

Appendix C – Progress towards delivery of the National Improvement Framework Plan March 2023

Key	Fully delivered	
	On track	
	Behind track	
	At risk	

Excellence		
Priority identified in the NIF	Progress	Narrative on progress
<p>Improve the leadership of change in schools</p> <p>Roll out a programme of training associated with the Quality Improvement Framework. Further develop collaboration across the service through the use of Trios and sharing best practice across schools.</p> <p>Enlist the help of Associate Assessors to help drive improvement at school and Local Authority level</p>		<p>A second round of quality improvement visits have started in primary schools this session with strong collaborative approaches being taken. The majority of Head Teachers report positive outcomes and supportive relationships have been developed through the trio approach in primary schools.</p> <p>Quality Improvement Officers and Managers met in January to review current practices in support of quality improvement activity. Following feedback from head teachers both individually and through locality meetings, there were a number of things to be considered, identified strength and suggested areas for improvement. Key themes raised for review were the consistency of approach, the need to consider a proportionate support package linked to the school self-evaluation and findings from previous quality improvement visits and the need to align our approaches more fully to the Standards, Quality & Improvement Plan and HMle processes to help schools further prepare schools for inspection. We have started considering our professional learning offer for 2023-24 to ensure it is more robustly aligned to school improvement activity and identified areas of need.</p> <p>One of our Associate Assessors is working closely with schools to support them with paperwork required to be submitted prior to inspection. This has resulted in improved quality of self-evaluations which has been commented on by HMle</p> <p>Representatives from the early years team have identified and developed supports to further enhance play pedagogy in primary and ELC settings. Work has been undertaken to develop our Sharepoint site with enhanced access to materials which support all areas of ELC, however there are key pieces of work on play which have been shared with Head Teachers for further distribution and a request for support in highlighting good practice.</p>

		<p>Our Readiness for Into Headship group have recently undertaken some focused training using the Quality Improvement Framework, developing greater understanding of the process of high-quality self-evaluation and how this links to school improvement planning. Our middle leaders programme continues to be well attended with ongoing feedback that the opportunities for networking and professional dialogue are extremely well received.</p> <p>Secondary schools are working together to develop training and support for middle leaders as part of our readiness for inspection programme. Each of our secondary schools awaiting inspection plan to welcome peer headteachers in on a deep dive visit to support and challenge their self-evaluation.</p>
<p>Improve the quality of learning, teaching and assessment in schools</p> <p>Use of Attainment Advisor and Lead Teacher to establish greater consistency based on our agreed Learning, Teaching and Assessment Standard.</p> <p>Launch the Quality Assurance and Moderation QAMSO website to support city wide moderation activities</p>		<p>The Attainment Advisor (AA) continues to support primary schools to develop approaches to Learning, Teaching and Assessment. This session she has supported targeted schools, using the logic model alongside guidance and good practice from regional and national sources to develop current planning and delivery. The AA and an Education Support Officer are our local leads for a National Improving Writing Programme delivered by the Children and Young People's Improvement Collaborative (CYPIC). 6 city primary schools have been involved in phase 1 and a further 5 schools have undertaken the initial training as part of phase 2, which is being led and delivered by our local leads.</p> <p>The Lead Teacher continues to work with secondary colleagues across the city to provide targeted support to a small number of schools in order to improve the quality of learning, teaching and assessment. This work is bespoke and designed to meet the needs of individual schools.</p> <p>Quality Assurance and Moderation Support Officers (QAMSOs) met together in February and have begun planning city wide moderation training to support the whole moderation process. The group will begin to share support materials through the QAMSO site in April.</p> <p>A new approach to delivery of professional learning has been undertaken this year with a focus on expert teachers delivering focused professional learning in response to quality improvement activity and staff feedback. 22 Grassroots Professional Learning Programme (GPLP) sessions have been delivered to date, focusing on pedagogy, support for beginning teachers, health and wellbeing and inclusive practices, from the 9 programmes currently</p>

