

# Aberdeen City Council


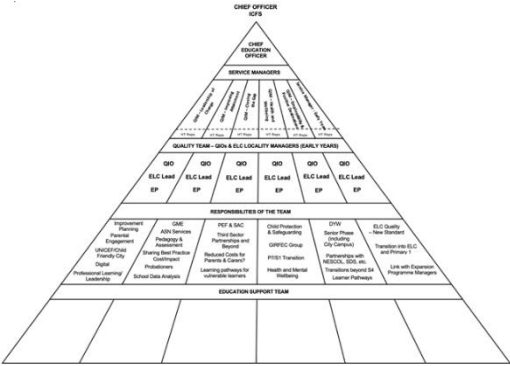
## National Improvement Framework Plan 2018-2019

### Evaluating and Reporting Progress





<p>Priority 1</p> <p>Improvement in attainment, wellbeing and employability</p>	<p>Priority 2</p> <p>Improvement in attainment, particularly literacy and numeracy</p>	<p>Priority 3</p> <p>Closing the attainment gap between most and least disadvantaged children</p>	<p>Priority 4</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>Priority 5</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>
<p>Improve the attainment, wellbeing and employability of children and young people by matching or exceeding virtual comparator performance across core KPIs by 2021</p>	<p>Increase attainment, particularly in literacy and numeracy, to meet or exceed our virtual comparator performance by 2021</p>	<p>Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021</p>	<p>Improve the Health and Wellbeing of children and young people by meeting or exceeding virtual comparator data by 2021</p>	<p>Increase the number of school leaver positive destinations for all young people by meeting or exceeding virtual comparator by 2021</p>

Improvement Activity	2018-2019 Evidence	What did we do and what was the impact?
<p>Improve the attainment, wellbeing and employability of children and young people by matching or exceeding virtual comparator performance across core KPIs by 2021</p> <p>Awaiting Insight data for 2019</p>	<p><b>Draft Vision for Integrated Children and Family Services</b></p>  <p><b>Implemented Third Tier Education Structure. The service is in the process of recruiting remaining QIM and QIO posts</b></p> 	<p><b>Primary Driver 1 - Capability and Capacity of the Central Team</b></p> <p>This area of improvement provided a clear focus on the national empowerment agenda and led us to consider how best to adapt structures and ways of working to build an education system with teacher agency at the core.</p> <p>A draft vision for Integrated Children &amp; Family Services has been developed and is currently being shared with staff. Consultation will take place with all key stakeholders at the beginning of session 2019/2020 to ensure involvement from all. The vision for the function will support closer working practices across education and children's social work and complement delivery of the already established vision for education services.</p> <p>A significant restructure of education services led to the appointment of Quality Improvement Managers and linked Quality Improvement Officers. Recruitment to these posts is on-going. This change has given clear leadership and support to schools from experienced and credible leaders who are modelling more collaborative working practices. This also provides an opportunity to align school line management responsibilities with geographical boundaries in place across children's social work and the Integrated Joint Board. This alignment will help realise more joined up approaches to support improvement for the citizens of Aberdeen.</p>

## Aberdeen National Improvement Plan 2019-2020



### Agreed QI3.1 Expectations following Professional Learning Session with Education Scotland

Preparation	Things to consider	Key Questions
<b>Data Required (Improvement Team)</b> <ul style="list-style-type: none"> <li>SQUP</li> <li>SIP-related Action Plan</li> <li>Attendance</li> <li>Exclusions</li> <li>Part-time timetables</li> <li>Records of violence/incidents/near miss</li> <li>Complaints</li> <li>Referrals to JCPT</li> <li>Referrals to reception team</li> <li>Referrals to children's reporter</li> <li>Bullying incidents</li> <li>Child protection register</li> <li>SEEMIS is used to record all pastoral notes / significant chronological events</li> <li>SEEMIS wellbeing module is used by staff to address wellbeing concerns, collate and write appropriate plans including IEPs, Child's Plans and C3Ps</li> <li>Request sight of tracking systems in place</li> <li>Record of staff training, CP, first aid, Medication, Prevent, GDPR</li> <li>Review website / twitter feed</li> </ul> <b>ACC Policies</b> <ul style="list-style-type: none"> <li>Child Protection &amp; Safeguarding</li> <li>Anti-bullying</li> <li>First Aid &amp; Administration of Medicines</li> <li>School Security Procedures</li> <li>Anti-weapon</li> <li>Children missing in Education</li> <li>Substance Misuse</li> <li>Positive Behaviour Policy</li> <li>Photo / Filming policies</li> </ul> <b>School Policies (HT to provide electronic copies)</b> <ul style="list-style-type: none"> <li>Child Protection &amp; Safeguarding</li> <li>Anti-bullying</li> <li>First Aid &amp; Administration of Medicines</li> <li>Positive Behaviour Policy</li> </ul>	<b>Data Analysis</b> <ul style="list-style-type: none"> <li>High level capture of data – any high risks identified</li> <li>Evidence of attendance meetings planned with HSLD and use of data to address any concerns</li> <li>Evidence of multi-agency working / engagement</li> <li>Access / Security reviewed</li> </ul> <b>ACC Policies</b> <ul style="list-style-type: none"> <li>Safeguarding and Child Protection Policy is clear, actioned and all staff know the steps required to support individuals</li> <li>Record Keeping guidance used - Review random selection of 5</li> <li>Adherence to school security procedures – re-share with all staff and contractors (sign in etc)</li> <li>Check records of fire drill (PEEP), first aid, administration of medication tags</li> <li>Do staff know protocols for addressing substance misuse</li> </ul> <b>School Policies</b> <ul style="list-style-type: none"> <li>Who is the policy for?</li> <li>Exclusions (PCRA prior to exclusion)</li> <li>Procedures are triangulated</li> <li>Policies up to date, accessible for all and developed by all within the school community</li> <li>Children are given opportunities to participate in curriculum pathways / activities related to wellbeing</li> <li>Are policies accessible for all relevant people?</li> <li>Visible information regarding Named Person, First aid etc</li> </ul>	<b>Staff (HT only this session)</b> <ul style="list-style-type: none"> <li>How do SLT make sure staff are applying/following LA / School policies?</li> <li>What are your processes to identify risk/additional support needs/wellbeing?</li> <li>What stages do you follow?</li> <li>How do you review and evaluate impact and adapt or change/reduce/remove support?</li> <li>Have you selected the correct interventions and how do you know?</li> <li>Have you followed the child's plan, and ensured others have carried out actions on the plan?</li> <li>Do all within the school community understand the wellbeing indicators and can demonstrate these?</li> <li>To what extent are you tracking wellbeing over time and addressing any concerns?</li> <li>How do you celebrate diversity and promote equalities and enable children to access their rights within the school community?</li> </ul> <b>Children &amp; Young People (Not 2019-2020)</b> <ul style="list-style-type: none"> <li>Use wellbeing wheel as a stimulus for conversation of completion of activity</li> <li>What do the adults in your school do to help you?</li> <li>How do the adults in school keep you safe?</li> <li>If you have a problem, do you know who to go to?</li> <li>Do you feel listened to and involved in making decisions about your school?</li> <li>Are there any questions you would like to ask me?</li> <li>Question re children's rights</li> </ul>

Each Quality Improvement Manager has strategic responsibility for delivery of one of the NIF priorities with project groups recently established to collectively drive improvement. The project groups comprise colleagues from across the education system to capitalise more fully on individual skill sets, ensure that 'the system' are more involved in making strategic recommendations and to ultimately build a more empowered system. This approach will ensure effective governance of the improvements within the NIF and ensure progress is transparently monitored and reported as we move forward. The approach has been welcomed by colleagues based in schools.

Consultation on a re-designed 4<sup>th</sup> tier has been concluded and the service will move to a 4<sup>th</sup> tier structure to complement the changes already made across the 3<sup>rd</sup> tier. This change will drive more efficient working practices and redefine and maximise the impact of the central team.

Around 30 officers attended a professional learning session with Education Scotland and other Local Authorities. This session provided an opportunity to reflect on how best to drive improvement as a central 'quality' team and has proved an effective catalyst to gain a shared understanding of the standards expected, how to support and challenge schools to realise these standards and develop shared accountability and responsibility. Proposed approaches will be shared with schools early in session 19/20. The central team feel this event has built the capacity of the central team by clarifying standards and developing a shared understanding of the legislative requirements.

### Sharepoint Site to streamline communication across the service



### Quality Improvement Framework



### Quality Improvement Visits

Our approach to communication has been reviewed to streamline how information is shared across the service. A new approach building upon more streamlined approaches in 18/19 will see the launch of an education service Sharepoint and Teams Site in September 2019. The site will provide one clear location for all key documents, live progress updates in terms of delivery of the NIF and enable debate and discussion. The site will be open to all across the service where they can seek support from colleagues in areas for improvement. This new approach will be carefully monitored and evaluated over session 19/20.

