Aberdeen City Council

National Improvement Framework Plan 2017/2018

Evaluating and Reporting Progress

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN 2017/2018
High Level Priorities

Priority 1 Improvement in attainment, particularly literacy and numeracy	Priority 2 Closing the attainment gap between most and least disadvantaged children	Priority 3 Improvement in children and young people's health and wellbeing	Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people
• Improve consistency of delivery of the curriculum (pace, challenge and ambition) across all schools and early learning and childcare settings at all levels • Empower leaders to confidently lead the raising attainment agenda at school, ASG, City and across the Northern Alliance via implementation of impactful professional learning • Maximise community learning opportunities to improve literacy and numeracy outcomes for families • In collaboration with The Northern Alliance, develop shared approaches to assessment and moderation. • All schools and Central Officers use robust Quality Assurance Processes, including the analysis of data and collecting the views of children and young people, to inform school and service improvement • Work across The Northern Alliance to shape a literacy and numeracy strategy to improve attainment	• Empower all schools to effectively identify 'the gap' and the associated barriers to guide the targeting of resource • Ensure Pupil Equity Fund/SAC funding is used to effectively and measurably close the attainment gap • Implementation of poverty proofing measures across all schools and services to increase engagement and participation of our children and young people • Develop and implement an Early Years Strategy on closing the gap to reduce the vocabulary gap in P1 • Empower parents and carers across the city to help close the attainment gap • Maximise the use of Family Learning Team to increase the number of family learning interventions across the City • Support the partnership delivery of Locality Plans in each Priority Area to address local need and aspiration • Work in collaboration with The Northern Alliance to develop programmes to support the implementation of the Pupil Equity Fund	• Develop and implement a strategy to improve outcomes for all children and young people with their mental health and wellbeing. Including early intervention to support children and young people with mental health needs. • Work in partnership with NHS and other key partners to improve the health of children and young people • Establish Partnership Forums and decentralise resource to provide primary prevention and early intervention across each Associated Schools Group to reduce requests for central resource • Expand Outreach Services to increase support for children with additional support needs at the point of need • Review, implement and monitor refreshed Substance Misuse Policy to reduce the number of substance misuse incidents in schools	• Collaborate with The Northern Alliance to establish and implement a strategy on Developing the Young Workforce to increase the number of young people reaching a positive and sustained destination • Improve transition planning to reduce the number of exclusions following transitions • Establish an Early Learning and Childcare Academy to increase opportunities for young people to access a career in ELC • Review and develop the City Campus and Secondary Curriculum Structures to ensure full alignment with the DYW agenda to increase engagement • Increase provision aligned to DYW for vulnerable learners to improve their long-term outcomes

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN
August 2017

Priority Area	August 2017	August 2018	What did we do and what was the impact?
Improvement in attainment, particularly in literacy and numeracy	QI 1.3 Leadership of change QI 2.3 Learning, Teaching and Assessment		**Quality Assurance and School Self-Evaluation** The quality assurance model previously used across Aberdeen City schools focussed only on QI 3.2. The approach was widened in April 2017 to provide an increased number of visits focussing on each of the core quality indicators. More regular quality assurance visits to schools has enabled the Local Authority to offer higher levels of challenge and support to schools as well as a platform to validate the schools' own self-evaluation. These changes have had a positive impact on Local Authority and school confidence in the validity of the gradings awarded through self-evaluation. Primary School self-evaluation gradings have reduced over the year as primary staff have an increased understanding of national expectations, secondary gradings are slightly improved from session 2017/2018. • In 2017/18, the average QI grading of Good or better in primary schools is 2% lower than in 2016/17. Overall, there has been a 1% decline in the average QI grading in primary schools. • In 2017/18, 75% of secondary schools reported an average QI grading of Good. This is an 8% increase from 2016/17. • Although some have individual QI gradings of Very Good, no secondary has an average grading of Very Good or better for 2017/18. This was also the case in 2016/17. • Overall in secondary, the average QI score is the same as it was in 2016/17.

