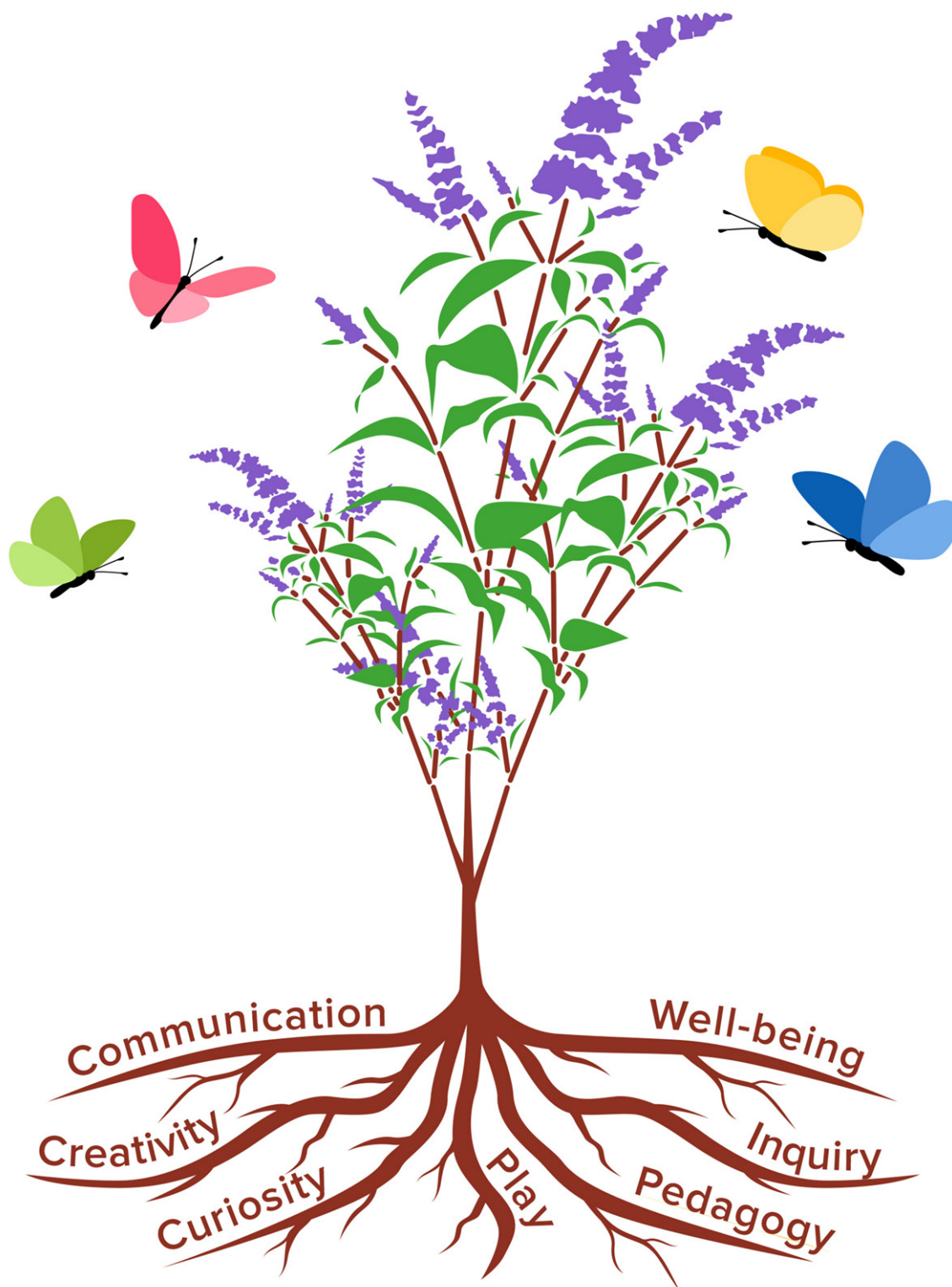
Develop promotional materials and approaches
 Develop and maintain a collaborative, on-going communications strategy
 Maximise and publicise employability options in SIMD 1&2

Collaborate with a range of partners to plot current qualification routes
 Collaborate to diversify the number of routes into ELC to attract higher numbers to the profession to include distance learning, out of hours training and work based training in response to need.
 Align work with the DYW agenda (incl links with schools)
 Establish links with Community and Family Learning to agree shared approaches for those seeking supported routes into the profession
 Undertake and respond to regular training needs analysis across workforce by providing ongoing CPD opportunities
 Develop strategy for funding of qualifications and professional development opportunities

Establish a Data workstream to explore the extent to which we are able to gather and analyse data in relation to the secondary drivers.
 Establish a Communications Workstream to: assess current promotional material used, develop a communication strategy and range of tools (including a visual tool to communication the qualifications pathway), evaluate the impact of the approaches taken. Identify key stakeholders who have a role in the promotion of ELC and ensure they have access to appropriate materials & tools.
 Establish a Workforce Development Workstream to: review effectiveness of current qualification routes, identify gaps and solutions. Analyse training needs of current & future workforce. Develop qualification pathways & a CPD programme to respond to workforce needs. Review and develop funding strategy for qualifications and CPD programme.

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Aberdeen Early Learning and Childcare Training Programme 2018/2019



Biographies

We have great pleasure in welcoming some of the most influential early years thinkers to our professional learning programme for 2018/2019

Juliet Robertson

Juliet is one of Scotland's leading education consultants who specialises in outdoor learning and play. She works at a national level delivering training, giving keynote speeches, leading and supporting innovative outdoor projects and writing content for websites, documents and case studies. She is passionate about enabling schools, play organisations and early years settings to provide quality outdoor learning and play opportunities for children and young people.

Juliet also works at an international level providing inspiring and engaging presentations and training everywhere. In the past two years alone, she has toured Australia, New Zealand, Hong Kong and the Czech Republic. She provided the kickstart training for the first outdoor nurseries in Lithuania and worked with universities and schools in Spain and Belgium.

After years of ghost writing and public blogging, Juliet is now an author of *Dirty Teaching: A Beginner's Guide to Learning Outdoors* (2014) and *Messy Maths* (2017).

Jan White

Working across the UK and internationally, Jan is a leading thinker and writer on outdoor play and advocate for high quality outdoor provision for services for children from birth to seven. With thirty years' experience in education, she has developed a deep commitment to the consistently powerful effect of the outdoors on young children. She is currently an Early Education Associate, adviser for several landscape and equipment companies, convenor of the Landscapes for Early Childhood national network, and teaches on the Masters programme at CREC (Birmingham City University). She provides training courses, conference keynotes and consultancy for a wide range of early years settings.

Professor Jan White is also an award-winning author of *Playing and Learning Outdoors: making provision for high quality experiences in the outdoor environment with children 3-7*

Pete Moorhouse

Pete Moorhouse is an Artist Educator and Early Years Consultant. He is an associate trainer for Early Education and is an Honorary Research fellow at The Graduate School of Education, University of Bristol researching creative and critical thinking in early years. He is the author of several journal articles and books and a Member of ICEnet – the International Creative Education Network.

Anna Ephgrave

Anna was an Assistant Headteacher for the EYFS. Prior to this post she was an Advanced Skills Teacher, leading and developing a very successful Early Years Team within a Primary School for over 20 years. Her work in that foundation stage led to Outstanding grades in three OFSTED inspections without any forward planning or focus activities! She is passionate about the need for children to feel confident and independent. Outdoor learning and risk taking play a large part in the experience she offers the children. She has recently had a very successful book published by Routledge "The Reception Year in Action – A Guide To Success"

The 2018/2019 programme also benefits from the knowledge and skills of local partners as well as our own Early Year's Service.

Draft

Outdoor Numbers

Numeracy is all about numbers which are a tool for helping us to interpret and explain what happens in the world around us. Very often, there is an over-emphasis on measurement, shape, position and movement experiences outside. In this course we will focus specifically on numbers and how outdoor play is the place to learn counting skills, the art of subitising, estimation and many other practical early numeracy skills children need to acquire through child-centred, play-based experiences. It is based upon the book *Messy Maths: A Playful, Outdoor Approach for Early Years*.

Participants will be expected to undertake a range of work in between the twilight sessions which is likely to include:

- Background reading about maths outside in relation to developing numeracy skills and summarising the main points;
- Spending time observing children playing outside to consider how to develop the children's knowledge, understanding and use of numbers in ways which support their interests and needs;
- Developing a range of resources for use outside and trialling these to gauge impact and effectiveness with individual or specific groups of children.

Expected outcomes for the participants:

- To improve knowledge and understanding about numeracy outdoors. This will, in turn help participants see the connection between numeracy and the outdoor environment;
- To begin the process of developing a numeracy-rich outdoor environment which focuses upon children's needs and interests;
- To develop the confidence to continue embedding maths outside beyond the duration of the course.

Dates: Mon 12 Nov 2018, Mon 25 Feb 2019 and Mon 29 April 2019

Time: 4:15pm-6:15pm

Venue: Ashgrove Children's Centre

Trainer: Juliet Robertson, Creative Star Learning

Where's the Maths in that?

It is common for practitioners to observe children who have a consistent interest or pattern of behaviour in an outdoor space. This could be running around, a passion for dinosaurs or a keenness to cycle all the time. In this course we look at how these passions and preferences can be used to develop and extend maths skills and understanding.

Participants will be expected to undertake a range of work in between the twilight sessions which is likely to include:

- Observing a child or group of children playing outside. To create a mind-map of mathematical ideas based upon these observations;
- From here, develop a collection of provocations and challenges that makes the maths real and relevant to these children and to observe the impact of these interventions;
- To consider how to adapt routines and make tweaks to the outdoor space to enable the child or group to experience maths in fun, interesting ways that engage them.

Expected outcomes for the participants:

- To improve knowledge and understanding about how to meet children's needs in ways that simultaneously embed maths concepts;
- To begin to develop the habit of thinking and reflecting about the mathematical potential and possibility of outdoor environments and how children behave outside;
- To be able to integrate children's interests and needs into a maths-rich outdoor space.

Date: Tue 22nd Jan 2019, Tues 12th Mar 2019 and Tues 14th May 2019

Time: 4:15pm-6:15pm

Venue: Ashgrove Children's Centre

Trainer: Juliet Robertson, Creative Star Learning

Developing Zones in your Outdoor Space

By focusing on one zone or area for improvement outside, the participants develop a systematic approach to improving outdoor provision in a small-scale and therefore more manageable way. The technique is child-centred and begins with observations of how children play in one zone and how to further develop the zone in a participatory approach which involves children at each step.

For ELC establishments that wish to consider a flow of learning between indoor, outdoor and off-site experiences, the approach works equally well. For example, a participant may choose to look at ways of improving water play and can apply the approach to a water tray inside, a water area outside and the locally available experiences of water such as streams, ponds or the beach.

The approach uses the 5R framework, that considers the rights of the child, responsibilities of the adult, routines around the zone, resources needed and re-imagining the (outdoor) space. Participants will be expected to undertake a range of work in between the twilight sessions which is likely to include:

- Background reading about their chosen zone or area for improvement and summarising the main points;
- Developing at least one zone or area of their outdoor provision using the 5R framework;
- Trialling a range of techniques for consulting and involving children regardless of their developmental level;
- Ensuring the work undertaken is part of the overall approach within the establishment to the quality improvement process.

Expected outcomes for the participants:

- To improve knowledge and understanding about specific areas of outdoor play. This will, in turn help participants see the breadth and depth of play possibilities outside;
- To develop the capacity to further improve other zones or areas of outdoor provision. The 5R framework can be used as a basis for this to happen;
- To be able to dovetail the outdoor improvements into the wider improvement processes within the establishment.

Date: Thur 24th Jan 2019, Thur 7th Mar 2019 and Thur 16th May 2019

Time: 4:15pm-6:15pm

Venue: Ashgrove Children's Centre

Trainer: Juliet Robertson, Creative Star Learning

Outdoor Book Bags

There is a symbiotic relationship between books and being outside. Children who have broad experiences outside tend to make better connections to concepts and narratives in books. Likewise, books are a motivation and gateway to exploring the outdoors.

In this course, participants will look at a range of approaches for fostering the link between books and being outside, primarily through the creation of outdoor book bags. It will be a collaborative approach where participants explore books with their children, create family outdoor book bags and trial these within their settings. By sharing ideas and resources, the participants will learn from each other and enjoy using books with their children way beyond going on bear hunts and looking for Gruffalos. Participants will be expected to undertake a range of work in between the twilight sessions which is likely to include:

- Background reading about the value of books in the context of outdoor experiences and summarising the main points;
- Trialling a range of strategies to using books outside or as a springboard to outdoor experiences;
- Developing and trialling at least one family outdoor book bag for use within their setting;
- Sharing generously with other course participants so that everyone finishes with a broad range of books and possible lines of development for use within their establishment.

Expected outcomes for the participants:

- Develop confidence and skills at creating outdoor experiences using books;
- To learn what constitutes a great family outdoor book bag through trialling and sharing experiences;
- To broaden the repertoire of books used outside both at nursery and at home.

Dates: Tue 27th Nov 2019 Tues 5th Mar 2019 and Tues 30th Apr 2019

Time: 4:15pm-6:15pm

Venue: Ashgrove Children's Centre

Trainer: Juliet Robertson, Creative Star Learning

Naturalising your Outdoor Space on a Shoestring Budget

There is now plenty of research that suggests that children need and enjoy playing in natural spaces. A well-planned and designed natural play space can provide experiences that:

- Improve children's physical development;
- Enable children to think and play in creative and imaginative ways;
- Promote positive physical risk taking within a framework of safety;
- Help children learn more about the natural world and increases children's knowledge about nature;
- Provide a valuable context for developing life skills including literacy and numeracy;
- Create a calmer outdoor space which is more restorative and enables children to better focus.

This course explores how Nicolson's Theory of Loose Parts and Gibson's Affordance Theory can be utilised to create simple changes to your outdoor space. In doing so, the biodiversity of your outdoor space will be improved and it becomes a better place not just for learning and play but for wildlife too. The emphasis is on low-cost and doable ideas that don't involve digging up the asphalt.

Participants will be expected to undertake a range of work in between the twilight sessions which is likely to include:

- Background research and reading about the benefits of natural spaces and to summarise findings;
- Undertake an audit of the outdoor space;
- Using the information and practical tips gained on the courses to naturalise their outdoor space;
- Observe how the children at their establishment use their spaces before and after the changes have been made and comment on the impact of changes made;
- Creating a maintenance plan and using it to ensure the outdoor space is cared for, so that the improvements are sustainable.

Expected outcomes for the participants:

- To improve their knowledge and understanding of loose parts and affordances and demonstrate this through the changes made to their outdoor space;
- To increase confidence at making small scale, simple changes to the outdoor space to improve nature play opportunities;
- To develop a shared sense of ownership of the outdoor space and the changes made which have positively impacted on children's experiences within this space.

Dates: Mon 26th Nov 2018, Mon 4th Mar 2019 and Mon 13th May 2019

Time: 4:15pm-6:15pm

Venue: Ashgrove Children's Centre

Trainer: Juliet Robertson, Creative Star Learning

Mark Making Outdoors

Mark making helps children develop many different concepts and skills across different curriculum areas. Through mark making children are expressing their thoughts, feelings and ideas as well as their creativity and imagination. It is fundamental to children's learning and development. Many children naturally prefer to play outside when given the choice. Thus, this course is designed to help practitioners support and further develop mark making opportunities outside based upon children's needs and interests.

Participants will be expected to undertake a range of work in between the twilight sessions which is likely to include:

- Background reading about mark making and summarising the main points;
- Auditing their current outdoor provision in terms of the mark making opportunities;
- Observing a group or individual child who enjoys playing outside and who does not normally engage in mark making inside;
- Developing and carrying out a series of actions to improve the mark making opportunities outside and to reflect upon how these support children who prefer to play outside to engage in spontaneous mark-making.

Expected outcomes for the participants:

- To improve personal knowledge and understanding about mark making and how this can be supported in an outdoor context;
- To be able to respond to individual or groups of children who do not show a natural inclination for mark making;
- To understand how the environment presents opportunities for mark making that are different to those inside and how to make the most of these opportunities.

Dates: Mon 14th Jan 2019, Mon 11th Mar 2019 and Mon 3rd Jun 2019

Time: 4:15pm-6:15pm

Venue: Ashgrove Children's Centre

Trainer: Juliet Robertson, Creative Star Learning

Meeting the needs of two-year-olds through outdoor play

What do 2-3-year-olds need for wellbeing, learning and development? How does the outdoor context help to address the needs of two-year-olds?

This course will introduce early years professionals to the outdoor environment and the 10 key areas of outdoor provision and practice that help meet the needs of two-year-olds.

We will consider:

- What it is to be 2-3 years old and how playing outdoors best meets this;
- Important elements of provision outdoors;
- Learning by doing: drives for play and thinking through action;
- How adults can best support young children outdoors.

Date: 5th March 2019:

Time: 1:00pm-3:30pm

Venue: Beach Ballroom, Northern Lights

Tutor: Jan White

Learning in the Outdoors: creating an inclusive environment for young children

This course is for Teachers and Practitioners working with funded 2-year-olds and children up to 4 with a high needs for developmental support.

What is it like to be two? What do 2-3 year-olds need for wellbeing, learning and development? What does the outdoors need to be like to fulfil their needs and meet their enormous drive to move, explore and understand?

Through establishing the critical role and importance of playing and learning outdoors for very young children, this one-day course will consider why children of this age/stage *must* be outdoors for a great deal of the time. By exploring how to provide a stimulating and appropriate outdoor environment that fully responds to their needs, the day will also generate enthusiasm and commitment to being outdoors with every young child.

We will consider:

- What it is to be 2-3 years old and how playing outdoors best meets this;
- The relevance and power of the outdoors and how to harness that power;
- Important elements of provision outdoors, including movement, sensation, interest, challenge, agency, interaction and nurture;
- Learning by doing: drives for play and thinking through action;
- Supporting emotional needs and development of emotional regulation;
- How adults can best support young children outdoors.

Date: 6th March 2019

Time: 9:30am-3:30pm

Venue: Beach Ballroom, Northern Lights

Trainer: Jan White

Anna Ephgrave "The Power of Play"

This course will explore levels of involvement and how these link to brain development and child-initiated play. Practitioners will be supported to better organise an enabling environment to promote deep involvement during child-initiated play and explore the role of the adult during child-initiated play (to observe, assess, plan and teach - on the spot!)

Date: 21st Nov 2018

Time: 9:30am-12:00pm or 1:00pm-3:30pm

Venue; Curl, Aberdeen

Trainer: Anna Ephgrave

Anna Ephgrave "Child-initiated play and 'planning in the moment' to maximise progress".