Head Teachers and Senior Leaders within schools were offered sessions on improvement methodology. Senior officers are using various improvement tools to support planning including the use of Driver Diagrams and Project Charters at this time focussed on delivery of either the NIF or the LOIP although small tests of change are being utilised in a few city schools.

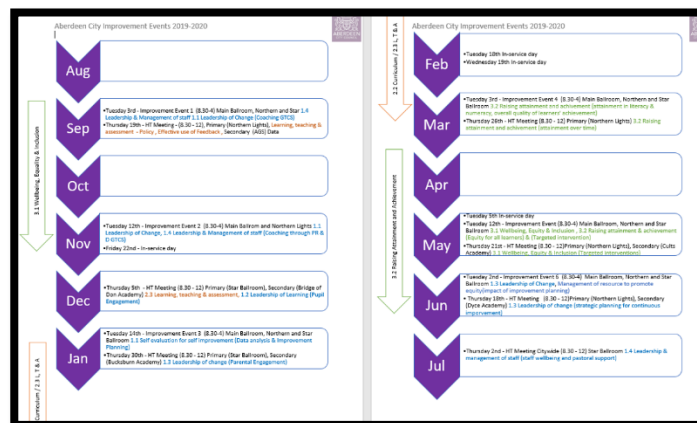
### Primary Driver 2 - Collaboration at a Strategic and Local Level

The new central structure offers better alignment across Integrated Children and Family Services, to other functions of the Council and beyond to the Community Planning Partnership. This has led to education colleagues being more heavily involved in delivery of the Local Outcome Improvement Plan with strong representation from all education sectors on the Attainment and Transitions to Adulthood Improvement Group and othes.

Central Officers and Head Teachers have collaborated on the development of a new Quality Improvement Framework which focuses on the Core QIs. This



### Quality Improvement Calendar



### Professional Learning & Leadership Development Framework

framework is fundamental in setting shared expectations of an agreed standard and signals a significant shift in ways of working. It is thought that this approach will provide more effective oversight of standards in schools to enable more efficient targeting of central resource.

An aligned Quality Assurance Calendar exemplifies how we propose to build in time for sustained collective improvement rather than the traditional provision of stand-alone events which have proved to have limited impact. Agreed trios of schools have been identified to work in partnership within this model to maximise the impact of expertise across the system. This approach reflects our work to build a more empowered system and will be subject to on-going evaluation and review.

All Senior Leadership Team (SLT) Improvement events and targeted professional learning now also support Quality Improvement, providing opportunities to share some of the excellent practice witnessed in schools so that we can learn from the experiences of others. It is thought that this approach will maximise our collective efforts and maintain a clear focus on the core Quality Indicators and our core business of learning and teaching.

Opportunities for sharing practice are planned for all Head Teacher and improvement events. Meetings towards the end of session 2018-2019 have been approached in a more collaborative way, this new approach is already beginning to have an impact on HTs and central staff as a learning community, where all feel empowered to support and lead change.



**Professional Learning  
&  
Leadership Development Framework  
For Teachers**

**School Self-evaluation Gradings**

Overall Evaluations	Q1.3	Q12.3	Q13.2
6			
5	4 (7%)	2 (3%)	3 (5%)
4	30 (51%)	23 (39%)	21 (36%)
3	22 (37%)	32 (54%)	32 (54%)
2	3 (5%)	1 (2%)	3 (5%)
1		1 (2%)	

Significant work has been undertaken to review the Northern Alliance Plan and associated workstreams which have been reduced in number to 4 for next session. The tightening of the Northern Alliance Plan will enable the service to make better use of the resource and learning from the Regional Improvement Collaborative. The Chief Operating Officer and Chief Education Officer have helped shape the refined plan with the Quality Improvement Manager – Leadership of Change, maintaining strategic oversight of working group progress through the Northern alliance Advisory Forum.

A Professional Learning and Leadership Framework has been developed to support our work to improve capacity across the system. The Framework is designed to support school staff at all levels by identifying contexts that encourage professional learning and leadership development and to confirm signposts for this. Professional learning and development of leadership at all levels is therefore seen as a key priority to increase effectiveness across all schools and in all of our classrooms. This framework also seeks to support the development of leadership as a quality and an approach to be embraced by all even if they are not aspiring to promoted positions. Additionally, it will support critical aspects of professional development and succession-planning regarding school leadership. The quality of this work was recognised by the General Teaching Council for Scotland (GTCS) who have revalidated the Professional Update and Professional Review and Development Framework which sits within our Professional Learning & Leadership framework.

## Regional Improvement Collaborative Draft Plan

REGIONAL IMPROVEMENT PLAN 2018/19 PHASE 2						
The Northern Alliance Regional Improvement Plan was previously developed with 13 different workstreams aiming to work collaboratively across the region. On reflection of the past year, and following feedback from Officers, Head Teachers and Teachers, a streamlined approach will help focus activity. There are a number of key themes throughout the existing workstreams which aligned through the National Improvement Framework (NIF) priorities, have formed four new Workstreams.						
KEY THEMES FOR COLLABORATION						
attainment gap	Employment	Equality & Equity	Improvement	Leadership	Parental Engagement	Place
NIF PRIORITIES						
1. Improvement in attainment, literacy and numeracy	2. Closing the poverty related attainment gap between the most and least disadvantaged children	3. Improving the structures which help children and young people's mental health and wellbeing	4. Improvement in employability skills and sustained, positive school leaver destinations for all young people			
WORKSTREAMS						
Curriculum	Having attainment and closing the Poverty Gap	Supporting Education in Our Communities	Leadership			
<ul style="list-style-type: none"> <li>Review of attainment across the curriculum</li> <li>Improving access to Quality ECC</li> <li>Improving teacher subject knowledge and learning and teaching</li> <li>Improving family learning and parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>Exploring rural poverty and its impact on attainment</li> <li>Identifying key indicators of rural poverty, reducing impact on attainment</li> <li>Improving the health and wellbeing of children and young people</li> <li>Improved outcomes for vulnerable children</li> </ul>	<ul style="list-style-type: none"> <li>Facilitating frameworks to facilitate change in our communities</li> <li>Developing a learning assets strategy, reducing cost, sharing best practice</li> <li>Creating innovative plans for future services</li> <li>Development and impact of (i-gov) model across the Northern Alliance, widening access to curriculum</li> <li>Transforming learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>Developing leadership at all levels</li> <li>Development of systemic approaches to improve outcomes</li> <li>Improving employability skills for young people</li> </ul>			

## Pupil Participation

### Pupil Participation & Children's Rights

#### Pupil Participation

*"Learner participation includes all the ways in which children and young people engage in practice and dialogue with educational staff, parents, carers and community members to create positive outcomes and changes."* (Learner Participation in Educational Settings, Education Scotland, 2018)

Pupil participation must be considered as much more than simply the existence of pupil groups and must exist in the classroom, the culture and culture of the school and beyond.

Education Scotland focus, through their *Learner Participation in an Educational Setting* guidance, highlighted four 'Arenas of Participation':

1. In Learning, Teaching and Assessment
2. In opportunities for personal achievement
3. In decision making groups
4. In connection with the wider world

Article 12 of the UNCRC states that, "The views of children and young people must be considered and taken into account in all matters affecting them."

This article is at the very heart of the *Children and Young People (Scotland) Act 2014*. It places greater emphasis on the importance of engaging and consulting with young people in decisions that affect them.

This is further reflected in *How Good is Our School* (4th Edition) and *How good is OUR school?* (Big OUR!), through which pupil participation is a theme running throughout.

#### How good is OUR School?

How good is OUR school? has been developed to support learner participation in school self-evaluation.

This resource is grounded in Article 12 of the UNCRC. Children and young people are the most reliable of all that our schools offer and deliver and should be

Involved in decisions about the wider life of the school. This requires them to be provided with accessible information and evidence in order to make judgements and express informed views.

Part 1 of the resource includes guidance for school staff and partners to support them in developing the right culture and ethos as a context for effective learner participation. It includes a definition with features of highly effective practice and challenge questions alongside case studies.

Part 2 of the resource is a framework built around 5 key themes:

- Our relationships
- Our learning and teaching
- Our school and community
- Our health and wellbeing
- Our successes and achievements

Each theme contains features of highly effective practice, suggested activities for evidence gathering and discussion questions.

#### Young Leaders of Learning (YLL)

The Young Leaders of Learning programme has been designed by Education Scotland to ensure that children and young people are actively involved in on-going self-evaluation activities leading to improvement by >

- Taking part in reciprocal visits to other schools to identify what is working well and areas for improvement
- To promote visits that children and young people can be involved in school improvement activities in their own school

In 2018-19, Aberdeen City Council was the first Local Authority to be involved in the development of this programme with 16 primary schools and 3 secondary schools involved.

We are actively committed to continuing to support this programme and expanding opportunities for further schools to become involved.

Positive working relationships have been further developed with GTCS this session which will build on the coaching and mentoring offer in session 2018/2019.