QI 1.3 Leadership of change

Primary QI 1.3

Number of Schools

	Self Evaluation score 2	Self Evaluation score 3	Self Evaluation score 4	Self Evaluation score 5
16/17	1	23	19	3
17/18	3	21	21	3

■ 16/17 ■ 17/18

QI 2.3 Learning, Teaching and Assessment

Primary QI 2.3

Number of Schools

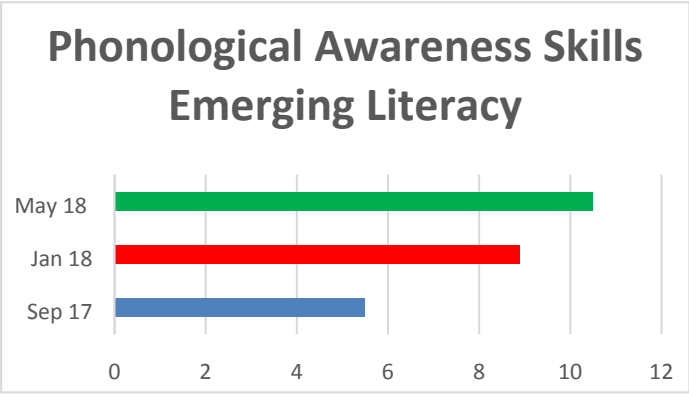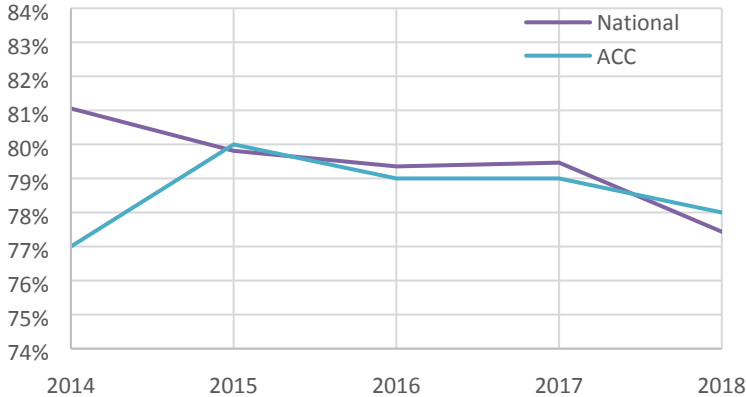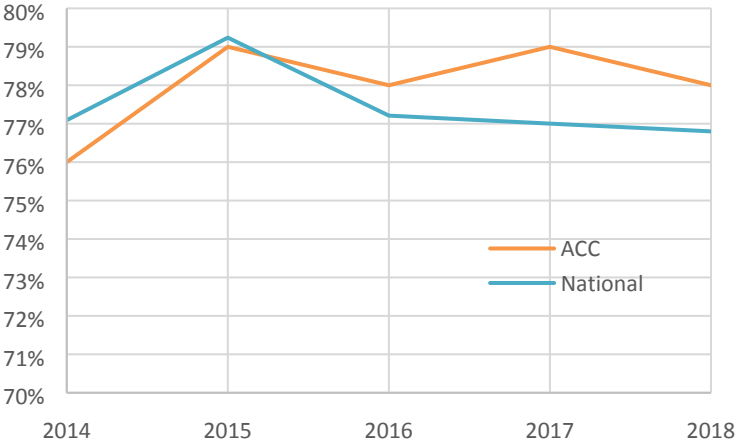|	Self Evaluation score 2	Self Evaluation score 3	Self Evaluation score 4	Self Evaluation score 5
16/17		26	16	5
17/18	2	22	21	3

■ 16/17 ■ 17/18

N.B. If the number or other corresponding figures are greater than 0 but less or equal to 5 then such numbers have been replaced by asterisks (**) because they could be misleading or lead to identification of individuals."