This full day course will explore the paperwork associated with child-initiated play since this 'play' cannot be forward planned, the delegates will have to reflect on how they can 'plan in the moment'. This method has been developed over the past ten years as a way of recording some of this 'planning' afterwards.

Date: 22nd Nov 2018

Time: 9:30am-3:30pm

Venue: Curl, Aberdeen

Trainer: Anna Ephgrave

Pete Moorhouse- Introducing Woodwork in Early Years Education

Woodwork is a very special activity to introduce to young children and has the potential to make a profound impression. Woodwork is full of learning opportunities and is a very popular activity with children. Deep levels of engagement and intense concentration are common and the children often remain involved in their explorations for extended periods regularly in excess of an hour.

The workshop will look at ways in which woodworking can be safely introduced to pre-school nursery settings. We will look at the theory and how woodwork meets many learning and development aspects of the curriculum and look at examples from other countries that have been working successfully with wood for many years. We will talk about risk and safety issues. There will be explanations of the most suitable tools for young children and instruction on how best to use them. We will look at the most suitable woods. Information on potential suppliers of wood/ tools will be provided.

Participants will gain an understanding of:

- how to set up a woodworking area.
- be confident in setting up activities, open-ended explorations and longer-term projects
- the resources required
- Further details can be seen at: <https://irresistible-learning.co.uk/woodwork/>

Date: 22nd Apr 2019

Time: 9:30am-3:30pm

Venue: Duthie Park

Trainer: Pete Moorehouse

Pete Moorehouse - Intelligent materials: making learning irresistible

This workshop looks at the value of using intelligent materials – objects that children can use in a multitude of different ways, exploring different possibilities, to express their imagination. Combining natural or recycled materials, the child is at the centre of their learning as they use their imagination to create various arrangements/constructions/narratives as they combine the objects.

Materials are explored in many ways, following the child's line of enquiry but with the practitioner sharing their journey of discovery – researching and learning together. The exploration of materials encourages open-ended discovery and a focus on process. Natural and recycled materials can be seen as intelligent materials offering many possibilities for exploration and associated learning.

Creativity and curiosity underline children's emergent thinking and development. We will look at examples from Reggio Emilia which has had a long tradition of working with natural and recycled materials and gain insights from Froebel (gifts), Nicholson (loose parts) and Goldschmeid (Heuristic play). We will look at how placing and arranging meets many learning and development aspects of the EYFS. The workshop will look at ways in which intelligent materials can be incorporated and developed in early years settings. We will look at example of loose parts indoors and in the outdoor environment

From this course you will learn to:

- Provide appropriate resources to encourage open ended exploration;
- Prioritise children taking the lead role in their learning;
- Learn about various pedagogies that support investigation with intelligent materials;
- Gain ideas for where to resource materials;
- Suggestions for open ended explorations and longer term projects;
- Practical session for practitioners to explore a selection of materials, gain confidence and share the experience of making creations.

Date: 24th Apr 2019

Time: 9:00am-11:30am

Venue: Curl, Aberdeen

Trainer: Pete Moorehouse

Pete Moorehouse - Encouraging creativity: Creative and critical thinking

This course is designed to develop understanding of what creativity means and explore ways in which we can best encourage creativity. We will start by defining creativity and critical thinking and then looking at the different aspects of children's thinking that contribute to the process of developing ideas. I will emphasise the importance of creativity as a fundamental skill that not only impacts on all areas of learning but also impacts on young children's long-term outcomes to become resourceful and resilient adults. We will look at how creativity fits within the characteristics of effective learning and how it embraces all areas of learning.

The training will explore the many factors that contribute to children's creative and critical thinking, from the impact of the environment to working together with parents. We will look at the role of the teacher in extending their thinking by looking at sustained shared thinking practice and how best to interact with children during the creative process. We will also consider ways in which we can monitor children's creative progression especially in relation to their developing thinking skills.

From this course you will:

- Gain a thorough understanding of what creativity means;
- Learn why creativity is so important in education and in life in general;
- Look at the many elements that contribute to encouraging and nurturing young children's creativity;
- Investigate the role of the teacher in extending creative and critical thinking;
- Look at the role of the environment and resources;
- The importance of documentation and reflective learning practice;
- Working together with parents to support children's creative thinking;
- Opportunity for practitioners to get creative exploring different materials;
- View examples of inspiring provocations;
- Think about ways of monitoring children's creative progression.

Date: 23rd April 2019

Time: 12:30pm-3:00pm

Venue: Curl, Aberdeen

Trainer: Pete Moorehouse

Children as Active Learners

Duration: 3 sessions of 6 hours plus support follow-up between sessions 2 and 3

Suitable For: Tier 1 and 2 staff who work with children aged 2-6 years. A minimum of 2 participants from each setting is requested to enable peer support.

Course Content:

How do we meet the needs of young children in an ever-changing, fast-paced world? How might we fulfil our role in helping young children make sense of their world? How do we know what they need?

This course embraces the notion of 'children as active learners' and is designed to equip you to meet the needs and rights of young children in early years settings through:

- deepening your understanding of how children learn and make sense of the world;
- developing your observation skills to respond to children's curiosities and wonder thereby extending children's learning and motivation;
- adapting your environment to enable children to develop holistically;
- acknowledging your own learning journey through becoming a reflective practitioner.

Course participants are expected to actively engage in between sessions by:

- building a case study of one child through observations;
- applying new learning to these observations to extend the child's development;
- working on a reflective journal (provided by the tutor);
- reading course handouts and other relevant material.

Part One of this course explores how young children grow and develop in their early years through movement, how they investigate the world around them through their senses and how they develop a sense of themselves. It draws into focus the importance of resources and the environment and introduces participants to observation techniques that help to create more responsive practices.

We will:

- Investigate the importance of movement, imitation, the senses and play in early childhood through activities and video clips;
- Explore the challenges and possibilities of encouraging young children to be independent and creative in their learning;
- Consider the role of risk-taking in a child's development;
- Develop observation skills that enable planning in the moment, provocations and spontaneous responses to children's activities;
- Introduce a reflective journal to help practitioners deepen their own learning journey.

Part Two of the course will focus on how children make sense of the world around them through watching, listening, engaging and playing.

We will:

- Explore the importance of children's agency in learning;
- Consider how children view their world, develop meaning-making strategies and learn how to self-regulate through play;

- Discuss the importance of cultural values in meaning-making;
- Investigate the critical role of emotional development and its link to a child's capacity to learn;
- Consider the role of storying and story-telling in inclusionary practices for all children;
- Share our observational experiences and case studies;
- Build further reflective practice skills.

Part Three focuses on the importance of the practitioner's ability to listen and attune themselves to their children's needs, to record their observations, reflect on them and plan next steps.

We will:

- Learn how to attune to children in our settings and deepen observational practices;
- Discuss how to develop a rights-based approach in early years settings;
- Explore how practitioners create a reflective practice;
- Embed our new skills in current government documents and guidelines;
- Discuss the importance of engaging with families;
- Share our experiences of observational practices;
- Share our experiences of becoming reflective practitioners.

Each session will involve practical activities such as movement, art, theory, video observations, time to reflect in small groups to share individual practices and time to create and work with a reflective journal. **Follow-up time in individual settings is also offered to help review and maintain new practices as a result of engaging in this course.**

Expected Outcomes:

On completing this course you will:

- Have a deeper understanding of the importance of active learning through movement, imitation, the senses, play, emotional development, communication and socialization in a young child's life;
- Know how to act responsively to meet children's needs;
- Be able to link child development, observations and reflective practices to relevant government documents and policies;
- Feel confident in your child-observations;
- Experience greater confidence in your own expertise and understanding as an early-years professional through becoming a reflective practitioner.

Trainer: Dr. Elizabeth Henderson

Date: 16th November 2018, 12th February 2019 and 7th May 2019

Time 9:30am-3:30pm

Venue: TBC

Providing Quality Early Learning and Childcare

This course is suitable for teachers and senior practitioners who are new to or returning to ELC.

This is a three part course which will focus on providing quality ELC. The course aims to deepen staff's knowledge and understanding of pedagogy and practice in ELC. It is based around documents such as Building the Ambition, How Good is our Early learning and Childcare and other relevant documents which influence and shape ELC.

Expected Outcomes for participants:

- To build confidence for those working in ELC settings;
- To make links between theory, practice and policies to reinforce aspects of high quality provision;
- To develop a deeper understanding of the role practitioners play in supporting and challenging children's learning.

Dates: 28th Aug 4th Sept and 11th Sept

Time: 1:30pm-3:30pm

Venue: Frederick Street

Trainer: Early Years Team

An Introduction to Child development

This is an introductory course which will give an overview of child development. Development is the term used to describe changes in a child's physical growth as well as their ability to learn the social, emotional, behaviour, thinking and communication skills.

Expected outcomes for the participants:

- Participants will gain a deeper understanding of child development;
- Participants will be introduced to, and supported in the use of Aberdeen City's Child Development Overviews;
- Participants will have a greater understanding of how to create a learning environment which will support children's development.

Dates and venue to be confirmed but can also be offered to an Associated Schools Group

Trainer: Early Years Team

An Introduction to Autistic Spectrum Disorders

This course will support practitioners to have a good basic understanding of Autistic Spectrum Conditions.

Participants will be able to recognise the cause of challenging behaviour in those on the spectrum and help create an Autism friendly environment. In addition the course will increase knowledge and understanding of effective communication techniques to increased confidence in working with people who have an Autistic Spectrum Condition.

Date: TBC

Time: TBC

Venue: TBC

Trainer: Craig Henderson, Grampian Autistic Society

“We need to talk about Jo”: Helping Families to Understand and Get On Board

This course will support participants to leave with a greater understanding of why families react in different ways when told certain information. Participants will also leave with a confidence in talking with family members and be more able to approach, conduct, and finish difficult conversations about sensitive topics.

Date: TBC

Time: TBC

Venue: TBC

Trainer: Craig Henderson, Grampian Autistic Society

An Introduction to ‘How Good is our Early Learning and Childcare?’

This course will explore How Good is our Early Learning and Childcare? Self-evaluation for self-improvement has been a feature of improving the early years sector in Scotland for many years. This course will support participants explore their progress, development and practice to identify what has improved and what still has to improve.

Expected Outcomes

Staff will become familiar with the new quality framework and will understand the significant relationship between effective self-evaluation and improvement.

Date: TBC

Time: TBC

Venue: TBC

Trainer: Early Years Team

Making Sense of the Documents

To help staff to understand how legislation and documents impact, influence and effect daily practice. We will also look at the relationship between the underpinning values and principles which guide our work and how these meet the standards required for the sector.

Expected Outcomes:

- Participants will gain an understanding of how the guidance supports your work;
- Attendance will allow you to reflect on your own setting and practice to help ensure you are meeting the needs of your children and families.

Date: TBC

Time: TBC

Venue: TBC

Trainer: Early Years Team

Supporting Quality in the ELC

A suite of courses delivered by Great Western Pre-School for staff at all levels. These short courses will be guided by the self-evaluation of settings and will include

- The Environment - This course can be broken down into short sessions to support each bay in the room. We discuss the physical set up of an enabling environment with resources that have a high play affordance. We look at setting up individual bays in a holistic way that supports the Curriculum, in particular, literacy and numeracy. Group discussions around our current environments encourage the attendees to share good practice and problem solve any obstacles.
- Play - This course will reflect on the theory behind a play-based approach. We will touch upon the resources, environment and ethos that supports play. Throughout the course we will look at the features of play and play types. Through discussions and examples, the attendees will be able to identify play types and how to support these during the session.
- Observations - This course will support hands on observation skills and writing. It will help you to confidently identify a variety of observation types, identify and analyse the learning taking place and create appropriate next steps.
- Schema - During this course we will identify different schematic play that our children exhibit and how we can support this through environment, resources and language. We will identify challenging behaviour and discuss how to support this in a positive way through schemas.

Dates and times will be arranged on demand.

A suite of training materials, delivered to managers in ASG's, will include

A selection of training materials will be developed to support managers to lead high quality provision. These will be shared with managers and will include:

- Using the Leuven Involvement Scale to promote involvement;
- Monitoring and Tracking Children's Learning;
- SSSC Badges;
- Assessment and Moderation;
- HGIOELC- Sharing Practice.

Programme for Excellence and Equity Practitioners

The programme for Excellence and Equity Practitioners will be varied and include:

- New Family Learning Guidance and introduction to PEEP;
- Adverse Childhood Experiences including;
- Attachment based practice;
- Management of Risk;
- Eligibility criteria;
- Support afforded to children with additional support needs;
- An intensive programme from Starcatchers to support best early years practice.

Locality Planning:

- Understanding the direction of the Council;
- Understanding the current community offer.

The Excellence and Equity Agenda with particular focus on:

- LAC (including at home);
- The impact on literacy.

These courses can be delivered to other groups upon request.



READY STEADY TWO!

▪ **A Practical Guide to Supporting 2s in Early Learning and Childcare**

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INTRODUCTION

This guidance has been developed to help practitioners feel more confident about getting it right for 2 year olds and inspire the ongoing conversation about how to best develop quality learning environments for children. We hope that by taking a closer look at practice in Aberdeen it will help get our 2s off to the very best start, in any setting they happen to attend. All information presented is evidence based, and will be familiar to many practitioners. Examples from across Aberdeen are highlighted in the 'A Local Look' sections, and there is opportunity to extend practitioner's learning through the 'A Closer Look/Find Out More' sections within the guide. Throughout the guide the term 'parent' will be used to describe anyone who is the main carer for a child.

The 2 Year Olds are Here!

The Scottish Government's stated ambition is for Scotland to be "the best place in the world to grow up". They hope to do this by improving outcomes and reducing inequalities for all families across Scotland to ensure that all children have the best start in life and are ready to succeed. The Scottish Government's Early Years Framework (2008) is also aimed at promoting the best start in life; it's key message being the need to break negative cycles of inequality through early intervention.

There are more 2 year olds than ever going to nursery in Aberdeen, following the Scottish Government's decision to expand the provision of funded Early Learning and Childcare (ELC) to eligible 2s. Eligible 2s are accessing ELC in a range of ways across Aberdeen through ME2 nurseries, partner provider nurseries, Aberdeen City Council (ACC) nurseries and ME2 approved childminders. Research* shows the benefits for 2 year olds who access ELC; good nursery provision with well trained and skilled staff can help to level the playing field at such a critical period of a child's development.

The outcomes however, depend entirely on delivery of **high-quality provision**. As such the ACC ELC Delivery Plan recognises the need to look carefully at the question of how best to provide a service to 2 year olds, to reduce the poverty related attainment gap and improve long term outcomes for children and families. Some service providers are very established in their practice supporting 2s, however, for others it is a new adventure.

'The Educational Psychology Service has spent considerable time consulting with key stakeholders to better understand how best to meet the needs of eligible 2s. The Service has also undertaken an extensive review of available research to inform the development of this guidance on how best to meet the needs of eligible 2s. I have no doubt that this guidance and associated professional learning will be of great value to practitioners as we work to expanding our provision of Early Learning and Childcare'

Eleanor Sheppard
Transformation and Improvement Manager

* Mathers, Eisenstadt, Sylva, Soukakpu & Ereky-Stevens. (2014). *Sound Foundations: A Review of the Research Evidence on Quality of Early Childhood Education and Care for Children Under Three, Implications for Policy and Practice*. The Sutton Trust: Oxford.



INTRODUCTION

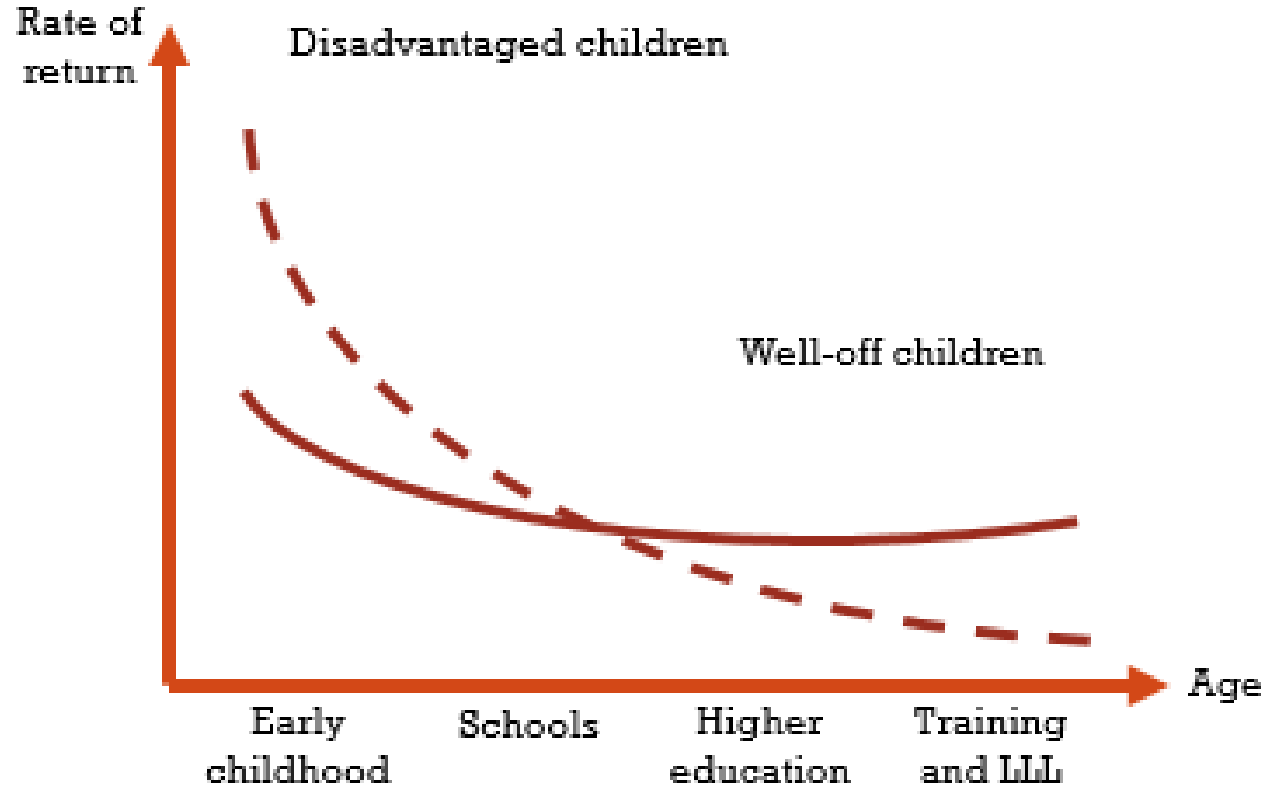
Why Start ELC at 2 Years of Age?

- It is widely accepted from worldwide longitudinal studies conducted that children's care and learning experiences during the early years are related to their later developmental outcomes. By the age of 5 there is already a 19-month gap in school readiness between the most and least advantaged children, a gap which extends through school*.