		<p>on offer. There are 3 GPLP PE Project offers available for all primary and support staff on the February inset days. An additional curricular support programme will begin towards the end of February focusing on creating mathematical classrooms at early and first level. Initial registrations for this programme are over capacity at 38 attendees, with a waitlist of a further 21 attendees.</p> <p>Feedback from these programmes has been positive; the modelling of practical ideas and guidance on resources and delivery, with hands on and active sessions delivered by experienced classroom teachers have been highlighted. Comments also reflect on the sessions allowing attendees to develop their knowledge and skills to support their learning and teaching.</p>
<p>Continue to improve the quality of universal health and wellbeing supports in response to changes in need</p> <p>Work with school health and wellbeing leads to audit the in school provision.</p> <p>Reflect on the outcome of the SHINE and health and wellbeing surveys to determine next steps.</p> <p>Work with the established Physical Education, Physical Activity and Sport (PEPAS) Group to increase provision of physical activity for children and young people.</p> <p>Continue to deliver holiday programmes in keeping with national guidance and local instructions</p>		<p>The Mental Health Collaborative have met twice now and have established an agreed terms of reference. The recent meeting in January allowed the collaborative to review the draft Children’s Services Plan and consider how best to lead this proposed work.</p> <p>The PEPAS group were fortunate to secure funding for Primary Intermediate Sport and through this funding colleagues from Grampian Disability Trust and Active Schools have supported schools in Boccia training. Building capacity of pupil leaders and staff to increase access to this inclusive sport, preparing for a primary school festival at the end of March. This training has been extremely well received. Through this piece of work, all schools will also be in receipt of their own Boccia kit so that this can be developed further.</p> <p>SHINE mental health survey reports captured in November 2022 have been shared with individual schools and ASGs and this will allow individual schools and school groups to focus on strengths and areas of need at a local level. The Quality Improvement team will review the sector specific reports to ensure across the city appropriate planning is undertaken in response to the outcomes of this. The physical wellbeing survey has also been concluded and the data drawn in to PowerBI to allow this to be shared with Schools for local, ASG and sector wide data analysis. Following last year a city wide report will be written and shared with the mental health collaborative, PEPAS group and relevant partners.</p> <p>Planning is underway for Easter in the city. Surveys have been sent to all learners and parents to ensure the programme meets their needs. The final programme will be shared with schools in mid March.</p>

<p>Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them.</p> <p>Continue to support our Pupil Climate Change Group Establish a webpage on the ACC site to encourage engagement and participation by children and young people.</p> <p>Continue to work with community planning partners to become a Child Friendly City.</p> <p>Collaborate with children and young people to report on the extent to which ACC supports and promotes Children's Rights and set next steps.</p> <p>Lead the Council to ensure full compliance with the UNCRC</p>		<p>A children's rights report has been collated to both comply with our current statutory duties and inform our next steps as we plan for the incorporation of the UNCRC into Scots Law. The publication of statutory guidance will trigger a review of our plan for incorporation.</p> <p>Following agreement at the H&WB summit and through the Education and Children's Services Committee, a group of young people are currently working on the development of a job profile that aligns with the 'One Good Adult' project. Through this process the group will develop approaches to using this for recruitment of adults working directly with children and young people across various services within Aberdeen City. The outcome of the most recent H&WB surveys undertaken in November/December 2023 are being taken through the PEPAS group and Mental Health collaborative to ensure appropriate next steps are considered in line with the Children's Services Plan. The pilot work will be shared at a National Learning & Sharing Event on the 14th of March which will be attended by colleagues across Scotland, Minister for Mental Health and COSLA leaders.</p> <p>The next focus of the Youth Climate Group is the allocation of the £150k towards specific local school projects. The group are keen to spend this money wisely and ensure that there has been as much consultation as possible over how the budget could be utilised most effectively to provide the greatest impact. Insight was sought from several groups and the Youth Climate Change Group have enjoyed inputs from several council areas and leaders. Insight and advice were provided from these sessions over how local projects at school level may be something that the group would wish to consider funding, as this will give that sense of ownership to children and young people in their local area.</p> <p>Education, and other council services, will continue to support and promote the Youth Climate Change group. This will involve supporting them in plans to allocate funds to our schools. Importantly there will also be the need to appoint a successor to Charles Turner as Youth Climate Change President. The selection process for this appointment will be a major focus for Charlie Turner and members of the group in the next few months.</p> <p>An important youth climate change event is to be arranged for April 2023. This will be led by the Youth Climate Change president and the Youth Climate Change group. This event will be a presentation of the City's Net Zero strategy</p>
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<p>Deliver a broader range of senior phase learner pathways aligned to growth areas.</p> <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>Work continues on the development of ABZ Campus, our exciting initiative to develop growth-sector aligned pathways for young people in Aberdeen.</p> <p>We continue to work closely with our partner providers (NESCoI, Aberlour Futures, Bon Accord Care, Citymoves Studio and Glamcandy) to offer more Foundation Apprenticeships (FAs), National Progression Awards (NPAs), National Qualifications (NQs) and Highers/Advanced Highers aligned to our growth sectors from June 2023.</p> <p>An engaging and user-friendly, ABZ Campus Course Guide has been published along with newly created, ninety second promotional course videos, featuring local students and providers.</p> <p>New Pathways Advocate posts have been introduced across our eleven Secondary schools to support, monitor and track care experienced young people in pathways planning and achieving a positive and sustained destination. Pathways Advocates will provide advice and support around choices, vocational pathways and future options and will work closely with Principal Teachers of Guidance and SDS, Careers Advisors.</p> <p>On Monday 6th February, a pre-recorded Family Information Event was launched to allow parents, carers and young people to hear a little more about ABZ Campus (link here). This launch coincided with the 'going live' of the bespoke ABZ Campus web pages (https://abzworks.co.uk/abzcampus/) to provide access to a Course Guide, promotional videos and further information.</p> <p>Strategic thinking about how Phase 2 of ABZ Campus might allow locality-based provision has started with work to continue through 2022 and into 2023.</p>

