

High Level Plan 2022-26

Excellence

Equity

Strategic Priorities

- Improve the leadership of change in schools
- Improve the quality of learning, teaching and assessment in schools
- Continue to improve the quality of universal health and wellbeing supports in response to changes in need
- Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them
- Deliver a broader range of senior phase learner pathways aligned to growth areas
- Improve the delivery of Computer Science from 3-18 and beyond

- Improve the quality of environments/supports for those with additional support needs
- Reshape the Virtual School to ensure that those on the edge of care and those who are care experienced achieve at the highest levels in keeping with The Promise
- Close the poverty related attainment gap
- Prevent families from experiencing poverty wherever possible
- Partnership delivery of the Family Support Model in keeping with The Promise
- Review the Anti-bullying policy

Strategic Enablers

Workforce

Data

Standards

Partnership

- High quality professional learning for all
- Senior and Middle Leadership development
- Continue to support staff health and wellbeing
- Monitor workforce levels to ensure our capacity to deliver for children and families

- Continue to develop School Profiles
- Implement improved tracking and reporting
- Collaborate with partners to join data sets when beneficial to do so
- Increase central oversight of tracking data and PEF impact measures

- Clear expectations around the Core Quality Indicators
- Continually improve central Quality Improvement approaches
- Maintain approaches to collaborative improvement across the city

- Delivery of Parental Involvement and Engagement Plan
- Delivery of neurodevelopmental pathway
- More closely align the universal services of health and education

Strategic Delivery Plan

Excellence

Stretch Aims and targets for 22/23

- 85% of all schools will self- evaluate QI1.3 at good or better by 2026 (current baseline 65% and target for 22/23 75%)
- 80% of all school will self-evaluate QI2.3 at good or better by 2026 (current baseline 40% and target for 22/23 55%)
- 78.36% of pupils will achieve ACEL Literacy (P1,4 and 7 combined) by 2026 (current baseline 68.86% and target for 22/23 73.61%)
- 84% of pupils will achieve ACEL reading (P1,4 and 7 combined) by 2026 (current baseline 76% and target for 22/23 79%)
- 81% of pupils will achieve ACEL writing (P1, 4 and 7 combined) by 2026 (current baseline 72% and target for 22/23 76%)
- 89% of pupils will achieve ACEL Listening and Talking (P1, 4 and 7 combined) by 2026.(current baseline 84% and target for 22/23 88%)
- 84% of pupils will achieve ACEL Numeracy (P1, 4 and 7 combined) by 2026. Current baseline 77% and target for 22/23 81%)
- Increase the proportion of school leavers attaining 1 or more at SCQF level 5 to 90.5% by 2026. Current baseline 87.8% and target for 22/23 set at 89.9%
- Increase the proportion of school leavers attaining 1 or more at SCQF Level 6 to 74% by 2026. Current baseline 66.9% and target for 22/23 set at 68.9%
- Increase the proportion of school leavers attaining a minimum of SCQF L3 in literacy and numeracy to 95% by 2026. Current baseline 92.8% and target for 22/23 94.6%
- Increase the proportion of school leavers entering an initial positive destination to 97.8% by 2026. Current baseline 95.3% and target for 22/23 set at 95.8%
- Increase the participation of 16-19 year olds in education, employment or training based on Annual Participation Measure to 94.5% by 2026. Current baseline 90.97% and target for 22/23 set at 92.2%

Programme/projects	Lead	From when	Measures
Improve the leadership of change in schools			
Roll out a programme of training associated with the Quality Improvement Framework	QIM, QIO team and AAs	Sept 2022	Improvement in evaluations against QI 1.3
Further develop collaboration across the service through the use of Trios and sharing best practice across schools	QIOs	Oct 2022	Improvement in evaluations against QI 2.3
			Improvement in evaluations against QI 3.1
Enlist the help of Associate Assessors to help drive improvement at school and Local Authority level	QIOs and AAs	November 2022	Improvement in evaluations against QI 3.2

