

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	17 th September 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Aberdeen National Improvement Framework Plan
REPORT NUMBER	OPE/19/316
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Graeme Simpson
REPORT AUTHOR	Gael Ross
TERMS OF REFERENCE	1

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to provide Elected Members with an evaluative summary of progress towards realising the outcomes set out in the Council's National Improvement Framework (NIF) Plan of 2018/2019, and to seek approval to implement the refreshed NIF plan for 2019/2020 following submission of both documents to The Scottish Government.

2. RECOMMENDATIONS

That Committee:-

- 2.1 approve (a) the Evaluation Report highlighting the impact of Aberdeen City work on the Council's National Improvement Framework Plan 2018/2019 in Appendix A and (b) the proposed Council National Improvement Framework Plan for 2019/20 in Appendix B;
- 2.2 instruct the Chief Operating Officer to submit the Evaluation Report and the Council National Improvement Framework Plan for 2019/2020 to The Scottish Government as soon as reasonably practicable;

- 2.3 instruct the Chief Operating Officer to implement the proposed Council National Improvement Framework Plan for 2019/2020 immediately; and
- 2.4 instruct the Chief Operating Officer to provide an overview of progress towards realising the outcomes detailed in the Council's National Improvement Framework Plan through a service update in January 2020 and formally report on progress to the Education Operational Delivery Committee in September 2020.

3. BACKGROUND

3.1 The National Improvement Framework

The NIF for Scottish Education was launched by the First Minister in January 2016. Scottish Ministers have a statutory duty to review the NIF and publish a plan on an annual basis.

3.1.1 The NIF identifies 4 key 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.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

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

3.1.3 The Aberdeen City NIF Plan of 2018/19 introduced a fifth local priority, the leadership of change. This local priority reflects the national direction of travel.

3.2 NATIONAL DIRECTION OF TRAVEL

3.2.1 The National Improvement Framework Plans sits within much wider national educational reform. A Joint Agreement was reached between the Scottish Government and COSLA on how best to realise school empowerment, collaboration, parental involvement and engagement and pupil participation.

3.2.2 The Joint Agreement led to confirmation that the Scottish Government will not introduce an Education Bill as a means of driving school empowerment at this time. Instead the Scottish Government will continue to work in partnership with local government, teacher representatives and the wider education sector to collectively ensure that schools are supported to take the key decisions relevant to them.

3.2.3 National Devolved School Management Guidelines have been developed in partnership with local government. These Guidelines reflect the expectations and opportunities of an empowered school system. Elected Members should note the Service Update issued in August 2019 provided to outline national expectations.

- 3.2.4 Education Scotland has restructured to enable the organisation to expand the support they provide for headteachers with a focus on school empowerment and improvement. The support arm of Education Scotland is now fully aligned to the Regional Improvement Collaborative.
- 3.2.5 The Headteachers' Charter places a central expectation on headteachers – and through that to the wider empowered system – to support and encourage children and young people to participate in decisions about their own learning and the life of the learning community.
- 3.2.6 In summary all elements of the wider education system are evolving to support an empowered education system. It is important that Officers and school based colleagues continue to collaborate to determine effective means of working together to realise an empowered local system with improvement at its heart.

3.3 Evaluation of The Council's National Improvement Framework Plan 2018/2019

A very high-level evaluative summary of improvements over the last year and next steps are recorded below. A detailed evaluation is contained in Appendix A.