Updated Partnership Forum guidance will be issued in the new session to ensure all ASGs have consistent working practices and re-establish the focus on multiagency working. Guidance will be aligned to an updated Devolved School Management Scheme which is being updated in keeping with updated national guidance. This new scheme has potential to greatly support the empowerment agenda.

## Primary Driver 3 - Engagement with Parents and Carers

The current Parental Engagement Officer meets regularly with parent council representatives to share news and support development of ACC policies and frameworks. Quality Improvement Manager – Leadership of Change met with Parent Council Representatives to explain Standard & Quality Improvement Plans giving guidance on the engagement opportunities that could be available for parents to get involved and examples of practice. This was very positively received and will be built upon over session 19/20.

Quality Improvement Manager – Leadership of Change is also the ACC representative at the Parent Council Termly meeting, providing updates to parents and offering support and guidance where required. The recent Parent Audit was completed and information collated by Support Officers will inform future engagement.





RRSA 2017 – 18	RRSA 2018 –19
Number of active schools = 47 (75%)	Number of active schools = 46 (77%)
Registered = 8	Registered = 7
Bronze awards = 21	Bronze awards = 22
Silver awards = 9	Silver awards = 8
Gold awards = 6	Gold awards = 7 (2 reaccreditations and 1 new award)

In recognition of the importance of work in this area the newly restructured 4<sup>th</sup> tier has a team responsible for Engagement and Partnerships, working closely with parents to exemplify practice and shape future engagement events. The work of this team will evolve as we establish more collaborative working practices with partners.


**Primary Driver 4 - Pupil Participation in Strategic Decision Making**

The Education Support Officer for Pupil Engagement is working closely with Education Scotland to build a Young Leaders of Learning Programme which is sustainable and has been well received by 19 schools within ACC. Following early success this will be further developed next session and builds upon our on-going work to support the development of Rights Respecting Schools. Empowerment of children and young people will be a focus to ensure that they are actively involved in on-going self-evaluation activities leading to sustainable improvement.

Work to align the Young Leaders of Learning programme (YLL) into a model aligned to our Quality Improvement model is progressing well. Previous engagement with the YLL programme has shown the impact of pupil engagement and the need for this to be used to influence decision making at local level. Use of this approach aligns with our ambitions to become a Child Friendly City.

Over the year it has become clear that pupil participation needs to be quality assured more fully through the planned calendar of Quality Assurance. Engagement with children and young people will be central to new arrangements for August 2019 with

		<p>focus groups of children supporting the quality improvement visits.</p> <p>A Programme Manager is now in post to lead the partnership to achieve UNICEF Child Friendly City Status with oversight provided from the Community Planning Aberdeen.</p> <p><b>Evaluation of Progress</b> Progress in this area has been rapid with new structures, systems and ways of working agreed for the coming session. There is now a need to look closely at streamlining systems and reducing levels of bureaucracy. It will be important to continue to monitor progress over the coming months so that systems can be adapted if required. The recently published 'Towards an Empowered System' will be used to enable the service to plot progress as we develop more collaborative ways of working and share best practice across the city.</p>
Improvement Activity	2018-2019 Data	What did we do and what was the impact?

<p>Increase attainment, particularly in literacy and numeracy, to meet or exceed our virtual comparator performance by 2021</p>	 <p><b>Educational Psychology three priority areas for training this year are:</b></p> <ol style="list-style-type: none"> <li>1. <b>ELSA</b></li> <li>2. <b>Emotion Coaching</b></li> <li>3. <b>Ready Steady Two</b></li> </ol>	<p><b>Primary Driver 1 – Curriculum – Learning and Teaching and Learner Pathways</b></p> <p>In recognition that we required a more focussed professional learning offer the service commissioned Osiris to provide 2 high quality events focussed on developing pedagogy. The first event for school leaders was used as a catalyst for a second event for around 700 practitioners. Evaluations were exceptionally positive with attendees noting how they could practically put learning into practice. As a result of the positive evaluations the service has planned a series of similarly focussed professional learning events for session 19/20 and intend to look for evidence of direct impact during quality improvement visits. Colleagues welcome this focus on core business. This streamlined approach represents a significant change in how professional learning has been offered and will be carefully monitored and evaluated to ensure that it helps build capacity across the system. Work to develop guidance on the minimum expectations in terms of learning and teaching has begun and will be concluded by November 2019. The product of this work will be used to inform the evaluation of quality improvement visits and classroom observations.</p> <p>Positive engagement with The Scottish College for Educational Leadership (SCEL) is benefiting participants with a more regional offer currently being scoped. The Quality Improvement Manager – Leadership of Change is working towards being able to deliver training in system leadership which will provide a sustainable model of delivery.</p> <p>The Educational Psychology Service have developed a range of professional learning offers for schools, with bespoke training available for support staff in 2019/20 as well as on-going opportunities for whole school communities to look at how best to support mental health, wellbeing and resilience. Communities who have engaged with the Educational Psychology programmes are positive about the impact on their</p>
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## ELC Awards Brochure



Celebrating ELC Awards  
Better outcomes for children & families



### Quotes provided following the launch of the ELC Awards

- All Courses delivered were rated by participants with 1 being the worst and 5 being the best. Over 85% courses were rated 5 and 4.

## Teacher Leadership Development Opportunities 2018-2019

Routes to Leadership – up to 30, regularly in excess of 20 attendees
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MSc Middle Level Leadership – 10 with further 14 for 2019
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Masters in Education – 3
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MSc Leadership in Professional Context – 4
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Coaching Diploma – 13
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Into Headship – 4 with further 2 for 2019
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Teacher Leadership – 5 increase to 14 in 2019-2020
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In Headship – 4 with further 2 for 2019
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Excellence in Headship – 3 this year (15 in total over the years as they still have access to the learning opportunities.
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Evolving Systems Thinking – 1 Quality Improvement Manager
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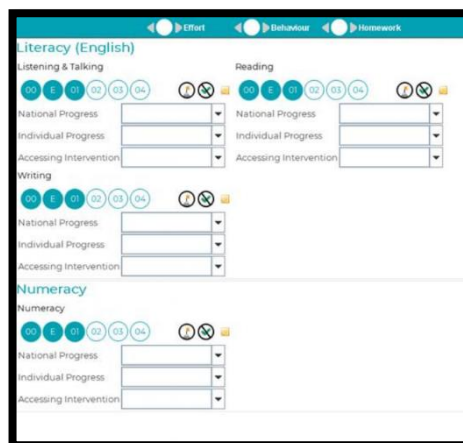
communities and we plan to continue to make these positive approaches available.

An alternative approach to professional learning was also introduced across the Early Years over session 18/19. Colleagues welcome more collaborative professional learning which balances theory and practice and this approach will be the core approach as we move forward.

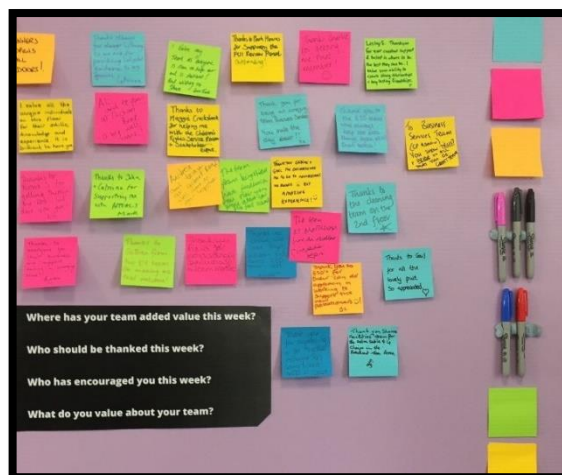
ELC Awards launch took place in June by the ELC Academy involving practitioners from Moray, Aberdeenshire and Aberdeen City. The first round of awards will be open from September for nomination. During the event, colleagues from each local authority were positive about the opportunity to engage with this. Following the restructure of the Early Years' Service, we now have all Locality Leads in post. Post holders will be a valuable tool to support improvement in early learning and childcare and will enjoy close working relationships with Quality Improvement Officers and Managers.

Coaching and mentoring sessions were offered by an Education Support Officer/ Teachers in partnership with GTCS. Coaching for middle leaders was offered through the University of Aberdeen and was well attended and feedback from participants has been positive. Further development of a coaching and mentoring approach to support practitioners working across the service has been developed in partnership with GTCS who will deliver 2 full improvement events for Senior Leaders and continue to support the development of a sustainable model moving forward. This work is being aligned with the coaching and mentoring approaches being developed by People and Organisation. The SEEMiS progress and achievement module has been tested in all secondary schools and some pilot primary schools. Feedback is mixed and officers will engage with

## SEEMIS Progress & Achievement Module Proposal



## Focused engagement activities with ACC Guiding Principles



colleagues early in session 19/20 to determine an agreed way forward.

A lack of clear and agreed approach in the use of QAMSOs has hindered their ability to effectively support schools to moderate a level. This vulnerability is being addressed currently by the Raising Attainment Quality Improvement Manager to ensure that this valuable resource is fully utilised.

