

## Appendix B National Improvement Framework Progress Update – April 2025

Programme/ project	April update	RAG
<b>Improve Leadership of Change in schools</b>		
<p>Build leadership capacity and capability through:</p> <ul style="list-style-type: none"> <li>• a coordinated professional learning programme</li> <li>• involvement of middle leaders in quality assurance arrangements</li> <li>• analysis of surveys of staff, parents and learners to inform Quality Improvement activity</li> </ul>	<p>Central officers are using the feedback provided through a professional learning audit to shape the professional learning offer for leadership teams next session.</p> <p>Secondary officers and headteachers have planned development days on learning teaching and assessment, raising attainment, safeguarding and wellbeing. These will be aimed at all middle and senior leaders ensuring consistency of approaches across schools and building on the learning gained from recent inspections.</p> <p>Information gathered from surveys issued to category 3 schools is supporting targeted interventions and helping schools to identify incremental progress against identified priorities,</p>	
<b>Improve the quality of learning, teaching and assessment in schools</b>		
<p>Continue to improve the quality of learning, teaching and assessment (pace, and challenge) by:</p> <ul style="list-style-type: none"> <li>• collaborating with the Regional Improvement Collaborative to publish the Toolkit</li> </ul>	<p>The Northern Alliance, Learning Teaching and Assessment (LTA) toolkit has been populated with helpful local resources and supports HTs to access high quality materials to support effective staff development. Funding by Northern Alliance ceases at the end of March 2025 and officers will be given a day a week in order to continue to manage the implementation of the toolkit across our schools.</p> <p>Around 70 school leaders attended a twilight session where the LTA officers shared their learning from using the toolkit in a range of schools. This was a great opportunity for leaders to consider how they would make use of the toolkit, with action plans to support implementation being created. The impact has been very positive with 9 schools making use of the self-evaluation toolkit over the February Inset Days. 41 out of 48 primary schools, 4 secondary schools and Orchard Brae are now engaging with the toolkit. A follow-up session sharing how the toolkit can support LTA improvements will take place in March.</p> <p>The officers also led a session on Leadership of LTA at a recent HT session. Self-evaluation data will be gathered and used to create key leadership action points to support our collective leadership improvement.</p> <p>There has also been a suite of online CLPL (Career Long Professional Learning) courses delivered by Northern Alliance officers which Aberdeen schools are engaging with.</p>	
<ul style="list-style-type: none"> <li>• the phased deployment of additional digital tools and a new digital identity</li> </ul>	<p>33 primary schools and 3 secondary schools are now accessing new devices and education identity.</p> <p>Wave 2 has generally progressed as expected. The schedule has been amended to ensure delivery to the original timescale where any technical/operational issues have been encountered. A solution to provide desktop computing for secondary school computing labs is in</p>	

	testing. Planning for secondary school deployments in May and June has begun. A survey will be issued to gather feedback on the deployed solution and the impact on classroom learning and teaching.	
<ul style="list-style-type: none"> <li>continued roll out of the national improvement in writing programme.</li> </ul>	<p>Training has now been delivered to Cohort 5 schools with staff already noting the improvement in their writing data with an added benefit of improved attendance for one learner noted by one of the schools within the cohort.</p> <p>Spread and scale has now been delivered to all Cohort 1-4 schools and an additional series of training is planned for the final term. Support visits have been undertaken with opportunities for professional dialogue alongside some observations of writing sessions. Meetings with senior leaders have afforded opportunities to further interrogate the data and look for patterns.</p> <p>A session has been delivered to all ACC probationers who selected this as a professional learning option. An information session is planned to be delivered to the central education team in term 4.</p> <p>Cohort 6 &amp; 7 schools have now been identified, and training will be offered during session 25/26, this will then see all primary schools engaged in the programme.</p>	
<ul style="list-style-type: none"> <li>developing and testing an approach to improve the numeracy curriculum with a focus on transitions</li> </ul>	<p>The online portal is now live internally within ACC and available to all ACC maths staff, Primary and Secondary HTs, Primary Transition Staff and Community Learning and Development staff. Discussions have taken place with External Communications to make the Adult and Family Learning tiles within the portal available to external ACC Customers. This will be progressed in line with the revised ACC website.</p> <p>Maths, Numeracy and Learning and Teaching specialists from across schools and community learning were invited to an event presented by Craig Barton as part of the Multiply Numeracy project on 12 February. 85 participants took part in 3 sessions aimed at raising attainment in Maths and Numeracy through improving learning and teaching. The event was very well received, and feedback will be taken forward through the ACC Multiply Numeracy Portal and through the development of more networking opportunities for subject specialists.</p> <p>The headteacher working on the toolkit will continue to be seconded one day a week to ensure resources remain relevant.</p>	
<ul style="list-style-type: none"> <li>development of a city wide literacy offers for children, young people and adult learners</li> </ul>	<p>An online Literacy Hub platform has been created to support teachers in delivering the literacy curriculum. Moving forward, we are planning for this hub to be a central space for all literacy offerings across ACC. Headteachers have had a brief introduction to the platform and it is being piloted in at least 6 primaries and in an English department in one of our secondaries. Feedback has been overwhelmingly positive to date.</p> <p>Twice monthly meetings between a group of stakeholders are continuing with representatives from libraries, health, education, social care, adult learning and family learning attending and contributing. A more joined up offering of Literacy support for citizens across the city is being planned which will be shared with groups for feedback and comment.</p>	
<ul style="list-style-type: none"> <li>working with practitioners to develop an ELC</li> </ul>	Education Scotland completed the 4 sessions of Pedagogical Leadership training with managers from across the Local Authority and Funded Provider settings. 60 practitioners attended and feedback was very	

<p>standard to support improvement in pedagogical understanding</p>	<p>positive. Most participants strongly agreed that these sessions will have a positive impact on their role as leaders.</p> <p>Following the success of these sessions, Education Scotland have extended their offer to participants of Pedagogical Leadership. 23 leaders are now participating in a coaching programme. The participants have identified a specific area of leadership that they would like to further develop and have been allocated an Education Scotland Associate with expertise in their chosen area to coach and mentor them.</p> <p>Education Scotland are working with the Early Years Team to roll the Pedagogical Leadership course out to Senior Early Years Practitioners and Room Leaders across our settings.</p>	
<ul style="list-style-type: none"> <li>ensure a robust application of the new tracking system and use of the digital data tools with an increased focus on care experienced children and young people</li> </ul>	<p>Our 11 secondary schools have all now introduced pupil tracking and, with some variation, are able to extract robust tracking summary data from the new system.</p> <p>Schools are now able to include in their own tracking young people who are sitting courses away from their own setting, providing a more complete picture of progress.</p> <p>An export is in development which will allow data from all 11 secondary schools to be extracted for analysis at authority level, allowing central staff to monitor progress of young people in each school and across the authority.</p> <p>This allows us to identify the progress of care experienced, or cohorts in a particular school or across all 11 secondaries.</p>	

