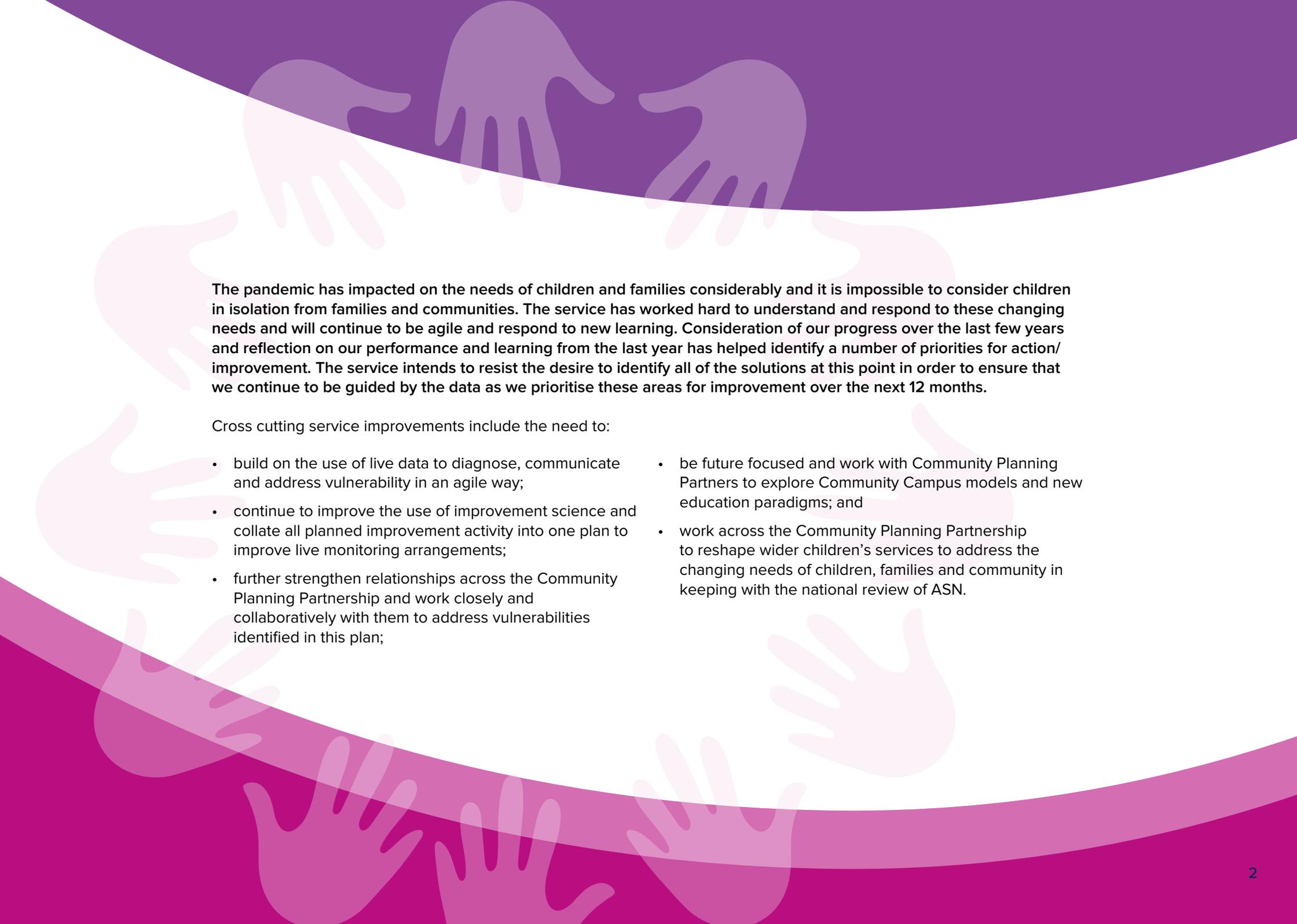




# National Improvement Framework Plan

**2021-2022**

*Proudly Working Together as One Team to Keep Children, Young People, Families and Communities Safe, Healthy and Thriving*



The pandemic has impacted on the needs of children and families considerably and it is impossible to consider children in isolation from families and communities. The service has worked hard to understand and respond to these changing needs and will continue to be agile and respond to new learning. Consideration of our progress over the last few years and reflection on our performance and learning from the last year has helped identify a number of priorities for action/improvement. The service intends to resist the desire to identify all of the solutions at this point in order to ensure that we continue to be guided by the data as we prioritise these areas for improvement over the next 12 months.

Cross cutting service improvements include the need to:

- build on the use of live data to diagnose, communicate and address vulnerability in an agile way;
- continue to improve the use of improvement science and collate all planned improvement activity into one plan to improve live monitoring arrangements;
- further strengthen relationships across the Community Planning Partnership and work closely and collaboratively with them to address vulnerabilities identified in this plan;
- be future focused and work with Community Planning Partners to explore Community Campus models and new education paradigms; and
- work across the Community Planning Partnership to reshape wider children's services to address the changing needs of children, families and community in keeping with the national review of ASN.

**Staff from across the Education Service have come together to agree key priorities for improvement session 2021/22. School Improvement Plans have informed and will be informed by our agreed priorities contained within this National Improvement Framework Plan.**

Each Action Plan is driven and coordinated by Improvement Groups comprising school and central staff. Progress will be monitored on a monthly basis by both the central leadership team and head teachers to enable us to hold each other to account. A comprehensive suite of trend data will provide the service with real time data to support improved progress reporting to Committee.

#### ▶ Raising attainment and achievement high level themes

- Improve connectivity to enable the exploration of new educational paradigms;
- Continue to address on-line safety;
- Further develop collaboration for improvement both at school senior leader level and below;
- Review the curriculum in light of the pandemic;
- Improve tracking and monitoring arrangements; and
- Improve the effectiveness of ASN services and accessibility in accordance with Supporting Learners, Accessibility Plan and Children’s Rights.

#### ▶ Closing the Attainment Gap high level themes

- Fully implement 1140 hours of ELC from August 2021 including the roll out of PEEP;
- Improve attainment in literacy and address any gaps in core literacy skills;
- Improve attainment in numeracy and address any gaps in core numeracy skills;
- Work with internal and external partners on the development of a systemic approach to addressing food insecurity and poverty including the introduction of no costs to the school day; and
- Maximise the impact of Partnership Forums.

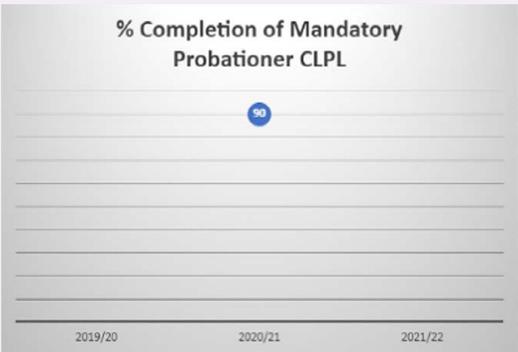
#### ▶ Improving health and wellbeing high level themes

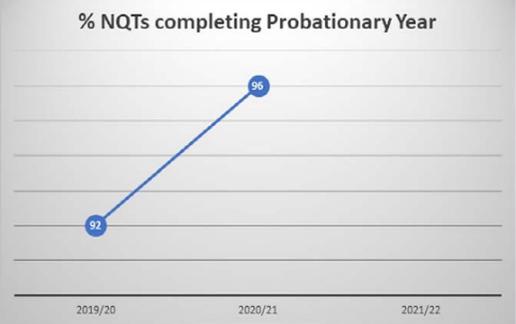
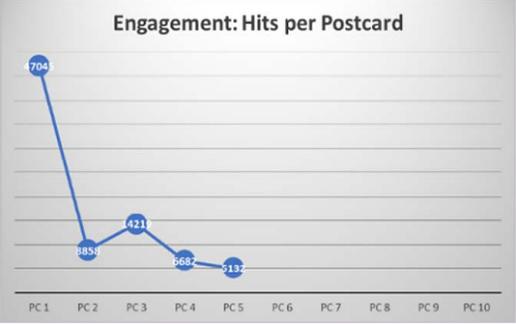
- Empower schools to consider Children’s Rights in all areas of work;
- Further develop learner agency and pupil participation;
- Empower parents and carers through implementation of the Parental Involvement and Engagement Plan;
- Improve the physical wellbeing of children and young people;
- Improve the mental and emotional wellbeing of children, young people and families;
- Reduce risk taking behaviour and poor self-regulation associated with experiences over the last 12 months; and
- Further monitor and support the positive wellbeing of staff.

#### ▶ Employability & Positive Destinations high level themes

- Identify which hard to fill subject areas could be supported by a remote delivery or alternative delivery solution;
- Formalise a skills progression which takes account of growth areas;
- Improve tracking arrangements to inform the choices of young people and curricular offer;
- Work with partners to continue to re-set the senior phase offering in light of growth areas; and
- Improve visibility of growth areas and available learning pathways.