Programme/projects	Lead	From when	Measures
Improve the quality of learning, teaching and assessment in schools			
Use of Attainment Advisor and Lead Teacher to establish greater consistency based on our agreed Learning, Teaching and Assessment Standard	QIO team, Attainment Advisor & Lead Teacher	Sept 2022	Improvement in evaluations against QI 2.3 Improvement in ACEL data quality
Launch the Quality Assurance and Moderation QAMSO website to support city wide moderation activities	QIM (Raising Attainment)	October 2022	Improvement in senior phase attainment data
Continue to improve the quality of universal health and wellbeing supports in response to changes in need			
Work with school health and wellbeing leads to audit the in school provision	QIM (Health and wellbeing) and schools	Sept 2022	Long term improvement in SHINE data
Reflect on the outcome of the SHINE and health and wellbeing surveys to determine next steps. These are likely to include consideration of: <ul style="list-style-type: none"> Self image Mental health 	Community Planning Partners and QIM/QIO team	Sept 2022	Improvement in Health and wellbeing survey data Increase in physical opportunities for children and young people
Work with the established Physical Education, Physical Activity and Sport (PEPAS) Group to increase provision of physical activity for children and young people	QIM (health and wellbeing)	On-going	Decrease in obesity levels
Continue to deliver holiday programmes in keeping with national guidance and local instructions	Chief Education Officer and Family Information Service	On-going	Evaluation of the effectiveness of programmes in targeting the 6 groups most likely to be impacted by poverty (in keeping with Scottish Government guidance).
Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them			
Continue to support our Pupil Climate Change Group	Identified QIO	On-going	Delivery of Pupil Plans
Establish a webpage on the ACC site to encourage engagement and participation by children and young people	Identified ESO		Increased access to accessible information for children and young people
Continue to work with community planning partners to become a Child Friendly City.	Identified ESO		Increased opportunities to inform strategic decision making across the organisation Maintain progress towards Child Friendly City accreditation
Collaborate with children and young people to report on the extent to which ACC supports and promotes Children's Rights and set next steps	All education and wider Council staff		
Lead the Council to ensure full compliance with the UNCRC	Chief Officers (Education and Governance)		Report submitted on time

Programme/projects	Lead	From when	Measures
Deliver a broader range of senior phase learner pathways aligned to growth areas			
<p>Support the introduction of ABZ Campus comprising an aligned set of curricular opportunities for Senior Phase young people.</p> <p>Phase 1 ABZ Campus to support specific pathways programme of work which includes workstreams on:</p> <ul style="list-style-type: none"> • HNC • National Qualifications • Foundation Apprenticeships • Employability Courses • Pathways for young people with ASN • Targeted support for care experienced young people <p>Simplify pathways into apprenticeships with the Council post school</p> <p>Prepare for Phase 2 and the establishment of Hubs across schools to further improve access</p>	<p>Secondary HTs</p> <p>QIM (Employability and Positive Destinations) and HT (ASG)</p> <p>Chief Officer People & Organisational Development</p> <p>QIM (Employability and Positive Destinations) and HT (ASG) and secondary HT colleagues</p>	<p>Dec 2022</p>	<p>Improvement in Senior phase attainment data</p> <p>Improvement in destinations data</p> <p>Improvement in participation data</p>
Improve the delivery of Computer Science from 3-18 and beyond			
<p>Establish Aberdeen Computing Collaborative to bring all key partners together</p> <p>Work with Prof Mark Logan to address the issues raised in his report. For year 2022/23 this is likely to include:</p> <ul style="list-style-type: none"> • Upskilling current staff in digital and computer science skills • Increasing pathways into Computer Science teaching • Increasing the number of pathways (aligned with ABZ Campus) 	<p>QIM (Raising Attainment) and QIO Digital</p>	<p>June 2022</p>	<p>Calendar of meetings established and purpose agreed.</p> <p>Improvement in senior phase attainment data</p> <p>Improvement in computer science skills of the workforce</p> <p>Improved access to pathways into careers in Computer Science</p>

Equity

Stretch Aims and targets for 22/23

- 100% of schools will evaluate QI3.1 at good or better by 2026. (current baseline 85% and target for 22/23 85%)
- 95% of all children will attend school regularly by 2026. Current baseline 94.3% and target for session 2022/23 94.8%
- Reduce levels of exclusion to 9 per 1000 pupils by 2026. Current baseline 17.2 per 1000 and target for 22/23 set at 12 per 1000.
- Stretch aims and targets by SIMD profile, LAC and those with additional support needs included in earlier graphs.