<b>Continue to improve the quality of universal health and wellbeing supports</b>		
Continue to encourage children and young people to be more physically active, including those with sensory and other identified needs.	<p>The Physical Education, Physical Activity and School Sports ( PEPASS) group will be convening in April to review the progress of our schools in achieving a Sport Scotland Award. The group hopes that all schools will achieve an award over time.</p> <p>To date 27 schools are in the process or have achieved an award (2 in development, 5 achieving Bronze, 12 achieving Silver, 4 in the process of achieving Gold and 4 with Gold complete). Sport Aberdeen are continuing to support.</p>	
Shaping and delivering a whole system approach to the healthy weight of children and young people in partnership with others	The strategic network group (SNG) has been established comprising leaders from various council clusters, Aberdeen Health and Social Care Partnership, NHS Grampian, Higher Education and the third sector. The Group met twice in March to system map provision across the city and establish current actions to address obesity. Officers are now analysing this information to establish points of leverage/ gaps in provision, the basis of which will inform city-wide priorities.	

<b>Increase the voice of children and young people in the design and delivery of services</b>		
<p>Ensure children and young people are involved in decision-making and that we respond to what children and young people tell us they want and need including, but not limited to:</p> <ul style="list-style-type: none"> <li>continuing to work in collaboration with the Youth Climate Group to work towards Net Zero</li> </ul>	<p>Following the initial collaborative workshops, co-designed between ETZ Ltd and the Aberdeen Youth Climate Action Group (YCAG), work has continued, facilitated and driven through their online collaborative Google Classroom space. Working alongside an artist team, a decision has been reached for the final artwork to be an animation. Early storyboard concepts and designs have been developed by the artist with feedback invited from the young people. Work is ongoing alongside the Our Union Street (OUS) Team with the projected animation and exhibition expected to take place in April.</p> <p>Requests/spends linked to the funds identified and made available to schools through the Youth Climate Change Group continue to be received. Schools have been advised that all spends must be requested and authorised prior to Summer 2025. Future reporting requirements have been shared with schools as part of future evaluation and reporting processes.</p>	
Continuing to engage with Aberdeen Youth Movement	<p>Both the Young Ambassadors (10-16 yrs) and Aberdeen Youth Movement (AYM) (16-25 yrs) representatives have been involved in progressing the Child and Young People's rights improvement project, they have provided feedback on the annual Children's Services Plan report 24/25, and they continue to promote, develop approaches and empower other children and young people to have a voice and input into matters that affect them across the city. This has included work in prompting, developing and delivering Your Place, Your Plans Your Futures, city wide consultation to capture what's good and what needs to change across the city to inform our many plans, including Community Learning and Development and future Locality and LOIP plans. Both groups have created engaging ways for children and young people to take part in the consultation, with peer engagement at locality events and secondary school roadshows.</p> <p>AYM continue to have representation across local community groups providing a youth lens to groups like the Fairer Aberdeen Board, which required a change in constitution to involve young people. AYM won the</p>	

	Anne Frank Award 2025, from Action for a Fairer World and Grampian Regional Equality Council (GREC).	
<b>Deliver a broader range of senior phase learner pathways aligned to growth areas</b>		
<p>Deliver a broader range of learning pathways through:</p> <ul style="list-style-type: none"> <li>• delivery of Phase 2 of ABZ Campus</li> </ul>	<p>Phase 2 ABZ Campus courses are progressing towards completion with assessments and examinations (depending on the course type) during April and May 2025.</p> <p>Having completed focus groups and surveys with young people to find out their experiences of ABZ Campus courses this session, plans are in place to commence partner learning walks within both schools and North-East Scotland College, sharing understanding of the learning environments our ABZ Campus young people experience.</p> <p>Course Choice has commenced for Phase 3 of ABZ Campus with an increased range of courses on offer for our young people. For the first time, anytime offers will be extended to include young people from Aberdeenshire and Moray secondary schools with the hope and expectation of reciprocal arrangements in future phases.</p>	
<ul style="list-style-type: none"> <li>• continue developing pathways to support those with a range of additional support needs</li> </ul>	<p>We are now recruiting for ABZ #WHATif session 25/26. Potential participants have been highlighted by school staff. Central to this are discussions with young people and their families around what potential employment opportunities may be best suited to meet their needs, personal motivators, skills and future aspirations.</p> <p>The ABZ #WHATif session 25/26 is open to all secondary special schools and enhanced provisions. Verbal feedback from participants, supporting staff and employers is extremely positive – measurable data is being gathered, and this will be used to evaluate the pilot and inform the delivery and structure of the upcoming session.</p>	
<ul style="list-style-type: none"> <li>• ensuring that the school curriculum is ideally matched to pupil needs</li> </ul>	<p>Broad work around curriculum in the Senior Phase continues through the collective work of ABZ Campus (see above) and through opportunities for professional learning.</p> <p>For ABZ Campus, in addition to information recordings created for families and partner local authorities, a twilight professional learning event was held for pastoral teams on the offer for Phase 3.</p> <p>As part of the <i>Multiply</i> initiative to provide resources and professional learning in aspects of Numeracy, recognised Numeracy expert Craig Barton delivered input to Maths Faculty Heads and class teachers.</p> <p>Last session, staff from all secondary schools were provided with training to qualify them to deliver First Aid training to young people. A further session has been arranged for May 2025 to continue to provide capacity across our secondary sector, ensuring young people are trained in this hugely important life-skill.</p> <p>Further bespoke professional learning opportunities are planned for individual schools and groups of schools during the next term and a half.</p> <p>Work to review the work placements in conjunction with ABZ Works has continued and is reaching conclusion with next steps to be agreed. At this point it is unlikely that a broader work placements system will be in place ready for Phase 3 of ABZ Campus due to staff absence.</p>	