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources									
	<p>Increase % of school communities registered to use the Safer School App to 100%</p> <p>Increase % of learners who report feeling safe on-line from 92% to 95% by June 2022</p> <p>Increase % of learners who report other pupils are kind on-line from 88.2% to 92% by June 2022</p>  <table border="1"> <caption>% Learners Reporting Safety and Kindness Online</caption> <thead> <tr> <th>Year</th> <th>Safety (%)</th> <th>Kindness (%)</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>92.2</td> <td>87.6</td> </tr> <tr> <td>2021</td> <td>92.4</td> <td>88.1</td> </tr> </tbody> </table>	Year	Safety (%)	Kindness (%)	2020	92.2	87.6	2021	92.4	88.1	<p>Raising Attainment through on-going monitoring</p>	<ul style="list-style-type: none"> <li>Continue to review and implement guidance in relation to digital/online safer and fully roll out the Safer School App</li> </ul>	<p>Raising Attainment and school staff</p>
Year	Safety (%)	Kindness (%)											
2020	92.2	87.6											
2021	92.4	88.1											
<b>Teacher Professionalism</b>													
<p><b>Enhanced opportunities to engage in high quality professional learning with a focus on pedagogy</b></p>	<p>90% of all evaluations indicate that professional learning has positively impacted practice in both synchronous and asynchronous e.g. World Education Summit professional learning.</p> <p>- New measure</p> <p>Increase live attendance at all mandatory probationer training from 90% over session 2020/21 to 95% in 2021/22</p>  <table border="1"> <caption>% Completion of Mandatory Probationer CLPL</caption> <thead> <tr> <th>Session</th> <th>Completion (%)</th> </tr> </thead> <tbody> <tr> <td>2020/21</td> <td>90</td> </tr> </tbody> </table>	Session	Completion (%)	2020/21	90	<p>Building Capacity/ Early Years on-going data collection</p> <p>Building Capacity in June 2022</p>	<ul style="list-style-type: none"> <li>All teachers and practitioners, including probationers, mentors and senior leaders within ACC continue to have access to a high-quality professional learning calendar aligned to the ACC Learning, Teaching and Assessment Standard to support their development in learning, teaching &amp; assessment</li> <li>Probationers continue to access a quality mandatory training programme</li> </ul>	<p>Building Capacity/ Locality Lead Officer and Office 365 tools</p>					
Session	Completion (%)												
2020/21	90												

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
	<p>Increase % completion of Probationary Year programme from 92% to 96% by 2022</p>  <p>Increase the number of Digital Postcards linked to the ACC Learning, Teaching and Assessment standard from 5 in April 2021 to 60 in April 2022</p> <p>Maintain high levels of on-line engagement with digital postcards at 1000 impressions per postcards over time</p> 	<p>Building Capacity in June 2022</p> <p>Raising Attainment on-going</p> <p>Charlie Love and Jacqui Yule on-going</p>	<ul style="list-style-type: none"> <li>Good practice based on key themes is identified, captured and used as a CLPL opportunity including through the use of Digital Postcards being linked to the Learning, Teaching and Assessment Standard - ongoing</li> </ul>	<p>Office 365 tools and school staff</p>



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources																									
<b>Parental Engagement</b>																													
<p><b>Increased participation and confidence of parents and carers in supporting their child/ren</b></p>	<p>Parent surveys demonstrate increased confidence in supporting their child with literacy, numeracy, health and wellbeing and the use of digital tools – New measure</p> <p>Maintain good or better evaluations at Family Support /digital literacy Sessions at 85% or higher</p> <div data-bbox="344 451 853 756"> <table border="1"> <caption>Stronger Families Measures (%)</caption> <thead> <tr> <th>Measure</th> <th>Baseline</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Evaluations (%)</td> <td>50</td> <td>55</td> <td>55</td> <td>55</td> </tr> <tr> <td>Improved Knowledge</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> </tr> <tr> <td>Application of Knowledge</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> </tr> <tr> <td>Practical Suggestions</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> </tr> </tbody> </table> </div> <p>10% Increase the number of visits to the Parent Support Hub from 6644 in April 2021 to 7308 in 2022 Baseline 2020/2021 - (from June 2020 to April 2021)</p> <ul style="list-style-type: none"> <li>• 6644 Visits</li> <li>• 4658 Unique users</li> <li>• 11,140 Page Views</li> </ul>	Measure	Baseline	2022	2023	2024	Evaluations (%)	50	55	55	55	Improved Knowledge	95	95	95	95	Application of Knowledge	90	90	90	90	Practical Suggestions	85	85	85	85	<p>Partnership &amp; Engagement thrice yearly through pulse survey of parents and carers</p> <p>Partnership &amp; Engagement through quantitative and qualitative evaluations</p> <p>Partnership &amp; Engagement through on-going monitoring</p>	<ul style="list-style-type: none"> <li>• Delivery of targeted sessions for parents and carers to increase the confidence, engagement and participation of parents in school activity and literacy, numeracy and health and wellbeing by June 2022</li> <li>• LOIP Project delivery of PNS Wellbeing Toolkit sessions for Parents</li> <li>• Delivery of a programme of digital safety for parents and carers by June 2022</li> <li>• Refresh of the Parent Hub to ensure all parents are provided with accessible information to support learning and to understand the progress and achievements of their children – ongoing</li> <li>• Partnership approach to support the development of digital literacy in adults by May 2021</li> </ul>	<p>Partnership &amp; Engagement / partners</p> <p>Multi-agency partner</p> <p>Safer school App</p> <p>Partnership &amp; Engagement / Building Capacity</p> <p>TBD</p>
Measure	Baseline	2022	2023	2024																									
Evaluations (%)	50	55	55	55																									
Improved Knowledge	95	95	95	95																									
Application of Knowledge	90	90	90	90																									
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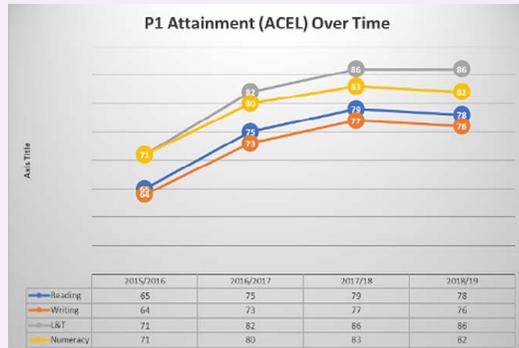
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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**Assessment of Children's Progress**

**Increased attainment and achievement**

100% of schools consistently track and monitor learning progress of all learners – New measure (Nov, Feb, May)

P1 attainment in June 2022 to be as good or better than that of June 2019



Increase in % of learners who report that they are supported to thrive and develop to their full potential from 83.9% in 2020 to 90% in June 2022.



Raising Attainment thrice yearly

- Develop and implement refreshed thrice yearly tracking and monitoring arrangements through SEEMiS P and A and Power BI to ensure consistency of approach and opportunities to further develop moderation practices – Nov 2021
- Utilise monthly tracking of vulnerable groups to support improvement (Care experienced, ASN and Disabled as a minimum)
- LOIP project focused on improving literacy and numeracy at SCQF level 3
- Delivery of Early Years professional learning on Observation, Assessment and Planning.
- LOIP project on improving oral language

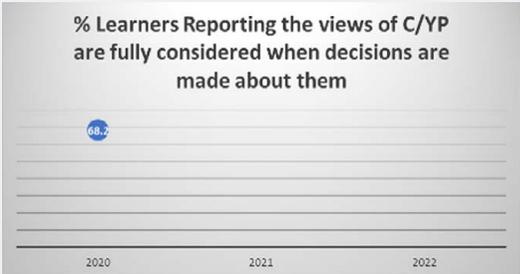
Shona Milne and Allison Horne

Central

HT reps, central officers and partner

Early Years Locality Leads



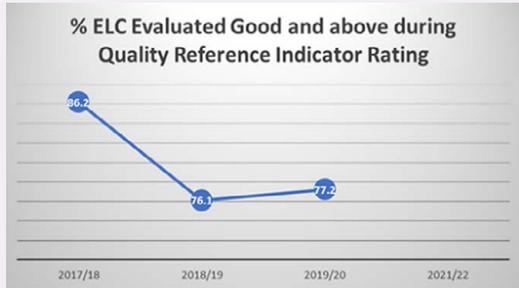
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
	<p>Increase in the % of children and young people who feel that children and young people with disabilities are treated with respect and have the same opportunities available to them from 66.9% in 2020 to 80% in June 2022</p> 		<ul style="list-style-type: none"> <li>Further development of the role of QUAMSOs (Quality Assurance and Moderation Support Officer) to support moderation practice across the BGE (Broad General Education)</li> <li>Further development of subject networks to support moderation and practice across the BGE</li> </ul>	<p>Raising Attainment</p> <p>Secondary staff</p>
<b>School Improvement</b>				
<p><b>An agile education service that takes account of the Child Friendly City/Children's Rights and meets the needs of individual learners and their families</b></p> <p><b>Increased collaboration outwith planned trio activity</b></p>	<p>95% of request for assistance requests are met within 40 days - New measure</p> <p>Increase in the % of learners who feel that the views of children and young people are fully considered when decisions are made about them from 68.2% in 2020 to 75% in June 2022</p>  <p>Increase staff satisfaction with speed of Request for Assistance process from 4.8 out of 6 in 2021 to 5 out of 6 in 2022</p> 	<p>Supporting Learners on-going</p> <p>Partnership &amp; Engagement</p> <p>Supporting Learners</p>	<ul style="list-style-type: none"> <li>Implement refreshed management structure across ASN services – May 2022</li> <li>Implement improved use of data across ASN services – Sept 2021</li> <li>Improve the effectiveness of ASN services and accessibility in accordance with Supporting Learners, Accessibility Plan and Children's Rights – June 2021</li> <li>Review the curriculum taking into account the impact of the pandemic and consider digital delivery where appropriate</li> <li>3 secondary schools to participate in the Wood Excellerate Programme</li> </ul>	<p>Officer</p> <p>Staff, Office 365 and Data and Insights</p> <p>HT ASN Outreach Services</p> <p>Secondary HTs and central officers</p> <p>3 secondary schools</p>