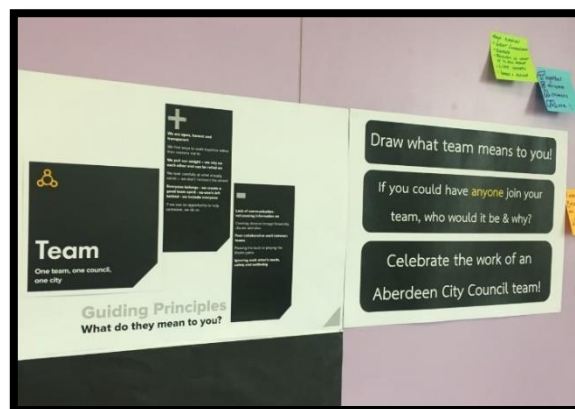
## Primary Driver 2 – Improve Leadership of Change

Over the year the Regional Improvement Collaborative has been given significant resource from Education Scotland. This resource has the potential to further improve local capacity and we will work in partnership with Education Scotland to access this resource to secure improvement in areas of vulnerability.

Time has been invested in establishing new ways of working between the central team and head teachers. More collaborative relationships are emerging which will support our move to a more empowered system. This work will continue into session 19/20.

Senior and Middle Leaders in schools are to be commended for their openness to new ways of working. There are many examples of how colleagues are more readily supporting other school communities and this is extending beyond head teachers now and provided an invaluable source of support. This will be further developed through our Quality Improvement approach for 19/20.

HTs are taking a more focused look at a variety of data, supported and challenged where appropriate to revisit this data and ensure triangulation of evidence.



### Example of Attendance Report



Monthly school reports are prepared by a data analyst so that vulnerabilities within individual schools or cohorts can be identified and addressed by central officers and school leaders.

CfE data analysis is taking place in line with standardised data analysis with Quality Improvement Officers having conversations with individual schools to ensure that the triangulation of information collected is well understood and necessary actions taken. Any discrepancies are discussed at Senior Manager meetings and directly discussed with HTs to ensure appropriate next steps are agreed and that the central team have a shared sense of any development needs in our schools.

The use of Power BI is beginning to be implemented in partnership with the Business Intelligence Unit. This valuable tool will ensure the most up to date information is held and accessible to support improvement. Plans are in place to ensure all head teachers have access to the tool in the first instance and this will be progressed early in session 19/20. Work is currently underway to identify benchmarks within the data analysis, which will ensure early intervention.

### Primary Driver 3 – Coordinating Services Supporting Literacy

Schools have been supported with the implementation of emergent literacy and Talk Boost through a partnership with the Northern Alliance and through support from a designated Education Support Officer.

Analysis of data clarified that different patterns of performance in literacy are evident across the city. Considerable work has been undertaken in collaboration with speech and language therapists and there is evidence of the impact of this work.

## Northern Alliance – 2018-2019 Report

### 18/19 End of Year Report Summary – Key Points:

*From the evaluations of teachers, schools senior managers, educational psychologists and allied health professionals (AHPs) in a survey in March 2019 (N=330), and Primary 1 classroom practitioners (N=240) during the Emerging Literacy Networks in April and May 2019, it would be reasonable to summarise:*

- Practitioners who reported longer engagement with the Emerging Literacy networks have greater self-reported knowledge, understanding and skills, and greater perceived benefits of networking on professional learning, in comparison to those who have not engaged as long.
- Practitioners have reported that the Emerging Literacy Networks have facilitated significant changes in their practice, based on research informed approaches to learning and teaching that lead to improved outcomes for children.
- The Emerging Literacy Networks have successfully supported classroom practitioners with differentiation of literacy, language and communication in their classroom – 93% of classroom practitioners agreed or strongly agreed with the statement.

*From the summary data of a sample of Primary 1 pupils across the Northern Alliance in June 2019 (Sample size: N=3,805 in English Phonological Awareness, N=79 in Gaelic Phonological Awareness and N=3,309 in Pre-Handwriting Skills), it would be reasonable to summarise:*

- Almost all children have developed secure early phonological awareness skills that contribute to success in reading and spelling, and pre-handwriting skills that lead to efficient handwriting instruction.
- Over three quarters of children in both English (77%) and Gaelic (76% NB low Gaelic sample size) have secure phonemic awareness skills, the skills that research suggests are most critical to children's manipulation of the phonic code to decode (read) and encode (spell).

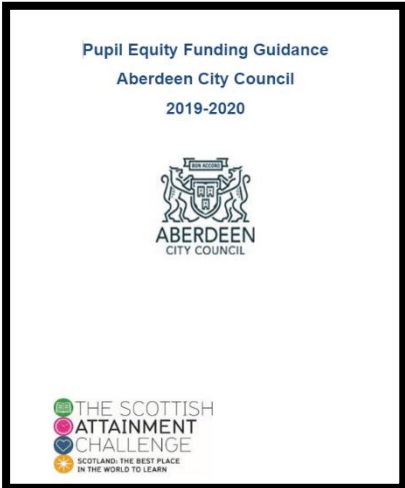
*From the summary data of a sample of Primary 1 pupils (N=130) across four schools, using the standardised Diagnostic Test of Word Reading Processes (DTWRP):*

- Focussing on phonological awareness skills for all children is worthwhile, that improving phonological awareness reduces the poverty-related attainment gap.
- For some children, filling developmental gaps requires more time and input than can be done in a single year of school.

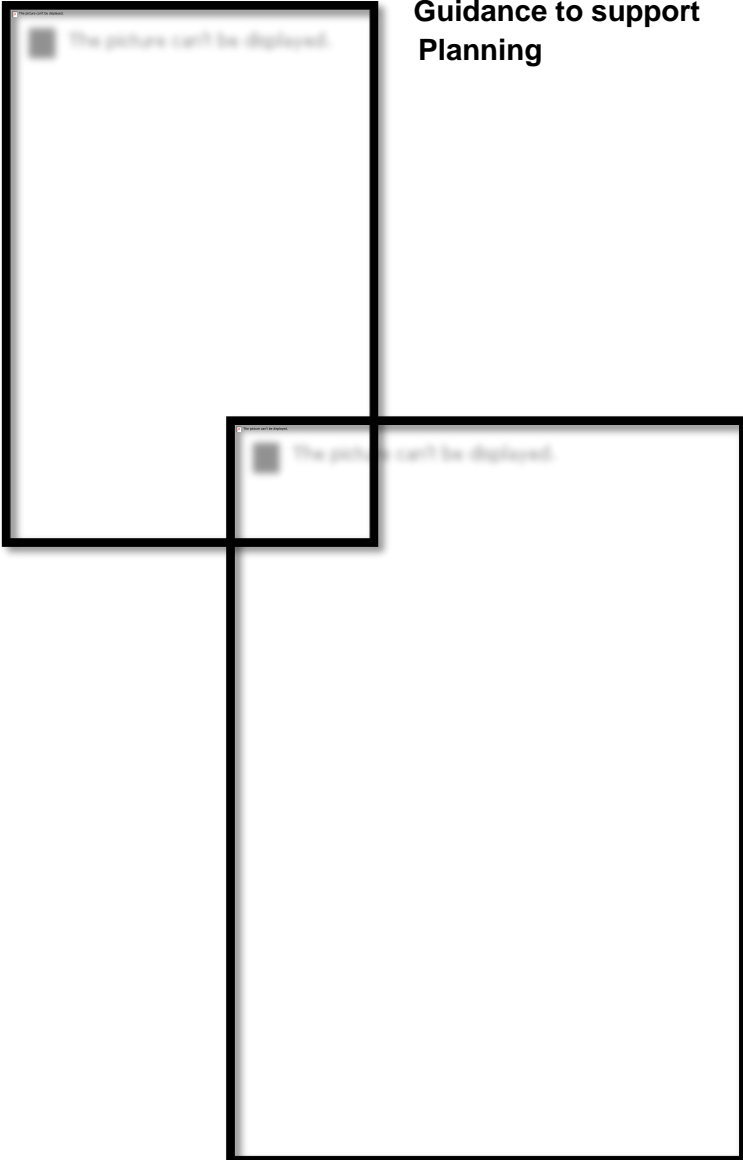
The impact of approaches to date will be reviewed to help build a more sustainable model of delivery and inform our next steps in developing literacy across all life stages.