- Research has demonstrated that access to ELC provision has the potential to impact positively on all children's social, emotional and cognitive outcomes, with greatest impact for those from disadvantaged backgrounds. In a recently completed study** involving children between the ages of 2 and 3 years, early cognitive and socio-emotional developmental benefits (as measured at age 3 years) were associated with use of ELC. Furthermore, the benefits of ELC were seen regardless of the level of family disadvantage, and regardless of the quality of the home learning environment. Moreover, research also suggests that accessing ELC at 2 can also have positive effects on parenting capacity.***

The graph opposite, extracted from a recent Organisation for Economic Cooperation and Development (OECD) report, illustrates how investing in intervention during this critical period of early childhood, has the greatest potential to 'close the gap' as spending is associated with better outcomes.

Rates of return on investments in educational interventions for disadvantaged and well-off children at different stages of the life cycle (2017)*****



* Bradshaw P, Lewis G and Hughes T. (2014). *Growing Up in Scotland: Characteristics of pre-school provision and their association with child outcomes*. Scottish Government: Edinburgh.

** Melhuish E, Gardiner J and Morris S. (2017). *Study of Early Education and Development (SEED): Impact Study on Early Education Use and Child Outcomes up to Age Three*: Research brief.

*** Scottish Government. (2008). *Evaluation of extended preschool provision for vulnerable twos*. Scottish Government: Edinburgh

***** Wossmann (2008) cited in Organisation for Economic Cooperation and Development (2017). *Starting Strong: Key OECD Indicators on Early Childhood Education and Care*. OECD: Paris.



INTRODUCTION

Aspects of quality

Research highlights that gains are entirely dependent on high-quality provision. Scotland's longitudinal research study, Growing Up in Scotland (2014)(GUS)*, found that children who attend centres which have a higher care and support rating had better vocabulary outcomes at age 5. Concerningly, reviews of provisions regularly find that the nature of the early years environment shows wide variation in terms of overall quality, children's experiences, caregivers' practices, and type of setting. A recent evidence review** took an in-depth look at aspects of quality and characteristics for children under 3 years. Four key dimensions of good-quality pedagogy were identified:

1. **Stable relationships and interactions with sensitive and responsive adults.**
2. **A focus on play-based activities and routines which allow children to take the lead in their own learning.**
3. **Support for communication and language.**
4. **Opportunities to move and be physically active.**



* Bradshaw P, Lewis G and Hughes T. (2014). *Growing Up in Scotland: Characteristics of pre-school provision and their association with child outcomes*. Scottish Government: Edinburgh

** Scobie, G. & Scott, E. (2017). *Rapid evidence review: Childcare quality and children's outcomes*. NHS Health Scotland: Edinburgh.



DRIVERS OF EARLY LEARNING

Building the Ambition (2014) (BtA) identifies five 'Essential Aspects' of Early Learning which underpin a child's desire to explore the world around them through active learning and play. When secure in their relationships, 2 year olds will explore, experiment, invent, test, imagine, create and build to make sense of their environment – every day a new adventure! Relevant, real life experiences, which mirror daily routines, build their awareness of the world around them. Moreover, these five aspects of learning have to be considered in turn at the level of; the adult, the environment, and the individual experience - See Appendix A for a summary of the BtA guidance on each aspect. There is no need to formalise the curriculum, or implement a list of experiences to reflect the early stages of primary school. If this happens it is likely to narrow the young child's experiences.

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“That’s why we have to encourage creativity in our children. It is the only way we can develop the problem-solving skills that work when you don’t know what it is specifically you have to do”
Dylan William (2018)**

The 4 R's – Principles for Best Starts and Outcomes

Pre Birth to Three (2010) stresses the dimensions which these experiences must encapsulate – through rights, relationships, responsive care and respect. 2 year olds have the same rights as all other children under the United Nations Convention on the Rights of the Child. They have the right to be respected, valued and have their views heard and acted upon. When supporting children all adults and agencies should ensure that the views of children are “given due weight in accordance with the age and maturity of the child” (UN, 1989, Article 12). In Scotland recent legislation* states that children's services must be designed on the principles of dignity, privacy, choice, safety, realising potential and equality and diversity.

* Children (Scotland) Act 1995

**Scottish Government. (2017). *The National Care Standards: early education and childcare up to the age of 16*. Scottish Government: Edinburgh.

** Education Scotland (2018) Available at

<https://education.gov.scot/improvement/learning-resources/Creativity%20-%20Dylan%20William>

A Closer Look

The How Good is our Early Learning and Childcare Statements (HGIOELC) can be a helpful tool for practitioners as delivery of high quality provision is the best way to support children's rights.

How Good is our ELC? Evaluation Statements

Is learning:

- based on strong nurturing attachments?
- well matched to the stages of development of 2 year olds?
- built on the prior and continuous learning of our children, within and beyond the setting?
- designed around wellbeing, communication, mathematics, curiosity, inquiry and creativity?
- built upon all practitioners taking responsibility for developing early literacy and numeracy skills across the curriculum?
- effectively planning to take full account of each child's needs, dispositions, interests and stage of development?
- using approaches to planning that are flexible and highly responsive, ensuring that children are making sustained progress in their learning?

GETTING TO KNOW 2 YEAR OLDS

'It is a testing time for the child and the adult as life is full of frustrations and contradictions, making things at times unpredictable. 2s will often become frustrated where they have problems vocalising their feelings and this may lead to difficult phases. Caring for children at this stage requires a great sensitivity to the child's conflicting needs for the balance of independence, risk, reassurance and support' *

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I might like to nap during the day

We are struggling to become independent

I can push and pull large wheelie objects

We like to have fun, but can also be purposeful and serious



I can be possessive of toys and other people

I know my name



I can be shy and clingy

We enjoy familiar routines and experiences – it gives us confidence!

Turn taking, sharing and waiting might be hard for me

We're becoming more interested in others around us

I need to know about my rights and have my views respected

I want to trust you

* The Scottish Government. (2014). Building the Ambition. The Scottish Government: Edinburgh.

GETTING TO KNOW 2 YEAR OLDS: STRIKING THE BALANCE

2 year olds:

- strive for independence but still rely on a familiar person nearby who gives them support, encouragement and care.
- love to have fun but can also be purposeful and serious.
- want to do things for themselves but also love to explore with adults.
- enjoy familiar routines and experiences but they also need spontaneity and surprise.
- are learning through their actions but also through language.
- like to play alone but are becoming more interested in others around them.
- may revert to baby like behaviour at times but can respond and concentrate on experiences which are personal and meaningful.
- appear random in their play but will in fact engage in distinct patterns of behaviour.

“Young twos are not just smaller, wetter, less articulate threes” (Jenny Lindon, 2012)

Jenny Lindon asked teams who had lowered their minimum age from 3 to 2 to think about key differences between these ages. Key differences areas are highlighted below:

Transition – settling in could be much harder for 2s. They need more time and introductory visits to feel safe and secure. In mixed age settings some 2s benefitted from a home corner specifically for 2 year olds to help them gradually transition to play with 3-5s.

Self –Care Skills – 2s need more adult support with self care skills and routines. Toileting, dressing and feeding are more challenging due to their stage of development. Some 2s will be determined and want to do it themselves, however others may be used to parents taking charge and expect adults to do all the work.

Communication skills – reflective practitioners found that they needed more ‘tuning in’ time to understand 2 year olds’ communication skills and needed to adjust the way that they talked to 2 year olds.

Environment – settings which are full of movement and sound can be overwhelming for some 2s. Quieter corners can help development of their attention and listening skills. Height, eye level and reach are also necessary to consider when thinking about furniture and resources.*

BRAIN DEVELOPMENT

Recent advances in technology and neuroscience have given valuable insight into how the human brain operates at different stages of development. We now know that children are born with an adaptable brain that can be shaped by experiences and relationships. The brain has many different areas, each of which has responsibility for different jobs. The key to thriving lies in the ways these areas work together – how they are integrated. We are born with one hundred billion neurons, which have an average of ten thousand connections to other neurons. Brains do not develop by growing more neurons, but by creating stronger connections between the neurons available. Forming and reinforcing these connections are one of the key tasks in early brain development, and this lays the foundations for lifelong learning skills*.

What happens in a 2 year olds brain?

This time in brain development is a period of unending ‘WOW!’ moments, as everything experienced is new and interesting. The brain is figuring out how things in the world work. At 2 years of age there are certain brain developments that occur in most children:

The brain has a high capacity for change and plasticity, in response to what is going on around it. Research has shown that the brain is particularly sensitive to experiences such as sensory and motor practices, stress, relationships, diet and injury at this age**.

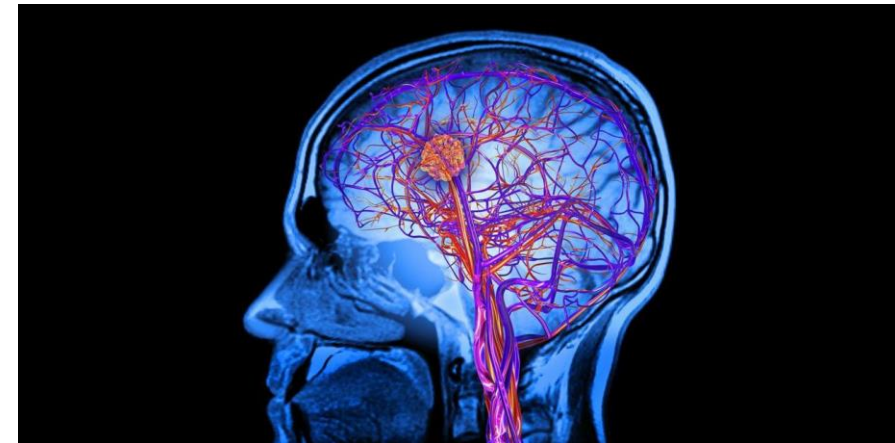
- Increased growth in the frontal lobe of the brain occurs; the area responsible for thought, movement, attention and emotions.
- Rapid development of communication and language skills take place.
- Attachment patterns become established as to how a child responds to adults around them. These later impact on their ability to manage stress and anxiety, and regulate themselves.
- The brain develops working models of behavioural responses from the emotive cues given by key adults. This is known as social referencing.

*Learning and Teaching Scotland. (2010). *Pre-birth to three: Positive outcomes for Scotland's children and families*. Scottish Government: Edinburgh

**Kolb, B., Mychasiuk, R., Muhammed, A., and Gibb, R. (2013). Brain plasticity in the developing brain. *Progressive Brain Research*, 207, 35 – 64.

Did You Know

- By 2 years old, the brain structure has the overall appearance of that of an adult.
- At certain points of a 2 year olds life, the brain is making up to one million connections a second.
- Times for the brain to rest are important in healthy development.
- It can take 2 year old brains between 10 – 15 times longer for information to be processed, compared to adult brains.



Find Out More

<http://www.urbanchildinstitute.org/why-0-3/baby-and-brain> provides more detailed information on brain development and neuroscience within the first three years of life.

ATTACHMENT

“Aberdeen City Council’s embrace of the Early Years Movement should be celebrated. There is a comprehensive vision. Once we have a better cultural understanding of attachment, we will realise it is not just about children. It is about us: it is about what it means to be human, to live, to lose and to love.”

Dr Suzanne Zeedyk (2013)



As mentioned previously, we now know how critical relationships are to the developing brain. Babies are born with an innate interest and sensitivity to others; seeking relationships where they experience security and comfort. Key caregivers in the first few years of life act as attachment figures for children; providing a base for a child who feels threatened, and a platform from which learning and exploration can take place (Golding, 2007). Research highlights that staff in early years settings can be significant attachment figures for children. Bowlby (1988) suggested it is these early experiences of relationships that go on to form internal working models in the brain. These go on to act as a blueprint for future relationships throughout life.

Neuroscience has supported this theory by showing ways in which brains are shaped by relationships, and highlighting the increased sensitivity period of birth to three years. When children repeatedly have less than optimal interactions with their caregivers, the impact of this can be widespread. Research has shown links between the early attachment experiences of children and future feelings of well-being, self-esteem, self-regulation and coping with the stresses in life (Prior and Glaser, 2006).

*Golding, K. S. (2007). *Attachment theory into practice*. Leicester: The British Psychological Society.

**Bowlby, J. (1988). *A secure base. Clinical applications of attachment theory*. (2nd Ed.) London: Routledge.

***Prior, V., and Glaser, D. (2006). *Understanding attachment and attachment disorders: Theory, evidence and practice*. London: Jessica Kingsley Publishers.

****Chen, Y. and Baram, T. Z. (2016). Toward Understanding How Early-Life Stress Reprograms Cognitive and Emotional Brain Networks. *Neuropsychopharmacology*, 41, 197–206.

A Local Look – Ashgrove ME2 Nursery

Staff at Ashgrove ME2 nursery use outdoor learning approaches to nurture development of social skills, confidence and early learning concepts with their 2s. Michelle Aitken EYP, who is trained in the Forest School Approach (Level 3) explains “Cooking and sharing food with others in the outdoors helps to create a shared experience and supports their awareness of social opportunities. We are learning how to use the fire to cook our food, keep us warm, as well as learn to manage risk and keep ourselves safe. People are always amazed to hear that 2s are able to sit safely around an open fire!”

A Closer Look– Attachment and Stress

The developing brain is especially vulnerable to the impact of stress. Humans automatically initiate biological responses to perceived threats; responses which have foundations in our early attachment experiences. Cortisol is a chemical that is produced when we feel stressed. It prepares our body for an impending threat by slowing down processes involved in language, impulse control and digestion. The blood supply usually sent to these areas is redirected to areas which may need it more. Repeated exposure to cortisol can have considerable impact on the developing structure of a child’s brain. Studies have shown that severe stress exposure can impact on –

- Decreased brain volume
- Dysregulation of the stress response system
- Dysfunction in brain areas responsible for memory and emotions.

(Chen & Baram, 2016)

ATTACHMENT

By the age of 2 children have begun to develop a sense of their self as an individual, from the way others have interacted with them. They can pick themselves out from a picture, recognise their image in a mirror, and will begin to assert themselves through temper tantrums*. Although they are striving for independence, our 2s still need a caring steer from the adults around them. This is where the role of a key person in childcare settings becomes essential.

A common stressor for young children is separation from their primary care givers which can cause uncertainty around their feelings of security. Wariness of strangers at this age is also common and is seen as an adaptive evolutionary response to help keep a child safe. It is important to develop positive relationships with the children in our care for them to view us as secondary attachment figures. So how can we do this? We need to consider the role of experiences, adults and the environment -



Find Out More

NHS online learning materials around positive attachments and mental health.

http://www.nes.scot.nhs.uk/media/3552795/final_imh_interactive_pdf_3_.pdf

Experiences Which	An Adult Who	An Environment Which
Provide flexible settling in policies at transition points, and routines which allow for greetings and departures.	Spends time to build relationships with the child and family	Uses an effective key person system to meet the needs of individuals
Encourage children to move between dependence, interdependence and independence	Is available at key points to provide soothing, comfort and check ins. Proximity to key adults is important at age 2.	Is safe with lots of opportunities for exploration and a 'safe base' when needed
Use care times to strengthen bonds. Provide opportunities for talking and listening around areas of interest.	Demonstrates responsiveness, empathy and protection towards children	Has clear safeguarding protocols which manage risks and ensure safety

*Sharma, A., and Cockerill, H. (2008). From birth to five years: Children's developmental progress (3rd Edition). Routledge: Oxon.

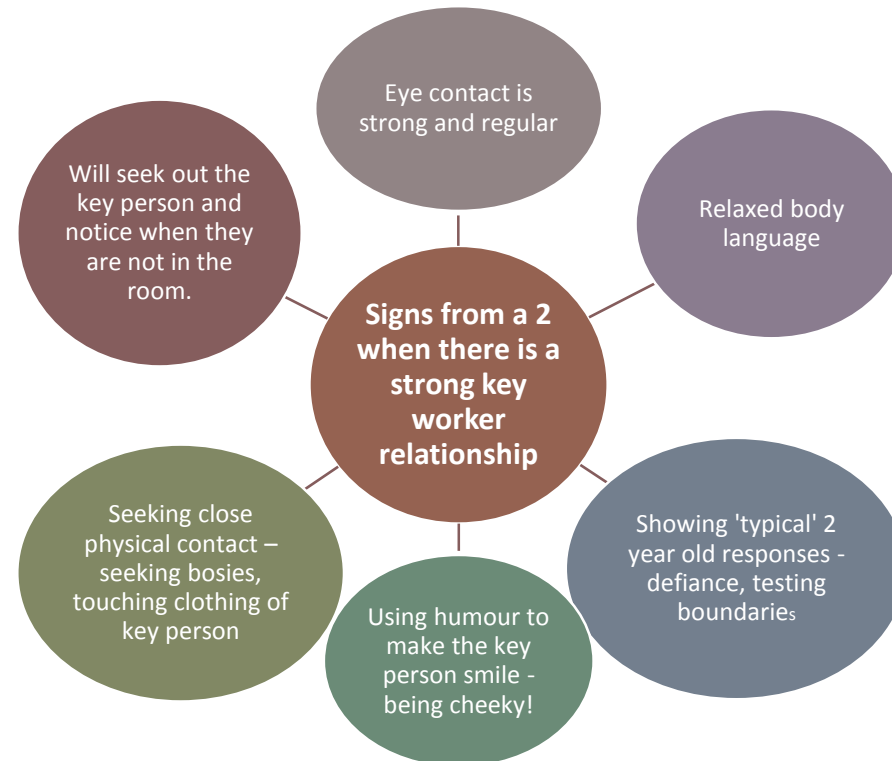


THE ROLE OF THE KEY WORKER AND ATTACHMENT

The role of the key worker supports children to develop new attachments and settle in. Tassioni (2014) advises that 2 year olds need their key worker to be warm and fun, but also sensitive to their mood and needs. Clear boundaries and expectations are essential, so children understand that the adult is in charge and they can relax and be children. When these relationships do not work well, it is likely that children will become distressed and miss out on key opportunities for learning and communication. Key worker qualities which can promote secure attachments and relationships include:

Key Worker Qualities Include:

- Attuned – How do we interpret and understand the behavioural responses of 2s, to different people and things?
- Available – How do we make opportunities to connect with our children during the day? How will children know they are kept in mind, even when we are not in the same room?
- Empathise – How are 2s supported to understand and manage their emotions and feelings?
- Protective – Will key people in group settings be responsible for personal care of their identified children?
- Reliable – How can we let children know, in a way that makes sense to them, if their key person will not be available on a given day?
- Responsive - Is information about the child's emotional expression included in Learning Journeys, Individual Profiles? What do I do when I'm excited? What makes me laugh?