Programme/projects	Lead	From when	Measures
Improve the quality of environments/supports for those with additional support needs			
Work with partners to roll out training in the Circle Framework to ensure consistent understanding, approaches and language across all agencies.	QIM team/ ESOs	Sept 2022	Improvement in all data sets for those who are LAC or with ASNs
Develop guidance on how to meet a range of needs, particularly sensory needs	QIO (ASN)	Oct 2022	Improvement in attendance following transitions
Continue to be responsive in the support being offered by the ASN and outreach service.	HT (ASN and outreach)	On-going	Resource allocation better matched to needs identified through the Request for Assistance process
Work with partners to develop transition planning, including those with disability	QIO team	Aug 2022	Improved transitions reported by focus group of parents and carers
Delivery of the Accessibility Plan	QIO(ASN) and Corporate Landlord	On-going	Successful delivery of the Accessibility Plan
Reshape the Virtual School to ensure that those on the edge of care and the care experienced achieve at the highest levels in keeping with The Promise			
Review cases of those who are on the edge of care to inform next steps	Chief Officers (Education and Social Work)	June 2022	Data set of trends established to help shape the pilots
Use Service Design principles to reshape the approach taken by the Virtual School and wider Council with a focus on prevention and early intervention	Education and CSW	June 2022	Skeletal Operating Model determined and resourced
Establish a pilot in two Associated Schools Group to test and improve the model	Chief Education Officer	Aug 2022	Staffing in place with access to LAC and edge of care attainment and achievement data
Continue to work with Further and Higher education to support those who are care experienced into positive destinations	Virtual School	Aug 2022	Improvement in destinations data
Support those least likely to secure a positive destination through a School Leavers fortnight	Chief Officer City Growth	Feb 2022	

Programme/projects	Lead	From when	Measures
Close the poverty related attainment gap			
QIOS to work with HTs to monitor the impact of PEF interventions regularly to enable agility (attendance, exclusion and attainment data for identified children and young people reviewed 3 times a year).	QIO team	Oct 2022	Evidence of changes being made in light of the data
Engagement with Education Scotland	QIM (Closing the gap) and Chief Education Officer	Align with tracking periods	Evidence of a closing of the gap over time.
Monitor impact of the provision of Youth Work, Family Learning to determine an agile response to supporting disadvantaged groups.	QIM (Closing the Gap)	On-going	Improvement in QI 3.2 evaluations in targeted schools and increase in attendance, reduction in exclusion for targeted pupils.
Work with Education Scotland Attainment Adviser to target support to identified schools.	QIM (Closing the Gap)	On-going	Improvement in QI 2.3 evaluations in targeted schools
Maximise uptake of free Musical Instruction	QIM (Raising Attainment)	On-going	Increase in the uptake of free music instruction across the city
Audit the cost of the school day to determine next steps	QIM (Closing the Gap)	Jan 2023	Increase in the number of ensemble opportunities and performances in all localities
Work with the Scottish Government to increase provision of ELC to those who are 1 and 2 from low income households.	QIM (Closing the Gap)	On-going	Further remove costs of the school day
Universal roll out of PEEP in all ELC settings	Early Years Team	Sept 2022	Plan in place for the expansion of ELC to 1 and 2 year olds
			Reduction in demand evident in Request for assistance data
Prevent families from experiencing poverty wherever possible			
Work in collaboration with others to address the root cause of poverty. This will see targeted promotions of support available through: <ul style="list-style-type: none"> • Money advisors • Partnership with Cfine 	QIM (Closing the Gap)	On-going	Increase in the benefits claimed through Money Advisors.
Continue to be responsive to the needs of refugees arriving in the city.			Reduction in the length of time from arrival in the city to the offer of an education service

Programme/projects	Lead	From when	Measures
Partnership Delivery of the Family Support Model			
Continue to work to shape a model of Family Support with Community Planning Partners	QIMs and Chief Education Officer	On-going	Reduction in the number of children who become LAC Reduction in the number of OOA placements
Review the Anti-bullying policy			
Details analysis of data Comprehensive study of practice nationally and internationally to inform next steps.	QIO Equalities	Oct 2022	Reduction in incidents in the longer term