<p>Improve the delivery of Computer Science from 3-18 and beyond</p> <p>Establish Aberdeen Computing Collaborative to bring all key partners together 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>A Scottish Technology Ecosystem Lead has been appointed to complete 32 hours of work developing resources to support Computing Science in Early Learning and Primary.</p> <p>Opportunity North East have joined the Aberdeen Computing Collaborative to represent the views of the local Tech Sector industry and promote opportunities to collaborate.</p> <p>A city-wide event is in planning for the November in-service with a focus on digital and computing science.</p> <p>Additionally, a formal link has been established with UHI to support training of graduates into Computing Science teaching posts. Students will be provided with placements and a base in Aberdeen City with 1 student being supported this year.</p>
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Equity		
Priority identified in the NIF	Progress	Narrative on progress
<p>Improve the quality of environments/supports for those with additional support needs</p> <p>Work with partners to roll out training in the Circle Framework to ensure consistent understanding, approaches and language across all agencies.</p> <p>Develop guidance on how to meet a range of needs, particularly sensory needs Continue to be responsive in the support being offered by the ASN and outreach service.</p> <p>Work with partners to develop transition planning, including those with disability Delivery of the Accessibility Plan.</p>		<p>In almost all schools we have identified a lead to support the implementation of Inclusion in Practice, The CIRCLE Framework. Following the launch of the Framework in September training sessions and surgeries have been led by Education Support Officers, Educational Psychologists and Health professionals to support the roll out of the resources and associated training. These partnerships are providing rich expertise to ensure the CIRCLE training and resources are impactful and consistent across our settings. The online CIRCLE Toolkits have been accessed almost 1000 times by school staff. We are beginning to see the shared vision and language of the CIRCLE Framework at school Quality Improvement Visits, where some schools are utilising the resource to consider the environments they are providing, to encourage and help learners and to support the delivery of learning and teaching.</p> <p>The ASN & Outreach Service seeks to support learners through a quality, collective approach. The Senior Leadership Team are continuously reviewing and developing systems designed to ensure robust decision</p>