### Evaluation of Progress

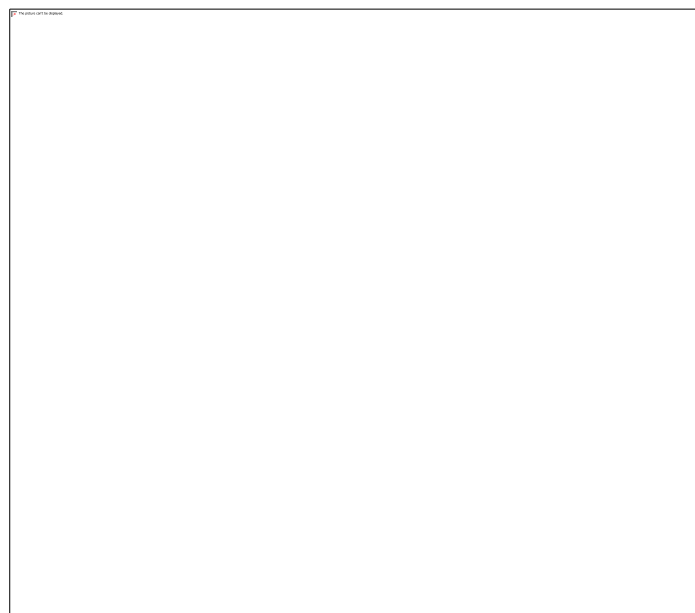
Considerable work has been undertaken in this area with new approaches to professional learning having been well received. The impact of improvement work will be evident through quality improvement visits over 19/20. Progress is underway to agree the standard through the re-design of our Learning, Teaching & Assessment Policy which is due to be finalised in the new session. The Service anticipates making increasing use of PowerBI to support improvement.

Improvement Activity	2018-2019 Evidence	What did we do and what was the impact?
<p>Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021</p> <p>Awaiting Insight data for 2019</p>	<p><b>Pupil Equity Funding Guidance</b></p>  <p><b>Number of Sessions offered</b></p> <p>2 Citywide Head Teacher meetings arranged to support schools and head teachers in planning and monitoring PEF spend and impact. The AA offered drop in sessions for all schools and feedback was that these were generally helpful.</p>	<p><b>Primary Driver 1 – PEF and SAC</b></p> <p>A revised 2019/20 Pupil Equity Fund (PEF) booklet was shared with all schools/PEF leads in March 2019. The guidance for 2019/20 contains more detailed information about third sector partners and the evidence-based interventions they could offer to schools. This was realised by asking partners to provide more specific information in a given format to ensure that claimed impact was clearly linked to evidence. The refreshed booklet includes cost/impact analysis of services offered to guide decision making and refine choices and has led to an increase in the number of services being accessed by the third sector.</p> <p>Over 2018-19, a range of events were organised to ensure effective use of PEF with clearly identified outcomes and measures. The Education Scotland Attainment Adviser (AA) offered training to all headteachers and assisted with identifying key national personnel to support this. The AA delivered bespoke sessions to school PEF leads. The quality improvement team monitored spend and impact through quality assurance term 1 and 3 visits. The majority of schools had robust plans based on the needs of identified pupils with clearly identified outcomes and measures. A greater proportion of schools had effective monitoring procedures to capture impact in place. This work will be further developed over session 19/20 through the establishment of a Closing the Gap Forum to share best practice and provide a level of peer challenge to proposed plans.</p> <p>An increasing number of schools are using PEF funding to work with the youth work and family learning teams to improve outcomes for young people in relation to health and</p>



	<p><b>Guidance to support Planning</b></p> 	<p>well-being, notably; improved confidence, resilience, self-management, school attendance and reduced exclusions. The Youth Work team provide both targeted interventions such as one-to-one support for pupils and whole-class activities, such as leadership programmes. The evidence base for these interventions is well documented.</p> <p>Improved outcomes and measures for PEF spend are tightening planning and enabling careful tracking. Many children and young people access more than one PEF intervention and this presents a challenge in determining which intervention (or mix of interventions) is having the greatest impact. The soon to be established Closing the Gap forum will be asked to give this issue further consideration over 2019/20.</p> <p>Considerable time has been spent ensuring that all PEF and SAC spend is compliant with financial regulations. This work has now concluded with systems established to understand when spending exceeds the thresholds requiring contractual arrangements to be in place.</p> <p><b>Primary Driver 2 – Cost to Parents and Carers</b> New Devolved School Management (DSM) guidance from Scottish Gov was published in June 2019. This has triggered a review of the existing scheme and has led to a new scheme currently being under development. This will include a costed poverty proofing approach and is anticipated to be presented to Committee for approval before the end of school session 2019/20.</p> <p>The Primary staffing formula has been reviewed to redistribute resources more equitably and ensure all schools are in a position to provide effective universal and targeted support. This will be monitored over session 2019/20 with a final formula featuring in the updated DSM guidance. Within</p>
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### Examples of School supporting families



the revised staffing formula, special arrangements have been made where revised allocations would adversely impact on the pupil population.

A helpful visual has been developed to guide thinking around the cost of the school day. Officers anticipate that this will be shared with school communities by the end of September and will helpfully pull all considerations into one helpful document for consideration by school communities to aid planning.

A number of schools have been creative in their work towards addressing the poverty agenda with breakfast clubs largely funded by local supermarkets and uniform swaps becoming more prevalent across the city. Schools are to be commended for their engagement with parents and carers to find approaches best thought to serve each local community best.

Sanitary products were sourced and delivered to all primary and secondary schools in the city and wider facilities/services as requested. All children and young people can now access products in their local school. During the implementation year 2018/19 there has been limited uptake of products by some pupils. In order to address this, CFINE have brought together a short-life working group to identify areas for improvement and hold awareness raising sessions and training for teachers to support de-stigmatisation of menstruation and increase knowledge of re-usable products.

'Hey Girls' education pack to be piloted in primary and secondary schools to identify impact and help decide whether to invest in the resource. ACC will investigate piloting access through a pharmacy for secondary schools.

### Support for Schools with Sanitary Products



30,040 sanitary products were delivered to schools



### Primary Driver 3 – Food Poverty

The Food and Fun programme was organised with partners in priority Localities. Work was undertaken with CFINE to utilise FareShare food in the Food and Fun Programme and include other organisations and businesses who wished to provide free or discounted food.

Community groups providing activities to children were invited to take children to schools where food was being prepared. Holiday programmes were offered for both Summer and October, the programme saw meals provided at: -

- Northfield Academy, Northfield
- Riverbank Primary, Tillydrone
- Tullos Primary, Torry

These have been supported by ACC Communities Team staff along with partner agencies Sport Aberdeen through their Active Schools Co-ordinators, coaches, volunteers and senior pupil leaders, Aberdeen Football Club Community Trust coaches and volunteers and ACC Youth Work and Family Learning workers.

Hot meals were also provided at Seaton Primary, supported by volunteers from Seaton Church with ACC catering staff cooking meals.

Packed lunches were provided to the Big Noise project in Torry and Transition Extreme project run together with Police Scotland. Snacks and drinks were provided to 10 sessions of the play sessions run through Aberdeen Play Forum. The Council provided grants to Middlefield Community Project and Woodside centre Association to provide meals.

Activities played a major part of the programme and a range of sports, team games, and arts & crafts were available daily. Additional activities were arranged by individual sites

### Achievement Awards

Hi 5 Awards	Dynamic Youth Awards	Bronze Youth Achievement Awards	Silver Youth Achievement Awards
86	40	31	11

### Bookbug Engagement Events



and included visits from Scottish Fire and Rescue, Police Scotland, Aberdeen Science Centre, sporting specialists including gymnastics, boxing, Taekwondo, Ibike sessions, and Hip-Hop dance. Children all had different favourite activities and in general all activities were very well received.

A significant number of awards were achieved by young people working with the Community Learning & Development Youth Team for the year 18 / 19 include:

- 86 Hi 5 Awards
- 40 Dynamic Youth Awards
- 31 Bronze Youth Achievement Awards
- 11 Silver Youth Achievement Awards

### Primary Driver 4- Coordination of Services across the Partnership

Successful recruitment and deployment of ELC Excellence and Equity Practitioners to led to an increase in direct support with children and families living in poverty in the early years. Work has been wide ranging and reflects the very different communities the Excellence and Equity Practitioners are supporting. Broadly work has included:

- Supporting language and literacy with key groups of children through the use of programmes such as Early talk Boost, Teddy Talk, etc.
- Supporting children and families with learning together at home by running PEEP groups;
- Supporting children and families with understanding the importance of outdoor learning by providing regular Wee Green Spaces sessions.;
- Supporting staff in meeting the needs of children with additional support needs and those who are Looked After;
- Role modelling how best to scaffold children's learning;

**Training Event – Revised Code of Practice**



- Working within communities during the holiday periods to ensure nursery children can participate in “food for fun”;
- Supporting children and families during transitions from other services;
- Working in partnership with libraries to provide Book Bug sessions for parents and children.

The Excellence and Equity Practitioners have benefited from high quality professional learning to support their work by most recently attending a 10 part creative skills programme with “Starcatchers” which focused on closing the poverty related attainment gap.

The impact of this group of staff on our youngest children cannot be underestimated and it is now important that we share what they have learned about closing the poverty related attainment gap more widely so that others can learn from this best practice. The Closing the Gap Forum and new Sharepoint Site will enable effective sharing.


**Primary Driver 5 – Quality Learning Pathways for Vulnerable Learners**

Young carers, support by Barnardos have developed the template for our Young Carer’s Plan. This will be trialed in 3 of our schools: St Machar Academy; Kittybrewster and Woodside primaries. We will continue to work with Barnardos to roll this out following a review of the findings of the trial.