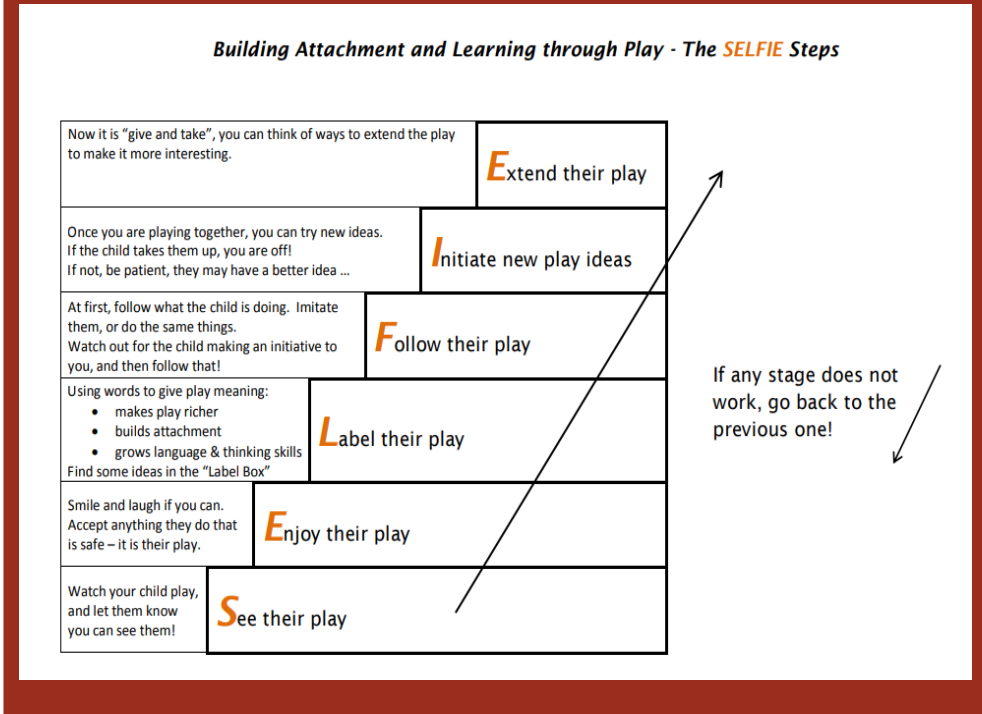
THE ROLE OF THE KEY WORKER AND ATTACHMENT

A Closer Look

Some 2s will arrive with the ability to form immediate relationships with their key workers, ready for play! For others they will require practitioners to draw upon interpersonal approaches, dependant on individual needs. A range of strategies exist to guide interactions e.g. mediation, intensive interaction, floor time. Strategies common to many of these approaches are listed below:

- **show you are paying attention** - Approach children at their level... be open, relaxed, fascinated and smiling. Observe a 2s body language to assess if they are ready and receptive.
- **encourage initiatives** - Watch and wait and wait...and...wait for an initiative to be given. This may be as subtle as a shift in eye gaze or change in body positioning. Being quiet and waiting seems to be very difficult for a lot of practitioners but it is key when working with the youngest children.
- **receiving initiatives** - Stay close to the child and look for opportunities to support and scaffold their learning. A simple way of 'noticing' a child's initiative is to copy or mirror their action. This helps their developing brains to strengthen and reinforce developing neural pathways.
- **attuned interactions** - This is the 'dance' between practitioner and child, where turn taking and reciprocal responses occur, be they verbal and non-verbal. The best practitioner will be answering questions rather than asking them.
- **guide learning** - Guide learning through supporting and scaffolding inquiry, creativity and curiosity. You can reflect on the impact you have had "What would have happened if I wasn't there?" "How did I develop the child's experience?"

Play is one of the most effective ways we can develop strong relationships in the early years. This tool (Highland Educational Psychology Service, 2015) shows how play can be extended as relationships develop. See Appendix B for larger copy.



* The approaches detailed above have been adapted from principles which underpin the Video Interaction Guidance approach.



ADVERSE CHILDHOOD EXPERIENCES (ACEs)

As Scotland strives to become the world's first ACE aware nation, it is important that practitioners understand the impact of childhood distress on later outcomes in life. Causes of ACEs can include: emotional, physical, or sexual abuse; physical or emotional neglect; substance misuse and incarceration of a relative. The Getting It Right for Every Child (GIRFEC) National Practice Model is a helpful framework for practitioners to support assessment and intervention (see Appendix C for an overview of ACEs).

Protective Factors

The presence of the following can often mitigate the consequences of ACEs:

- support for families in times of need
- safe, stable, nurturing relationships
- parental resilience
- child's social and emotional skills
- use of positive parenting skills
- ACE aware communities and systems

What practices help children who have experienced ACEs:

- build a routine around transitions so that children know what the transition is going to look like, what they're supposed to be doing, and what's next.
- understand emotional outbursts as a form of communication and a need for adult support.
- provide emotional holding/containing when needed.
- be aware of specific trigger times in the day.
- being consistent, predictable and repetitive.
- modelling and teaching appropriate social behaviours.
- listening to and talking with the children*



Find Out More

NHS Health Scotland (2017). Tackling the attainment gap by preventing and responding to adverse childhood experiences. Retrieved from:
<http://www.healthscotland.scot/media/1517/tackling-the-attainment-gap-by-preventing-and-responding-to-adverse-childhood-experiences.pdf>
<https://beta.gov.scot/publications/adverse-childhood-experiences/>



SOCIAL AND EMOTIONAL DEVELOPMENT

Differences in a child's social and emotional abilities at 2 can result from a variety of factors; cultural influences, temperaments, attachment patterns, and social opportunities. From around the age of 18 months old, children display a greater awareness of others and will respond in increasingly sophisticated ways. While 2s may initially keep to themselves, they will increasingly enjoy playing alongside other children. They can modify their behaviour in the context of peer interactions*. When conflicts arise, adults need to step in to prevent aggression and teach appropriate behaviours. Children at this age are beginning to label feelings that they recognise in themselves and others. Controlling emotion is difficult, so frustration may trigger emotional meltdowns. At this stage the ability to regulate their emotions and behaviour is very challenging - for some this might never be a skill they fully master. Adults play a key role here in providing comfort and supporting the development of regulation skills.

Tantrums are an inevitable feature in the behaviour of many 2 years olds due to the difficulties of this age group in managing their emotional regulation. The good news is that by age 3, the frequency of tantrums rapidly decreases** There are many schools of thought on how tantrums are best managed. Successful approaches involve a calm and measured reaction by adults, and consistent responses between the key adults in the child's life.

Find Out More

The following is a useful website for parents and practitioners on why tantrums occur, and how they can be managed effectively -

<https://www.rcpsych.ac.uk/healthadvice/parentsandyoungpeople/parents/carers/dealingwithtantrums.aspx>

Social Development at 2

- ❖ Children enjoy playing alongside others, but may not interact a great deal with peers.
- ❖ They may start to have favourite playmates and build warm bonds with others.
- ❖ Many 2s show awareness of others' feelings. They may try to give basic help (e.g. pat or bosie a child who is sad).
- ❖ They will look to adults for comfort when conflict happens, often around sharing items. Children at this age can defend their possessions with fierce determination "At's Mine!!". With much adult support, they can begin to develop some strategies for resolving conflicts constructively.

Emotional Development at 2

- ❖ 2s can extend trusting relationships to other adults and children with whom they play frequently. They will show observable preferences for these adults and children (e.g. running to them when they arrive at a setting).
- ❖ They can show a strong sense of self as an individual (e.g., will say, "No!" to an adult's request, simply to assert themselves.).
- ❖ Most 2s will recognise feelings when emotions are labelled by an adult. There will be an increase in the understanding and use of language related to emotions. 2s are starting to expand their understanding of others' feelings by reading facial cues and body language.
- ❖ They continue to find the regulation of emotions difficult. As a result, frustration may often trigger tantrums. They require adult support to manage these times.

*Sheridan, M. (2008). *From birth to five years (3rd Ed.)* Oxon: Routledge.
**Tassioni, P. (2014). *Getting it right for two year olds*. London: Hodder Education



SOCIAL AND EMOTIONAL DEVELOPMENT

A local look

Emotion Coaching is an approach developed by Dr John Gottman whereby adults help children understand emotions and how to regulate them. This strategy helps the child to feel valued and learn the



skills to recognise, understand and regulate their emotions. The ability to self-regulate positively affects the ways children respond to stress, focus their attention, strengthen relationships between adult and child, and inhibit actions*. Research using MRI shows the important structural changes this approach can have on brain structure and integration.

The approach uses 4 steps to support children through emotions as they are experiencing them:

1. Recognise the child's feelings and empathise with them.
2. Validate the feelings and provide a label for them.
3. Set limits on behaviour (if needed).
4. Problem solve with the child.

Further information about this approach can be sought from Aberdeen City Educational Psychology Service.

* Gottman, J. (1997). Raising an emotionally intelligent child. Simon and Schuster paperbacks: New York.

** Siegel, D. J., and Bryson, T. P. (2012). The whole-brain child. Robinson: London.

Considerations for 2 year olds

Although some aspects of an emotion coaching approach require children to have a degree of communication skills, there are still many techniques we can adapt to suit the developmental stage of a young child.

Naming emotions – Provide a label for the emotion a child is experiencing as you observe it from their facial expressions and behaviour, such as happy, excited, confused, frustrated.

This will help to build the emotional literacy of a child, enabling them to be better able to identify their own feelings as they grow. Many children under 5 only know 2.5 'feeling' words (sad, angry and happy). Children who are better able to understand their own feelings are more likely to develop the ability to empathise with others from a younger age**.

Connect and redirect – Mirror emotions and use non-verbal gestures to show you understand what a 2 may be feeling. Once you've connected like this, simple language can be used to move on to something new i.e. 'You're worried aren't you? (Give a cuddle). It's hard when we can't find our special toy. Let's ask some of the others to help us look for it.'



COMMUNICATION AND LANGUAGE

By the age of 2 children can be seen to be skilled communicators and listeners, when given stimulating experiences, opportunities and interactions. Many 2s love to blather. They relish opportunities for adults to enter their world to listen and talk with them. Like all areas of brain development, the language and communication abilities of children in the first 3 years of life follow an accelerating growth curve. Children are born pre-programmed for communication. Spoken language begins to emerge around 12 months of age and by 24 months the average child can use 300 words – this works out to their learning a new word every day from 17 – 24 months! This stage of language development is known as a **vocabulary spurt** *.

Early 2 year olds understand many more words than they can say or sign. Most will be able to follow two- or three-part instructions “Please take the teddy to the toy box”. They can understand some questions “What?” “Is?”, and use ‘p b t d m n w h’ with vowels in words, as well as learning other sounds. 2s can enjoy chatting with toys and should be able to stop to listen while you are talking (if it’s something that is interesting to them!). As 2 year olds develop, their conversation skills mature, and they can show signs of adapting their tone, language and intonation depending on who they talk to. As they reach their third birthday, most children will be able to put words together to create simple, complete sentences**.

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me-myself	my - mine	not	come	do-does-did	ready	how	finished	all gone	bad
you - your	drink	eat	get	give	go	where	big	different	good
hear / listen	help	like	look / see	make	put	away	happy	little	more
say / tell	stop	take	turn	want	here	there	sad	sick	silly

Communication board to support development of core vocabulary.

* Brooks, P. J., and Kempe, V. (2012). *Language Development*. The British Psychological Society and John Wiley & Sons: West Sussex.

** NHS Health Scotland. (2015). *Ready, Steady Toddler!* NHS Health Scotland: Edinburgh.

A Local Look

Approximately 7% of children have difficulties developing language. Recent statistical data from Aberdeen’s population mirrors this percentage.

Staged Intervention

It is realistic to expect that most 2 year olds will use some form of speech that can be understood, although it can take time for them to feel comfortable talking and listening to new people. The following staged procedure can be helpful if you have concerns.

Stage 1. Talking to parents about their child’s communication is the first step in gathering assessment information. Health Visitors may also have key information to contribute. Share advice with families on how they can support the development of early language skills (Appendices D and E).

Stage 2. Communication and language checklists (Appendices F and G) can be helpful in identifying where the main challenges lie. At a universal level, put in place identified strategies to meet these difficulties, and monitor progress.

Stage 3. If concerns continue, seek involvement from specialist agencies out with your service. The Speech and Language Therapy Service have an open referral system, and can discuss concerns you may have before deciding if their involvement is required. They can be contacted on 01224 310582 or nhsq.saltnewreferral@nhs.net. The Educational Psychology Service may also have a role in support, and requests for assistance can be made through a child’s Health Visitor.



COMMUNICATION AND LANGUAGE

Parents and practitioners have a key role in nurturing the development of young children's communication skills, having a big impact on the future of those they support. Skilled communicators are more likely to develop positive outcomes and better life chances in relation to mental health and educational achievement*. Many simple practices can make the biggest differences.

- **Build environments where talking and playing with language is valued.** Igniting curiosity will lead to enthusiasm for communication.
- **Play and talk together.** Have fun while talking about what you are doing. Use simple words and children will begin to pick these up.
- **Face to Face interactions.** Get down to the level of the child and use eye contact when communicating. Use single words when giving choices "milk" or "water".
- **Copy and add words.** Repeat back the word/s a child uses clearly. Add in additional words to build their vocabulary "big bouncy ball".
- **Pause and wait.** Give children the chance to talk about whatever they would like, count to 10 while waiting for them to communicate to ensure they do not feel rushed.

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To help develop the language skills of our young children, the role of the supportive adult is paramount. We have to actively think about how we are engaging, encouraging and promoting communication skills through modelling and scaffolding.

Justine Roberts, Speech and Language Therapist, Airyhall Practice



A Closer Look

An approach which the Speech and Language Therapy team use to support practitioners in ELC is called SSCAN. It is developed from the Hanen Centre.



Find out more

Support for high quality observation and assessment of communication can be found through resources such as Every Child a Talker and Talking Point.

To get more ideas on activities to promote language in your setting visit The Hanen Centre <http://www.hanen.org/Home.aspx> and ICAN <https://www.ican.org.uk/>

* Learning and Teaching Scotland, 2010. *Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families*. Learning and Teaching Scotland: Edinburgh.



ENVIRONMENT – ENABLING ENVIRONMENTS

*“The motivation to interact with the environment exists in all children as an intrinsic property of life, but the quality of the interactions is dependent upon the possibilities for engagement that the environment provides” Anita Olds**

The expansion of ELC hours means that children will be spending longer hours in ELC settings so a high quality environment is more necessary than ever. In order to achieve quality outcomes the nursery environment must be set up to engage and excite the interests of 2 year olds. Given the leaps 2s make in relation to motor development, space and access routes must be carefully considered to promote 2s to become confident navigators of their new nursery environment. Regular access to the outdoors and sensory learning opportunities are crucial at this stage of their development. For 2s their environment may need to have room for personal items from home which may help them feel kept in mind while they are away from their families. Resources which are at eye level and accessible will help develop their ability to make choices and develop their decision making skills. For more ideas see our key questions box and Appendix A for the BtA ‘A Focus on Toddlers – What Do They Need?’.

Find out more



Space to Grow (2017) has been produced by the Scottish Government in order to guide provisions on how to use space in order to develop positive learning environments. Case studies, including Aberdeen’s International School Nursery, illustrate the use of space to best meet the needs of children.

Research confirms that the environment is important both to parents and providers. In a recent survey conducted by the Care Inspectorate, 69% of parents reported that the environment was the most important factor to consider when choosing a service for their child.**

Tassioni’s (2014) Key Questions When Thinking About 2s

Do we feel that we understand their age and stage of development? Will our environment support their developmental needs?

- **Do we need to further risk assess our setting to ensure we provide a safe environment?**
- **Can our environment support their care needs? – 2 year olds will need space to nap and they may need a separate home corner to help transitions.**
- **Do we understand how 2-year olds play? Do we have the correct resources? Are there a broad enough range of opportunities in our environment to support development of their skills?**
- **Do we have realistic expectations of behaviours that some 2s may show e.g. biting, tantrums, sharing? How can our environment support 2s to develop?**
- **How do we best use adults to deliver an emotionally supportive environment? Do we have a key person system to prevent separation anxiety? If you are a child minder how does taking on 2s affect the balance of your groups?**

*Olds, A.R. (1979). Designing developmentally optimal classrooms for children with special needs. In S.J. Meisels. (Ed). *Special education and development*. Baltimore University Park press.

**Of 1757 from 2748 parents in the survey sample. This survey data was part of the Scottish Government, Care Inspectorate and Scottish Futures Trust Design Principles consultation exercise. March 2017



ENVIRONMENT – ENABLING ENVIRONMENTS



A Local Look – Great Western Preschool Nursery Kingswells

Page 22
Jacyn Philip, Nursery Manager, Kingswells, speaks about their use of learning bays, both outdoors and indoors, to support children's development.

“We consider each learning bay in detail to ensure that the environment is prepared for our children. We increasingly use schemas in our design and planning to ensure that bays can support a range of play patterns. We are always looking for opportunities to give literacy and numeracy context through play – our outdoor mud kitchen is a real favourite! We regularly monitor children's levels engagement at learning bays to ensure that they are stimulating and fun for our children”.

There is a real link between children's fine motor movements, including their hand eye coordination, and their confidence. These movements enable children to tackle tasks, including feeding and some level of dressing, that allow them to become independent adults (Tassoni, 2014).

ACCESS: Many 2 year olds love to tip out resources and quickly move on to the next full box! This leaves adults cleaning in their wake instead of being available for play. Consider quantity when supporting 2 year olds – for example, several boxes with three to four items in each can be a solution to the 2 year old's desire to tip.

ROTATION: This is necessary to keep resources fresh and interesting. A system for rotating resources and monitoring their use can help inform planning. A simple observational tally chart can be used to monitor engagement and play over a week in nursery.

PATTERNS OF PLAY: 2 year olds have different play patterns compared to threes which must be considered when planning an enabling environment. See our section on schemas for more.

MOTOR DEVELOPMENT: An environment must support opportunities for motor skill development – use Appendix H to audit your environment's capacity to support development of motor skills. Building movement into the daily routine is especially important for 2 year olds given the strides that they make in their development at this age. The environment must likewise provide opportunities for development of fine motor skills. These are best supported through a range of daily activities such as tidying, cleaning and washing, in addition to play opportunities.

OUTDOOR ACCESS: Research has highlighted that being outdoors supports children's language development and their ability to manage their feelings and behaviour. Some children will benefit from additional opportunities for outdoor play.