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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**Performance Information**

90% of evaluations of quality reference indicators rated as Good or above from inspections of local authority and partner provider Early Learning and Childcare centres by the Care Inspectorate

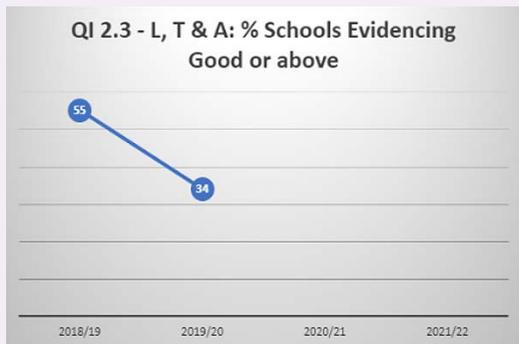


Early years on-going

**Improved Learning and Teaching in all schools/settings**

50% of schools can evidence QI 2.3 in relation to Learning, Teaching & Assessment at Good or above through Self-evaluation activity

- 2018/2019 - 55%
- 2019/2020 - 36%
- 2020/2021 - 36%
- 2021/2022 - 45%



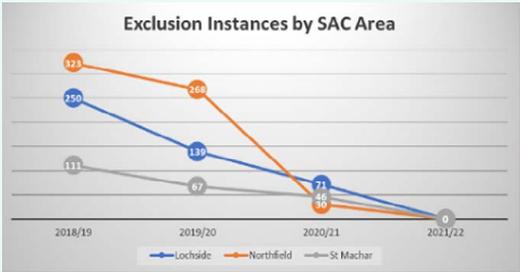
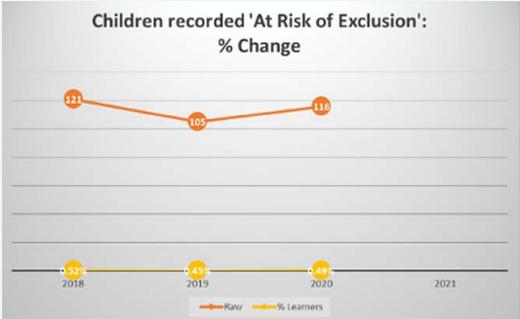
QIMs/QIOs on-going

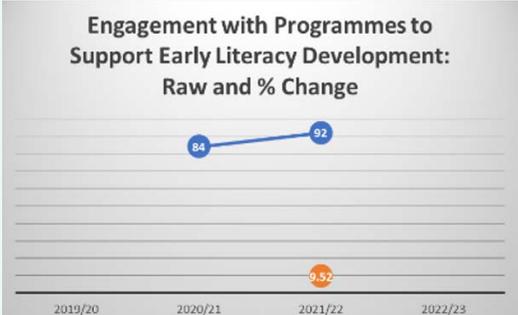
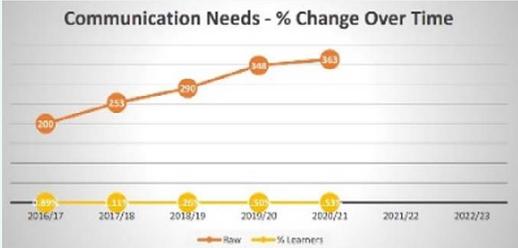
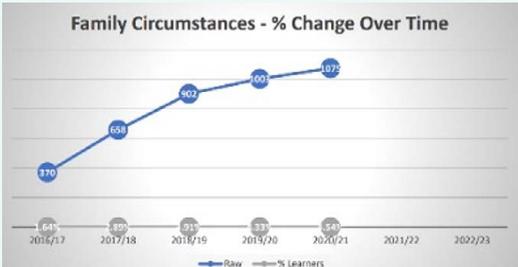
- Plan QI2.3 trio activity to gather evidence of evaluation and improvement in learning, teaching and assessment

Quality improvement Managers



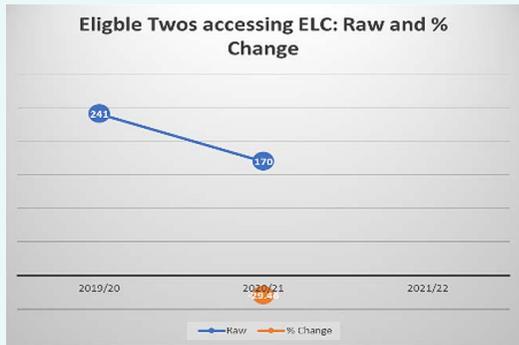
## Closing the Gap Action Plan

Closing the attainment gap between the most and least disadvantaged children and young people				
Improvement Outcomes <i>What do we hope to achieve?</i>	Measures of Success <i>How will we know this has been achieved? What evidence will we have?</i>	Data <i>Who is responsible for gathering data and at what points?</i>	Actions Required <i>What do we need to do and by when?</i>	Resources <i>Who and what is required? (including cost/fund)</i>
<b>School Leadership</b>				
<p><b>Improved partnership working, sharing of practice and learning from and with one another</b></p> <p><b>Equitable opportunities for all learners</b></p>	<p>Number of schools who report impactful partnership collaborations outwith PEF and SAC interventions - New measure</p> <p>40% reduction in levels of exclusion in the three priority areas compared with 19/20 levels</p>  <p>15% Reduction in the number of children identified as being at risk of exclusion on SEEMiS from 116 to 100.</p> 	<p>Closing the Gap</p> <p>QIOs on a weekly basis</p> <p>QIOs on a weekly basis</p>	<ul style="list-style-type: none"> <li>Further develop collaboration for improvement at all levels with a focus on areas of deprivation and sustainability by June 2022</li> <li>Develop minimum guidelines to support school leaders to ensure costs or lack of equipment do not prohibit access to the curriculum or the participation of children and young people in the life of the school or extra-curricular activities with a particular focus on those who are disabled or care experienced</li> <li>Maintain close monitoring of live exclusion data on a weekly basis</li> <li>Fully implement 1140 hours of ELC from August 2021</li> <li>Establish the Links Hub and Duthie Park ELC provision as a targeted intervention for families in need of support</li> <li>Successful implementation of the agreed ACC Employability Delivery Plans</li> </ul>	<p><a href="#">CPAG Toolkit</a></p> <p>Pupil Equity Fund or SAC</p> <p>Equity &amp; Excellence practitioners</p> <p>QIO and HT</p> <p>ELC Programme</p> <p>Early Years</p>
<p><b>Positive roll out of 1140 ELC hours across ACC</b></p>	<p>100% provision of ELC for all families who wish to receive 1140 hours - New measure</p>	<p>Early Years on-going</p>		

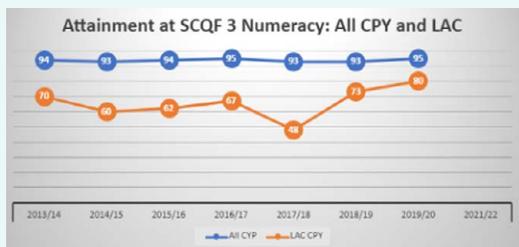
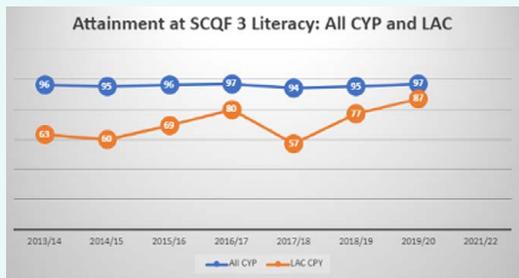
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
<b>Teacher Professionalism</b>				
Enhanced opportunities to engage in high quality professional learning with a focus on research and pedagogy	<p>10% increase in engagement with programmes to support early literacy development such as Early Talkboost/Talkboost</p> 	Building Capacity	<ul style="list-style-type: none"> <li>Talkboost Train the Trainer for ELC Locality Leads to enable further support in localities</li> <li>Develop further understanding of how poverty impacts on child development/a child's ability to learn and of impactful interventions to mitigate this</li> <li>Agree city wide approach to addressing 'The Cost of the School Day'</li> </ul>	Talkboost Training  Closing the Gap  Closing the Gap
	<p>5% reduction in the number of children identified as having communication needs on SEEMIS from 363 to 345</p> 	MIS in June 2022	<ul style="list-style-type: none"> <li>Implement Scottish Government guidance on restraint when published</li> <li>Continue to work with the EP Service to deliver Ready Steady 2 training and support</li> <li>Fully implement 1140 hours ELC from August 2021</li> </ul>	TBD  Locality Leads and EPS  All schools and ELC setting
	<p>5% reduction in the number of children identified with family circumstances identified as a factor in their needs from 1075 to 1022</p> 	MIS in June 2022  Early Years on-going	<ul style="list-style-type: none"> <li>Evaluate the impact of the ELC expansion Programme from December 2021</li> </ul>	Early years and Chief Education Officer