- 3.3.1 Data analysis shows an increase in attainment over time for cohorts of children. 2018/2019 CfE levels are still in draft and yet to be finalised and validated but there are indications of improvement in most areas although a lack of consistency across the system which will need to be addressed through our planned approach to Quality Improvement. Despite gains across the Broad General Education there is a need to continue to sharpen pedagogy and moderation practices in order to improve outcomes for children and young people.
- 3.3.2 Early analysis of SQA data suggests that a broader range of curricular pathways are being accessed by young people across the Senior Phase. The extent of this will only be fully understood when full Insight data is released later in the year. Work continues to progress at pace to further develop the course offering for session 20/21.
- 3.3.3 Recent Inspection reports have identified a significant need to continue to address the Leadership of Change agenda and an increased focus on Learning, Teaching & Assessment. This work will be on-going over session 2019/20 through planned improvement events.
- 3.3.4 Despite the establishment of the Aspire provision for those with mental health needs it has become increasingly apparent that a function wide approach is required. Colleagues across Integrated Children and Family Services are currently planning how best to align service delivery to maximise the impact of specialist interventions.
- 3.3.5 The NIF of session 18/19 provided the structure necessary to support collaborative improvement across the service and progress has been

considerable. The evaluation of the 2018/2019 NIF has been used to inform the proposed plan for next session.

3.4 Developing the Council's National Improvement Framework Plan 2019/2020

3.4.1 The Council's NIF Plan 2019/2020 has been developed in consultation with Head Teachers and is based on common themes and priorities across School Improvement Plans and aligned to the Local Outcome Improvement Plan.

3.4.2 The Scottish Government wants to improve and increase the ways in which parents, carers and families can work with teachers and partners to support improvement, Officers share the national aspiration and need to think differently about how we engage with the full range of stakeholders.

3.4.3 Article 12 of the UNCRC (UN Convention on the Rights of the Child) states that Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Support Officers have been working closely with Education Scotland to build a Young Leaders of Learning Programme which is sustainable and has been well received by 16 schools within the Council. Following the success of this schools have been identified to receive support in this area which will align with ACC Quality Improvement activities within the new session. The Council and partners continue to work towards UNICEF Child Friendly City Status.

3.4.4 The Council's Draft National Improvement Framework Plan has been developed as the refreshed Regional Improvement Collaborative Plan has been developed, this has brought increased alignment and will ensure that the national resource aligned to the Northern Alliance helps to directly improve our local system.

3.4.5 Analysis of the data has identified some key areas of work to be prioritised over 2019/2020. These include:

- Continue to support practitioners to build a shared understand of high quality learning, teaching and assessment, resulting in increased engagement and levels of attainment.
- Continue to improve leadership at all levels with increased opportunity for collaboration.
- Further improve Quality Improvement processes including self-evaluation and data scrutiny to inform action.
- Improve and redesign support for children and young people within our targeted and specialist provision with a particular focus on mental health.
- Focus on Developing the Young Workforce agenda to reflect the need to broaden the range of learner pathways.

3.4.6 Following the redesign of the central team, Quality Improvement Teams have been established to lead on all 5 areas of the NIF Plan. Each team will be working towards agreed outcomes which are contained within Appendix B. The establishment of these teams will help improve governance of improvements

within the NIF and develop a more collaborative approach to improvement by utilising the expertise of colleagues in schools.

- 3.4.7 As ongoing redesign of the service is realised within the 4th Tier, further support will be offered to improvement teams and schools to maximise the use of available resource and achieve positive outcomes.

4. FINANCIAL IMPLICATIONS

- 4.1 The costs of all improvement actions will be undertaken within existing budgets. Where the Council's National Improvement Framework Plan is aligned with local school priorities Scottish Attainment Challenge funding (£868,800 available across challenge schools) or Pupil Equity Funding (£2,902,920 available across all schools) will also be utilised to support improvement.

5. LEGAL IMPLICATIONS

5.1 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 NIF.
- Undertake annual planning and reporting and annual school improvement planning to address the four priorities of the NIF.
- 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.