Strategic Enablers

Workforce Programme/projects	Lead	From when	Measures
High quality professional learning for all			
Maintain an agile programme for all school staff to include opportunities for: <ul style="list-style-type: none"> • Probationers • Early stage teachers • Middle leaders • Senior leaders • Supply staff Re-establish subject networks	QIM (health and wellbeing) and Building capacity team	Aug 2022	Improvement in core QIs
Continue to build capacity in learning, teaching and assessment outside including making use of outdoor Nurseries. Support staff to gain qualifications in order to realise career progression and promotion	Early Years team Early Years team	Aug 2022	Improvement in Care Inspectorate gradings and HMIE inspections for Early Learning and Childcare Increase in the number of staff gaining additional qualifications
Senior and Middle Leadership development			
A programme for Middle Leaders to enhance their leadership skills. A focus on those aspiring to Into Headship Create a network for Middle Leaders to:- <ul style="list-style-type: none"> • Share practice • Learn from and with each other • Engage with professional learning opportunities to improve leadership capacity. 	QIM (health and wellbeing) and Building capacity team and identified HT	Aug 2022	Improvement in QI 1.3 evaluations Increase in the number of qualify applications for leadership positions

Workforce Programme/projects	Lead	From when	Measures
Support staff health and wellbeing			
Respond positively to the findings of the staff health and wellbeing survey	QIM (health and wellbeing)	Aug 2022	Improvement in survey responses
Monitor workforce to ensure our capacity to deliver for children and families			
Monitor recruitment to ensure swift identification of any issues to be addressed.	QIM (Closing the Gap) and P&O	On-going	Maintain low level of vacancy

Data Programme/projects	Lead	From when	Measures	
Continue to develop School Profiles				
Include tracking information collected in November, February and May.	QIM (Raising Attainment)/Data and Analytics	Ongoing	Improved central overview of attainment. Earlier intervention to cohorts or schools where attainment is not as expected	
Provide overview of individual school targets in relation to agreed stretch aims.		Ongoing		Increased use of profiles to track improvements
Continue to evaluate the use of profiles and ensure access for all		Ongoing		Data in profiles matches school requirements. All data sets used to measure school improvement available in the school profiles
Implement improved tracking and reporting				
Establish common tracking system across BGE and use alongside Scottish National Standardised Assessments (SNSA) data to inform pathways for young people.	QIM (Raising Attainment)/ Data and Analytics	On-going	All secondary schools tracking in curriculum organisers	
Develop a range of templates for reporting in BGE at secondary.				Improved transfer of information across the curriculum to inform transition P7 S1
Ensure smooth transfer of tracking in all curricular areas at key transitions and in particular at P7/S1 where data will be mapped to courses in Secondary.				Improved attainment across all key measures

Data Programme/projects	Lead	From when	Measures
Collaborate with partners to join data sets when beneficial to do so			
Monitor uptake of ELC to inform next steps and help offer top up hours to families	Early years Team	On-going	Maintain the number of families receiving their first choice
Work in partnership with others to increase uptake of ELC for eligible 2s	Early years Team	On-going	Increase in the number of eligible 2s accessing a service
Increase central oversight of tracking data and PEF impact measures			
Monitor tracking data in November, February and May to allow predictions in attainment at city wide level.	QIO team	November	Improvement in closing of the gap measures
Track PEF interventions and match to attainment to identify impact and inform future PEF spend.			

Standards Programme/projects	Lead	From when	Measures
Clear expectations around the Core Quality Indicators			
Evaluate the impact of the Quality Improvement Framework and plan next steps	QIM team	On-going	Improvement in all core QIs
Regularly reviewed approaches to central Quality Improvement approaches			
Evaluate the impact of each programme of Quality improvement to determine next steps	QIM and QIO team	On-going	Improvement in all core QIs
Maintain approaches to collaborative improvement across the city			
Review impact of Trios and plan next steps	QIM and QIO team	Aug '22	Improvement in all core QIs

Partnership Programme/projects	Lead	From when	Measures
Delivery of Parental Involvement and Engagement Plan			
Delivery of the Parental Involvement and Engagement Plan	Identified ESO	On-going	Improvement in: <ul style="list-style-type: none"> • Attainment • Wellbeing • Positive destinations • Closing of the gap
Delivery of neurodevelopmental pathway			
Establishment of pathway in keeping with the partnership plan	QIM (Health and wellbeing)	On-going	Improved outcomes for those with neurodevelopmental needs
More closely align the universal services of health and education			
Capitalise on opportunities for co-location and co-delivery of services for children and families	QIM (health and wellbeing)	On-going	Reduction in number of requests for assistance