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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10% increase in the number of eligible 2 year olds attending ELC provision from 2019/21 levels to 265



Improve attainment at SCQF 3 Literacy and numeracy by 5%



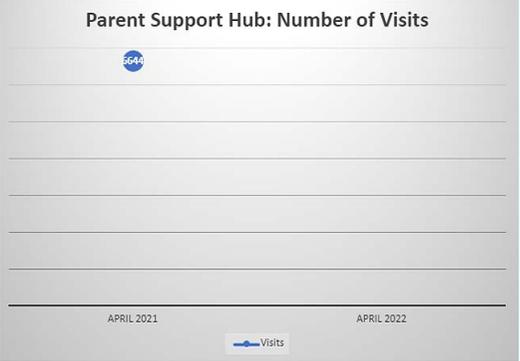
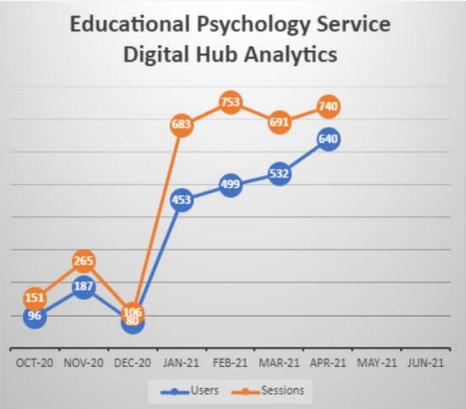
Closing the Gap

- Development of a literacy and numeracy framework to support practice
- LOIP improvement project in literacy and numeracy

Closing the Gap

HT reps and Chief Education Officer



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources																								
<b>Parental Engagement</b>																												
<b>Increased participation and confidence of parents and carers in supporting their child/ren</b>	<p>% of parents who can access PEEP in their local ELC setting – New measure</p> <p>Number of families who have engaged with PEEP – New measure</p> <p>10% Increase in the number of families engaged in family learning activities to support children’s learning and development – New measure</p> <p>10% increase in visits to the Parent Hub from 6644 to 7308</p>	<p>Early Years on-going</p> <p>Early Years on-going</p> <p>Closing the Gap</p> <p>Raising Attainment / Digital on-going</p>	<ul style="list-style-type: none"> <li>• ELC Locality Leads trained to quality assure PEEP training</li> <li>• Roll out PEEP training in all ELC Settings</li> <li>• Promote and clarify local / community supports and family learning/support opportunities to each parent forum including Parent Hub, EP Hub and Stronger Family Series</li> <li>• Strengthen the Partnership Family Support offer (Multi-agency TOM for children group)</li> </ul>	<p>ELC Locality Leads and ELC staff</p> <p>Partnership &amp; Engagement</p> <p>Partnership &amp; Engagement</p>																								
	<p><b>Parent Support Hub: Number of Visits</b></p>  <table border="1"> <caption>Parent Support Hub: Number of Visits</caption> <thead> <tr> <th>Month</th> <th>Visits</th> </tr> </thead> <tbody> <tr> <td>APRIL 2021</td> <td>6644</td> </tr> <tr> <td>APRIL 2022</td> <td>7308</td> </tr> </tbody> </table>	Month	Visits	APRIL 2021	6644	APRIL 2022	7308																					
Month	Visits																											
APRIL 2021	6644																											
APRIL 2022	7308																											
<p>Maintain high levels of engagement with the Educational Psychology Services Digital Hub above 600 sessions per month</p>		<p>EP Service on-going Partnership &amp; Engagement in June 2022</p>	<ul style="list-style-type: none"> <li>• Review and improve the EP Hub for families</li> </ul>	<p>EPS</p>																								
	<p><b>Educational Psychology Service Digital Hub Analytics</b></p>  <table border="1"> <caption>Educational Psychology Service Digital Hub Analytics</caption> <thead> <tr> <th>Month</th> <th>Users</th> <th>Sessions</th> </tr> </thead> <tbody> <tr> <td>OCT-20</td> <td>96</td> <td>151</td> </tr> <tr> <td>NOV-20</td> <td>187</td> <td>265</td> </tr> <tr> <td>DEC-20</td> <td>80</td> <td>106</td> </tr> <tr> <td>JAN-21</td> <td>453</td> <td>683</td> </tr> <tr> <td>FEB-21</td> <td>499</td> <td>753</td> </tr> <tr> <td>MAR-21</td> <td>532</td> <td>691</td> </tr> <tr> <td>APR-21</td> <td>640</td> <td>740</td> </tr> </tbody> </table>	Month	Users	Sessions	OCT-20	96	151	NOV-20	187	265	DEC-20	80	106	JAN-21	453	683	FEB-21	499	753	MAR-21	532	691	APR-21	640	740			
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Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
	<p>Increased number of Parent Volunteers supporting learning in schools – New measure</p> <p>Increase in the number of community food growing initiatives that schools and ELC settings are involved in – New measure</p> <p>Increase in the number of food initiatives housed in or supported by schools – New measure</p>	<p>Closing the Gap on-going</p> <p>Closing the Gap on-going</p>	<ul style="list-style-type: none"> <li>Parent Volunteer induction guidance will be developed and shared with all parent forum / settings (see current Volunteer guidance)</li> <li>Increase the number of food growing / intergenerational opportunities to access and develop community food gardens</li> <li>Establish food pantries/initiatives to support families in need in local schools or communities</li> </ul>	<p>ACC Volunteer Guidance</p> <p>School staff and officer</p> <p>School staff and officer</p>

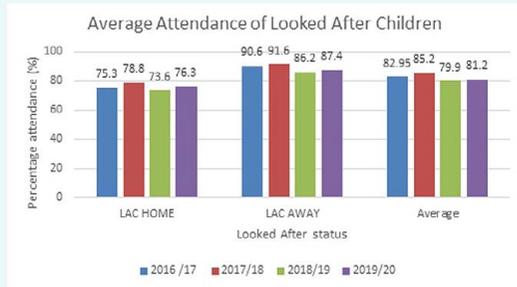
### Assessment of Children's Progress

<p><b>Improved attainment for all in literacy and numeracy</b></p> <p>1% Improvement in attainment at S4 at Level 4 numeracy and literacy from 2018/19 levels</p> <p>Establishment ● Aberdeen City ● Virtual Comparator ● National</p>	<p>Closing the Gap</p>	<ul style="list-style-type: none"> <li>Agree and implement an agreed approach to addressing performance in numeracy including how to address gaps in numeracy skills</li> <li>Agree and implement an agreed approach to addressing performance in literacy including how to address gaps in literacy skills</li> </ul>	<p>Attainment Advisor report</p> <p>Closing the Gap / Raising Attainment</p>
<p>Increase % of vulnerable 2-4 year olds accessing early years provision from 679 (12.3%)</p>	<p>Early Years and Virtual School on-going</p>	<ul style="list-style-type: none"> <li>Proactively approach care experienced parents to make them aware of the ELC offer for their 2 year old</li> </ul>	<p>Early Years and Virtual School</p> <p>Virtual School</p>
<p>% of care experienced parents accessing ELC for their 2 year old – New measure</p>	<p>Virtual School</p>	<ul style="list-style-type: none"> <li>Further roll out of MCR pathways (Mentoring Programme)</li> </ul>	
<p>Reduce the number of LAC exclusions from 47 to 40 by June 2022</p> <p>Number of exclusion incidents - Looked After Children</p>	<p>Virtual School</p>	<ul style="list-style-type: none"> <li>Improve awareness of 'The Promise' and map next steps</li> </ul>	

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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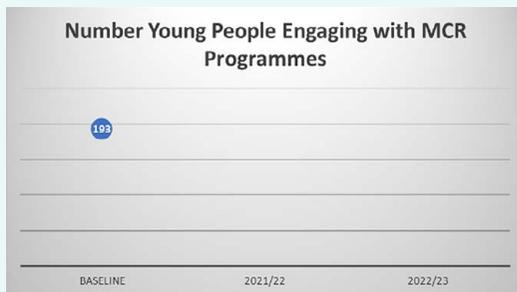
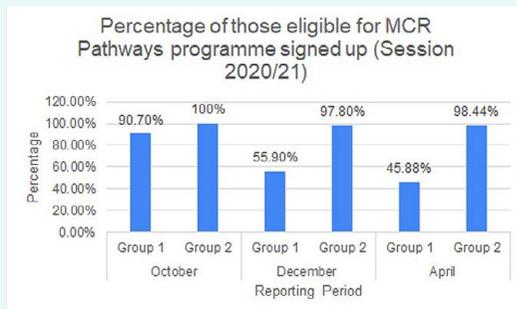
Improve the attendance of children who are Looked after at home from 76.3% to 81% by June 2022

Virtual School



Increase the % of previously care experienced, young carers and those in informal kinship care engaging with MCR pathways to 98% by June 2022 (shown as group 1 below)