Priority Area	August 2017	August 2018	What did we do and what was the impact?
Improvement in attainment, particularly in literacy and numeracy *Please note that CfE data has still to be validated*	**CFE - First** Reading: 75 / 76 Writing: 70 / 71 L&T: 83 / 84 Numeracy: 74 / 74 ■ 2016 / 2017 % pupils achieving ■ 2017 / 2018 % pupils achieving **CFE - Second** Reading: 72 / 76 Writing: 66 / 71 L&T: 81 / 83 Numeracy: 69 / 74 ■ 2016 / 2017 % pupils achieving ■ 2017 / 2018 % pupils achieving Note: CfE Levels for 2017-18 are provisional.		Refreshed improvement guidance spanning Early Learning and Childcare and schools has been positively received with schools reporting that the alignment is helpful. School and Early Learning and Childcare Improvement Plans evidence that refined guidance has improved the quality of self-evaluation and planning with distinct improvement plans now expected to be submitted to improve quality in ELC settings. The new model has enabled the Quality Improvement Team to gather a wide range of qualitative data in a central database to support the targeting of resource. The database is currently being refined to ensure that our response to emerging trends is proactive and utilises the skills and expertise of the wider team. **Building Capacity** A suite of Professional Learning, including the provision of an Assessment Leaders Programme and Leadership Improvement Events, has better equipped teachers to reliably evaluate their pupils' progress. The Early Learning and Childcare (ELC) Professional Learning offer has been streamlined to address areas of vulnerability and focus on high quality rather than quantity. Two commissioned services are supporting settings by utilising a coaching and mentoring approach and the Early Years' Service has significantly reviewed the central structure to support quality as we work towards delivery of 1140 hours. Colleagues tell us this approach is having a positive impact on practitioners confidence and the impact on learners will be closely monitored through scrutinising self-evaluation and inspections findings. Progress was made over 2017/2018 in focussing the work of the QIO team on key priorities to improve performance. These arrangements will be developed further for August 2018 through the re-design of the entire central team to focus on areas of underperformance. Class teachers report that use of ACC Curriculum Progressions guide improved pace and challenge in many cases.

Priority Area	August 2017	August 2018	What did we do and what was the impact?
Improvement in attainment, particularly in literacy and numeracy *Please note that CfE data has still to be validated*	CFE - Third or better CFE - Fourth Note: CfE Levels for 2017-18 are provisional.		**Moderation and Assessment** A range of activity on moderation and understanding the standard was delivered at both ASG and school level. QAMSO officer support has realised greater consistency and contributed to more reliable CfE data at the end of session 2017/18. **Northern Alliance Emerging Literacy** The Northern Alliance Emerging Literacy approach has now been adopted by almost all primary schools and there are signs of the early positive impact of the approaches. Provisional data suggests that we have realised a 3% increase in the number of children reaching expected levels of Early level literacy although this data will require further analysis and quality assurance. Learning from this test will inform the development of a city-wide strategy to improve literacy skills for all. **Bespoke Curriculum Rationale** Most primary schools have designed and started to implement a bespoke curriculum rationale to reflect their local context. The long-term impact of these changes will require on-going monitoring of Key Performance Indicators (KPIs) at school and Local Authority level to ensure that each school rationale effectively meets the needs of all learners. This requirement for on-going analysis and improvement has been built into the school quality assurance programme for 2018/2019 and will be further enhanced with effective use of Scottish National Standardised Assessments (SNSA) to inform self-evaluation for improvement. **Talk Boost and Early Talk** By working in collaboration with speech and language therapists, The Local Authority is now benefiting from nine Early Talk Trainers and ten Talk boost trainers and the work continues to gather a good evidence base for roll out across the city. **The Impact on Attainment across the Broad General Education (BGE)**

CFE - Third or better

	Reading	Writing	L&T	Numeracy
2016 / 2017 % pupils achieving	84	82	86	82
2017 / 2018 % pupils achieving	84	82	85	83

CFE - Fourth

	Reading	Writing	L&T	Numeracy
2016 / 2017 % pupils achieving	48	46	47	51
2017 / 2018 % pupils achieving	52	49	53	62

Note: CfE Levels for 2017-18 are provisional.