ENVIRONMENT – MODELS OF PROVISION

Advantages of mixed age provision

- Peer support can be readily available from older children who love to help the younger ones in nursery which helps socialisation for 2s.
- 2 year olds can access resources usually reserved for others and can benefit from space made available to them
- 2 year olds see others as role models and can be highly motivated to copy their older peers
- Siblings can learn alongside each other

Considerations of mixed age provision

- 2s need different play experiences from 3-5s
- 2s do not have attention and concentration skills for routine group time
- Resources may not be suitable for 2 year olds who may require more support and supervision.
- Older children may 'jump in' and take over play
- Behaviours such as sharing, turn taking and waiting can differ between 2s and 3-5s. This can cause conflict and distress for 2s.
- 2 year olds may struggle in large groups as they can be overwhelmed by noise and groups.



“I had initially been completely against the idea of having 2s in with 3-5s. I was worried that it would not have worked as the children have such different needs and we are such a small nursery. Carol Main, Development Officer, came in and helped us to think about the pros and the cons and helped us to look at how we could best use our space. Our outdoor music wall is made from all natural objects which appeal to 2s and they love watering our hanging garden which we created on our fence. Since working with 2s I am amazed at how much they can do for themselves. We now include our 2s in the weekly ‘Wee Green Spaces’ trip. I completely changed my thinking and would recommend any setting to consider this model of provision”.



One of the main dilemmas faced in group care settings is how best to deliver a service to 2 year olds. Some nurseries in Aberdeen have recently decided to change to a mixed age free flow model of provision. However, our consultations revealed that practitioners had considerations as summarised opposite when thinking about requirements. These questions will have to be looked at in each particular setting as to how the environment will be best utilised.

A local look: Fersands Community Nursery

Lorna Cobb, Senior EYP describes her recent experience of moving to a mixed age model of provision at Fersands.



PLAY

*The is a strong correlation between children's learning through play in the earliest years and the impact in later life. Therefore, the importance of play cannot be overstated**

2s love to play! It is a fundamental right of all children which is at the centre of the UNCRC. In June 2013, the Scottish Government published its first national Play Strategy for Scotland. The strategy outlines the benefits of play in children's development and links the Government's plans with National Outcomes, GIRFEC and other national policy frameworks. Children need freedom to explore the world around them, to practice skills and build their understanding of the world at their own pace. 2s can also be playful in their interactions with adults as they learn to gain reactions from adults through play.

Play enables children to;

- Make important connections so that they can make sense of their world
- Consolidate and celebrate what they know and can do
- Act out and process day to day experiences
- Thrive, develop self-confidence and social skills
- Experiment with and manage feelings*



“Play is not trivial, it is highly serious and of deep significance. To the calm, keen vision of one who truly knows, the spontaneous play of the child discloses the inner man. Froebel (1826).**

*Learning and Teaching Scotland. (2010). *Pre-birth to three: Positive outcomes for Scotland's children and families*. Scottish Government: Edinburgh

** Froebel, F. (1826). *Education of Man*. Dover Publication Inc: New York.



PLAY - SCHEMAS

Play patterns of 2s

The environment must be able to support and develop 2 year old's movements, both large and small. Most of children's large motor activity comes through their play – 2 year olds like to push, pull, kick, climb and move things. See opposite for more favourite actions 2 year olds enjoy performing.

Although a current topic **schemas** have been around in thinking for some time and have a solid theoretical base.

Jean Piaget (1896 - 1980) was amongst the first to recognise patterns of behaviours in young children (schemas)

Lev Vygotsky (1896 - 1934) discussed the symbolic functions of language in more detail

Chris Athey (1924 - 2011) followed Piaget's theories and used observations of children to support links to speech, comprehension and prominent schemas

Professor **Tina Bruce** worked with Chris Athey and further developed the research

Find out more

Education Scotland have developed a Schemas training resource which can be found at at:

<https://education.gov.scot/improvement/learning-resources/schematic-play>



- Opening
- Dropping (links to the trajectory schema)
- Climbing/Jumping
- Mixing and stirring (rotational schema)
- Connecting
- Transporting – collecting items and carrying them around in bags/buggies etc.
- Hitting and pounding
- In and out(links to the 'enclosed' schema)
- Finding
- Sorting
- Throwing
- Posting –(linked to the 'enclosing' schema)
- Rolling
- Cooking

See Appendix I for information on different types of schemas

It is important for a practitioner to understand that a child is not being disruptive when engaged in schematic play but be able to recognise this as early learning and help to support the child by offering opportunities to test out their thinking. A child's schema will be evident across a range of contexts and environments (BtA)



Adult-guided activities

2 year olds enjoy being near 'their' adult. Even while engaged in play they will often check to see if their adult is near. Whilst promoting environments that enable free play, adults in ELC settings are integral to the depth of learning that children can achieve with the materials around them. The best adult guided activities are enjoyable for both adults and children - some are very simple, such as checking items for snack together. Tassoni (2014) points out that adults need to be flexible when supporting 2s as they can switch their focus quickly. They also play at a different pace than 3-5 s - 2 year olds may need a second look, or they may lose interest altogether and move on. 2s will often copy their key adult so modelling can be helpful. One way of starting an adult guided activity is initiating the type of play yourself - without saying anything - 2 year olds will often come alongside you and copy. As their language skills are in early stages of development, help them label and name their play - draw children's attention to early learning concepts such as shape, colour, and size through commenting on their play.

*Scottish Government (2013) *National Play Strategy*. Scottish Government: Edinburgh.

A local look – Williamson ME2 Nursery

Kathryn Ritchie and Linda Murray, EYPs, at Williamson ME2 enjoy creating 'junk models' alongside their 2s. "The children really need support from an adult to get going on their models. Often the best way is just to start playing with the boxes or kitchen rolls and children will come over and begin to create a model alongside you. Some children can visualise and describe what they are creating - such as a rocket or spaceship - however others enjoy collecting and transporting their pieces. More than anything they all love making the glue and using as much as they can to stick and paste their creations together!"



See how creative we
have been with the
junk from our box.



ASSESSMENT

The continuous cycle of assessment and planning is central to supporting development and learning. Observing children is a fundamental aspect of day-to-day assessment practice and is the cornerstone of high quality early years provision*.

The Leuven Wellbeing and Involvement Scales are observation tools that are increasingly used across ELC provisions in Aberdeen to support practice. They focus on two central quality indicators of early years provision: children's wellbeing and involvement. Practitioners assess children against the descriptors in order to measure progress. In Aberdeen an engaged and happy 2 will look 'chuffed' while learning! If there are consistent low levels of wellbeing and/or involvement, it is likely that a child's development will be threatened.

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The Leuven Scales for Well-Being and Involvement

Well-being focuses on the extent to which pupils feel at ease, are open-minded, show ability and self-confidence. It is a crucial component of emotional intelligence and good mental health.

Level 1 (Extremely low): The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting themselves or others.

Level 2 (Low): The posture, facial expression and actions indicate that the child does not feel at ease. However, the signs are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.

Level 3 (Moderate): The child has a neutral posture, facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, content or discomfort.

Level 4 (High): The child shows obvious signs of satisfaction (at least under level 3). However, these signs are not constantly present with the same intensity.

Level 5 (Extremely high): The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to themselves, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. The role is open and accessible to the environment. The child expresses self-confidence and self-assurance.

The Leuven Scales for Well-Being and Involvement

Involvement focuses on the extent to which pupils are operating to their full capabilities. In particular it refers to whether the child is focused, engaged and interested in various activities.

Level 1 (Extremely low): Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.

Level 2 (Low): Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.

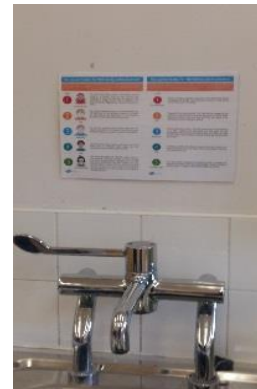
Level 3: Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing.

A Local Look: Hanover Nursery

Gillian Forbes, Depute Headteacher Hanover Street Nursery, on the recent introduction of the Leuven Scales to support assessment of children's engagement with learning.

“The team at Hanover have been working hard to improve our assessment practice. With training and support from our Education Officer, Fiona Thomson, we have seen that disengaged children usually point back to the environment.

We have transformed our environment and use the constant reminders of the Leuven scales on our walls to constantly re-evaluate our environment relative to children's needs. Next steps are for us to consider moderation of scoring across the team.”



* Learning and Teaching Scotland. (2010). *Pre-birth to three: Positive outcomes for Scotland's children and families*. Scottish Government: Edinburgh

ASSESSMENT

Regular tracking and monitoring of emerging skills can help practitioners to identify competencies and areas for development. In order to support this process a tool has recently been developed by Aberdeen City's Early Years Team which looks at the following domains: motor skills: sensory and thinking skills; and language and social skills. (see Appendix J).



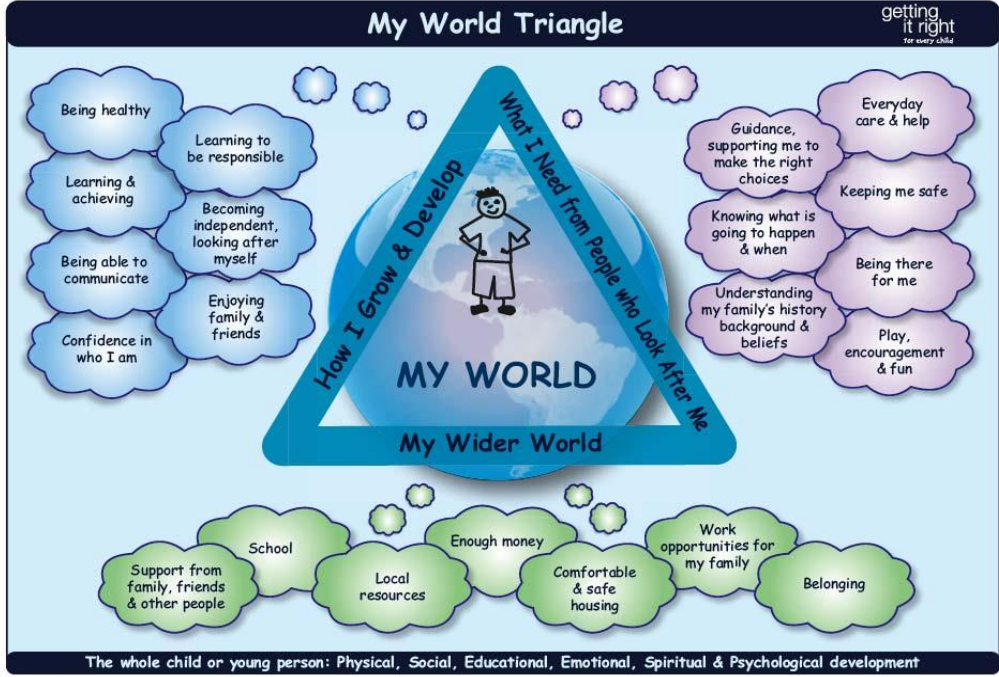
“When working with children or young people the My World Triangle can be used at every stage to think about the whole world of the child or young person.”

Scottish Government (2008),*

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Unfortunately, some 2s will have more complex situations than others. Tools available from the National Practice Model including ‘the’ *Getting it right ‘My World Triangle’* can be helpful to identify concerns and gather relevant information. To inform a holistic assessment of a child’s world, information from parents, family members and relevant services is necessary. *Getting it right* also provides guidance when staff and/or parents may consider that additional intervention is required to support a child’s wellbeing, health and development.

**Scottish Government (2008a) A Guide to Getting it Right for Every Child [online] www.Scotland.gov.uk/Publications/2008/09/22091734/0



PLANNING

Quality planning is critical to children's success. Planning learning experiences is only effective when staff take account of children's needs, dispositions, interests and stages of development. Effective staff within early years settings ensure that learning experiences, routines and activities build on information provided by parents and start with children's needs and interests. *

Planning for 2s is led by the intentional promotion of experiences and interactions, as described by BtA guidance available in Appendix A. These intentions must be supported by the environment, the experiences and the interactions which are developed. Taking meaningful account of the 4 R's (rights, relationships, responsive care and respect) should ensure that staff help families to achieve the best possible start for all children.



Stephanie Drew, Depute Manager at the Kindergarten Nursery, describes how they work in partnership with parents to plan children's learning.

"Partnership with parents is a key element in completing children's learning journeys within our setting. By sharing information between home and nursery we gain a more holistic view of each child. We get a better idea of what they are achieving as well as areas which are being developed. In doing this we can successfully plan meaningful activities, tailored to suit individual children."



PLANNING

Every time an adult looks and listens to a child they are assessing and “planning” how to respond. As you watch and wait you can decide how or if to respond. This is planning!
(Ephgrave, 2018)*

Flexible planning that assists staff to be responsive ensures that potentially rich and meaningful learning opportunities, which have not been planned, are also recognised, maximised and recorded.** Practitioners in early years have approximately 1000 interactions per day. In the best settings each of these interactions is a cycle of which the adult observes something, assesses in a matter of moments and teaches in a matter of moments. This has become known as “planning in the moment”. (Ephgrave, 2018). In Scotland this is known as “responsive planning”. This is nothing new... this is just good practice. The practitioner role is to observe the play, tailor their response to the unique child and spot the unique teachable moment. Taking time to use these opportunities will “teach” the children the self-regulation skills that will support their future independence. Planning needs to be meaningful and relevant to the 2 year old’s world and experience.

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A Local Look: Kittybrewster Nursery

Lara Macrae, Senior Early Years Practitioner on responsive planning that is relevant and meaningful to the children.

“While outside with a group of children on a very blustery day, one child commented on a carrier bag that was being buffeted around in the air – “I want it, I want it!”. As he was unable to catch the bag due to the strong winds, staff responded by collecting some basic materials in order for ‘carrier bag kites’ to be made. We did try to do this outside, but the winds were so strong that the materials were blowing away! A number of children joined in the activity and were delighted with their kite and the way it felt in their hands while blowing in the wind. This unplanned activity gave opportunities for learning about measurement, design, weather...and importantly it was easy and fun to set up.”

* Ephgrave, A. (2018). Planning in the moment with young children. Oxon: Routledge.

**Learning and Teaching Scotland. (2010). *Pre-birth to three: Positive outcomes for Scotland’s children and families*. Scottish Government: Edinburgh



Curiosity

- *Children will only respond with curiosity to relevant and enjoyable learning opportunities – use the keyworker system to gather information to build on individual areas of curiosity. Be ready to plan in the moment to build on magic moments.
- *Enabling environments are designed to provoke curiosity in children.

Creativity

- *Personalise a child's learning experiences in order to ignite their creativity!
- *Use heuristic and loose parts play support the development of problem solving skills.
- *Use creative approaches to enhance communication with 2s – even the smallest spaces can be transformed into a wonderland for 2s.

Inquiry

- *Inquiry is led through enjoyment and engagement with learning. Use of the Leuven scales can support practitioners to observe and ensure children remain engaged with their learning.
- *Use of schemas when planning can support inquiry along the lines of the child's individual play patterns.
- *Plan for breath of experience - the opportunity to practice skills across different contexts offers the chance to generalise skills and secure competencies.

Wellbeing

- * Use the GIRFEC National Practice Model to support holistic assessment. It can also be an effective tool to identify any 2 who may be experiencing an ACE.
- *Use the ACC Child Development Tool 2-5 years to support assessment of competencies across development. .
- *The 4Rs – the key worker system is extremely valuable in ensuring that plans, discussions and decisions about needs and next steps are relevant
- *The 4 Rs - 2s are individuals just like everyone else. To feel good they need to have their voices heard!

Communication

- *Good communication and attunement underpins responsive care and positive attachments with 2s.
- * Use the observation, planning, assessment and implementation cycle to drive coherent planning and communication.
- *Emotion Coaching is an approach which helps to develop the emotional literacy of 2s. –
- *The 4 Rs_ Partnership working can help build strong relationships and quality transitions



ME2 CHILDMINDING PROVISIONS

ME2 Childminding Service

At present there are 18 childminders registered in Aberdeen City to provide places for eligible 2s. A ME2 Childminder has undertaken additional training and qualifications to offer the service. A placement with a ME2 childminder can offer benefits for children who may not be ready for a larger group setting. Others, for example, may have need for an attachment figure or a more adaptable environment.

“The Community Childminding service, as well as the childminders who offer the ME2 service, has been an invaluable service to the families for whom I have referred. It has enabled the children to have routines, care opportunities, socialisation and stimulating learning which enhances their development. At the same time, it has enabled the parents, many of whom may be experiencing difficult times or circumstances, to have support for parenting, respite and time to address their own needs, such as health issues. This in turn benefits the children as their parents are better equipped to parent when they are supported” Jackie Allen, Health Visitor.

FIND OUT MORE

My Childminding Experience is the Care Inspectorate resource published in 2017 which shares and celebrates examples of how children of all ages are benefiting from being cared for by childminders across Scotland. Aberdeen City case studies have been included as examples of good GIRFEC practice in relation to the Achievement indicator.



“The ME2 Scottish Childminding Association (SCMA) programme offers families the use of a childminder instead of a family centre for ELC provision. The programme offers a variety of possibilities when it comes to hours and days, including up to 16 hours a week as part of funded ELC. Through the programme, childminders can offer flexibility and a ‘home from home’ service that fits in with the child and their family, which some families prefer due to the low ratio of children that are looked after at one time. Childminders can give children a range of activities and take them out to groups. Childminders also collect valuable information on the child and their family by observations, wellbeing indicators, checklists, questionnaires, All About Me, and transition passports. Childminders have the option to build their training and skills through additional qualifications. A recent exciting development is that Scottish Social Services Council (SSSC) are offering an Open Badge award which invites practitioners to demonstrate how they will apply BtA principles in practice. Practitioners will have had to have attended a BtA workshop or completed the Building the Ambition eLearning Programme to earn this”

Loraine Duncan, Childminding Development Officer, Aberdeen City



PARTNERSHIP WITH PARENTS

Partnership with Parents

*“Parents are children’s first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children’s learning and development” (Sylvia, 2004)**

Research shows that working in partnership with parents can improve outcomes for children in early years settings*. There are more intellectual gains for children in settings that encourage high levels of parent engagement in their children’s learning and share educational aims with them. Parents have a crucial role in supporting 2s to transition and settle into a new ELC setting. It is important to understand what is of interest to the child within their family context. Early relationship building with parents shows how you want to understand their child’s personal preferences and care routines. Friendly, open, non-judgemental conversation is key.

* Sylvia, K., Melhuish, E.C., Sammons, P., Siraj-Blatchford, I. and Taggart, B., (2004), The Effective Provision of Pre-School Education (EPPE) Project: Technical Paper 12 – The Final Report: Effective Pre-School Education. London: DfES/Institute of Education, University of London.

“Thoughts for Settling in 2’s”

The “settling in” period is critical and must be carefully planned. It should take as long as is needed for the child to feel secure and relaxed. It is important to feel confident to invest this time in this settling in period. They can struggle to find words to explain how they are thinking or feeling. This affects their ability to feel secure.