Virtual School

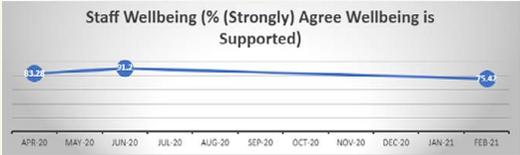


Improvement Outcomes	Measures of Success	Data	Actions Required	Resources										
<b>School Improvement</b>														
All children in ELC will be provided free milk and fruit	100% of settings will be providing free milk and fruit to ELC attendees – New measure	Closing the Gap and Early Years	<ul style="list-style-type: none"> <li>Set up funding and application process for all registered childcare settings for free fruit and milk</li> </ul>	Digital solution to be developed										
<b>Performance Information</b>														
Improved impact of interventions	<p>90% of Head Teachers can evidence positive impact of Partnership Forum Plans – New measure</p> <p>50% of schools can evidence Q3.2 in relation to Raising Attainment at Good or above through Self-evaluation activity</p> <p>2018/2019 - 39%</p> <p>2019/2020 - 40%</p> <p>2020/2021 - 34%</p> <p>2021/2022 - 40%</p>	<p>Closing the Gap</p> <p>QIMs / QIOs</p>	<ul style="list-style-type: none"> <li>Improve arrangements for tracking groups according to disability, protected characteristics and those who are care experienced to be able to make meaningful comparisons</li> <li>Relaunch partnership Forum guidance to help maximise the impact of them</li> <li>Quality Improvement activity in relation to QI3.2 to be planned through trio visits/ collaboration events</li> </ul>	<p>Data and insights and central education officer</p> <p>Partnership Forum Guidance</p> <p>HTs / QI</p>										
<p><b>QI 3.2 - Raising Attainment and Achievement: % Schools evidencing 'Good' or above</b></p> <table border="1"> <caption>QI 3.2 - Raising Attainment and Achievement: % Schools evidencing 'Good' or above</caption> <thead> <tr> <th>Year</th> <th>% Schools evidencing 'Good' or above</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>39%</td> </tr> <tr> <td>2019/20</td> <td>40%</td> </tr> <tr> <td>2020/21</td> <td>34%</td> </tr> <tr> <td>2021/22</td> <td>40%</td> </tr> </tbody> </table>					Year	% Schools evidencing 'Good' or above	2018/19	39%	2019/20	40%	2020/21	34%	2021/22	40%
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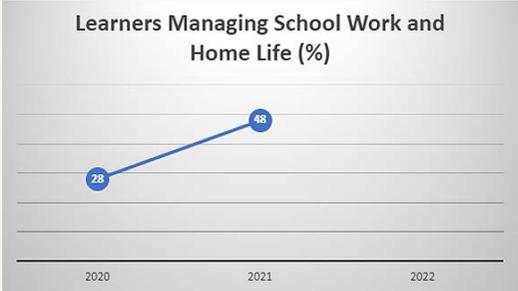


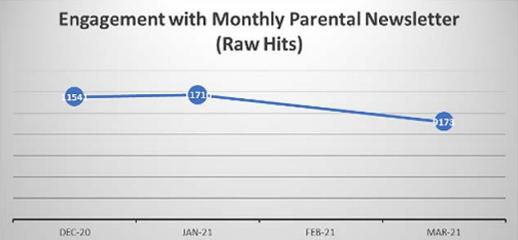
## ► A Health and Wellbeing Action Plan

Health & Wellbeing – Improvement in the health & wellbeing of all				
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
<i>What do we hope to achieve?</i>	<i>How will we know this has been achieved? What evidence will we have?</i>	<i>Who is responsible for gathering data and at what points?</i>	<i>What do we need to do and by when?</i>	<i>Who and what is required? (including cost/fund)</i>
<b>School Leadership</b>				
<p><b>Confidence in supporting Children's Rights in school life</b></p> <p><b>Continued and increased collaboration for support and improvement</b></p> <p><b>Resilient staff with positive wellbeing</b></p>	<p>100% of school staff will have accessed professional learning on Children's Rights – New measure</p> <p>100% of schools will ensure Children's Rights are referenced as part of their school improvement plans.</p> <p>Increase % of children and young people who report that they actively participate in decision making which impacts them from 80.3% to 85% by June 2022</p>  <p>Maintain positive attendance levels of under 4 days average number of days lost to sickness absence</p> 	<p>Matt Reid / Erin McGowan by September</p> <p>QIMs/QIOs in June 2021</p> <p>Partnership &amp; Engagement</p> <p>Operational Support</p>	<ul style="list-style-type: none"> <li>Development and roll out of mandatory training in Children's Rights for all school staff - August 21/ ongoing</li> <li>Shared expectations in relation to Children's Rights being visible in all SQUIPs (Standards, Quality &amp; Improvement Plans) - March 2020</li> <li>Further develop collaboration opportunities for improvement both at school senior leader level and wider school staff - Ongoing</li> <li>Develop mechanisms to further prioritise, monitor and enhance staff wellbeing as part of a healthy workforce - Ongoing</li> </ul>	<p>Partnership &amp; Engagement, Children's Rights support materials</p> <p>QIMs</p> <p>Health &amp; Wellbeing</p> <p>Health &amp; Wellbeing / Building Capacity</p>

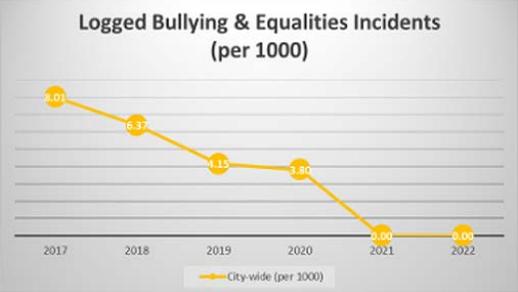
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
	<p>90% of staff report that their wellbeing needs are being met</p>  <p>Positive engagement and feedback from peer support network and coaching sessions</p> <p>Qualitative data – Session feedback</p>	<p>Health &amp; Wellbeing</p> <p>Health &amp; Wellbeing</p>	<ul style="list-style-type: none"> <li>Review and consider next steps in relation to Multiagency Peer Support network - July 2021</li> <li>Coaching support for Education staff led and maintained by EP Service - Ongoing</li> </ul>	<p>Health &amp; Wellbeing / Lauren Mackie</p> <p>EP Service</p>
<b>Teacher Professionalism</b>				
<p><b>Staff teams who can confidently meet the needs of all learners within the context of individual settings</b></p> <p><b>Appropriate partnership working to meet learner needs</b></p> <p><b>Staff know where and when to access wellbeing support</b></p>	<p>Increase the number of schools with an identified health and wellbeing lead contact from 60% in June 2021 to 100% in June 2022</p>  <p>80% of staff feel confident about how to directly support, or refer a child for support, and signpost to appropriate partnership services by 2022 – New measure</p> <p>CLPL (Career Long Professional Learning) offer reflects the outcome of the service CLPL audit</p> <p>Maintain over 80% of staff who would recommend CLPL sessions to other colleagues following training</p>	<p>Health &amp; Wellbeing</p> <p>Health &amp; Wellbeing in June 2022</p> <p>Building Capacity</p> <p>Building Capacity</p>	<ul style="list-style-type: none"> <li>Health &amp; wellbeing lead and Mental health First Aider trained within every school – June 2021</li> <li>Develop a clear framework to assist staff in signposting supports to children / young people and families – October 2021</li> <li>Continue to review CLPL offer working with partners including CAMHS and the EP Service to address areas such as mental wellbeing, supporting learners needs, LIAM (Let's Introduce Anxiety Management) training, ELSA (Emotional Literacy Support Assistants) training, Seasons for Growth, Emotion Coaching and Counselling training - Ongoing</li> </ul>	<p>Building Capacity</p> <p>Health &amp; Wellbeing</p> <p>Building Capacity / CAMHS / EPService</p>



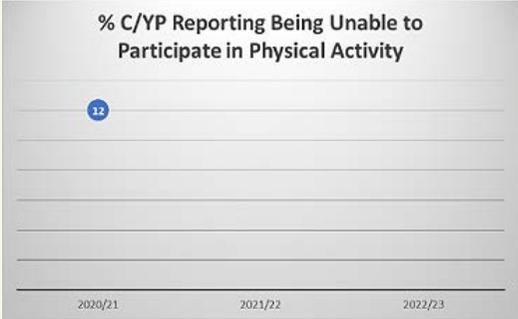
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources									
<p><b>Improved support for children with Autism Spectrum Condition</b></p>	<p>Increase % of learners who find managing school work and home life easy from 48% in January 2021 to 75% in June 2022</p>  <table border="1"> <caption>Learners Managing School Work and Home Life (%)</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>28</td> </tr> <tr> <td>2021</td> <td>48</td> </tr> </tbody> </table>	Year	Percentage	2020	28	2021	48	<p>QIMs / QIOs in January 2022</p>	<ul style="list-style-type: none"> <li>• Train the Trainer delivery of Compassionate and Connected Communities - 3 cohorts by June 2021 - ongoing</li> <li>• Roll out of Compassionate and Connected Communities training for all education staff, including EPs and Fitlike Hub staff – from August 2021 Review training and materials in relation to multiagency meetings to ensure clear, solution focused, empathic approaches are taken and clear smart targets are written - Ongoing</li> </ul>	<p>Health &amp; Wellbeing CCC</p> <p>Health &amp; Wellbeing Trained Trainers CCC</p>			
	Year	Percentage											
	2020	28											
2021	48												
<p>5% reduction in the number of incidents in schools compared to 2018/19 levels</p>  <table border="1"> <caption>Total Recorded Incidents</caption> <thead> <tr> <th>Year</th> <th>Number of Incidents</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>182</td> </tr> <tr> <td>2018</td> <td>147</td> </tr> <tr> <td>2019</td> <td>96</td> </tr> <tr> <td>2020</td> <td>90</td> </tr> </tbody> </table>	Year	Number of Incidents	2017	182	2018	147	2019	96	2020	90			
Year	Number of Incidents												
2017	182												
2018	147												
2019	96												
2020	90												
<p>90% of termly sampled plans (IEP and Child's Plans) have clear SMART targets – New measure</p>	<p>Supporting Learners</p>	<ul style="list-style-type: none"> <li>• Review training and materials in relation to multiagency meetings to ensure clear, solution focused, empathic approaches are taken and clear smart targets are written - Ongoing</li> </ul>	<p>Supporting Learners</p>										
<p>Positive learner/parental feedback following multiagency meetings – focus group of parents/pupils – New measure</p> <p>Qualitative feedback from parents who have children with Autism Spectrum Condition – New measure</p>	<p>EPs</p>	<ul style="list-style-type: none"> <li>• Clarify supports available for those impacted by Autism Spectrum Condition</li> </ul>											