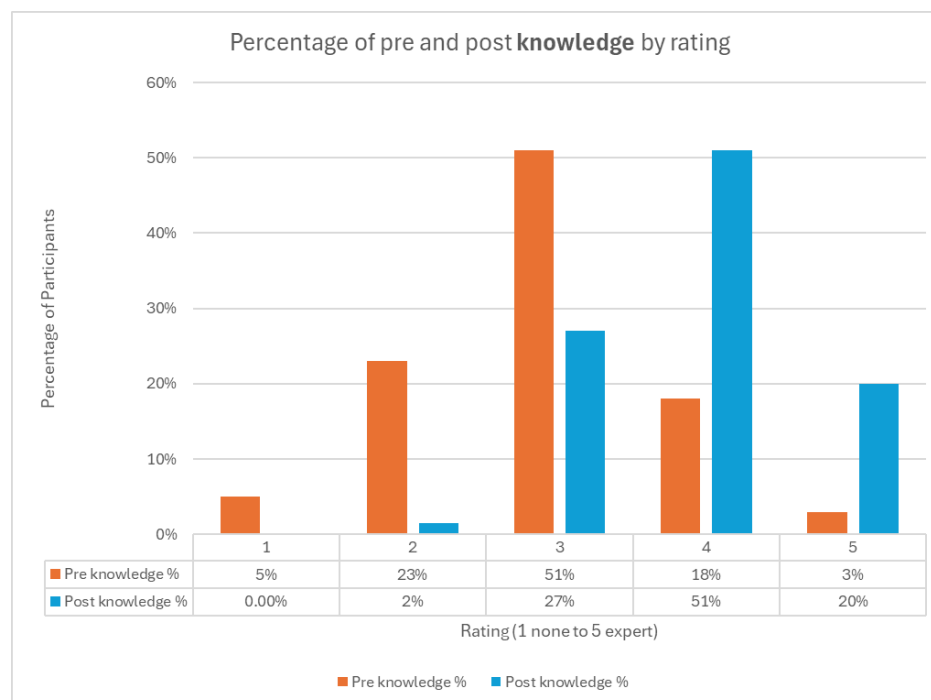
<ul style="list-style-type: none"> <li>opportunities for CLPL for Computing Science Secondary Staff and staff across BGE</li> </ul>	<p>ACC will be part of a STACS / Scottish Government sponsored pilot with two other local authorities, on addressing support for computing science. This begins with kick off meetings in March 2025 and planning for subsequent work. The programme is to review how local authorities can best support Computing Science, review any barriers and potential supports to overcome these. STACS is funded by Scottish Government and based at the University of Glasgow and has a focus on professional learning and support for Computing Science across Scotland.</p> <p>Canva for Education has been made available at no cost to the authority for all staff and learners. Canva is a tool for digital media creation and AI content generation. A programme of Canva related professional learning is available online.</p> <p>Work continues to establish a digital space at ONE TechHub on Schoolhill as part of the work with Aberdeen Computing Collaborative.</p>	



Improve the quality of environments/supports for those with additional support needs		
<p>Improve the quality of environments and supports by:</p> <ul style="list-style-type: none"> <li>Continuing to implement our accessibility plan</li> </ul>	<p>The Educational Psychology Service 'Spotlight' resource continues to be tested.</p>	
<ul style="list-style-type: none"> <li>Ongoing roll out of the Child Inclusion Research into Curriculum Learning Education (CIRCLE) Framework</li> </ul>	<p>Further resources have been developed for both universal and targeted aspects of CIRCLE. These resources were shared at the most recent CIRCLE workshops over the February insets. There were over 200 participants at the workshop consisting of 15 settings/ services – 8 primary, 5 secondary and 2 services. The significant secondary attendance is indicative of a progressive shift to meeting learners' needs in the city's secondary schools.</p> <p>The Central ASN Support Hub (CASH) is now live. This is a portal to log any queries where the school are facing barriers and/or challenges – for example, targeted support needs. There are now two supports hubs (one universal and one targeted) which are open city wide. These hubs offer a safe space to share practice and to adapt and adopt the creative solutions of colleagues and settings across the city.</p> <p>The next phase of the supporting learners offer will focus on the Social Communication Emotional Regulation Transactional Support ( SCERTS) approach which schools may find more impactful in supporting learners with more complex needs.</p>	
<ul style="list-style-type: none"> <li>Evaluate the impact of the Educational Psychology Service on school practice to determine next Educational Psychology Service</li> </ul>	<p>The Educational Psychology Service continue to work to increase their impact data gathered and have a new data gathering plan, which includes a focus on consulting stakeholders in term 4 instead of term 1. This plan also includes new mechanisms of gaining stakeholder feedback regarding the in-depth case working they are now engaged in. Initial data gathering is extremely positive. Especially in relation to parent and carer feedback.</p> <p>The recent Inservice days saw the Educational Psychology Service engage in delivering Education wide training, continuation of the widely successful Emotional Literacy Support Assistants Programme, Coaching implementation follow-up training, and also bespoke Locality Group training offers and support, such as work on Mediated Learning (training that supports the differentiation of support for learners). Education wide training included training at the Additional Support for Learning, Learning Festival. The EPS ran workshops on putting learner's voice front and centre in planning for children in light of UNCRC, Emotion Coaching and Emotionally Based School Non-Attendance. Given the evidence against one-off training sessions, and research base for ongoing training and coaching, all Educational Psychology Service training offers link to longer term support offers from the service. All training that was engaged in by the service over the February Inservice weekend was evaluated highly, and with a high number of follow-up requests regarding implementation.</p> <p>The Educational Psychology Service is currently temporarily down 1.6FTE capacity, due to maternity leave across the team. The number of Early Intervention Consultations carried out this academic year to date is 450. Feedback from school staff gathered on Early Intervention Consultations remains very positive. The average rating out of a scale of 1-7 (7 being the highest) is 7 on all the following questions:</p> <ul style="list-style-type: none"> <li>How well do you think your views were heard during the meeting?</li> </ul>	