		<p>making throughout the service. Work is ongoing to further-promote consistency in the understanding of what the service offers using 'the Five Roles of Support for Learning'. This is available via the Service's new website, which was launched in 2022. By continuing to engage with/be guided by the single Service Improvement Plan and governance structure, a dedicated, consistent high-quality cross-team ethos is being cultivated.</p> <p>Activity undertaken in 2022-2023 enabled the Service to implement a <i>Quality Improvement Framework</i> designed to better-support self-evaluation across the whole service. The <i>Framework</i> is being used to drive the implementation of a system of collective self-evaluation of Quality Indicator 2.3, Learning, Teaching and Assessment. This is coupled with the Service's involvement in local authority Quality Improvement Visits. Evidence gathered from this is key to better understanding collective strengths and next steps, and a pilot internal professional learning calendar has been launched as a result. Common tracking and monitoring periods/approaches are being piloted to strengthen data-led improvement methodology and further engender Service-wide consistency. These seek to ensure the service can consistently track request for assistance (input) data to improved outcomes for learners, thus robustly evidencing the impact of our interventions.</p> <p>A new professional learning framework to help staff develop the skills they require to support children with additional support needs has been launched for all staff in the Education Service. The framework offers training at a range of levels to support our delivery of the Accessibility Plan. The Head Teacher, in conjunction with Central Officers, continues to ensure the direction of travel is aligned with the recommendations of the Morgan Review: recent self-evaluation highlights consistent and steady progress in this regard.</p>
<p>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</p> <p>Review cases of those who are on the edge of care to inform next steps</p> <p>Use Service Design principles to reshape the approach taken by the Virtual School and wider</p>		<p>Governance arrangements have been established and the oversight board will meet monthly to look at strategy and interventions with all service leads.</p> <p>Operational teams meet weekly to discuss individual young people and to identifying any specific learning to be captured. The strategic leads meet fortnightly to discuss progress including any barriers / learning to be captured / reporting impact/ new referrals.</p> <p>An amber rating has been allocated due to the delay in establishing the full teams. This has now been addressed. We are currently considering how</p>

<p>Council with a focus on prevention and early intervention.</p> <p>Establish a pilot in two Associated Schools Group to test and improve the model.</p> <p>Continue to work with Further and Higher education to support those who are care experienced into positive destinations</p> <p>Support those least likely to secure a positive destination through a School Leavers fortnight</p>		<p>best to evaluate the impact of the pilot to determine next steps for consideration by Elected Members.</p> <p>Officers are at the early stages of considering what a school leavers fortnight could look like. Considerable time and energy has been invested in following up school leaver destinations to inform our work in the longer term.</p>
<p>Close the poverty related attainment gap</p> <p>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).</p> <p>Engagement with Education Scotland</p> <p>Monitor impact of the provision of Youth Work, Family Learning to determine an agile response to supporting disadvantaged groups.</p> <p>Work with Education Scotland Attainment Adviser to target support to identified schools.</p>		<p>HTs continue to have the autonomy to decide how PEF allocation is spent within their specific context. Central staff have dialogue with HTs regarding PEF as part of quality assurance visits to ensure that robust data analysis supports HTs to consistently identify gaps but also plan for effective evaluation of interventions, progress, and impact. The AA has supported targeted schools, using the logic model alongside guidance and good practice from regional and national sources to develop their current planning.</p> <p>ACC Framework for Equity sets out the vision of investing shared resources to target early intervention and prevention for children and young people being central to tackling inequality and improving life chances. The importance of early intervention, prevention, partnerships and reducing health inequalities continue to be prioritised, alongside high-quality learning experiences, use of data and targeted and differentiated interventions and support.</p> <p>Aberdeen City have set stretch aims for session 2022-23 and additional strategic stretch aims to be achieved for 2026. Senior school leaders have been involved in discussions regarding current data which included them having the opportunity to feedback on proposed stretch aims and ask any questions. Tracking, conducted three times a year, allows for monitoring and any support/challenge interventions to be provided by the central team and the Attainment Adviser. Frequent data conversations take place regarding attendance, attainment, and engagement at a school and regional level. Live data profiles allow for increased accuracy of progress and provide a</p>