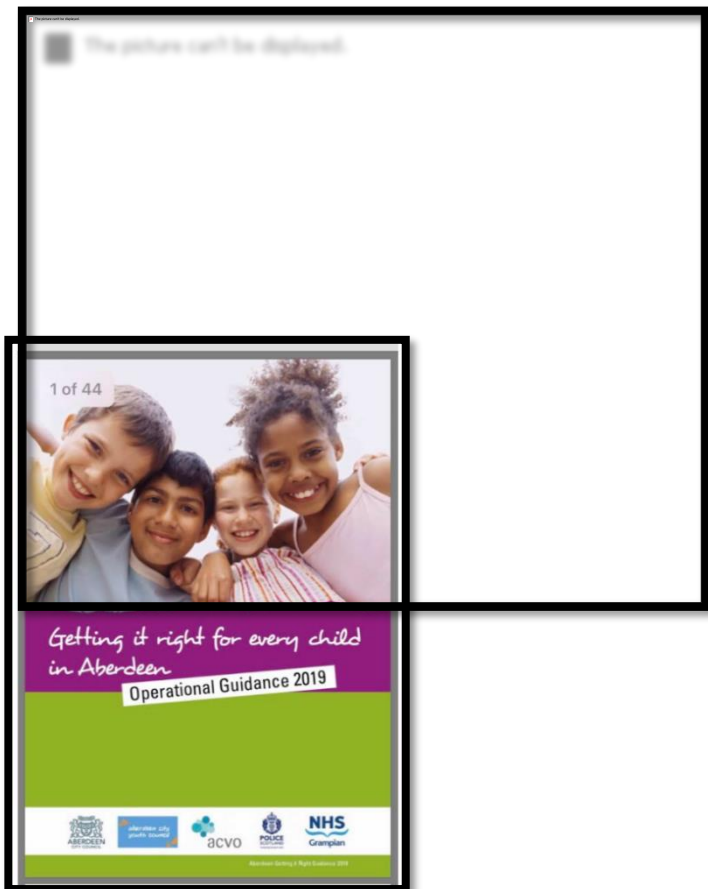
Professional learning on the revised Code of Practice on the ASL Act was successfully delivered to Head Teachers with attendees from all school invited. This will be revisited as quality improvement visits take place over 19/20.

Over the course of the year it has become evident that there is a need for a more widespread review of ASN

		<p>services to ensure that the resource available is targeted towards vulnerabilities in our current system.</p> <p><b>Evaluation of Impact</b></p> <p>Significant work has been undertaken to tighten processes and procedures around the use of resource and some schools are seeing a direct impact of this work on families where increasing knowledge of childhood development is becoming a greater focus. Interventions are increasingly being agreed and planned through a clearer evidence base. It is now important to share successes more fully to enable others to learn from valuable learning taking place across the city.</p>
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Improvement Activity	2018-2019 Evidence	What did we do and what was the impact?
<p>Improve the Health and Wellbeing of children and young people by meeting or exceeding virtual comparator data by 2021</p> <p>Awaiting Insight data for 2019</p>	<p>Mental Health</p> <ul style="list-style-type: none"> <li>• 119 recorded in SEEMIS indicate Mental Health as an ASN</li> <li>• 20 recorded in SEEMIS are Mental Health only</li> <li>• 32 of the requests for assistance to MAST since March specifically referred to: trauma, ACEs, distress and mental health.</li> </ul> <p><b>Screening Events</b></p>  <p>The banner features the word 'RESILIENCE' in large white letters on a red background with a brain illustration. Below it, it says 'THE BIOLOGY OF STRESS &amp; THE SCIENCE OF HOPE'. On the right side, there is a social media-style notification: 'SEP 10 Resilience screening by the 70/30 Campaign Aberdeen by The 70/30 Campaign Follow'.</p>	<p><b>Primary Driver 1 – Timely support for children and young people with mental health needs</b></p> <p>The recommendations from the Children &amp; Young People’s Mental Health Task Force and the Trauma Training Framework have influenced planning of the continuum of provision for Aberdeen City.</p> <p>A partnership event was held in April at the Beach Ballroom. Almost 200 colleagues from various agencies came together to hear about Trauma and Adverse Childhood Experiences from local and national experts in this field. Feedback from attendees was positive with highlights being identified as input on Trauma from Dr Brodie Paterson, CALM; the impact of exclusion from Karyn McCluskey, Community Justice Scotland; and the Caring Connected Communities Approach delivered by Gael Nowek, Education Scotland. The need for all education staff to be</p>

**AFC Communities Trust – Examples of Practice**



**GIRFEC Operational Guidance 2019**

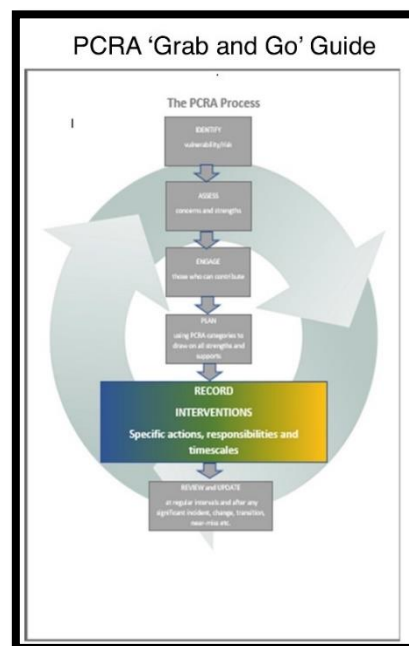
aware of Adverse Childhood Experiences was identified as a key requirement moving forward.

More than 250 staff working in education, children’s social work, health and the private sector have attended a screening of the Resilience Documentary which impacted on staff knowledge within this area. Screening of the documentary will continue to be made available to the education services and the wider partnership. A targeted Professional Learning offer has been developed to further develop staff understanding and will be shared with all probationers in August with a full programme available for all staff over session 19/20.

In recognition that some young people with mental health needs are unable to access mainstream schools without specialist support the service established the ASPIRE service. The service operates from the Wellbeing Hub which is located at Kingsgate. The needs of the majority of children and young people accessing Aspire are being



Guidance on Managing &



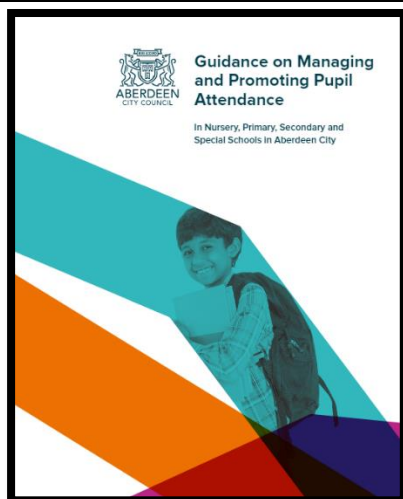
Promoting Pupil Attendance 2019

responded to through the use of relational approaches and almost all have experienced fewer episodes of high anxiety leading to distressing behaviours.

Having access to a dedicated space has enabled the team to work more effectively with children and young people whose mental health is a barrier to their engagement in mainstream and 62 children and young people have been supported over session 2018/2019.

Officers are working with local CAHMS services to develop multi-agency guidance for staff on how best to support those with mental health needs in order to develop our universal and targeted offer more fully. An Improvement Group of the Local Outcome Improvement Plan (LOIP) is leading work on more intensive interventions and the education service plays an active role.

In partnership with AFC Communities Trust; Sport Aberdeen; City Moves; The Foyer and Skills Development Scotland ASPIRE staff will deliver an alternative



**Aberdeen Local Outcome Improvement Plan Stretch Outcomes**



curriculum for a group of 15 S3 pupils during session 2019/20. AFCCT will lead the programme two days per week; and the service 3 days. The young people have not been engaged by mainstream school and the provision aims to improve attendance, reduce exclusions and improve entry in to positive destinations.

The school nurse service has provided support for emotional wellbeing and mental health to approximately 10% of the city's school population (2494 children and young people). The roll-out of CEL 13 is designed to increase capacity of this service and discussions are currently progressing on how to ensure that funding for School Counsellors does not replicate the support already available from the School Nursing Service.