	<ul style="list-style-type: none"><li>• Were the agreed actions from the meeting clearly explained to you?</li><li>• How satisfied are you with the outcomes of the meeting?</li><li>• Overall, how would you rate this meeting?</li></ul> <p>The question, “How confident are you that progress will be made following this meeting?” had an average ratio of 6 out of 7 following the Early Intervention Consultation.</p> <p>In exploring how the Educational Psychology Service can contribute to the ACC Plan for Parental Involvement and Engagement (21-27) and increase our universal offer to families, we have made stronger connections with colleagues within the Family Learning team. We had a joint session with them, sharing processes and practice. Feedback showed a measurable increase in the understanding of our service and enthusiasm for exploring the possibilities for working together, including via the Educational Psychology Service Systemic Early Intervention Consultations. The popular Seasons for Growth, bereavement, loss, and change programme for school staff to deliver with groups of pupils in their own schools, has been further developed. The Senior Educational Psychologist accredited Seasons trainer has recently added training for Adults, and a group for Parents to the Educational Psychology Service training offer. In February, the Family Learning team and colleagues from the primary and secondary schools attended the first training to become “Parenting Seasons for Growth Companions.” This means they can deliver Seasons for Growth groups with their parents/carers to help support their children/young people with bereavement, loss, and change. This is just the first step in extending the highly evaluated Seasons offer to positively impact parents and carers, and therefore learners in schools too. The training was very positively evaluated, and follow-up evaluations will be carried out over the coming months.</p> <p>The Educational Psychology service has recently updated the Bereavement and Critical Incident Guidance for school staff. This includes more supporting materials, including videos for adults and learners, and updated information regarding trauma-informed practice. These have been launched at a recent Head Teachers’ meeting and feedback from schools and Officers who have used the updated Guidance has been very positive.</p>																	
<ul style="list-style-type: none"><li>• Delivery of the Behaviour Plan</li></ul>	<p>Over 250 staff from across the city attended our Supporting Learners inset offer. The first day had input from education staff including ASN practitioners and the Educational Psychology service, with a focus on understanding and supporting dysregulated behaviour.</p> <div><table><tr><td>● A Fresh Look at Emotion Coaching</td><td>156</td></tr><tr><td>● Emotionally Based School Non-Attendance (EBSNA)</td><td>35</td></tr><tr><td>● GIRFEC: Preparing an effective Child's Plan - Do's and Don'ts</td><td>65</td></tr><tr><td>● "Main Character Energy" - Facilitating pupil participation within education planning</td><td>82</td></tr><tr><td>● Sensory Considerations: Understanding the 8 Senses (0915 - 1030)</td><td>145</td></tr><tr><td>● Sensory Considerations: Understanding the 8 Senses (1430 - 1530)</td><td>47</td></tr><tr><td>● Understanding and Supporting Dysregulation (1100 - 1215)</td><td>154</td></tr><tr><td>● Understanding and Supporting Dysregulation (1430 - 1530)</td><td>48</td></tr></table></div> <p>Data shows that all staff noted an increase in both knowledge and confidence</p>	● A Fresh Look at Emotion Coaching	156	● Emotionally Based School Non-Attendance (EBSNA)	35	● GIRFEC: Preparing an effective Child's Plan - Do's and Don'ts	65	● "Main Character Energy" - Facilitating pupil participation within education planning	82	● Sensory Considerations: Understanding the 8 Senses (0915 - 1030)	145	● Sensory Considerations: Understanding the 8 Senses (1430 - 1530)	47	● Understanding and Supporting Dysregulation (1100 - 1215)	154	● Understanding and Supporting Dysregulation (1430 - 1530)	48	
● A Fresh Look at Emotion Coaching	156																	
● Emotionally Based School Non-Attendance (EBSNA)	35																	
● GIRFEC: Preparing an effective Child's Plan - Do's and Don'ts	65																	
● "Main Character Energy" - Facilitating pupil participation within education planning	82																	
● Sensory Considerations: Understanding the 8 Senses (0915 - 1030)	145																	
● Sensory Considerations: Understanding the 8 Senses (1430 - 1530)	47																	
● Understanding and Supporting Dysregulation (1100 - 1215)	154																	
● Understanding and Supporting Dysregulation (1430 - 1530)	48																	





- Review the provision for supporting learners need

The Educational Psychology Service undertook the Exploration of Learners Needs survey which was reported at committee in November 2024. A group of professionals has been established to look at the operational model for the test of change proposed for Riverbank. The Educational Psychology Service has consulted with 50% of the learners in the Language Support Provisions. This is to gain a sense of what matters to them in their learning environments to help feed into the operational model. These short-term support provisions provide a blueprint model to help inform plans and approaches for the Test of Change provision at Riverbank. Therefore, this population of learners seemed the most appropriate to learn from in relation to what is important for them in their education experiences when away from their home school. Consultation has also taken place with Head Teachers, Parents and Trade Union representatives.

Training for support staff has been reviewed and has been shared with stakeholders for comment in February 2025. A new learning festival with a focus on Additional Support Needs was delivered in the February Inset. This will be followed up by an Early Learning one on the Inset in May 2025. 2 Local Authority Inservice days have been identified and communicated with schools for the 2025/2026 academic year. The focus of this will be on Learning, Teaching and Assessment. Learning from other Local Authorities is being explored around Pupil Support Assistant Induction programmes. Learning from Aberdeen City's Emotional Literacy Support Assistants programme will also be incorporated.

A new induction programme for support staff has been devised and agreed with Trade Unions. An updated programme of professional learning and training is currently underway with a focus on the areas identified through feedback from schools and staff at all levels. The structure will follow the existing framework of pre-informed/informed/skilled/enhanced. Providing the requirements for each level and possible areas of development and training identified. This alongside the ACC bespoke training and learning, which is being actively developed by professionals, will give identified pathways and high-quality learning for support staff.

<ul style="list-style-type: none"> <li>Targeted use of TalkBoost</li> </ul>	<p>Talkboost and Early Talkboost continue to be delivered in partnership with NHS Speech and Language Therapy (SaLT) as part of our service level agreement.</p> <p>Historically, 45 primary/ELC settings had staff trained in delivering Talkboost/Early Talkboost. Given the movement of staff, trainers from SaLT and ACC are gathering data to identify where gaps are across ASGs to ensure an equity of offer, particularly where the greatest need is known.</p>	

<b>Close the poverty related attainment gap</b>		
<p>Help address the gap and gradient through:</p> <ul style="list-style-type: none"> <li>Working with HTs to monitor the impact of Pupil Equity Funding (PEF) interventions</li> </ul>	<p>Updated school profiles and a new PowerBi Broad General Education tracking tool, help school leaders drill down into data by Scottish Index of Multiple Deprivation (SIMD) profile and by demographic information and cohort. As a result, headteachers have easier access to information allowing them to determine the poverty-related attainment gap in their school by identifying target groups/pupils experiencing disadvantage. The use of these tools is being monitored over session 2024/25 to help improve consistency and identify a need for any further support for senior leaders in using the tool.</p>	
<ul style="list-style-type: none"> <li>asking every school to have a cost of the school day position statement known by the whole school community</li> </ul>	<p>At the most recent Equity Network meeting there was discussion of the importance of having a clear cost of the school day position statement for schools. Examples from various schools were shared and emphasis placed on the need for clear communication with parents and carers about financial support and policies. Participants were asked to complete a quick poll about the cost of the school day in their school. The poll gathered information on the current status and progress of cost-related policies in schools.</p> <p>The updated school uniform guidance from the Scottish Government was also shared with the network. The guidance focuses on affordability, sustainability, and inclusivity, and aims to support schools in developing and reviewing their uniform policies. These items will be a focus for the next Equity Network meeting in May with further support and advice available from the Attainment Advisor.</p>	
<ul style="list-style-type: none"> <li>maintaining our focus on attendance levels and termly communication to parents and carers</li> </ul>	<p>Attendance continues to be monitored regularly through data discussions. Parents are sent attendance information termly to remind them of the impact nonattendance can have on attainment. A focus on P1 has been added to discussion agendas in order to address an emerging downward trend in attendance.</p> <p>The Educational Psychology service is working closely with schools to share strategies to support emotionally based school nonattendance (EBSNA).</p>	
<b>Prevent families from experiencing poverty wherever possible</b>		
<p>Continue to work in collaboration to address the root cause of poverty through:</p> <ul style="list-style-type: none"> <li>targeting families most in need of our help by sharing data</li> </ul>	<p>Schools across the city continue to work in collaboration with each other, other services and agencies to target families most in need of help and either provide that help at source, or signpost families to the most appropriate source of assistance. As a result, a wide range of support has been made available to families with children attending school or ELC in Aberdeen city.</p>	
<ul style="list-style-type: none"> <li>the provision of Money Advisors</li> </ul>	<p>Parents and carers continue to be signposted to the support provided by money advisors which may include support with debt management, benefit advice and support to claim benefits.</p>	