6. MANAGEMENT OF RISK

Category	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	L	Implementation of the NIF 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	N/A		
Technology	Risk of not having sufficient resource for implementation of new digital systems which support improvement	L	Coordinate digital team support around the NIF Plan to make best use of available resource
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
<p>Prosperous Economy 10% increase in employment across priority and volume growth sectors by 2026.</p>	<p>The proposals within this report support the delivery of all Children & Young People Stretch Outcomes 1 in the LOIP.</p> <p>The paper seeks approval for the Council's NIF Plan 2019/2020 which will support a large number of the improvement projects within the LOIP including to;</p> <ul style="list-style-type: none"> • Increase the number of people employed in growth sectors (digital/ creative; food and drink; life sciences; tourism; social care and health and construction) by 5% by 2021.
<p>Prosperous People 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</p>	<p>The proposals within this report support the delivery of all Children & Young People Stretch Outcomes 3 to 7 in the LOIP.</p> <p>The paper seeks approval for the Council's NIF Plan 2019/2020 which will support a large number of the improvement projects within the LOIP. These include the following:</p>

90% of children and young people will report that they feel mentally well by 2026.

95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.

95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.

Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. 8. 25% fewer young people (under 18) charged with an offence by 2026.

- Increase the confidence of school-based staff to recognise and respond to children who require support and directing them to the school Nursing Service to 90% by 2021.
- Increase the confidence of parents and young people to recognise and seek support in response to deteriorating mental wellbeing by 2022.
- Reduce number of requests for specialist support because demand has been diverted from children's social work in partnership forums by 5% by 2020.
- Reduce number of requests for specialist support because demand has been diverted from children's social work in partnership forums by 5% by 2020.
- Increase the number of young people who effectively transition from primary school to secondary school by 2021
- Increase the range and number of accredited courses being provided by schools & partners by 25% by 2021.
- Increase the number of young people taking up foundation apprenticeships to 142 by 2021.
- Reduce the number of winter leavers with no positive destination by 50% by 2021.
- Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 98% 2021
- Increase the number of young people living in Quintiles 1,2 and 3 who achieve a sustained positive destination by working with communities to 90% 2022.
- Increase the number of curricular offerings shaped by school communities by 20%, by 2021.
- Increase the number of opportunities for parents and carers to gain an insight into how to meaningfully contribute to the educational progress of their children and young people by 30% by 2021.
- Increase the number of opportunities to discuss and record skills for life, learning and work from S1 by 20%, by 2021.
- Increase children, young people and families' awareness and understanding of future skill requirements by June 2021.

Prosperous Place	<p>The proposals within this report support the delivery of LOIP Stretch Outcome 11- Healthy life expectancy (time lived in good health) is five years longer by 2026. The paper seeks approval for the ACC National Improvement Framework Plan 2019/2020 which will support a large number of the improvement projects within the LOIP. These include the following:</p> <ul style="list-style-type: none"> • Increase the number of people with autism who are supported to be in education, employment or training by 2021. • Increase number of people in local communities promoting wellbeing and good health choices by 2021. • 100% of schools have a progressive, cohesive and relevant substance misuse curriculum by 2021.
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Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	The NIF Plan promotes an understanding of the circumstances of individual children and young people to ensure that personalised support is available to them and early intervention is planned when required.
Organisational Design	The NIF Plan ensures the best use of resource in the system and will be developed based on data analysis and demand management information.
Governance	The impact of the NIF Plan is overseen by Chief Officers and by the Education Operations Committee. Decision making processes will include all stakeholders through the provision of Quality Improvement Teams led by Quality Improvement Managers aligned to each are of the improvement within the NIF
Workforce	The plan ensures that colleagues in schools and the central teams have clarity around their roles and responsibilities and feel empowered to support developments within the plan.
Process Design	Quality improvement arrangements will be simple and consistently managed to ensure that any vulnerabilities in the system are quickly addressed.
Technology	The plan includes improvement in the use of technology to deliver the most effective service and makes use of wider partnership support when appropriate.

Partnerships and Alliances	The plan promotes engagement with partners and stakeholders and allows us to work towards a common goal.
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8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Required
Data Protection Impact Assessment	Required
Duty of Due Regard / Fairer Scotland Duty	N/A

9. BACKGROUND PAPERS

None

10. APPENDICES

- Appendix A – Evaluation of the Council's National Improvement Plan for 2018/2019
- Appendix B – Proposed Council National Improvement Plan for 2019/2020

11. REPORT AUTHOR CONTACT DETAILS

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