Colleagues advise that they seek further clarification on supports available across Integrated Children and Family Services. This has triggered a review and alignment of provisions so that expertise can be pooled and the continuum of provision available from ICFS

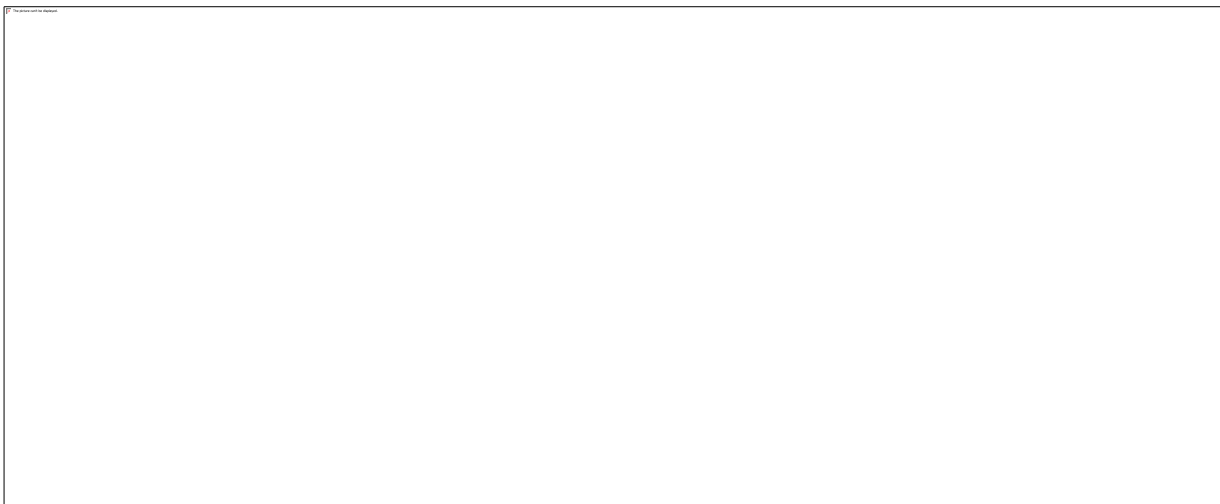
		<p>simplified. We anticipate that this work will have concluded by November 2019. It is thought that this will lead to a more aligned set of services and to shared commissioning arrangements with shared commissioning already been scoped across NHSG and Children's Social Work in order to make best use of available resource.</p> <p><b>Primary Driver 2 – The right support at the right time from the right people</b></p> <p>The partnership GIRFEC group continues to review the impact of GIRFEC arrangements with revisions made to the Operational Guidance as required. More robust partnership Quality Assurance mechanisms are now being developed to ensure that both qualitative and quantitative data is used to inform the work of the partnership group. This will be supported by the education service quality assurance arrangements against Quality Indicator 3.1.</p> <p>A review of the data available has evidenced that around 80%</p>
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		<p>of children and young people with recorded mental health needs also have another condition or need. This guides us to carefully consider the continuum of provision we provide to ensure that criteria do not limit access to timely support. This learning will be used to support a wider review of how effectively our ASN services help meet the needs of learners today and will be continued into session 2019/2020.</p> <p>The Pupil Centred Risk Assessment process has been simplified, with feedback currently informing the final revised edition.</p> <p>A Multi-Agency Screening Team (MAST) now operates to ensure that all skills sets are utilised when determining appropriate interventions and providing feedback to Named Persons who seek support for a young person with mental health needs. It is thought that bringing provisions and services together across Integrated Children and Family Services will further maximise this collaboration.</p>
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		<p>The education service continues to positively participate in the Child Protection Programme with training updated again for the start of the new schools session. Considerable time was invested in preparation for the Integrated Inspection, the results of which will be published soon.</p> <p>The Virtual School Head Teacher has provided updated guidance around the need for a Coordinated Support Plan (CSP) to be considered for all children who are care experienced. This has seen an increase in requests to begin the CSP process suggesting it has been effective. The Virtual School has also led the revision of attendance procedures which have been issued in draft form and will be formally launched in the new session.</p> <p>Work on transitions has been taken forward through the Attainment and Transitions to Adulthood Improvement Group. In partnership with Police Scotland, Primary and Secondary Colleagues, NHS, Digital Technologies ESO and Partnerships team leader,</p>
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		<p>multi-agency transition guidance is in the process of being developed to ensure collective support and positive transition experiences for all children ensuring consistency across ACC.</p> <p><b>Evaluation of Impact</b></p> <p>Work has been undertaken to address the understanding of resilience and this will continue throughout session 19-20. The current EP Service is in the process of redesign and delivery to support developments further in this area. Significant planning and review of support systems and structures for individuals is underway in partnership across ICFS. As part of an empowered system, each project group will develop the NIF priority action plans moving forward.</p>
Improvement Activity	2018-2019 Evidence	What did we do and what was the impact?

<p>Increase the number of school leaver positive destinations for all young people by meeting or exceeding virtual comparator by 2021</p> <p>Awaiting Insight data for 2019</p>	<div data-bbox="416 197 869 699" data-label="Image"> </div> <p data-bbox="416 740 808 767">Example of School DYW Support</p> <div data-bbox="439 815 891 1369" data-label="Image"> </div>	<p><b>Primary Drivers 1&amp;3 Developing the Young Workforce Strategy and an Effective and Inclusive Senior Phase</b></p> <p>In 2018/19 all secondary schools have audited their senior phase curricula structures and engaged in a SWOT analysis to determine what works well and what could be improved. Head Teachers evaluated the capability of these structures to deliver a broad and flexible learner pathway for all young people to better understand the current gaps in provision. The consensus was that within the current curricula structures schools have the capability to further develop a broader range of learner pathways within the Scottish Credit and Qualifications Framework (SCQF).</p> <p>Colleagues have engaged with the national expertise from SCQF to better understand the range of type of courses available and have concluded that stronger partnerships across the city are required to further broaden opportunities. This</p>
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**Developing the Young Workforce in Aberdeen & Aberdeenshire**



clear consensus is helpful as we move forward and colleagues.

As a result of this early analysis considerable work has been undertaken to strengthen partnerships with a working group comprising representatives from North East Scotland College (NESCOL), Aberdeen University, Skills Development Scotland, Robert Gordons University and DYWNE to extend the range of learner pathways available and therefore doing more for those young people who get the least out of the current system. This work is on-going and likely to lead to a more city-wide offer of suitable learning pathways being developed.

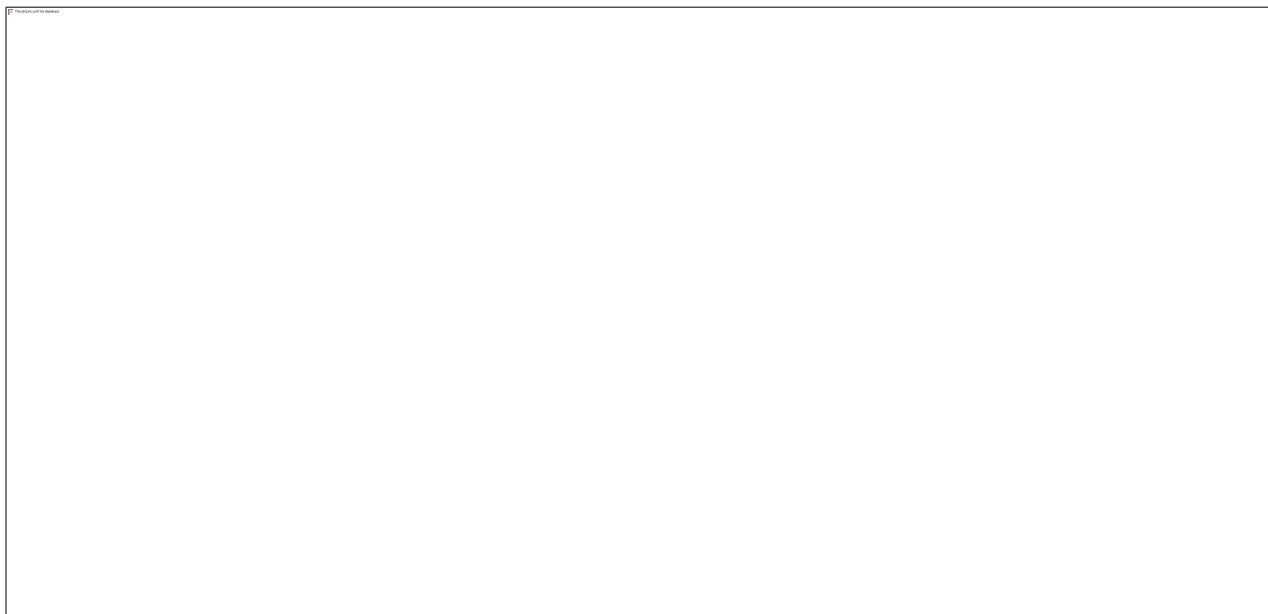
Regular Partnership meetings with school staff and Skills Development Scotland (SDS) has enabled more effective support for schools to support young people with future pathway planning and access to the SDS service. This has resulted in a slight increase of



Engagement Partnerships Issued since 1<sup>st</sup> April 2019

50

**Developing the Young Workforce in Aberdeen & Aberdeenshire**



the Positive Destinations data compared with 2018/19.