Data from January and February 2025 shows the following:

	January 2025	February 2025	Total for period
Financial Gains	£32,780.38	£80,934.20	£113,714.58
Debt Cases	5	7	12
Total Debts of	£4,125.56	£50,864.47	£54,990.03
Benefit checks	11	17	28
Benefit Claims	12	5	17
Benefit Challenges	0	2	2

- working with the third sector to support foodbanks and uniform swaps and target families in need of assistance

Schools across the city are working with partners to provide assistance to children and families in need in a wide variety of ways. The visual below illustrates the type of assistance being provided by schools working in partnership with others.

Cost of the school day support/initiatives currently in your school/nursery.....

75 responses



## Partnership Delivery of the Family Support Model in keeping with the Promise

Delivery of The Promise through:

- reviewing oversight arrangements for those who are cared for out of authority

Working in partnership with social work colleagues, officers are continuing to explore reasons for young people moving into placements out of authority (OOA) in order to establish systems or changes to current practice which could reduce the numbers of young people cared for out with the local authority.

As of 28.2.25

Total number of children in foster care OOA (age 3-18)	140
--	-----

Nursery (3-5)

## Primary

## Secondary

Number of children in residential school

Number in residential care but attending mainstream	10
---	----

Not included in the figures above:

3 young people who are OOA with foster carers but no longer attend school.

5 in a residential placement but have left school.

<ul style="list-style-type: none"> <li>expanding our Edge of Care pilots to St Machar</li> </ul>	<p>Discussions have taken place with both senior staff in St Machar Academy and locality social work to identify where there may be gaps in provision and where the skill set of the pilot teams can be used to offer support to children and families. Current staffing is being considered across the pilot teams as well as wider teams within each service area to maximise capacity and best meet the needs across the 3 ASG's. The current pilot model is being reviewed to continue to allow the flexibility it currently offers and to further align with other supports along the continuum of provision. Staff in the pilot teams continue to have high quality CPL input, which includes all staff completing the 'Keeping the Promise Award' and being trained to deliver the Dynamic Youth award to support children and young people to add to their qualifications profile.</p>	
<ul style="list-style-type: none"> <li>supporting the development of our Family Support Model test</li> </ul>	<p>The lead has been appointed, and work has begun with key stakeholders to plan the implementation of tests of change.</p>	
<ul style="list-style-type: none"> <li>implementing our Request for Assistance</li> </ul>	<p>Following a review of the system requirements and the nature of the data to be processed, IT colleagues are bringing the development of the new Request for Assistance process in-house.</p>	
<b>Addressing inequality</b>		
<p>Continue to address inequality by:</p> <ul style="list-style-type: none"> <li>all secondary schools registering with Equally Safe at School and ensure key staff complete the e-module</li> </ul>	<p>In line with national guidance, all secondary schools are reviewing existing programmes with a view to register on the Equally Safe in School website. Bucksburn Academy are engaging with Equally Safe at School (ESAS) as one of the Pilot schools. The experiences from this will support further schools' participation with the programme. Officers have been in contact with ESAS with a view to presenting an overview of their service at a future HT meeting.</p> <p>Additional staff have engaged with opportunities to train as trainers for Mentors in Violence (MVP). 7 staff were trained in an additional training session in March.</p> <p>Schools will record incidences of gender based violence using SEEMIS Bullying and Equalities Module (BEM). All incidents of gender based violence will be tracked and reviewed as part of the ongoing audits into bullying incidents over session 2024/25. This will support the collection, monitoring and review of the data. There has been one recorded incident this academic session.</p> <p>The Director of respectme, Scotland's Anti-Bullying Service will be meeting officers on 26 March.</p>	
<ul style="list-style-type: none"> <li>secondary schools to review their RSHP (relationships, sexual health and parenthood) curriculum</li> </ul>	<p>All Health and Wellbeing leads across the city are engaging with Education Scotland and the reform of the PSE (Personal and Social Education) Curriculum. The structure of the curriculum is to change from six areas of learning to eight, which allows for broadening and clear focus and outcomes. Education Scotland have also identified seven areas of importance that will run through the new structure. Equity and being respectful, supportive and safe are two of these which will take a deeper dive into equalities and gender based violence across the PSE curriculum as a whole.</p>	
<ul style="list-style-type: none"> <li>continuing to support all secondary schools to establish effective</li> </ul>	<p>Schools continue to engage with Time for Inclusive Education. We have 420 teaching staff across 55 education settings who have completed Stage 1 of the E-Learning Module. 3 Schools are involved in Stage 2 professional</p>	

<p>systems support LGBTQIA+ community school</p> <p>to in</p>	<p>learning. 1 School has completed all the outcomes. and there will be a further offer in March 2025.</p> <p>To support the published Guidance on LGBT Inclusive Education staff will have the opportunity to attend professional learning delivered by TIE in April.</p> <p>LGBT groups from our schools are collaborating with each other and across Aberdeenshire to coordinate an event for LGBT students this Spring. They are identifying a date and venue for a disco. This will support LGBT students across Aberdeen to make connections and be part of the larger community.</p> <p>Four Pillars continue to deliver the certified LGBT+ Awareness Training to school staff. The two-hour sessions which are delivered via TEAMS are running from the 25 February to 25 March.</p>	
<ul style="list-style-type: none"> <li>primary schools to pilot primary Mentors Against Violence programme and full roll out across secondary</li> </ul>	<p>A Scottish Government pilot of a primary version of Mentors in Violence Prevention (MVP) is currently running in selected central belt schools; this will be rolled out nationally in session 25/26. The feedback from pilot schools have been very positive regarding this adapted version of the full programme.</p> <p>ACC MVP trainers are supported the independent sector running an MVP training course at Robert Gordon's College in January 2025. This was a highly successful professional learning opportunity with 10 members of RGC staff trained and a further 9 members of ACC staff. Additionally, a further 2 nominated secondary colleagues are attending an MVP train the trainer event in Glasgow in March 2025. Upon successful completion this will take the number of MVP trainers in the city to 4.</p>	