<p>Maximise uptake of free Musical Instruction Audit the cost of the school day to determine next steps</p> <p>Work with the Scottish Government to increase provision of ELC to those who are 1 and 2 from low income households.</p> <p>Universal roll out of PEEP in all ELC settings</p>		<p>basis for formal tracking meetings to take place within the quality improvement framework process.</p> <p>The Music Service has begun planning the offers available to young people through the music centre option agreed at committee in January.</p> <p>The Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26 has been compared with Local statutory plans. Work has also been undertaken to review the supply of early learning and childcare placements against demand.</p> <p>All Early Learning and Childcare settings are now delivering a Parents as Early Education Partners (PEEP) programme based on the needs of their school community. Plans are being progressed to ensure that a range of professionals can inform the design and delivery of the programme.</p>
<p>Prevent families from experiencing poverty wherever possible</p> <p>Work in collaboration with others to address the root cause of poverty. This will see targeted promotions of support available through:</p> <ul style="list-style-type: none"> • Money advisors • Partnership with Cfine • Continue to be responsive to the needs of refugees arriving in the city. 		<p>ACC Framework for Equity sets out the vision of investing shared resources to target early intervention and prevention for children and young people being central to tackling inequality and improving life chances. The importance of early intervention, prevention, partnerships and reducing health inequalities are prioritised alongside high-quality learning experiences, use of data and targeted and differentiated interventions and support. Family support, access to foodbanks and financial advice are signposted for all families by schools. A holistic strategic approach for families impacted by poverty is leading to improvements in readiness to learn, inclusion and participation.</p> <p>Each school cluster has access to at least one full time youth worker. Following an early intervention rationale and a multiagency approach, targeted interventions are beginning to break down barriers to learning such as poor attendance, exclusion and lack of engagement and participation. Family services are an uppermost priority. Carefully targeted support provides opportunities to connect, building parenting skills in how parents can support their child with literacy and numeracy as well as providing responsive workshops often linking to mental and emotional wellbeing. As well as these workshops, opportunities include family residentials, Easter and summer play sessions city wide, counselling sessions and access to financial advice. A holistic strategic approach for families impacted by</p>

		<p>poverty is in turn leading to improvements in readiness to learn, inclusion and participation.</p> <p>Work continues to support refugee families both those living in hotels in the city and those moving into more settled accommodation. Additional support has been provided to the Dyce schools to enable them to respond to the needs of the large number of Ukrainian pupils and their families living in hotels in the area.</p>
<p>Partnership Delivery of the Family Support Model Continue to work to shape a model of Family Support with Community Planning Partners</p>		<p>Work to develop a Family Support Model continues to progress. Two recent workshops with multi-agency partners have helped clarify the vulnerabilities in the current system in order to build a stronger model. This work will be built into the refreshed Children's Service plan due for publication in 2023. Children's services plan is currently out for consultation.</p>
<p>Review the Anti-bullying policy Details analysis of data Comprehensive study of practice nationally and internationally to inform next steps.</p>		<p>Two schools have engaged with the national thematic review and both will be featured in a case study of best practice. The output of the review will be used to help inform our work to refresh our Anti-bullying policy.</p>

Strategic enabler identified in the NIF	Progress	Narrative on progress
<p>High quality professional learning for all</p> <p>Maintain an agile programme for all school staff to include opportunities for:</p> <ul style="list-style-type: none"> • Probationers • Early stage teachers • Middle leaders • Senior leaders • Supply staff <p>Re-establish subject networks.</p> <p>Continue to build capacity in learning, teaching and assessment outside including making use of outdoor Nurseries.</p>		<p>This session we launched our grassroots professional learning programme (GPLP), designed and delivered by a small network of 'Expert Teachers' across a range of key themes; pedagogy, health and wellbeing, inclusive practices, probation and NQT support and curricular support. Our GPLP offer is being shared across the local authority to support system wide improvement through enquiry-based practices, collaboration opportunities and evidence-informed learning.</p> <p>There are five programmes currently being delivered, with additional offers to start after Christmas. Initial feedback from these programmes has been positive.</p> <p>Further support for learning and teaching will be available through the work of two Digital Leads who will focus on the training coordination and delivery across all our key technologies from January. Additional digital support will</p>