Transition considerations

- Think about how you invite and welcome parents and their child into the setting.
- Share settling in procedures with families before the child starts. Be mindful to individual sensitivities and experience of separation for the child and parent. Gradually agree to build up periods of time apart.
- Consider how to best meet with parents to gather personal family information which may be sensitive e.g. home visit/parent’s room.
- Continue to talk with parents about how their child is settling. If in spite of a well-managed settling in period, the child has not settled, there may be a wellbeing or other underlying issue that needs to be explored.



PARTNERSHIP WITH PARENTS

EVALUATION OF THE EARLY LEARNING AND CHILDCARE DELIVERY TRIALS

This project trialled a new and innovative approach to providing ELC for eligible 2s. It was based on the existing model of Stay & Play delivered by Early Years Scotland which is built on parental engagement being pivotal to achieving positive outcomes for children, especially for children and families experiencing disadvantages. Unlike existing services for eligible 2s, where a general settling period is planned the model offered parents the opportunity to stay and play.

Continuing partnerships with parents

- Share edited highlights of what children have done and give parents the opportunities to share their thoughts and experiences.
- Continue to involve and inform parents about their child's learning and development.
- Be sensitive to communities' diversity and how this is reflected in planning and communication.
- Establish ways to bring together children, families and staff for shared learning and the building of relationships e.g. outing, eating, cooking together, celebrations of progress.

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A Local look – Kirkhill Nursery



Kirkhill School

“ Stay, Play and Learn sessions provided the parents and staff with the opportunity to meet and work together prior to their child attending nursery. As a result transition into nursery was smoother as the children and parents were already familiar with both the building and staff.” (Shona Milne, Head Teacher Kirkhill School, Stay Play and Learn)

Find out more

Tests of change in ELC settings have been taking place in a range of local authorities in Scotland. See <https://www.gov.scot/Resource/0053/00535593.pdf> for a national picture of the different trials that have taken place.



WHAT'S GOING ON IN ABERDEEN

Excellence and Equity Practitioners

6 Excellence and Equity roles have been created in Aberdeen City Council, in order to provide high levels of expertise to young children and families who face the greatest disadvantage. These practitioners will assist in closing the attainment gap for some of the most in need families through:

- Identifying 'baselines' with the children and families
- Generating plans to support based on evidence based practice
- Tracking and reporting progress for families to inform future work

Collaborating with a range of stakeholders

Outdoor Nursery

Proposals for an outdoor nursery for children from 2 to 5 years old are currently being developed by Aberdeen City Council. The project would use Duthie Park, one of the city's much loved parks, as its base and the East Gate Lodge as its hub. As the first of its kind in the city the project will enable us to monitor progress in children's physical, emotional, social and cognitive development during their time at nursery and help inform the expansion of early learning and childcare. Further research could include self-regulation through physical play, the use of the Leuven scale levels of involvement and wellbeing and the impact of physical movement on language.

Training Events to Support ELC

Core training around the following areas will be mandatory for all settings – **First Aid** **Child Protection/GIRFEC**
Infection Control **Food Hygiene**

Seminars from renowned speakers will be taking place across the 2018/2019 session

- Anna Ephgrave: Play, Planning and Purposeful Involvement in the Early Years (Nov 2018)
- Pete Moorhouse: Creativity and Learning in the Early Years (Term 2 2019) and Woodwork in the Early Years (Term 2 2019)
- Jan White: Effective Outdoor Provision for Children Under Three: Responding to the Needs of 2 Year-Olds (Term 3 2019)
- Elizabeth Henderson: Children as Active Learners (3 day course, date TBC)

Other continuous professional learning (CPL) opportunities across a broad range of areas will be available across the session. See the ELC Academy for further details and links to booking forms.



TROUBLE SHOOTING

Thematic analysis of stakeholder consultations informed the following questions. Thanks to Carol Main, Development Officer, Cheryl Elrick ELC Manager and Loraine Duncan, Childminding Development Officer for your help in generating responses.

Will the eligible 2's population mean more time is needed for GIRFEC related procedures in my setting?

Potentially, as the eligibility criteria does include LAC children, there may be more multi-agency working/meetings for these children. However, the majority of eligible children, are entitled due to low income/benefits and this of course, does not necessarily mean that there are any more issues, meetings, procedures or planning required.

Individualised planning and recording (completed for all children) should generally be as sufficient for eligible 2 year olds as it is for any other children. Good practice for supporting, planning and recording children's early learning, care and wellbeing, working with families, supporting home links, working with other professionals etc. will be ample in most cases as this should be personalised and thorough for all children.

How should we change our environment to suit the 2's group?

The good news is that there shouldn't need to be any major adaptations to our environments in order for 2s to be well provided for. In Scotland a free flow environment is promoted as best practice., and would be actively encouraged for 2s - they don't like to be restricted! Many settings will have small numbers of eligible 2s joining them, and it would not make sense for this age group to be segregated from the other children.

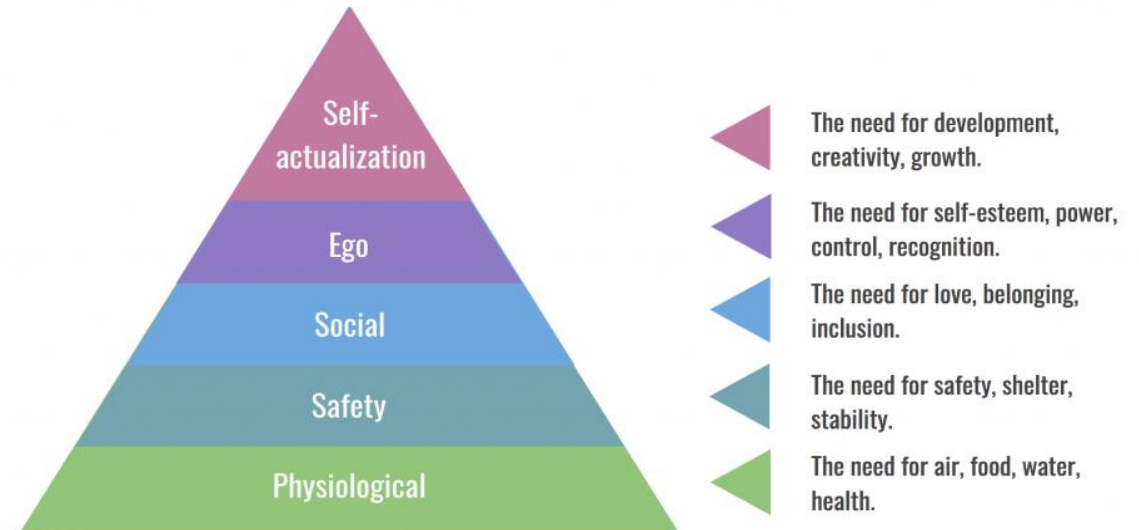
When appropriate risk-benefit assessments are in place, the needs of a 2 will be well met alongside those of the threes and fours. Materials in the environment should be open ended, allowing children to use them in a variety of ways dependant on their

developmental stage. Learning and development will always be observed when we cater for wellbeing, communication, curiosity, creativity and inquiry! Consideration around quiet spaces that can be used as rest areas would be beneficial for all children in ELC settings, as the increase of hours and funding takes place.

Should we be more focused on the wellbeing of 2s than their education?

Focusing on the wellbeing of all children in our care should underpin our practice, without being seen as separate to education. Meaningful learning can not be achieved if a child does not feel safe and secure in their environment. It is essential that these basic needs are catered for in children of all ages. Maslow's hierarchy can be a helpful tool to illustrate this point. The needs at the lower levels must be met before children can attend to the needs further up the hierarchy.

Maslow's Hierarchy of Needs



TROUBLE SHOOTING

2s are well known for taking tantrums. How should we best support children who are having a stooshie?

It is really hard to work with children who have reached the tantrum stage. Piaget explains this behaviour as 'ego-centric thinking', which is a stage that most will go through. It is really hard for them to see things from the perspective of others, and their needs are paramount. The key to all successful approaches when supporting tantrums involves remaining calm and working with parents. When dealing with an age/stage related tantrum, try the following:

1. Use distraction techniques at the first potential sign of a tantrum.
2. If this fails, stay calm and be very quiet. This allows the child to go through the stages of the tantrum. Make sure to reassure any others nearby that all is well.

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After the tantrum has finished, or while it nears the final stages, do something that may distract the child and move the situation on (i.e. start reading a book, playing a game).

4. Physically reassure the child and give them comfort if needed. Carry on with the remainder of the session as if nothing has happened.

Some things to think about in relation to the frequency and intensity of tantrums are: communication and language skills, tiredness, hunger, emotional security, and adult response (Tassioni, 2014)

How do we best communicate and collaborate with Health Visitors; the named person for our 2s?

We use the same approach as for our three and four year olds. Staff have a professional responsibility to protect and care for all children in their care. They should use the same professional approaches to information sharing, monitoring and recording children's learning, health and well-being as with any child.

The Me2 Service will send a letter to the Health Visitor advising that a child has started there, and request any relevant information to be shared with them. Health Visitors

can find it helpful when ELC settings initiate contact, as they can not always easily track this information down. Each GP Practice and individual Health Visitor may prefer different approaches to communication, but meaningful and open communication has been found to be well received and reciprocated.

How do I support my colleagues to feel confident to work with 2's when they think they need a much higher level of support and supervision?

2 year olds are 'children' first and foremost. The children you and your colleagues already work with will be developmentally variable, from a range of family cultures, and require varying degrees of support and understanding. 2 year olds are no different. The support we provide can depend upon their interests, their personality, their personal experiences and their developmental needs, not just their age.

2 year olds, like three and four years olds, are thirsty for discovery and are learning and developing at such a rate that they are busy and active much of the time. To support them in optimum growth and learning, each of these ages require high levels of flexibility, skill and understanding. If the environment, ethos and attitude is appropriate, those who find it a privilege to be involved in the 'metamorphic' personality, language and independence growth of pre-school children now are likely to find that 2 year olds need no 'higher' levels of support than most other children.



TROUBLE SHOOTING

We work in a really busy setting and it is hard to chat to parents during handover times. How can we make time for this?

Opening up our environments to welcome and include parents is a key priority for all. Challenge the ways your setting currently does this by stepping into the shoes of the parents. What opportunities are there for relationship building and informal discussions? Altering the days to have extended drop off and pick up times can help. Having activities that children are engaged in, which a parent can easily join in with, can make it more welcoming for parents. It also provides opportunities for relaxed conversations to occur. Staffing ratios to include 2s will also be slightly higher (1:6) which should help to facilitate such practices.

There are many standards that we must adhere to in ELC settings linked to food preparation and health and safety. This takes away from the direct time we have to spend with the children.

It can be frustrating when it feels that many tasks take us away from direct interactions with the children; however it is inevitable that some time across the day will be spent in this way. It can help to try to think of ways to include the children meaningfully in as many of these tasks as possible: can they help set up some of the resources for the day? what aspects of snack can they prepare? can children observe/ask questions/take pictures as you work?

Thinking about the schema that a child may be utilising can also help to plan ways for involvement in routines. For example if a child is working through a transforming schema, having them involved in mixing powder paint, or creating playdough at a self service station are tremendous learning opportunities.

Childminders don't have the same level of training as nursery staff. Is it fair that we should be expected to deliver similar levels of quality?

Any registered childminder that is chosen for delivering ELC will be qualified or working towards a qualification. They will have up to date training and attend regular continuing professional learning (CPL) sessions. ACC also have stipulated criteria levels for childminders at this level (grade 4 upwards, SCMA member, attend core training workshops). Childminders will be supported fully when delivering ELC to eligible 2s, and will continue to be inspected by the care inspectorate to maintain standards in the home from home setting they offer.



ACKNOWLEDGEMENTS

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Gwynn Murphy, Ann Kelly and Jayne MacDonald The Educational Psychology Service Aberdeen City Council.



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Texts

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RESOURCES

Web Links

- Aberdeen City Family Information Service : https://live.cloud.servelec-synergy.com/Aberdeen/PublicEnquiry_CE/SynergyEnglishHome.aspx#
- Building the Ambition: <https://www.gov.scot/Resource/0045/00458455.pdf>
- Highland Council : <https://bumps2bairns.com/>
- ICAN, helping children communicate: <https://www.ican.org.uk/>
- Pacey, spotlight on schemas: <https://www.pacey.org.uk/working-in-childcare/spotlight-on/schemas/>
- Pre-birth to Three, Positive Outcomes for Scotland's Children: https://education.gov.scot/improvement/documents/elc/elc2_prebirthtothree/elc2_prebirthtothreebooklet.pdf
- Schemas - <http://www.dorsetnexus.org.uk/Page/9009>
- Schemas and loose parts - http://mthornhill.weebly.com/uploads/6/3/4/0/63404993/loose_parts_by_schema_2017.pdf
- Talking Point: <http://www.talkingpoint.org.uk/>
- United Nations Convention on the Rights of the Child: <https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child>



APPENDICES

Appendix A – Building the Ambition, a focus on toddlers – what do they need?

Appendix B – Building attachment and learning through play: The SELFIE steps

Appendix C – ACEs overview

Appendix D – Supporting early language skills, guidance for families (A)

Appendix E - Supporting early language skills, guidance for families (B)

Appendix F – Communication and language checklist for 2s

Appendix G - Communication checklist for Speech and Language Therapy referral

Appendix H - Fine and gross motor skills development ideas

Appendix I – Types of schemas

Appendix J - Aberdeen City Council Child Development Tool 2-5 years



APPENDIX A – BUILDING THE AMBITION, A FOCUS ON TODDLERS – WHAT DO THEY NEED?

7.4.1 Wellbeing - Essential aspects which drive early learning

Experiences which:	Adults who:	An environment which is:
<ol style="list-style-type: none"> 1. Give daily access to the outside to look at and investigate the immediate environment which helps the toddler to feel settled, happy and promotes a response from the toddler to show others how they feel. 2. Encourage the toddler to wait their turn with their friends in short games, for example, being outside and having the patience to wait for a turn on a bike, or dig in the garden. 3. Encourage the toddler to walk, jump and run with support if necessary. 4. Support the toddler to understand their emotions of feeling happy, sad, frustrated, calmly and reasonably. 5. Encourage toddlers to be socially comfortable with others by “reading” the messages a friend may give, for example, being unhappy, sad or upset and trying to resolve this perhaps by sharing a special toy or book or giving a hug. 6. Develop physical skills by building with blocks, strengthening muscles by moving in and around objects inside and outside. 	<ol style="list-style-type: none"> 1. Understand the toddler’s own needs and preferences; for example, when the toddler is in a bigger group and how they may react, or when there are too many people around or it is too noisy. 2. Know what helps the toddler feel secure and settled or when they need to be on their own for a short time. 3. Help the toddler’s growing awareness of their emotions. Give confidence and encouragement to the toddler at snack time or lunchtime by sitting with them at the toddler’s level and not standing apart. 4. Understand the toddler’s emotional outbursts and don’t get annoyed or angry. 	<ol style="list-style-type: none"> 1. Clean, comfortable and has floorcoverings which do not get in the way of the toddler standing up and walking. Suitable for quiet restful times and sleep, ensures privacy and dignity for personal care. 2. Spacious and a layout with clear pathways and not cluttered with tables, to encourage the toddler to move from area to area safely. 3. Set up with care so toddlers can play together in different areas but has the security of the familiar and favourite places to be, such as the home corner. 4. Aware of providing materials and toys for toddlers to use to find out how they move or what they are used for. 5. Helpful for the toddler to understand the needs of other toddlers in their group and encourages a growing awareness of playing alongside and together with friends



APPENDIX A – BUILDING THE AMBITION, A FOCUS ON TODDLERS – WHAT DO THEY NEED?

7.4.2 Communication - Essential aspects which drive early learning

Experiences which:	Adults who:	An environment which:
<p>1. Provide interesting objects to touch which encourage questions and language.</p> <p>2. Encourage verbal games, learning rhymes and an abundance of stories.</p> <p>3. Provide a well-resourced home corner and/or other role play areas which combine familiar items with new objects to widen experiences for the toddler for example, pictorial stories or cards.</p> <p>4. Give opportunities for the toddler to listen both to adults and other children using gestures, visual clues and active involvement to encourage the toddler to participate and explore language.</p> <p>5. Introduce a widening range of items to make marks, draw, paint, and dress up.</p>	<p>1. Engage the toddler in conversations with interesting things to say and do.</p> <p>2. Take account of a child's home language and who make every effort to incorporate this into daily conversations.</p> <p>3. Encourage toddlers to initiate conversations and who extend these by asking well thought out questions.</p> <p>4. Appreciate that toddlers have a limited capacity to sit in formal groups for prolonged periods of time.</p> <p>5. Explain and model new words with the correct level of challenge to extend the toddler's grasp of language.</p> <p>6. Share writing for everyday purposes, explaining why and pointing out signs and symbols and what they mean.</p> <p>7. Talk about and show interest in what is happening at the child's home and in their life out with the setting.</p>	<p>1. Encourages and values conversations through play and real life contexts inside and out of doors.</p> <p>2. Gives opportunities to talk and to listen in a calm and unhurried way.</p> <p>3. Provides resources which are interesting and stimulate questions and encourage children to communicate with each other.</p> <p>4. Gives space to play together, a layout which encourages children to move around with attractive book areas, opportunities to draw and mark make.</p> <p>5. Is rich in environmental print.</p> <p>6. Provides a range of good quality storybooks, both fiction and nonfiction, magazines and cards.</p> <p>7. Offers a range of play and real life experiences which encourages children to describe, explain and ask</p>



APPENDIX A – BUILDING THE AMBITION, A FOCUS ON TODDLERS – WHAT DO THEY NEED?

7.4.3 Promoting curiosity, inquiry and creativity - Essential aspects which drive early learning

Experiences which:

1. Help the toddler to see how things work, how objects can be moved and transported around; how similar things can be grouped together; how things balance.
2. Give the toddler time and space to be involved in their own schematic play and adults who support this.
3. Provide resources that toddlers enjoy, such as bags, boxes and containers to put smaller items in, to move, empty out, and scatter about.
4. Give opportunities to mix and combine messy materials.
5. Provide appropriate resources for the toddler to make clear marks with the correct tools and equipment, paint and appropriate sizes of brush; and a selection of paper which is neatly arranged and used appropriately with care and attention which value the child's efforts.
6. Give the toddler experience of everyday activities, splashing in puddles, being blown by the wind, digging holes, making collections of stones or natural objects or items that a child may feel are special.