High quality professional learning for all		
<p>Maintain an agile professional learning programme for all ELC and school staff based on both QI outcomes and audits of need</p> <p>Continue to increase opportunities for collaboration at secondary subject level</p> <p>Establish an ELC support worker network</p> <p>Where possible, support staff to gain statutory qualifications in order to realise career progression and improve the staffing pipeline</p>	<p>Professional learning continues to be planned based on needs identified through Quality Improvement visits and inspection evidence.</p> <p>Recent local Northern Alliance Learning, Teaching and Assessment Toolkit sessions have been well attended, and sessions are continuing this development work this term.</p> <p>Opportunities for a SMART Technologies Train the Trainer programme will commence on the May inset days to upskill staff and continue to support the roll out of the Northern Lights project.</p> <p>Work continues on the Behaviour Action Plan, with more than 200 practitioners engaging with work on Being Restorative and 30 practitioners completing a Train the Trainer Keeping Trauma in Mind programme. Work with Maybo has progressed, with around 2000 staff accessing e-Module online learning and face to face sessions on the November and February inset days. 12 trainers successfully completed the Level 2 (9) and Level 3 (3) Maybo Train the Trainer programme. E-learning modules have been opened up to include libraries and community learning staff.</p> <p>We are continuing to use ACC Learn to provide access to e-Learning opportunities, including two supporting children with healthcare needs courses for staff and senior leaders.</p>	

	A need analysis for all school based staff and Head Teachers has been sent to schools and results will inform our planning for professional development next session.	
<b>Senior and Middle Leadership development</b>		
Continue to deliver a programme for Middle Leaders to enhance leadership skills  Engage with external professional learning opportunities to improve leadership capacity	<p>Two experienced Head Teachers have recently started supporting the QIO (Quality Improvement Officer) with a Leadership remit; this builds capacity with growing numbers of staff interested in developing their leadership skills.</p> <p>The CLPL (Career Long Professional Learning) courses for early phase Middle Leaders continue to have good attendance with 6 sessions now delivered. The quality of professional dialogue to deepen participants' understanding is a strength of these sessions.</p> <p>The most experienced Middle Leaders group have recently been studying Aberdeen's Quality Improvement Framework to deepen their understanding of expected standards across settings and to achieve clarity in self-evaluation.</p> <p>Our participants in this year's Into Headship are continuing to make good progress with a record number of Middle Leaders working through the process. This will support the recruitment of new Head Teachers within Aberdeen City.</p> <p>The process for recruiting for Into Headship for next session have been undertaken in March. with 3 applicants being successful. Two participants from last session led an informative online session sharing their experience of the Into Headship process. This has been shared through the Middle Leaders networks.</p>	
Increase opportunities for middle leaders to participate in Quality Improvement activity  Deliver newly appointed HT programme and review implementation	<p>All middle leaders in school continue to have the opportunity to participate in quality improvement visits in their Trio or Quad. This has been extended to senior Early Years Practitioners in ELC ensuring specific actions for ELC are actioned timeously. Middle leaders report they see this opportunity as impactful and high quality professional learning.</p> <p>The newly appointed head teacher programme continues to be delivered when a new HT or acting HT takes up post.</p>	
<b>Continue to support staff health and wellbeing</b>		
Deliver staff wellbeing surveys Continue to signpost staff to corporate supports for health and wellbeing and highlight case studies  Monitor compliance in the application of corporate staffing policies	<p>170 staff attended Being Restorative Training, was which delivered through six sessions on both February in- service days by Education Scotland. This is part 1 of a 2 part course, the second to be delivered in the 25/26 session. Attendees included teachers and support staff from all phases and staff from Active Schools.</p> <p>SAMH/Penumbra continue to support our Senior pupils by delivering Suicide Prevention &amp; Self-Harm sessions. Four academies have completed this. A Wellbeing Support Day, co-ordinated by Penumbra, is being offered to Staff and Parents on the May in-service day, with several harm reduction support services taking part. This is being delivered in conjunction with the Grampian Wellbeing Festival.</p> <p>The Educational Psychology Service offer Coaching, accessible to all school staff, and also Systemic Early Intervention Consultations for Middle and Senior Leaders to discuss key issues or areas of practice relevant to them to find shared solutions, or support.</p>	



<b>Monitor workforce to ensure our capacity to deliver for children and families</b>		
<p>Monitor recruitment to ensure swift identification of any issues to be addressed.</p> <p>Build in performance management and absence reporting expectations for HT network and DHT network (CLPL planned)</p>	<p>The Quality Improvement Manager with responsibility for staffing continues to monitor ongoing requests to recruit. Discussions have recently begun to address emerging difficulty in recruiting to certain secondary subjects and we are working with schools in the central belt and Scottish Government to attract more graduates into teaching as a career. Bespoke recruitment and selection training for school leaders has been planned and delivered over 5 sessions by People &amp; Citizen Services (P&amp;C) colleagues, over 100 school leaders will have undertaken the training by mid-March.</p> <p>Dates for training around performance and absence management will be confirmed with P&amp;C colleagues for later in 2025. Recruitment of our own probationer teachers is underway and is informed by our predicted requirements for August 2025.</p>	

<b>Continue to develop School Profiles</b>		
<p>Evaluate the consistency of effective use of school profiles and ensure access for all</p>	<p>Data discussions in November 2024 between Quality improvement Officers (QIO) and school leaders demonstrated a continued spread of knowledge and understanding of school profiles. QIOs continue to support senior leaders in understanding their attainment data. A small test of change has been implemented to increase the rigour around the discussion of data overtime in the North of the city. This will be rolled out to south schools for the May data discussions.</p>	
<b>Implement improved tracking and reporting</b>		
<p>Mandatory data training sessions for senior leaders which includes BGE (Broad General Education) tracker, H&amp;WB (Health &amp; Wellbeing) data, School Profiles, etc this should also cover analysis of data and planning next steps, and transition at all levels</p> <p>Data training for all staff to ensure accountability through the system</p> <p>City wide programme of moderation including work with university to ensure alignment with undergraduate training programme</p>	<p>As part of the Quality Improvement Visit, data is interrogated at class, faculty and school level with relevant staff in school.</p> <p>Senior Leaders can request Systemic Early Intervention Consultations from the Educational Psychology Service to support their data analysis or explore how to gather data for their Improvement Plans in relation to key aspects of performance at any point through the school year.</p> <p>A Moderation presentation has been developed for use by all settings to ensure a shared understanding of the moderation cycle. Quality Assurance and Moderation Support Officers (QAMSOs) may support schools and ASGs in the delivery of this presentation and subsequent development work.</p>	
<b>Collaborate with partners to join data sets when beneficial to do so</b>		
<p>Improve data sharing processes to ensure that all relevant data</p>		