<p>Support staff to gain qualifications in order to realise career progression and promotion.</p>		<p>also be offered through two STER Implementation Leads. As Aberdeen City is a pathfinder authority with a focus on developing resources to support development of Computing Science in Broad General Education (3 to 15), these STER Implementation Leads will be responsible for development of BGE materials from Early through to Second Level initially. This work will include developing new and adapting existing resources for this purpose and creating video content to support this work.</p> <p>The GPLP project is running in tandem with the wider CLPL offer and allows for the continuation of targeted CLPL sessions from both internal and external providers. We will continue our city-wide work with Osiris on the February in-service day to allow for completion of the four quadrant cycle of learning for our schools.</p> <p>A joint in-service day offer for ELC and Primary 1 teachers took place in November through the Early Years Outdoor Expo event at Hazlehead Outdoor Nursery. The event allowed for an opportunity for educators from across the city to network, join a range of practical workshops and move towards a shared vision for early childhood.</p> <p>Our EduSharePoint Professional Learning page continues to signpost to local, regional and national professional learning opportunities for all and offers a variety of asynchronous self-directed activities across all levels.</p> <p>In partnership with the Northern Alliance and Education Scotland we are continuing to offer, where possible funded opportunities for staff to engage with award bearing courses such as the Into Headship and Middle Level Leadership.</p>
<p>Senior and Middle Leadership development</p> <p>A programme for Middle Leaders to enhance their leadership skills.</p> <p>A focus on those aspiring to Into Headship</p> <p>Create a network for Middle Leaders to:</p> <ul style="list-style-type: none"> • Share practice • Learn from and with each other 		<p>Engagement in the middle leadership programmes continue to be high and colleagues are now becoming more comfortable in asking one another for help and sharing practice through our established Middle Leaders Teams Space.</p> <p>Middle leaders attending sessions continue to comment on the positive impact professional dialogue is having on their practice. Having the opportunity to engage in high level, facilitated discussion is building confidence and capacity.</p>

<ul style="list-style-type: none"> Engage with professional learning opportunities to improve leadership capacity 		<p>Those undertaking the Readiness for Into headship programme have been working through a self-reflection 360 tool, developed in partnership with Lumas 360 and focusing on the GTCS standards for middle and senior leaders and high-quality leadership skills. Education Support Officers and experienced peer HTs have been trained to review this 360 assessment and work with the individuals to coach them to use this as a supportive, reflection tool, building on the outcomes to plan ahead. There has also been a recent focus on our service Quality Improvement Framework, supporting individuals and teams in maximising impact on school development.</p>
<p>Support staff health and wellbeing</p> <p>Respond positively to the findings of the staff health and wellbeing survey</p>		<p>The findings of the staff health and wellbeing audit high level messages were shared with H&WB leads in November. These are also to be shared with HTs to ensure that school leaders are in a position to consider the feedback as part of their own establishment self-evaluation and plan an effective response. Actions from the survey are included in the Children's Services plan</p>
<p>Monitor workforce to ensure our capacity to deliver for children and families</p> <p>Monitor recruitment to ensure swift identification of any issues to be addressed.</p>		<p>Effective mechanisms are in place to monitor levels of vacancy across schools, and despite the increase in school rolls, the service is attracting applicants for posts in schools.</p>
<p>Continue to develop School Profiles</p> <p>Include tracking information collected in November, February and May.</p> <p>Provide overview of individual school targets in relation to agreed stretch aims.</p> <p>Continue to evaluate the use of profiles and ensure access for all.</p>		<p>PowerBI live tracker will be operational by January with schools having access to tracking information at school and individual level 3 times per session. This data will allow us to track the progress of schools against stretch aims and to track individuals progress from 3 – 18. All relevant data sets are to be linked to the school profiles to ensure schools have access to all data in one location.</p> <p>Staff have the opportunity to provide feedback through an interactive form.</p>
<p>Implement improved tracking and reporting</p> <p>Establish common tracking system across BGE and use alongside Scottish National Standardised</p>		<p>A common tracking system is available for staff to use and evaluate over this current school session prior to mandatory implementation in all schools in August 2023. This approach is providing really helpful insight into the system and enabling us to build a system we can have confidence in.</p>