Adults who:

1. Encourage the toddler's curiosity and ensure the environment is interesting enough and safe.
2. Are aware that the simplest of activities to an adult are often full of potential for a toddler.
3. Observe sensitively and intervene when necessary to extend the toddler's thinking without over-direction and who do not interrupt moments of intense concentration.
4. Use techniques such as wondering aloud, explaining what is happening but all the time allowing the toddler to find out for them what will happen next.
5. Know when to stand back and allow the toddler to try things out, and the moment when a toddler will be receptive to support.
6. Use their skills by reminding, sharing and keeping previous accomplishments of the toddler as a basis for new learning.

An environment which:

1. Is interesting and filled with opportunities which help the toddler to explore and inquire; for example, the properties of sand and water, clay, paint.
2. Has furniture which is sensitively organised to give space for the toddler to move around safely. Objects placed within the reach of the toddler.
3. Gives frequent access to resources with which a toddler shows interest until they come to a self-satisfying conclusion for themselves.
4. Allows access to outside areas, walks and visits to extend the toddler's curiosity and interest in their immediate world.
5. Gives space to build, construct and take things apart and time to practise these skills over and over again.



APPENDIX B – BUILDING ATTACHMENT AND LEARNING THROUGH PLAY: THE SELFIE STEPS

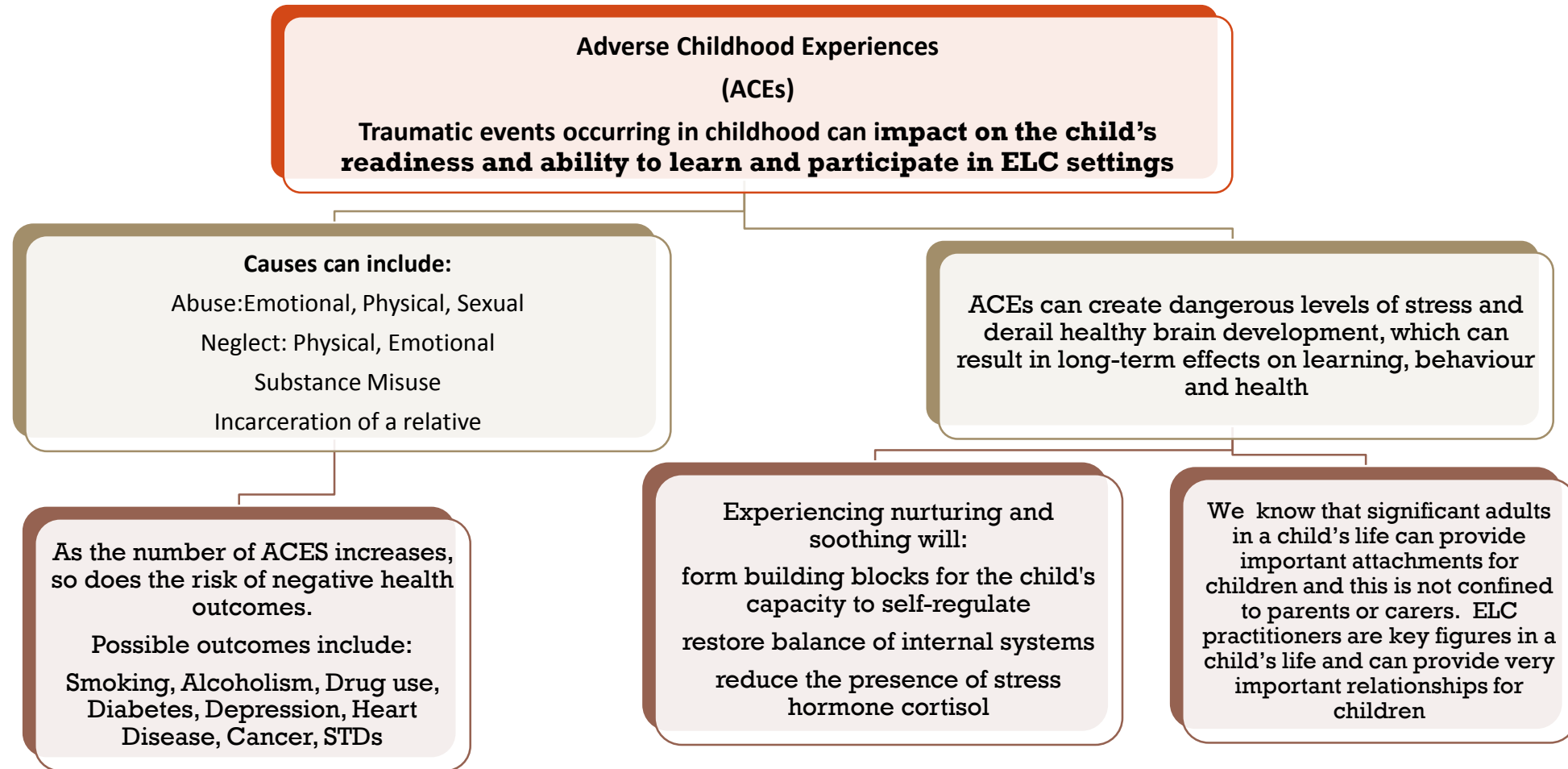
*Building Attachment and Learning through Play - The **SELFIE** Steps*

Now it is "give and take", you can think of ways to extend the play to make it more interesting.	E xtend their play
Once you are playing together, you can try new ideas. If the child takes them up, you are off! If not, be patient, they may have a better idea ...	I nitiate new play ideas
At first, follow what the child is doing. Imitate them, or do the same things. Watch out for the child making an initiative to you, and then follow that!	F ollow their play
Using words to give play meaning: <ul style="list-style-type: none"> • makes play richer • builds attachment • grows language & thinking skills Find some ideas in the "Label Box"	L abel their play
Smile and laugh if you can. Accept anything they do that is safe – it is their play.	E njoy their play
Watch your child play, and let them know you can see them!	S ee their play

If any stage does not work, go back to the previous one!



APPENDIX C – ACES OVERVIEW



APPENDIX D – SUPPORTING EARLY LANGUAGE SKILLS, GUIDANCE FOR FAMILIES

(A)

Words together - let's keep talking

Your child may...



Understand longer requests without help. (e.g. Show me Mummy's hair)

- Understand some words like 'big' and 'in' and what objects are used for. (e.g. Which do you eat?)
- Understand some questions. (e.g. What...?, Is...?)

Use 2 to 4 word sentences and may ask 'what's that?'

- Keep learning new words.
- Use 'p b t d m n w h' with vowels in words; and be learning other sounds.

Have a conversation with her toys.

- Listen to a simple picture story.
- Stop what he is doing to listen to you.

Developed by Speech and Language Therapy, Care and Learning

The Highland Council
Comhairle na Gàidhealtachd

words up

Words together - let's keep talking

Try...

Play and talk together



- Have fun playing together.
- Talk about what you are doing.
- Keep it simple.
- Your child will then learn the words.

Face to face



- Sit or bend down so you are face to face when you talk with your child.
- Say the words when giving choices (e.g. Do you want an apple or a pear?).

Pause and wait



- Wait... Count to 10 in your head.
- Give your child a chance to talk.
- Let him talk about whatever he wants to.

Copy and add words



- Show you understand by repeating back your child's words clearly.
- Add new words instead of asking 'What's that?' This will help her learn.

Developed by Speech and Language Therapy, Care and Learning

The Highland Council
Comhairle na Gàidhealtachd

words up

Further resources can be accessed at -

<https://bumps2bairns.com/what-to-expect-language/>



APPENDIX E - SUPPORTING EARLY LANGUAGE SKILLS, GUIDANCE FOR FAMILIES

(B)

Be at the same level as your child

A

When you are face to face it will mean that:

- you can make eye contact.
- you can see what your child is choosing to play with.
- you can also see if your child is enjoying the play.
- you can talk about what you are looking at together.
- you can see if your child points or uses a gesture.
- you can SHARE the play.



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Original concept: Christina McKean 1997 - Design by Nottingham NHS Media Design Service 2007

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Copy and add to your child's sentences

M

This means:

- Your child hears the correct way of saying the word.
- Your child feels pleased because you've shown you understand them.
- They hear how to make their own sentence longer without feeling they have got it wrong.
- They hear a longer sentence that they might try to say.
- You are giving them praise this way.



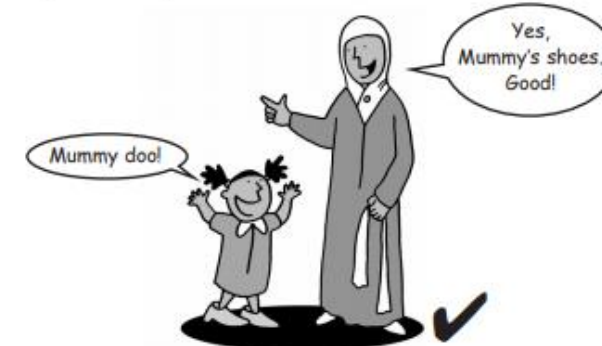
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When your child says the wrong sound

O

Repeat what they have said and stress the correct sound



Don't tell them they are wrong or make them copy you

This is because:

- They may not be able to say the right sound yet.
- They may not be able to hear that they have not said it right.
- It might put them off trying again.



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Further resources can be accessed at -

<https://www.nottinghamshirehealthcare.nhs.uk/childrens-slt-resources>



APPENDIX F – COMMUNICATION AND LANGUAGE CHECKLIST FOR 2S

If not all boxes are ticked for a child’s age range this indicates that a referral to Speech and Language Therapy may be required.

By 2 Years of Age	Y	N
Concentrate on activities for longer, like playing with a particular toy.		
Sit and listen to simple stories with pictures.		
Understand between 200 – 500 words.		
Understand more simple questions and instruction, for example “where is your shoe?” and “show me your nose?”		
Use 50 or more single words. These will also become more recognisable to others.		
Start to put short sentences together with 2-3 words such as “more juice” or “bye nan”.		
Enjoy pretend play with their toys, such as feeding a doll.		



APPENDIX G – COMMUNICATION CHECKLIST FOR SPEECH AND LANGUAGE THERAPY REFERRAL

Ticks mainly on this side indicate age appropriate development		Ticks mainly on this side indicate a referral to SLT should be considered	
Able to concentrate for short amounts of time and not flit from one activity to another.		Short attention span even on activities chosen by the child.	
Pretend play developing and becoming more imaginative.		Does not initiate communication, lack of social interest, not interested in what you are doing.	
Enjoys playing with other people.		Little or no pretend play.	
Plays with a wide range of toys/activities.		Reluctant to let others join their play.	
Likes routines but can be flexible if things change.		Plays with toys in a repetitive way (e.g. spinning wheels on a car, lining toys up)	
Responds to familiar instructions e.g. get your coat.		Unusually distressed if there are changes to routine.	
Uses 50 plus words and is beginning to join words together e.g. bye bye daddy, more juice (does not include learned phrases such as 'thank you' or 'what's that?')		Does not understand names of familiar objects, actions and instructions.	
Speech is intelligible to family members.		Has less than 25 words.	
Parents are regularly noticing new words.		Few or no words understood by close family members.	
Uses the sounds 'm', 'p', 'b' and 'w'		Limited progress in the last 6 months.	
		In using mostly vowel sounds. E.g. 'aa', 'ee', Etc.	
		Does not make eye contact.	
		Very restricted diet (e.g. fussy about particular textures).	



APPENDIX H – FINE AND GROSS MOTOR SKILLS DEVELOPMENT IDEAS

Movement	Resource/Opportunity	Available?
Pincer grasp	Threading Finding and picking out small objects Picking up small items with tweezers Peg boards	Y/N
Strengthening hands	Sponges in water Playdough Gloop (mixture of cornflour and water) Rolling pins Twisting lids off bottles	Y/N
Finger isolation (using individual fingers)	Finger painting Finger rhymes Keypads and gadgets Making shapes in gloop	Y/N
Hand arches (helps the hand curl, freeing the thumb and index finger to be more precise)	Scooping movements, e.g. in sand, water Twisting caps on and off Tongs, tweezers and spinning tops	Y/N
Strengthening hand preference (each hand working but involved in different tasks)	Dustpan and brush Beating a drum with two sticks Using a spoon and fork Threading heads or pasta Tearing strips of paper Doing up buttons Pouring from one container into another	Y/N
Hand-eye coordination	Any movement Painting Small word play Jigsaw puzzles Building towers of bricks or using construction toys Threading Simple sewing cards for older 2 year olds	Y/N



APPENDIX H – FINE AND GROSS MOTOR SKILLS DEVELOPMENT IDEAS

Activity	Resources	Available?
Balancing	Seesaws, swings, climbing frames, low walls, beams, scooters	Y/N
Climbing	Wooden logs, climbing frames, tyres	Y/N
Throwing and catching	Bean bags, soft balls, cuddly toys	Y/N
Kicking	Plastic footballs	Y/N
Walking and running	Reasons to do so, e.g. catching bubbles	Y/N
Pushing, pulling and steering	Wheelbarrows, pushchairs, sit-and-ride toys	Y/N
Pedalling	Tricycles	Y/N



APPENDIX I – TYPES OF SCHEMAS



Trajectory

A child that has a trajectory schema is interested in how things and themselves move. It is a very common schema and one that young babies will often display, explaining why they love to drop things from their highchairs.

A child with a trajectory schema may:

- always seem to be running around
- like throwing things;
- like to play with running water or;
- like pushing things in a straight line.

If your child has a trajectory schema you might like to:

- provide soft balls to throw and roll;
- blow bubbles to be caught;
- allow them to play on slide and bike or;
- give opportunities to pour water.

Connecting

A child with a connection schema is interested in joining things together.



This child may:

- tie your chair legs (even your legs) together!
- love joining train carriages together or taking them apart;
- enjoy all sorts of construction toys or;
- once they are drawing, enjoy joining dots or lines together.

You could provide:

- tow trucks and cars, train sets;
- beads for jewelry making ;
- string, wool, lengths of fabric;
- construction blocks or;
- masking tapes and boxes

Rotation

A child who has a rotation schema is interested in things that are circular or rotate.



This child may:

- love to play with wheels on toys;
- like spinning around;
- may enjoy playing with water wheels in sand or water;
- enjoy playing with toys that spin or;
- love watching the washing machine.

You could provide:

- bikes, cars and toys with wheels;
- mixing and stirring activities;
- pens, paints, chalks for drawing circles;
- windmills;

Transporting

A child with a transporting schema moves everything from one place to another. If you have a transporter nothing will ever be in its place.

A child who transports may:

- put sand in a bucket and move it to another area;
- take things from one place to another in prams, trolleys and bags or;
- go back and forth bringing you items from around the room.



You could provide:

- a collection of bags and boxes;
- pushchairs and trucks or;
- pasta and other items to transport.

Envelopment

A child who has an envelopment schema is interested in enveloping itself and objects or a space. It is very closely related to enclosure.

You could provide:

- blankets to wrap dolls and themselves in;
- dressing up clothes;
- paper and newspaper to make parcels or;
- to be allowed to paint themselves.

A child with an envelopment schema may:

- like to wrap themselves in material;
- make parcels containing everyday objects;
- cover their hands and body in paint or;
- paint a picture and then cover it with a solid layer of paint.



Enclosure

A child who enjoys creating enclosed spaces in which they may or may not put objects and themselves into.



This child may:

- like putting things in bags and pots;
- enjoy shape sorting toys;
- climb into boxes;
- love filling up boxes and bags with sand or;
- draw or paint pictures then put boxes or circles around them.

You could provide:

- pots with things they can fill them with;
- containers to fill in the bath or sink;
- dry play, such as pasta and pots to fill or;
- boxes or tents to go in.



APPENDIX I – ABERDEEN CITY COUNCIL CHILD DEVELOPMENT TOOL 2-5 YEARS



Aberdeen City Council Child Development 2 - 5 years



Child's Name -

Dob -

Name of setting -



Credits – Scottish Social Services Council
Building the Ambition

These skills should be observed as part of your daily routine and not through planned activities. Most children should be competent in the skills described within their age range. This tool should be used to help identify those children who may require support.

Any areas for development identified should be recorded and discussed with the support structure within your setting and shared with parents, carers and the link health visitor.

Shared with:		Date
Shared with: Parent/ Carer		Date
Shared with: Health Visitor		Date
Shared by:		Date

In addition, other sources of information and help can be accessed through the following links.