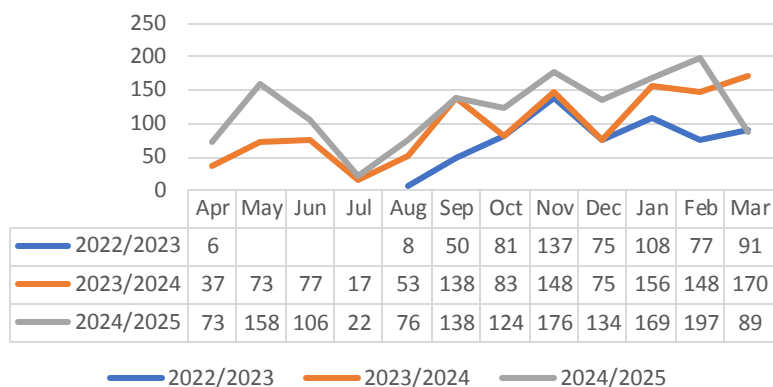
can be shared to support planning and implementation of interventions e.g. PEPAS (Physical Education, Physical Activity and School Sports), Health	A data sharing agreement is in place with Sport Aberdeen and has been agreed by all partners to allow data to be shared safely and the impact of interventions tracked more effectively.	
<b>Increase central oversight of tracking data and PEF impact measures</b>		
Continue to monitor the use of the Equity tracker and provide support through the Equity Network sessions	The equity planning and tracking format has been in place since session 2023/24. Evidence shows that most schools are becoming more confident in ensuring plans demonstrate a clear understanding of context through improved interrogation and interpretation of data. Increasingly, interventions are time specific and being tracked more regularly with signs of greater confidence to adopt, adapt or abandon if desired progress is not being made. The equity tracker was on the agenda for the equity network which took place in January 2025 and further opportunities for collaboration, support and guidance were made available for all equity leads.	
<b>Clear expectations around the Core Quality Indicators</b>		
Implement the refreshed Quality Improvement Framework to help improve standards against the core Quality Indicators	<p>Central officers will continue to work collaboratively with schools and Associate Assessors to implement and evaluate the refreshed Quality Improvement Framework which was approved at Education and Children's service committee in July 2024.</p> <p>This will allow further improvements to be presented to committee in June 2025.</p>	

<b>Continually improve central Quality Improvement approaches</b>		
Implement quality improvement calendar (QIC) which provides well planned, focused quality improvement activity	The Quality Improvement Calendar continues to support schools to plan their own improvement activities in line with centralised activity. The QIC for 2025/26 is being developed and will be shared with school leaders before the Easter break. This will further ensure that all schools/services are fully informed, allowing for efficient planning for next session. Next session's QIC will include a Building Capacity page, outlining all professional learning opportunities for the session. The QIC will continue to be a live document.	
Evaluate the effectiveness of activities within the QIC to determine next steps	All activities contained within the calendar are being evaluated at the time of delivery and will be evaluated again in 6 months to evaluate the ongoing impact on our schools.	
<b>Maintain approaches to collaborative improvement across the city</b>		
<p>Continue to support delivery of the Armed Forces Covenant</p> <p>Align partnership forum activity with the family support model building on good practice in existence</p> <p>Refresh trio model and involve the Associate Assessors in supporting quality improvement activity.</p> <p>Review and develop collaboration with locality leads / QI team</p> <p>Improved transition across the city</p>	<p>Our lead officer continues to update schools and ensure best practice is in place to deliver the covenant.</p> <p>Trios and Quads continue to work well to support quality improvement activity across the city.</p> <p>Associate assessors are continuing to play a key role in ensuring leadership teams are aware of the national standard.</p> <p>Sessions on each of the core indicators are being run by the Secondary Associate Assessors during May and June to support improvement in learning, teaching and assessment and ensure best practice is shared across all schools.</p> <p>The role of the locality lead in supporting early level will be reviewed as part of our annual quality improvement framework review.</p>	
<b>Delivery of Parental Involvement and Engagement Plan</b>		
<p>Work with the parent forum to improve communication between schools and parents and increase parental engagement</p> <p>Stronger family series to be further developed</p>	<p>Officers continue to work with colleagues from corporate services to streamline and update a digital resource for parents to be launched in Spring 2025. The parent forum has been invited to provide feedback on the new resource once it is ready to be published.</p> <p>Stronger Families Series continues to support NIF (National Improvement Framework) priorities with an ABZ campus awareness session delivered in January. Sessions to support attendance and wellbeing are planned for Term 4.</p>	
Develop and implement the Parental Involvement & Engagement Plan	Actions from the new Parental Involvement and Engagement Plan are progressing well, including those outlined above. 'Connect' report an increase in direct engagement with their parent council support and resources, with 27 schools engaging with the organisation's networking system and 16 schools attending online training. This means we are making good progress towards the action plan target of increasing engagement by 50% more schools by end of 2025.	

## Accessibility Update

Augmentative and alternative signage at learner appropriate height	An ACC E-learn module has been created to support consideration moving forward.	
Consider suitability, accessibility and capacity within Victorian schools through feasibility study and options appraisal	The Outline Business Case is planned to be presented to the Council's Education and Children's Services Committee and Finance and Resources Committee in Spring 2025	
CIRCLE framework training delivered with partners across settings including use of Up and Away to support understanding of environments to meet needs.	Please see earlier update on CIRCLE.	
Develop guidance to meet a range of sensory needs	Guidance completed and available via padlet. Ambassadors are now using these to support schools.	
Child's planning format which is accessible for learners	Pilot is ongoing.	
Empower children and young people to have their voice heard when experiencing child protection processes through effective use of alternative communication systems	Bucksburn Academy ASN Wing and Orchard Brae School staff continue to build their skills and resources to consider how best to support pupil voice and agency for those learners with complex additional support needs, this includes the use of Makaton and assistive technologies.	
Access to information through a single digital source of information for parents, carers and disabled young people	Platform for the website has been agreed and initial engagement underway with partner agencies.	
Implement "One Good Adult" programme	Implemented	
Ensure summary information regarding additional support needs is accessible and available in a variety of formats in accordance with legislation	This will be considered when developing the website above.	
<b>Outstanding actions from the Behaviour Plan</b>		
<b>Improve the consistency of incident reporting by:</b> <ul style="list-style-type: none"> <li>- Continuing to investigate how to send an automatic notification to staff through Core HR</li> <li>- Reviewing arrangements further in light of the <a href="#">National Behaviour Plan</a> (to include clear definitions when Included, Engaged and Involved Part 2 and Respect for All has been refreshed)</li> </ul>	<p>Work is continuing on developing a system of automation, currently a member of the Health and Safety team reviews all incidents and sends an email response to staff.</p> <p><i>Supporting learners: A relationship and rights focused approach to physical intervention and seclusion</i> is the new local guidance for schools based on the Scottish Government's guidance Included, Engaged and Involved part 3.</p> <p>This guidance highlights all the steps in the process of managing these situations and gives clear instruction to all staff. Definitions are included in this guidance and supporting appendices show the ACC processes and further information to support staff.</p>	
<b>Gain further assurance around the knowledge of/compliance with agreed policies by:</b> <ul style="list-style-type: none"> <li>- Short Health and Safety briefings to be developed in collaboration with Trade Unions and posted on the Edu-Sharepoint site</li> </ul>	Person Centred Risk Assessments (PCRAs) are currently under review by the secondary intervention group, with the support from colleagues in the Health and Safety Team. The objective of the review is to support schools to implement and identify appropriate pathways and interventions timeously. Further training will be available to all staff on PCRAs and Incident Training once this guidance has been developed.	