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources																						
<b>Parental Engagement</b>																										
<p>Parents feel confident to share their views and ask for support if required</p>	<p>Maintain positive engagement with parent newsletter with 12,000 hits per edition</p>	<p>Operational Support</p>	<ul style="list-style-type: none"> <li>Further develop a culture that supports positive parental engagement by working in partnership to promote diversity and overcome barriers ie Stronger Families Series - Ongoing</li> </ul>	<p>Lead for Stronger Families Series</p>																						
	 <table border="1"> <caption>Engagement with Monthly Parental Newsletter (Raw Hits)</caption> <thead> <tr> <th>Month</th> <th>Raw Hits</th> </tr> </thead> <tbody> <tr> <td>DEC-20</td> <td>194</td> </tr> <tr> <td>JAN-21</td> <td>173</td> </tr> <tr> <td>FEB-21</td> <td>-</td> </tr> <tr> <td>MAR-21</td> <td>172</td> </tr> </tbody> </table>	Month	Raw Hits	DEC-20	194	JAN-21	173	FEB-21	-	MAR-21	172	<p>Chief Education Officer</p>	<ul style="list-style-type: none"> <li>Ensure all parents are aware of Communication, Collaboration &amp; Consultation Framework and know how to express their views, concerns or compliments – Sept 2021</li> </ul>	<p>Communication, Collaboration &amp; Consultation Framework</p>												
Month	Raw Hits																									
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FEB-21	-																									
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	<p>75% of complaints resolved on time</p>  <table border="1"> <caption>% Complaints Resolved 'On Time'</caption> <thead> <tr> <th>Year</th> <th>% Resolved</th> </tr> </thead> <tbody> <tr> <td>2019/20 3</td> <td>59.5</td> </tr> <tr> <td>2019/20 4</td> <td>38</td> </tr> <tr> <td>2020/21 1</td> <td>37.5</td> </tr> <tr> <td>2020/21 2</td> <td>25</td> </tr> <tr> <td>2020/21 3</td> <td>75.5</td> </tr> <tr> <td>2020/21 4</td> <td>-</td> </tr> <tr> <td>2021/22 1</td> <td>-</td> </tr> <tr> <td>2021/22 2</td> <td>-</td> </tr> <tr> <td>2021/22 3</td> <td>-</td> </tr> <tr> <td>2021/22 4</td> <td>-</td> </tr> </tbody> </table>	Year	% Resolved	2019/20 3	59.5	2019/20 4	38	2020/21 1	37.5	2020/21 2	25	2020/21 3	75.5	2020/21 4	-	2021/22 1	-	2021/22 2	-	2021/22 3	-	2021/22 4	-		<ul style="list-style-type: none"> <li>Continue with regular parent newsletters responding to current issues – Ongoing</li> </ul>	<p>QIMs</p>
Year	% Resolved																									
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	<p>% of parents who advise that they know how to access support for their child/family – New measure</p>		<ul style="list-style-type: none"> <li>Survey parents thrice yearly to get a sense of their changing needs and tailor plans accordingly</li> </ul>	<p>Donna Cuthill</p>																						



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
<b>Assessment of Children's Progress</b>				
<p>Reduction of children and young people engaging in wellbeing choices that are harmful to themselves</p> <p>Increase children's understanding of their own wellbeing and where/how to get support</p> <p>Reduce the number of young people being bullied</p>	<p>Improved outcomes from SHINE survey over the next 12 months – New measure</p> <p>10% reduction in the number of young people recorded as being bullied in SEEMiS module from 3.8 per 1000 in 2020 to 3.4 per 1000 in June 2022.</p>  <p>All committee recommendations which impact on children (directly or indirectly) follow engagement with CYP – New measure</p>	<p>Health &amp; Wellbeing</p> <p>QIMs/QIOs</p> <p>Partnership Group</p>	<ul style="list-style-type: none"> <li>Work with SHINE (Scottish Health Improvement Network) to review wellbeing needs of learners P6-S6 within ACC – June 2021 / Ongoing</li> <li>Developing a support survey for younger children considering Health &amp; wellbeing Curriculum (inclusive of substance misuse) to support – January 2022</li> <li>Develop guidance to ensure all children / young people have a voice in relation to meeting their needs and this is integral to planning and response – Write it Right – Sept 2021</li> <li>Focus group/ Survey of children and young people developed to consider barriers for engagement and support requirements – Ongoing</li> <li>Develop a clear framework to signpost supports to children / young people regarding mental health and supports – Sept 2021</li> <li>Develop and implement participation guidance in keeping with Child Friendly City/Children's Rights to support active participation with children and young people</li> </ul>	<p>SHINE Survey</p> <p>Health &amp; Wellbeing</p> <p>Partnership &amp; Engagement, Write it Right materials / training</p> <p>Partnership &amp; Engagement, Key questions to inform discussion</p> <p>Health &amp; Wellbeing</p> <p>Partnership &amp; Engagement</p>



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources								
<b>School Improvement</b>												
<p>All learners have the opportunity to engage in a broad range of physical, outdoor and targeted wellbeing activities that meet their individual needs</p> <p>Meeting and supporting ACC climate change plan and working towards a net zero as part of a climate resilient council.</p>	<p>Increase the number of accessible Physical activities that are available to all learners within ACC – This should impact the LOIP stretch aim focusing on childhood obesity - New measure</p>	PEPAS Group	Develop PEPAS (Physical Education, Physical Activity and Sport) Group to develop closer partnership working in relation to meeting the physical needs of learners – by May 2021 / ongoing	PEPAS Group								
	<p>Reduce the % of children who report being unable to participate in physical activity outwith school from 12% in 2020 to 5% in 2022</p>  <table border="1"> <caption>% C/YP Reporting Being Unable to Participate in Physical Activity</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2020/21</td> <td>12</td> </tr> <tr> <td>2021/22</td> <td></td> </tr> <tr> <td>2022/23</td> <td></td> </tr> </tbody> </table>	Year	%	2020/21	12	2021/22		2022/23		Health & Wellbeing	Encourage schools and families to incorporate physical activity into their everyday routines, e.g. promote the daily mile, active travel	
	Year	%										
	2020/21	12										
2021/22												
2022/23												
<p>Increase the number of staff trained to deliver DBI beyond the pilot 2020/2021 - 9 Aim 2021/2022 - 30</p>	Building Capacity	Pilot DBI (Distress Brief Intervention) in partnership with CAHHS and Penumbra) Training in 2 Secondary Schools, review and further implement across ACC – May 2021/ ongoing	CAMHS / Penumbra DBI Trained staff									
<p>Increase the % of schools who offer children aged 10 and above access to counselling from 27% in 2020 to 100% in 2022.</p>	Health & Wellbeing	Equitable counselling offer for schools required – tender to be developed – January 2022	Scottish Government Funding									
<p>100% of schools are delivering an appropriate Health &amp; Wellbeing curriculum that meets the needs of all children &amp; young people – based on sample – New measure</p>	Health & Wellbeing	Develop exemplar Health & Wellbeing Curriculum overviews with signposted materials for delivery including specific guidance on substance misuse and food nutrition – Sept 2021	Health & Wellbeing Templates									
<b>Performance Information</b>												
<p>Improved impact of outcomes</p>	<p>75% of schools can evidence improvement in QI3.1 evaluations rated as good or very good 2019/2020 - 68% 2020/2021 - 72% 2021/2022 - 80%</p>	QIMs/QIOs	Quality Improvement activity in relation to QI3.1 to be planned through trio visits/ collaboration events - Ongoing									