<https://education.gov.scot/improvement/learning-resources/Building%20the%20Ambition>

<https://highlandliteracy.com/>



Key – Early stages – E - initial observation - date

Competent - C - date



Child's Name -

Dob -

Name of setting -

By 2 years of age a child may be able to:

Motor skills	E	C	Sensory and thinking skills	E	C	Language and social skill	E	C
Drink from a straw			Like to take things apart			Have a vocabulary of several hundred words		
Feed him/herself from a spoon			Explore surroundings			Use two to three-word sentences		
Help in washing hands			Point to five or six parts of a doll when asked			Say the names of toys		
Put arm in sleeve with help			Is generally happy when not tired or hungry			Ask information about an object (ask for a car while pointing to the car box)		
Build a tower of 3-4 blocks			Able to move to a new activity or environment			Hum or try to sing		
Toss or roll a ball			Enjoys playing near peers			Listen to short rhymes		
Open cabinets, drawers, boxes			Able to enjoy a variety of touch, noises and smells			Like to imitate parents		
Operate a mechanical toy			Enjoys various textures such as grass or sand after multiple exposures			Get frustrated at times		
Bend over to pick up an object and not fall			Is able to be away from parent/s with support from familiar people			Act shy around strangers		
Walk up steps						Comfort distressed friend or parent		
Take steps backwards						Take turns in playing with other children		
						Treat a doll or soft toy animal as though it were alive		
						Apply pretend actions to others (as in pretending to feed a doll)		
						Show awareness of parental approval/disapproval for his/her actions		
						Refer to him/herself by name and use me and mine		
						Verbalise his/her desires and feelings (I want)		
						Laugh at silly labelling of objects		
						Enjoy looking at one book over and over		
						Point to eyes ears and mouth when asked		

Key – Early stages – E - initial observation - date

Competent - C - date



Child's Name -

Dob -

Name of setting -

By 3 years of age a child may be able to:

Motor skills	E	C	Sensory and thinking skills	E	C	Language and social skill	E	C
Feed him/herself (with some spilling)			Recognise sound in the environment			Use a 3-5-word sentences		
Open doors			Pay attention for 3 minutes			Ask short questions		
Hold a beaker in one hand			Remember what happened yesterday			Use plurals (cats, dogs, hats)		
Hold a crayon well			Know what food is and what is not food			Name at least 10 familiar objects		
Wash and dry hands by him/herself			Know numbers (but not always in the correct order)			Repeat simple nursery rhymes		
Fold paper if shown			Knows where things usually belong			Name at least one colour correctly		
Build a tower of blocks			Understands what one is			Imitate simple tasks		
Try to catch a ball			Substitutes one object for another in pretend play (as in pretending a block is a car)			Ask to use the toilet almost every time		
Put on shoes (but not tie laces)			Laughs at silly ideas			Enjoys being read to		
Dress him/herself with help			Looks through a book alone			Talks about feelings (e.g. Remembering)		
Use toilet with some help			Match an object to a picture of that object			Try to make others laugh		
Walk up steps alternating feet			Match objects with the same function (cup and plate together)			Play spontaneously with two or three children in a group		
Walk on tiptoes if shown			Count two or three objects			Assign roles in pretend social play (you be mummy, I be daddy)		
Walk in a straight line			Be aware of some dangers (like a cooker is hot)			Know his/her first and last name		
Kick a ball forward			Follow simple one step commands			Understands I, you, he and she		
Jump with both feet						Believes that everything centre around them (if I hid my eyes no one will see me) say if they are a boy or a girl		
Pedal a tricycle								

Key – Early stages – E - initial observation - date

Competent - C - date



Child's Name -

Dob -

Name of setting -

By the age of 4 a child may be able to:

Motor skills	E	C	Sensory and thinking skills	E	C	Language and social skill	E	C
Feed him/her/herself (with little spilling)			Recognise primary colours			Have a large vocabulary and use good grammar often		
Try to use a fork			Understand taking turns and can do so without always needing reminded			Often talk about action in conversation (go, do, make)		
Try to write name			Understands big, little, tall, short			Use regular past tense of verbs (pulled, walked)		
Draw a circle			Want to know what will happen next			Use a, an and the when speaking		
Draw a face			Sort by shape or colour			Ask direct questions		
Try to cut paper with scissors			Count to five objects			Want explanation of why and how		
Sometimes unbuttons buttons, try to buckle, button, lace even though probably needs help			Follow three instructions given at one time			Relate simple experience she/he has had recently		
Completely undress him/herself if wearing clothes with simple fasteners			Distinguish between the real world and imaginary or pretend world			Help tidy up toys when asked		
Brush teeth with help			Identify situations that would lead to happiness, sadness or anger			Likes to dress up		
Put together simple puzzle 4-12 pieces						Pretend to play with imaginary objects		
Pour from a small jug						Act out elaborate events which tell a story (as in serving out an imaginary dinner or going on a bear hunt)		
Use a toilet alone						Sometimes co-operates with other children		
Try to skip						Often prefers playing with other children to playing alone, unless deeply involved in a solitary task		
Catch a bouncing ball						Change the rules of a game as she / he goes along		

Key – Early stages – E - initial observation - date

Competent - C - date



By the age of 4 a child may be able to:

Walk downstairs using handrail and alternate feet					Try to bargain (I'll give you this if you give me that one)		
Swing starting by him/herself and keep him/herself going					Share when asked		



Child's Name -

Dob -

Name of setting -

By 5 years of age a child may be able to:

Motor skills	E	C	Sensory and thinking skills	E	C	Language and social skill	E	C
Stand on one foot for 10 seconds or longer			Recall part of a story			Count to 10 or more		
Hop, somersault, swing, climb, skip			Speak in sentences of more than 5 words			Correctly name at least 4 colours		
Copy triangles and other geometric patterns			Use future tense			Better understand the concept of time		
Draw a person with a body			Tell longer stories			Know about things used in the home (money, food, appliances)		
Print some letters of the alphabet			Say name and address			Please friends		
Dress and undress without assistance			Be aware of their own sexuality			Be like his/her friends		
Use a fork, spoon and sometimes a table knife			Distinguish fantasy from reality			Agree to rules		
Usually care for own toilet needs			Eagerly co-operate or be demanding			Sing dance and act		
						Show independence		

Key – Early stages – E - initial observation - date

Competent - C - date



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Aberdeen City: Workforce Delivery Plan - Early Learning and Childcare

Introduction

The Aberdeen City: Early Learning and Childcare Delivery Plan was approved by Aberdeen City Council Education and Children's Services Committee on 16 November 2017.

It sets out our vision to provide local flexible early learning and childcare which is accessible, affordable, is of high quality and builds on provision already in place to develop a flexible Early Learning and Childcare (ELC) offer, available up to 50 weeks of the year.

In order to deliver our vision, we require a highly skilled workforce and we estimate that we will require an additional 300 practitioners in ELC settings across the city to deliver our expanded ELC offer by August 2020.

This Aberdeen City: Workforce Delivery Plan updates on current developments and sets out our local Action Plan for how we intend to recruit and retain a highly skilled workforce in the city.

Background and National Context

The Scottish Government is committed to expanding the provision of funded Early Learning and Childcare (ELC) from 600 to 1140 hours by 2020. The expansion will support child development and improved outcomes for children through the provision of high quality services and will support parents to return to work or study. ELC services should deliver:

- Quality;
- Flexibility;
- Accessibility; and
- Affordability.

Local Authorities are responsible for the implementation and delivery of 1140 hours in their local area and are to consider phasing and early tests of change to support the design and delivery of services between now and August 2020. The Scottish Government recognises that existing ELC provision will have to be transformed to deliver 1140 hours in line with the Blueprint for 2020 and encourages Local Authorities to innovate to improve service delivery as the Local Authority will be the primary guarantor of quality and the key enabler of flexibility and choice.

The ELC expansion programme will lead to the delivery of an enhanced service model that is responsive to local need.

National Early Learning and Childcare Workforce Delivery Plan 2018

The Scottish Government National Early Learning and Childcare Workforce Delivery Plan was published on 9 August 2018. It sets out what the Government needs to know around training, phasing and jobs, and explores the relations between these to highlight any knowledge gaps to ensure effective delivery of the Expansion of Early Learning and Childcare.

An Action Plan has been developed which includes a number of key actions under the following key areas:

1. Training
2. Marketing and Recruitment
3. Employment Services
4. Diversity
5. Phasing – training opportunities and new roles
6. Promoting best practice
7. Monitoring and Evaluation

A national website has been established: www.childcarecareersscotland.scot

Local Context

ELC provision must be sufficiently flexible to meet the needs of individual children, parents/carers and the wider community and will support parents to work, train or study, especially those who need routes into sustainable employment and out of poverty. Each local offer of ELC will be designed around the needs of residents in each locality wherever possible. Quality and availability will be overseen by a skilled individual who will support families to design the flexible offer most likely to meet their individual needs. The skilled individual will also be well placed to advise how to the local offer should continue to be amended or enhanced to meet local need.

We aim to fulfil our vision of ELC by:

- Offering ELC up to 50 weeks a year of ELC in partnership with partner providers and local childminders following a review of our contracting arrangements to support growth
- Prioritising the three Priority Areas in the first instance and then other areas of socio-economic disadvantage in the city
- Working with families to develop a range of options in the right places and at the right times
- Considering how the provisions currently attached to primary schools should be used and what other options need to be created in order to provide capacity, quality, accessibility and flexibility.
- Ensuring that decisions taken enhance and not hamper emerging community capacity and further empower enterprising activity
- Looking holistically to ensure that services being provided in each community are complementary to deliver best value

- Continuing to work with The Scottish Government, Association of Directors of Education (ADES) and The Northern Alliance to explore approaches to extending ELC provision and share local knowledge.

Implications for our ELC Workforce

There are currently 845 staff employed in the ELC sector in Aberdeen. In order to expand provision in line with the Blueprint for 2020 we estimate that we will require an additional 300 practitioners.

Aberdeen City Council is working in partnership with the Scottish Government, Aberdeenshire Council, Moray Council, Aberdeen University, NESCOL and local training providers to develop pathways for young people to become ELC professionals through the establishment of an Early Learning and Childcare Academy.

Early Learning and Childcare (ELC) Academy

An ELC Academy has been established and was officially launched on 6 March 2018 with over 250 practitioners present. The ELC Academy is a partnership between Aberdeen City Council, Aberdeenshire and Moray Councils, NESCOL and local training providers, to allow us to promote ELC as a positive career choice, to address challenges in recruiting the workforce needed for delivery of expanded provision across the North East of Scotland and to offer shared learning opportunities for the ELC workforce.

The establishment of the ELC Academy will:

- Raise the profile of ELC as a positive career choice within schools and careers guidance, linking with Developing the Young Workforce, highlighting the advantages of working in the sector and showing career and qualification progression routes, pathways and career structures.
- Reviewing how best to provide funded access to qualifications in a sustainable way and provide supported access for those living in areas of socio-economic disadvantage.
- Positive targeted marketing / media recruitment campaign aimed at all those interested in an ELC career / change of career / those returning from a career break and offering more flexible routes into ELC.
- Promoting increased diversity in the workforce to aspire for representation reflecting society.
- Effectively utilising the Learning Pathway for childminders to increase the number of qualified childminders in the city.
- Support the recruitment of 6 Additional Graduate posts to support closing the poverty related attainment gap.

A website for our ELC Academy has also been established: <https://elcacademy.scot>

The ELC Academy has identified three primary drivers for its work:

1. To increase the capacity of existing qualification routes and develop new and innovative routes for our future workforce, as well as increasing professional learning opportunities for our current workforce;
2. To undertake and respond to regular training needs analysis across the workforce by providing ongoing continuous professional learning (CPL) opportunities; and
3. To develop a strategy for the funding of qualifications and professional learning opportunities.

Early Learning and Childcare (ELC) as a Positive Career Choice

Early Learning and Childcare (ELC) is changing! Across Scotland, ELC is modernising and becoming more flexible – this means more opportunities for even more practitioners.

ELC Practitioners are responsible for giving our children the best start in life – they nurture and enhance creativity to help shape young lives

The expansion of ELC gives more flexible routes into the sector as a progressive career option with potentially 1,000 jobs in ELC being introduced across the North East of Scotland.

It is a very exciting time for ELC and we are very keen to attract new people into the ELC sector, including young people, school leavers, adult returners and those interested in changing careers, whilst retaining our current highly skilled workforce.

Redeployment / Retraining Staff into Early Learning and Childcare

Aberdeen City Council has recently commissioned a Training Provider to train new ELC Practitioners. Practitioners will be current Aberdeen City Council employee who have chosen to be retrained and redeployed into an ELC setting. The initial pilot is for a small cohort of 30 employees. Following the pilot further employees may consider undertaking the training.

Qualifications

An ELC Establishment Survey was undertaken in April 2018 to help us understand the qualification levels and qualification requirements of our workforce.

Of the 445 practitioners who responded:

- 53% are employed as Early Years Practitioners
- 19% are employed as Lead / Senior Practitioners or Managers
- 28% of the workforce are employed part-time
- 328 practitioners currently hold a qualification (approx 74%)

- 76 practitioners are working towards a qualification
- 32 practitioners have no qualification.

Aberdeen City Council will continue to offer financial support to enable ELC staff to undertake qualifications to support their continuous professional learning and to meet the Scottish Social Services Council (SSSC) registration requirements for their role.

Review of the Professional Learning Offer

The Aberdeen City ELC Training Programme is currently published in paper format and available electronically, annually in June, and is organised over three school terms from September until the following June. The ELC Training Programme has four components:

- The Common Induction programme
- The Core programme
- The CPL programme
- Accredited qualifications

Practitioners have highlighted a number of areas which we should focus our collective efforts on. Our professional learning offer has been reviewed to ensure a focus on:

- Child development with a particular focus on eligible 2's
- Additional Support Needs (ASN) including Autism
- Observations to inform planning and the use of the Leuven Scale
- Child led play
- Engaging parents in learning and family nurture
- Leadership development
- Outdoor Learning to promote wellbeing
- Digital and creative skills
- Emergent Literacy

There is a large amount of duplication and commonality currently and there are clear economies of scale in working more collaboratively on our professional learning offer. Each Local Authority has reviewed their programme and will work together to agree how training, made available in all three Local Authority areas, can be accessed by all practitioners, including online via the ELC Academy website.

A revised Professional Learning Offer is currently being developed for 2018-19 for Aberdeen City ELC staff. This will include:

- Core training
- Continuous professional learning courses
- Outdoor programmes
- Leadership programmes
- Seminars

- A Quality Award which will complement the priorities identified in the Scottish Government's Quality Action Plan

In future, all CPL opportunities will be advertised on the ELC Academy website, with the programme reviewed and refined on a more regular basis to respond to the needs of practitioners and to maximise joint training opportunities with practitioners from across Aberdeenshire and Moray ELC settings.

Aberdeen City: Workforce Delivery Plan 2018-2020

1. Establish an ELC Academy to increase the numbers of people entering the workforce (Launched on 6 March 2018)			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Establishment of ELC Academy to raise the profile of ELC as a positive career choice within schools, highlighting the advantage of working in the ELC sector and showing career and qualification progression routes, pathways and career structures.	<p>Appointment of shared ELC Academy Project Officer.</p> <p>Consultation with existing workforce and stakeholders to establish barriers and how to incentivise a career in ELC including ensuring there is an appropriately progressive career structure.</p> <p>Develop Action Plan based on consultation responses and agree responsibilities in taking forward.</p> <p>Develop a range of publicity materials and an 'in school' presence to attract young people into the profession including the use of social media.</p> <p>Align with Developing the Young Workforce agenda.</p>	<p>Aberdeen City, Aberdeenshire and Moray Councils</p> <p>ELC Academy Project Officer</p> <p>By end 2018</p>	Increase in the number of new recruits attracted to a career in ELC.
Increased understanding of movement across the ELC workforce.	Establish a means of recording movement across the ELC workforce to inform commissioning strategy and ability to level terms and conditions.	<p>Early Years Data Manager?</p> <p>By end 2018</p>	Better understanding of trends informing strategy.
Engaging with local training providers to explore more flexible routes into ELC	<p>Explore work based learning, college and university with all potential providers and consider the need to procure 4 quotes in order to remove the barriers that inhibit part-time learning and accessible learning.</p> <p>Maximising all available routes</p> <p>Work with the Scottish Government, in line with National Workforce Delivery Plan to offer:</p> <ul style="list-style-type: none"> - Distance Learning opportunities - Out of hours access to training - Work based training 	<p>ELC Academy Project Officer</p> <p>Early Years Team</p> <p>From 2018-2020 and ongoing</p>	<p>Mapping of existing routes into ELC</p> <p>Matching routes with future needs</p>

Delivery of a new Professional Learning Offer	<p>Review the approach to the provision of Continuous Professional Learning.</p> <p>Protect time to access more opportunities for training.</p> <p>Fully utilise the ELC Academy to support Professional Learning.</p>	Early Years Team ELC Academy	Highly skilled and motivated staff delivering high quality ELC.
Promoting a career in ELC for those wishing to return to work or to change career.	<p>Promote ELC as a career option at all relevant events where there could be potential future employees.</p> <p>Offer retraining opportunity to 30+ Aberdeen City Council employees who are seeking a change of career.</p> <p>Enhance entry level supports in keeping with needs identified.</p>	Early Years Team Great Western Pre-School August 2018-2019	Increased levels of recruitment and retention within ELC sector.
Promote increased diversity in the workforce to aspire for representation reflecting society.	<p>Analyse composition of current workforce to identify next steps.</p> <p>Develop strategy and specific materials to attract under-represented groups.</p> <p>Establish links with Community Learning and Family Learning to seek their help in signposting individuals and agreeing supported routes into the profession.</p>	ELC Academy Project Officer By end 2018	Increased diversity evident.
Positive targeted marketing / media / recruitment campaign aimed at all those interested in an ELC career / change of career / those returning from a career break.	<p>Produce flexible information and a recruitment package suitable for a range of potential candidates, aligned with Scottish Government national campaign, to include:</p> <ul style="list-style-type: none"> - Social media presence - Leaflets - Posters - FAQs - ELC Academy website - 	ELC Academy Project Officer From 2018-20 and ongoing	
Effectively utilise the Learning Pathway for childminders to increase the number of qualified childminders across the city.	<p>Identify areas where the provision of childminders should be enhanced to guide engagement.</p> <p>SCMA Development Officer to focus on priority localities and</p>	Family Information Service SCMA	Increased numbers of childminders registering in priority localities.

	<p>areas identified as lacking childminding provision.</p> <p>Start-up grants offered for new childminders registering in priority localities.</p> <p>Link with Employability pipeline to target childminding as a career option.</p> <p>Consultation with current and potential childminders to understand the challenges in registration and redesign support systems.</p> <p>Development of Action Plan to address shortfall</p>	<p>Early Years Team</p> <p>Employability partners</p>	
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2. Improve Access to training and qualifications in a sustainable and impactful way

Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
<p>Review how best to provide funded access to qualifications in a sustainable way and provide supported access for those living in areas of socio-economic disadvantage</p>	<p>Continue to use Childcare Strategy resources to support Workforce Development and Expansion to enable ELC staff to undertake qualifications as part of their continuous professional development and to meet Scottish Social Services Council (SSSC) registration requirements,</p> <p>Increase uptake of Individual Training Accounts (ITA's) to maximise spend on qualifications and ensure best value. (£200 per year via ITA if income under £22,000).</p> <p>Develop a strategy to include incentives to encourage those in SIMD areas to consider ELC as a career option.</p> <p>Maximise and publicise employability options in SIMD areas 1 and 2 and clarify barriers to the profession.</p> <p>Review entry level qualifications based on consultation feedback.</p>	<p>Early Years Team</p> <p>Early Years Team</p> <p>SCMA</p> <p>Early Years Team</p> <p>SCMA</p> <p>Locality Managers</p>	<p>Increase number of ELC staff holding a recognised qualification.</p> <p>Increased % of ELC Support Workers, Practitioners and Managers holding an appropriate qualification for their role to meet SSSC registration requirements.</p> <p>Increased number of qualifications funded from available resource.</p> <p>Data indicates increase in recruitment from SIMD areas 1 and 2.</p>

3. Establish 6 Additional Graduate posts to support closing the poverty related attainment gap within ELC settings			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Recruitment of 6 Additional Graduate posts to be in post by August 2018	<ul style="list-style-type: none"> • Complete recruitment and induction • 3 posts filled • 3 posts to fill • Placement of Additional Graduate posts in ELC settings in priority localities 	Service Manager – Early Years August 2018	Evidence of closing the poverty related attainment gap evident, e.g. speech and language, numeracy.
4. Review current staffing structures to bring about maximum flexibility			
Improvement Activity	This is how we'll do it	By Whom/ By When	Evidence of Impact
Review current staffing structures to ensure that provisions can support: <ul style="list-style-type: none"> - Quality - Flexibility - Accessibility - Affordability 	<p>Work with Professional Associations, Practitioners, Head Teachers and Human Resources to review the impact of the interim staffing structure.</p> <p>Use data to deliver a series of staff engagement workshops to develop proposals to enable us to meet the vision for ELC.</p> <p>Finalised proposal for formal consultation.</p>	Transformation and Improvement Manager Programme Manager	Proposal in place that will support quality, flexibility, accessibility and affordability.