<p>Assessments (SNSA) data to inform pathways for young people.</p> <p>Develop a range of templates for reporting in BGE at secondary.</p> <p>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.</p>		<p>Reporting templates are being reviewed and agreed to allow secondary schools to have a format which matches their context.</p> <p>Primary curricular areas are being mapped to secondary trackers and there is early feedback that this is useful when planning experiences post transition.</p>
<p>Collaborate with partners to join data sets when beneficial to do so</p> <p>Monitor uptake of ELC to inform next steps and help offer top up hours to families</p> <p>Work in partnership with others to increase uptake of ELC for eligible 2s</p>		<p>The service continues to work closely with colleagues in health to identify families eligible for ELC provision in order to increase uptake of ELC for eligible 2s.</p>
<p>Increase central oversight of tracking data and PEF impact measures</p> <p>Monitor tracking data in November, February and May to allow predictions in attainment at city wide level.</p> <p>Track PEF interventions and match to attainment to identify impact and inform future PEF spend</p>		<p>Mechanisms are in place to centrally monitor Curriculum for Excellence data following the three tracking periods. Data is matched to SNSA data to allow for challenge around correlation of attainment. At each tracking period QIOs discuss data with headteachers or data leads providing challenge and scrutiny .</p> <p>The Pupil Equity Fund (PEF) tracker in development will allow schools and central officers to better audit the impact of interventions and spread best practice more readily.</p>
<p>Clear expectations around the Core Quality Indicators</p> <p>Evaluate the impact of the Quality Improvement Framework and plan next steps.</p>		<p>There is a notable improvement in the quality of school improvement plans and almost all schools now have a child friendly improvement plan in place.</p> <p>Training sessions have been offered to Headteacher</p>
<p>Regularly reviewed approaches to central Quality Improvement approaches</p>		<p>Our second set of Quality Improvement visits are underway and learning from the first round is supporting a more proportionate approach. Teams are working in partnership with our associate assessors to ensure schools awaiting inspection are fully prepared.</p>

<p>Evaluate the impact of each programme of Quality improvement to determine next steps.</p>		
<p>Maintain approaches to collaborative improvement across the city.</p> <p>Review impact of Trios and plan next steps</p>		<p>The Trios approach is now leading to increased opportunities to share best practice across primary schools. The approach is less impactful across secondary schools and is currently being reviewed, with a view to introducing in session 2023-24.</p> <p>Introduction of locality targeted Early Years Locality Leads has increased capacity and strengthened the Quality Improvement Team to provide support and consistent messaging across locality schools.</p> <p>In light of the number of poor ELC inspections, staff are being sought from high performing settings to support staff teams to understand the standard where appropriate. The impact of this change in approach will be evaluated over the next 6 months.</p>
<p>Delivery of Parental Involvement and Engagement Plan</p> <p>Delivery of the Parental Involvement and Engagement Plan</p>		<p>Aberdeen Parent Council Forum (APCF) have had an opportunity to engage in the National Discussion - 'Let's Talk Education' with small numbers attending to share their views. There have been opportunities across many schools to engage with this at school level. The partnership with APCF continues to be strong with regular attendance from the Education Service at bi-monthly meetings to provide updates in relation to service improvement.</p> <p>Ongoing support for parent councils has been provided with almost all schools currently sustaining a positive parent council team. Supports continue to be offered where there are challenges with engagement. This is currently being supported by Education Support Officers and a Quality Improvement Manager.</p> <p>Through the Stronger Family Series a variety of learning opportunities continue to be offered to parents and carers which focused on antibullying delivered in November by Respectme. Recordings are made available for those who cannot join the live event.</p> <p>Within ELC, PEEP is continuing to be rolled out. Partnership with Save the Children was also positively received last session, and provided key supports to parents in some of our pilot settings. Six schools have been</p>

		offered fully funded training to embed a Families Connect programme, a facilitated network for parents of pupils aged 3-6.
Delivery of neurodevelopmental pathway		The service continues to contribute to the development of a multi-agency neurodevelopmental pathway and a Programme Manager and Project Officer have been appointed to help drive forward this plan. This work is built into a refreshed Children's Services Plan for 2023-2026.
Establishment of pathway in keeping with the partnership plan		
More closely align the universal services of health and education		The education service and Lead Nurse continue to meet on a weekly basis to share intelligence and further promote co-location and co-delivery. This has led to a refresh of approaches to school nursing and the attendance of the Lead Nurse at Head Teacher meetings and attendance by the Chief Education Officer at Universal health meetings.
Capitalise on opportunities for co-location and co-delivery of services for children and families		School nursing teams are now aligned to the localities supported by schools to ensure stronger partnership working is being developed. Further partnership working with NHS has been agreed through part funding of supports for Place2Be in 2 of our Schools as a pilot project to enhance early intervention and prevention through a counselling approach for children aged 3+. This work will increase access for children and families at an early stage to benefit from interventions such as play therapy and look at whole family support. Part of this funding has been targeted in areas where high levels of Ukrainian families are being supported.