### Number of reported incidents as at 24.03.25



An Induction programme for staff has been drafted in consultation with the safeguarding group. This includes all mandatory training and training logs are being designed to track compliance.

All schools have updated their health and safety policies.

#### Refresh Behaviour and Relationship policies:

- All actions complete

The safeguarding group (comprising of officers, school staff and trade unions) continues to meet fortnightly.

All schools will receive the new Supporting learners: A relationship and rights focused approach to physical intervention and seclusion as the new guidance for schools in April, this will be supported by bespoke Q&A sessions. The new PCRA guidance will fall in line with this guidance and the language will be consistent through all documents to ensure clarity.

Actions are being delivered within timescales.

#### Ensure robust provision of risk assessments by:

- Collaboratively reviewing and updating Person Centred Risk Assessment guidance to include escalation arrangements, FAQs, the frequency of review alongside considerations of how best to provide targeted support to the young person during this period
- Quality Assurance process over 2024/25 to include sampling of Person Centred Risk Assessment processes

An approach to stress risk assessment is in development and will be worked on with trade unions and the headteacher group.

The e-module will provide guidance on the creation and review of Person Centred Risk Assessment (PCRAs), and this will be accompanied by written guidance. The module has been published, and the guidance is currently being developed. This new guidance will include reference to grab and go PCRAs which provide key information for supply staff working in a school.

Quality assurance of PCRAs continue to be reviewed during quality improvement visits .

A refresh of the PCRA documentation is underway with input from Health and Safety team. Samples of the current format have been gathered, and an audit of relevant information is almost complete. This will enable the document to be streamlined and provide non ambiguous language to support learners and staff.

<b>Supporting staff by:</b> <ul style="list-style-type: none"> <li>- Regularly reminding staff of corporate wellbeing supports through the education newsletter</li> <li>-</li> </ul>	<p>Corporate wellbeing supports are shared through the education wellbeing newsletter to ensure all staff in schools have access to all supports available. Education will be part of the corporate pulse checks in relation to health and wellbeing.</p> <p>We are awaiting information on the publication of resources to support improvement in relationships at school level. Guidance on enabling police investigations will be discussed as part of the safeguarding group activity.</p> <p>.</p>	
<b>Further build the capacity/capability of staff by:</b> <ul style="list-style-type: none"> <li>- Continuing to roll out CALM theory (de-escalation) training to all school communities</li> <li>- Continuing to offer bespoke training through the Educational Psychology Service</li> <li>- Programme of restorative practice training being put in place from August 2024</li> <li>- Implement Restorative Justice training (currently being negotiated)</li> <li>- Consider PSE review as part of National Improvement Planning 2024/25</li> </ul>	<p>Our approach to supporting schools who have dysregulated/distressed learners continues to develop with the introduction of understanding and supporting learners. This session is a bridge between first level Maybo and CALM theory. Further bespoke support can be delivered by the CALM team on request from schools.</p> <p>A bespoke suite of professional learning is under development. This is based on the changing needs of the service, national trends and the feedback given by staff at all levels. The model for this will be based on the Education Scotland structure of informed/skilled/enhanced. It will support practitioners at all levels and cover a diverse range of professional learning.</p> <p>The PSE curriculum review is underway with Health and Wellbeing leads for all schools attending sessions from Education Scotland. The curriculum will change focus and emphasis to broaden and provide depth to learning. Education Support Officer, Health and Wellbeing will support schools in the implementation of new or emerging curricular needs.</p>	
<b>Improve knowledge of the legislative framework</b> <ul style="list-style-type: none"> <li>- All actions complete</li> </ul>	<p>The exclusion webinar providing legal advice is available to all schools. This is the first in a series of webinars being developed to support schools with legislation.</p>	
<b>Ensure effective mechanisms are in place to support continuous improvement</b> <ul style="list-style-type: none"> <li>- All actions complete</li> </ul>	<p>The HT group has now identified priorities with action plans to support these. This includes the service at Riverbank, the directory of support and a review of the Child's Planning Support Forum.</p> <p>A further group has been created to specifically address issues at secondary level, this group have also identified priorities which focus on learners who are unable to identify safe behaviour in school and are at risk of being involved with the criminal justice system.</p>	
<b>Continue to focus on a positive culture</b> <b>- All actions complete</b>	<p>This has been gathered and will be used to share best practice across the local authority, informal feedback from our recent Thematic Inspection of the Education Service was complimentary of our positive culture.</p> <p>Our latest staff wellbeing survey closed on Tuesday 14 January and feedback is currently being analysed by data and insights. Cluster data will be shared with the safeguarding group and data</p>	



	<p>across all clusters will be reported through Staff Governance Committee.</p> <p>All managers are regularly reminded of the need to promote open and blame free reporting of incidents.</p>	
<p><b>Engagement with parents and carers on behaviour and relationships by:</b></p> <ul style="list-style-type: none"> <li>- Tabling this Action Plan with the City-Wide Parent Forum for comment</li> <li>-</li> </ul>	<p>The Chief Officer has a standing item on all parent forum meetings to update on progress of the behaviour plan. These updates are appreciated and provide information for parent representatives to share at local meetings to ensure the information is disseminated across the whole parent body.</p>	
<p><b>Committee business</b></p> <ul style="list-style-type: none"> <li>- Review the Devolved School Management scheme as planned</li> <li>- Review the plan regularly in light of any updated national guidance</li> <li>-</li> </ul>	<p>The review of the Devolved School Management scheme is planned for 2025.</p>	