SDS and No Wrong Path (formerly Opportunities for All) personnel delivered a Professional Learning session to Head Teachers. Head Teachers welcomed the input and many are now engaging with more confidence to support individuals

In 2018/19 several co-creation planning meetings took place with NESCOL involving secondary Head Teachers, SDS staff and Quality Improvement Manager (Employability and Positive Destinations). This has resulted in a clear implementation plan for session 2020/21, to review and improve;

- Progression for young people with additional support needs
- The number of Foundation Apprenticeships at Level 5

**Example of Primary School Engagement**



**SDS Data Capture**



- The range of SCQF level 4/5 courses
- Delivery models (hub/consortia/locality)
- Addressing the gap in technology-based subjects and digital learning
- The provision of Level 7 qualifications
- S2/3 taster sessions pre summer to
- Provision for winter and summer leavers at risk of no positive destination

The group anticipate that greater variety will be available to young people from session 2020/2021 with some small changes anticipated when we receive the Insight data later in the year.

By working in partnership with Developing Young Work Force North East (DYWNE), seventeen influencing (previously Flagship) business partnerships have



### Build Your Future – Schools Challenge



been established across the 11 Secondary schools with every Secondary School having at least one. Three collaborative partnerships have been established since 1<sup>st</sup> April 2019, two within Secondary and the first ever one within a Primary school. The young people involved get an understanding and real experience of a range of skills and experiences with an employer. Contextualising their learning and making it real within the curriculum and opening their eyes to a wider range of opportunities and career paths. This work will continue into session 2019/2020.

In 2018/19 there has been Increased involvement with primary schools which has included the Quarryhill Primary School Job Fair, planning and supporting Heathryburn Primary School Community Skills Day and the Glashieburn Primary 'Spotlight' week. Giving these pupils the opportunity to learn about the world of work and the job possibilities and the skills needed to take

### Career Ready Programme



### Local Outcome Improvement Plan – Stretch Outcome



advantage of these opportunities.

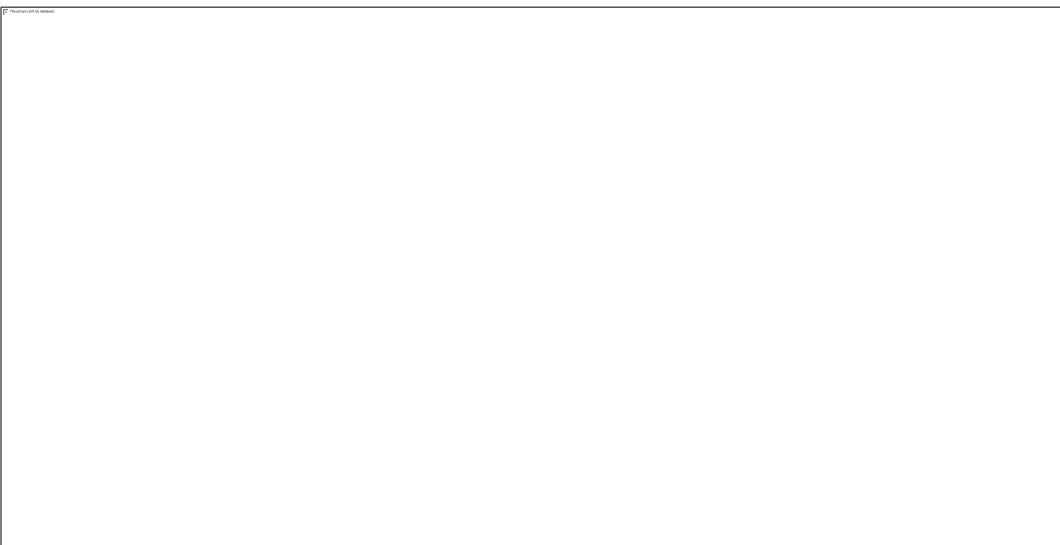
A new initiative involving Grampian Construction Training Group, Mearns & Gill collaboration has worked to offer the first joined up approach with schools to engage with the construction industry to highlight the exciting and varied careers within the industry. The 'Build Your Future Schools Challenge' is available for every school in the city to submit a team of S2 pupils. The aim is to educate young people, teachers and parents about the breadth of careers available within the construction industry.

Bridge of Don Academy & feeder primary schools have established a working group to design a 'skills programme' that can be linked to the curriculum with continuity through both primary and secondary education. This will form the basis of work to consult on a citywide skills programme in 2019/20 so

### Biggest parent Evening Event



### Developing the Young Workforce in Aberdeen & Aberdeenshire



that all schools are working towards a skills development programme within an agreed Aberdeen City Skills framework.

In 2018/19 DYWNE delivered an 'Employer Event' in partnership with SDS, NESCoI, ACC, Aberdeenshire Council, Prospects Events, Foundation Apprenticeships, University of Aberdeen with 60 employers attending. The aim was to encourage new employers to engage with Developing The Young Workforce agenda and provide a better understanding of the work-based programmes available in schools and the variety of learner pathways such as Foundation and Graduate apprenticeships that are being delivered as a partnership with schools, college and business employers.

All secondary schools have committed to calendared termly meetings to share and promote DYW best practice from across the city schools. School Lead DYW teachers and DYW staff will collaborate and co-design approaches to extend DYW activities in schools and make use of learning from school improvement plans.

All secondary schools now have a clearly defined section in the School Improvement Plan focussed on the National Improvement Framework Priority – Employability and Positive Destinations. This monitoring process will ensure all pupils are benefitting from developing the skills and experiences offered through the DYW programme.

In 2018/19 as part of the QA process all secondary schools identified their current pupil support structures and highlighted where they had reviewed remits to align the DYW agenda. Some schools are currently reviewing their Pupil

### Activity Agreements



	<p><b>Young Leaders of Learning</b></p> <p><a href="https://kingswells.aberdeen.sch.uk/young-leaders-of-learning/">https://kingswells.aberdeen.sch.uk/young-leaders-of-learning/</a></p>	<p>Support structures and defining roles and responsibilities for the developing DYW agenda. The new Quality Improvement framework will continue to focus on the implementation of the DYW agenda to ensure this agenda is delivered to all pupils in our schools. Children and Young People have worked with Education Scotland to develop skills in identifying next steps in improvement and will be supported to continue this in session 2019-2020.</p> <p>NoWrongPath (formerly Opportunities for All) continue to work with schools to provide activity agreements for identified young people. Further work is required to ensure that no young person entitled to an activity agreement misses out.</p> <p>Wood Foundation Youth Philanthropy programmes are well established in five secondary schools and provide opportunities for the students within our schools to know more about their local</p>
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		<p>communities and to support and to help find solutions for local social issues.</p> <p>A rolling programme of schools being engaged into the Career Ready programme is ongoing with two new secondary schools engaging with the programme in session 2019/20 (Bucksburn Academy and Dyce Academy). Aberdeen City Council to provide 20 internships in session 2019/20. This provides young people with a work experience placement to support work-based learning and skills development.</p> <p><b>Primary Driver 2 – Improve the Quality of Transitions</b> The service appreciated on-going professional learning opportunities with the Scottish Government Insight Advisor to develop an understanding of school leaver data and to help provide an audit tool to review the senior phase provision. A further</p>
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		<p>engagement event with secondary Head Teachers is being planned for December 2019 to share the tool and develop understanding of how school data informs future planning for further and higher education institutions and influences employability.</p> <p>The service continues to support delivery of the LOIP with work on-going to test new ways of informing parents of alternative learning pathways which are open to young people and their progressions into higher education and the world of work.</p> <p>The “Biggest Parents Evening” event which offered parents an opportunity to find out about the 3 types of Scottish Apprenticeships, was fully subscribed with over 65 parents and pupils attending. The feedback given was extremely positive and a 2nd event, is planned for either end of 2019 or early 2020, where we can support young people with course choices, develop parental understanding and engage</p>
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		<p>with young people no longer in education.</p> <p>The review of the secondary schools PSE curriculum is to be initiated in session 2019/20 and will provide further opportunities to embed the Career Education Standards within the school curriculum. SDS are providing a programme of professional learning sessions on the My World of Work (MyWOW) resources for primary and secondary sectors with around one third of primary schools keen to engage with the approach for upper stages primary pupils.</p> <p>There has been a significant increase in uptake of Foundation apprenticeships with approximately 100 students, a four-fold increase from session 2018/19. All secondary schools have students participating in the Foundation Apprenticeship pathway. Ongoing partnership work with SDS, NESCOL and Aberdeen City Council will develop further strategies to provide easier access to Foundation and</p>
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		<p>Modern apprenticeships particularly for the most disadvantaged young people and to provide choices that are right for them as an alternative to the traditional academic routes. As a service we look forward to welcoming 10 Modern Apprentices into a career in Early Learning and Childcare.</p> <p>This will be measured with an increase in positive destinations out with the traditional academic routes and the service will have a better sense of progress when Insight data becomes available later in the year.</p> <p><b>Evaluation of Impact</b></p> <p>Schools are reviewing how they evidence and record individuals skills and work has started with Primary and Secondary Schools to investigate the use of consistent approaches through My World of Work and SDS resources. Pupil participation groups continue to develop and in partnership with Education Scotland a large number of Primary and</p>
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		<p>Secondary Schools are engaging with the Young Leaders of Learning Programme in support of School Improvement. This has shown a positive step forward in pupils working with key partners in real life contexts.</p>
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