## ► Employability Plan

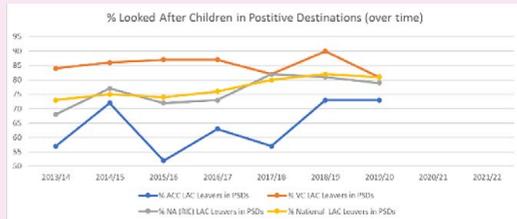
Positive Destinations - Improvement in employability skills and sustained, positive school-leaver destinations for all young people																																		
Improvement Outcomes <i>What do we hope to achieve?</i>	Measures of Success <i>How will we know this has been achieved? What evidence will we have?</i>	Data <i>Who is responsible for gathering data and at what points?</i>	Actions Required <i>What do we need to do and by when?</i>	Resources <i>Who and what is required? (including cost/fund)</i>																														
<b>School Leadership</b>																																		
The secondary school curriculum is closely aligned to local growth sectors	Increase in the number of courses which are delivered remotely in order to extend the curricular offer – New measure	Employability & Positive Destinations in June 2022	<ul style="list-style-type: none"> <li>Identify which hard to fill subject areas could be supported by a remote delivery or alternative delivery solution</li> <li>Formalise and implement a skills progression which takes account of growth areas</li> </ul>	Attainment and Transitions to Adulthood improvement Group  Employability & Positive Destinations																														
	Increase the number of young people engaging in foundation apprenticeships by 15% from 161 to 185.	SDS on an on-going basis																																
	<table border="1"> <thead> <tr> <th>Cohort -FA</th> <th>NESCOL</th> <th>Aberlour</th> <th>Bon Accord</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>2016-2018</td> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2017-2019</td> <td>36</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018-2020</td> <td>24</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2019-2021</td> <td>103</td> <td>10</td> <td></td> <td>113</td> </tr> <tr> <td>2020-2022</td> <td>130</td> <td>12</td> <td>19</td> <td>161</td> </tr> </tbody> </table>	Cohort -FA	NESCOL	Aberlour	Bon Accord	Totals	2016-2018	4				2017-2019	36				2018-2020	24				2019-2021	103	10		113	2020-2022	130	12	19	161			
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A range of partners support the delivery of the senior phase	Successful selection of three schools to participate in Excellerate	Chief Education Officer	<ul style="list-style-type: none"> <li>3 schools to participate in Excellerate with the Wood Foundation</li> <li>Explore approaches to joining up the system through the pilot at Northfield Academy as part of the Local Governance Review</li> </ul>	The Wood Foundation  Chief Education Officer and Nescol																														
	Local Government Review Programme Milestones reached on time	Chief Education Officer																																
Young people successfully transition to and from school	Increase the quality of transition plans in place to support those transitioning from primary to secondary and secondary to post school destination based on sample – New measure	QIOs on a monthly basis	<ul style="list-style-type: none"> <li>Ensure timely, effective planning for transition and develop multiagency led transition projects which take account of skills</li> <li>Ensure timely and effective transition plans are in place to support vulnerable groups including those who are disabled and the Care Experienced</li> </ul>	ATA Improvement																														

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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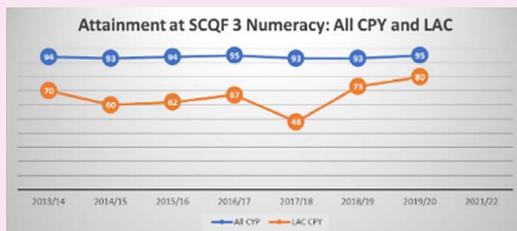
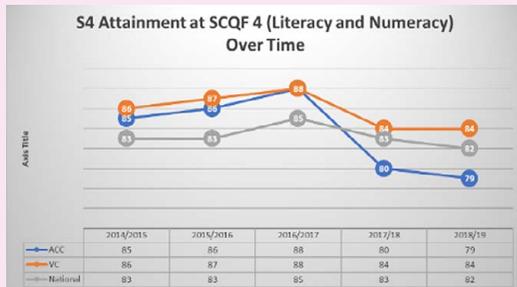
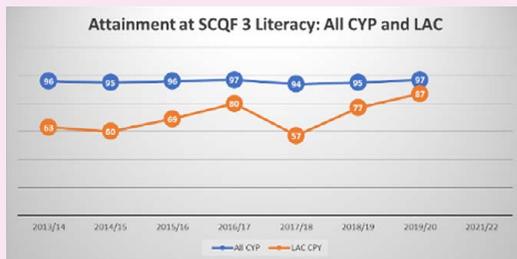
**Teacher Professionalism**

The progress of vulnerable groups is carefully tracked to inform approaches

Increase the % of care experienced young people (S4-6) who leave school and go to a sustained positive destination in keeping with your virtual comparator



Removal of the gap in performance between the care experienced and other pupils attaining SCQF Level 3 in Literacy and Numeracy



Virtual School to monitor on a monthly basis

Positive Destinations to monitor tracking data routinely

- Collaborate at all levels to take account of The Promise and the Child Friendly City/Children's Rights to explore new approaches to supporting more vulnerable groups such as the Care Experienced and disabled
- Build capacity in practitioners to ensure effective pupil progression in literacy and numeracy skills
- Agree a common approach to identify those who are at risk and agree and implement escalation procedures.
- Continue to embed digital skills in staff and pupils and explore opportunities to harness skill sets from across the partnership in order to improve the in school and extra-curricular offer
- Work in partnership with others (DYW and SDS) to increase opportunities for young people to talk about their skills for life, learning and work

Secondary HTs and central officer time

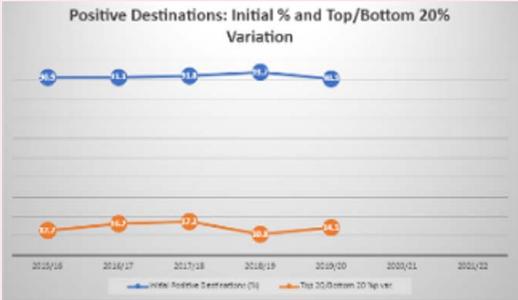
Building Capacity

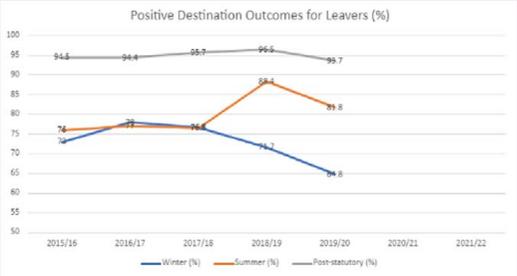
Closing the Gap/Positive Destinations

Charlie Love and Jacqui Yule/Closing the Gap

DYW Board and SDS



Improvement Outcomes	Measures of Success	Data	Actions Required	Resources																											
	<p>5% reduction in the gap between the care experienced and others attaining 4 or more SCQF awards at Level 3</p>  <table border="1"> <caption>School Leavers Achieving 4+ @ SCQF 3: All CPY and LAC</caption> <thead> <tr> <th>Year</th> <th>All CPY (%)</th> <th>LAC CPY (%)</th> </tr> </thead> <tbody> <tr><td>2013/14</td><td>91</td><td>20</td></tr> <tr><td>2014/15</td><td>91</td><td>32</td></tr> <tr><td>2015/16</td><td>90</td><td>34</td></tr> <tr><td>2016/17</td><td>91</td><td>37</td></tr> <tr><td>2017/18</td><td>89</td><td>35</td></tr> <tr><td>2018/19</td><td>89</td><td>35</td></tr> <tr><td>2019/20</td><td>89</td><td>40</td></tr> <tr><td>2021/22</td><td>89</td><td>40</td></tr> </tbody> </table>	Year	All CPY (%)	LAC CPY (%)	2013/14	91	20	2014/15	91	32	2015/16	90	34	2016/17	91	37	2017/18	89	35	2018/19	89	35	2019/20	89	40	2021/22	89	40	Virtual School on an on-going basis		
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<b>Parental Engagement</b>																															
<b>Parents and carers are aware of growth sectors and the changing economic landscape</b>	<p>Maintain high level of hits on the ABZ website – New measure</p> <p>Increase in school opportunities for all stakeholders (including parents and carers) to explore future skill requirements – New measure</p>	ATA Improvement	<ul style="list-style-type: none"> <li>Improve accessibility of information on growth areas in the City through the development and launch of the one stop shop website</li> <li>Work with families to fully explore how the pandemic and downturn has impacted on opportunities in order to highlight positive learning pathways in growth areas.</li> </ul>	<p>Employability &amp; Positive Destinations</p> <p>Employability &amp; Positive Destinations / Partnership &amp; Engagement</p>																											
<b>Assessment of Children's Progress</b>																															
<b>Improved use of data for improvement</b>	<p>5% closing of the gap between those in the top 20% according to SIMD and the bottom</p>  <table border="1"> <caption>Positive Destinations: Initial % and Top/Bottom 20% Variation</caption> <thead> <tr> <th>Year</th> <th>Wide Positive Destinations (%)</th> <th>Top 20/Bottom 20 % var</th> </tr> </thead> <tbody> <tr><td>2015/16</td><td>16.3</td><td>17.7</td></tr> <tr><td>2016/17</td><td>16.3</td><td>16.8</td></tr> <tr><td>2017/18</td><td>16.4</td><td>17.2</td></tr> <tr><td>2018/19</td><td>16.5</td><td>16.1</td></tr> <tr><td>2019/20</td><td>16.5</td><td>15.5</td></tr> <tr><td>2021/22</td><td>16.5</td><td>15.5</td></tr> </tbody> </table>	Year	Wide Positive Destinations (%)	Top 20/Bottom 20 % var	2015/16	16.3	17.7	2016/17	16.3	16.8	2017/18	16.4	17.2	2018/19	16.5	16.1	2019/20	16.5	15.5	2021/22	16.5	15.5	Closing the Gap	<ul style="list-style-type: none"> <li>Improve tracking arrangements to inform the choices of young people and curricular offer through the use of P and A and Power BI</li> <li>Work across the Community Planning Partnership to increase the number of young people with complex additional support needs who enter a positive destination</li> <li>Use Power BI to see how data at class levels impacts on department and city performance</li> </ul>	<p>Central Officers / Business Intelligence Unit</p> <p>Employability &amp; Positive Destinations</p> <p>Central Officers / Business Intelligence Unit</p>						
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Improvement Outcomes	Measures of Success	Data	Actions Required	Resources																																
	<p>% of S3-S5 pupils identified as 'at risk' of disengaging that stay on</p> <p>New measure</p> <p>Reduce the gap between those who leave school in winter and summer by 50% by June 2022</p>  <table border="1"> <caption>Positive Destination Outcomes for Leavers (%)</caption> <thead> <tr> <th>Year</th> <th>Winter (%)</th> <th>Summer (%)</th> <th>Post-statutory (%)</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>74</td> <td>74</td> <td>94.4</td> </tr> <tr> <td>2016/17</td> <td>77</td> <td>77</td> <td>94.4</td> </tr> <tr> <td>2017/18</td> <td>76</td> <td>76</td> <td>95.7</td> </tr> <tr> <td>2018/19</td> <td>71.7</td> <td>88.4</td> <td>96.5</td> </tr> <tr> <td>2019/20</td> <td>65.8</td> <td>81.8</td> <td>95.7</td> </tr> <tr> <td>2020/21</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2021/22</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	Winter (%)	Summer (%)	Post-statutory (%)	2015/16	74	74	94.4	2016/17	77	77	94.4	2017/18	76	76	95.7	2018/19	71.7	88.4	96.5	2019/20	65.8	81.8	95.7	2020/21				2021/22				<p>QIMs/QIOs</p>	<ul style="list-style-type: none"> <li>Establish systems to routinely sample those at risk of not securing a positive destination including the care experienced and winter leavers to determine any re-design</li> </ul>	<p>Employability &amp; Positive Destinations</p>
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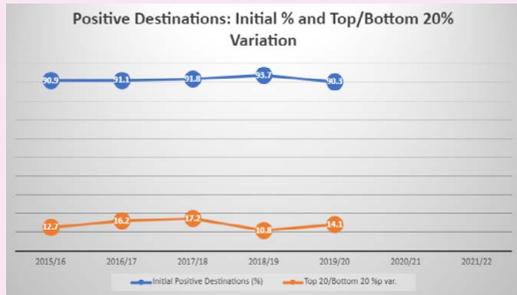


Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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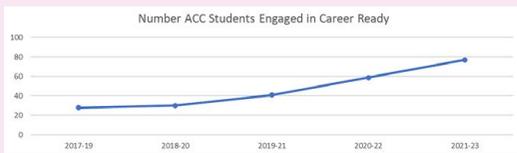
**School Improvement**

**Increase in the number of young people securing a positive destination**

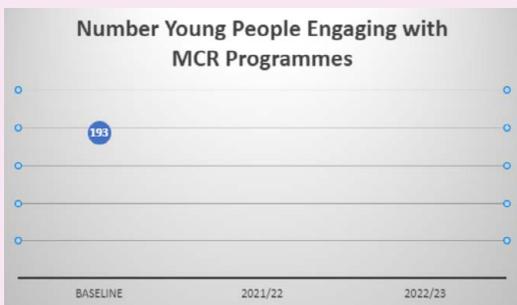
Increase the % of young people securing a positive destination back up to 19/20 levels (93%)



10% increase in the number of young people engaged in Career Ready from 77 to 85



Number of young people accessing MCR pathways to be maintained at 190 or above



Employability & Positive Destinations

- Map the range of courses aligned to growth area learning pathways by 2026 to identify how best to reduce duplication and maximise opportunity
- Increase mentoring opportunities through Career Ready, MCR pathways and other available programmes

Employability & Positive Destinations

Employability & Positive Destinations

Employability & Positive Destinations

Virtual School



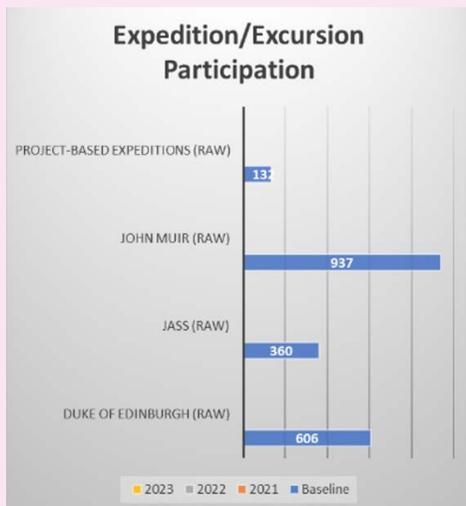
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
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**Performance Information**

Improved evidence and impact of outcomes

% of school pupils involved in educational visits which support skills development. New measure

% of S3-6 pupils involved in DoE awards



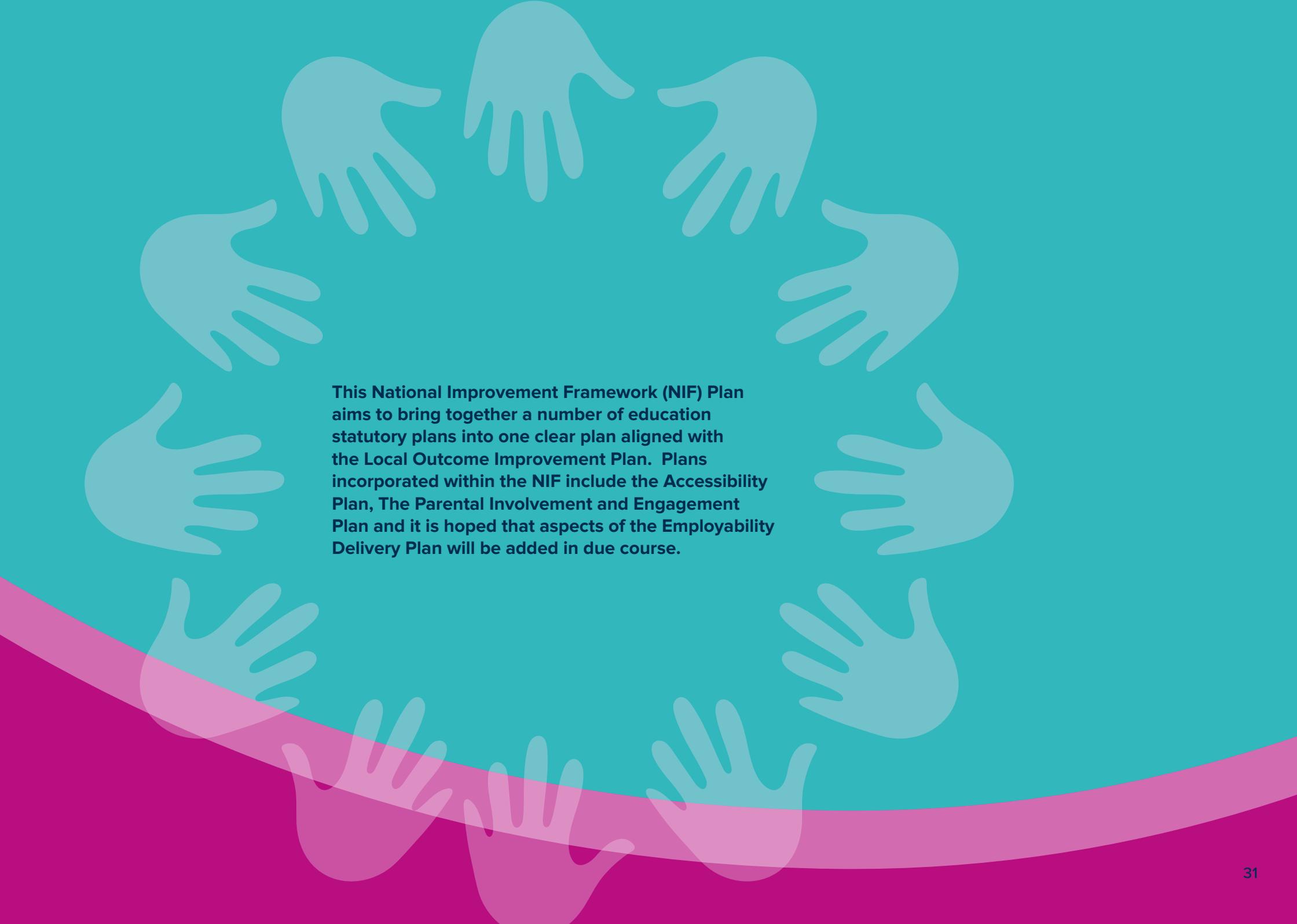
Partnership & Engagement

Partnership & Engagement

- Migrate to a web based, digital platform for all planning, approval and management of educational visits, sports fixtures and extra-curricular activities.
- Use reporting capabilities to develop performance analysis of participation and attainment inclusive of DoE.
- Link the system to national libraries and organisations i.e OEAP, SAPOE, DoE etc.

Digital QI and Partnership & Engagement





**This National Improvement Framework (NIF) Plan aims to bring together a number of education statutory plans into one clear plan aligned with the Local Outcome Improvement Plan. Plans incorporated within the NIF include the Accessibility Plan, The Parental Involvement and Engagement Plan and it is hoped that aspects of the Employability Delivery Plan will be added in due course.**