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Priority Area	August 2017	August 2018	What did we do and what was the impact?
Improvement in attainment, particularly in literacy and numeracy	**Emerging Literacy – Phonological Awareness** **Phonological Awareness Skills Emerging Literacy** May 18 ▬▬▬▬▬▬▬▬▬ (green, ~10.5) Jan 18 ▬▬▬▬▬▬▬ (red, ~9) Sep 17 ▬▬▬▬ (blue, ~5.5) 0 2 4 6 8 10 12 **National 5 (SCQF Level 5)**		Although 2017/18 CfE levels are still in draft and yet to be validated, initial results show that for almost all stages and components, the city has achieved its target of an improvement of 1% or greater. **Next Steps** Despite gains across the BGE there is a need to continue to sharpen pedagogy to improve outcomes for children and young people. **Improvements in Senior Phase Performance:** There have been a range of inputs with secondary Head Teachers exploring the senior phase performance data. These events have enabled the identification of key improvement agendas both at school and city level with actions followed up through planned Quality Assurance visits. **Google classroom** The promotion of Google Classroom has increased significantly over 2017/2018. There are now 1375 active Google Classrooms, an increase of 489 showing a 55% increase in usage. **Young People Leaving without Qualifications** An input on pupils leaving without qualifications in literacy and numeracy was held and a set of clear expectations established around the tracking and monitoring of pupils who were at risk of not achieving. We anticipate that this will improve performance in this area although data will not be available to confirm this until Insight data is released in September. **Learner Pathways** Work to explore Learner Pathways has begun. All secondary schools have agreed to include Learner Pathways within their school improvement plan for 18/19. It is hoped that greater collaboration around Learner Pathways will lead to more innovative approaches and resource sharing. A group of external partners has been convened to encourage further development of appropriate pathways. The need for a strategic lead at

Priority Area	August 2017	August 2018	What did we do and what was the impact?
Improvement in attainment, particularly in literacy and numeracy	**Higher (SCQF Level 6)** Advanced Higher (SCQF Level 7)		Local Authority level is recognised and this focus will now be built into a refresh of the central team structure. There is a need to continue to develop tracking and monitoring approaches with a particular focus on building capacity in secondary schools and roll out of the SEEMiS Performance and Reporting module to improve tracking arrangements. **The Impact on Attainment Across the Senior Phase** Note: full analysis of results will be carried on upon receipt of September Update to Insight. Initial analysis of SQA results in the 2018 diet indicate that • Entries were the lowest in the last five years which reflects the S4-6 cohort size which is also the lowest in last five years; • There were very few entries at National 2; • Pass rates at N3 were slightly below the national average • Pass rates at N4 were in line with the national average • Pass rates in courses at N5, Higher and Advanced Higher were all at or above the National average. **Next Steps** There is a need to focus attention on the curriculum offer in the senior phase to provide a more appropriate curricular offer for all learners. The roles and remits of the central team are being shaped to ensure sufficient resource is available to support improvement. This will include re-negotiating the central teams working practices with schools to ensure that work is aligned to the direction of travel advocated in the Education Bill and that school leaders and practitioners form part of our quality improvement and quality assurance processes.

Priority Area	August 2017	August 2018	What did we do and what was the impact?
Improvement in attainment, particularly in literacy and numeracy			

Priority Area	August 2017	August 2018	What did we do and what was the impact?
Closing the attainment gap between most and least disadvantaged children			**Understanding the Data and Reporting Progress** Thorough analysis of data has established a clear understanding and articulation of the attainment related poverty gap by schools and central teams. Consistent Key Performance Indicators (KPIs) have been identified and utilised by all to support planning for improvement and these have been adopted to support reporting to Elected Members. A series of Improvement Events, including training events across Associated School Groups, has enabled all schools and PEF Champions to identify 'the poverty related attainment gap' in their establishment. Improvement Plans evidence that these events have instilled more careful consideration of outcomes and measures in line with the ACC KPIs to ensure that improvement is effectively targeted, measured and reported. This work has informed a review of the School Standards and Quality Report and Improvement Plan (SQUIP) format. School Improvement Plans for 2018/2019 evidence a sharper focus on the Excellence and Equity agenda and as a result are anticipated to realise greater gains. **School Improvement Planning** School Improvement Planning guidance has been reviewed to reflect the Standards in Scotland's Schools Act. This has clarified the link with the priorities of the Community Planning Partnership and enabled closer monitoring of work towards realising the ambitions of the Local Outcome Improvement Plan. A review of School Improvement Plans for 2018/2019 evidences that plans now detail how the school will address the improvements identified in Locality Plans which outline a whole partnership response to many key agendas linked to the excellence and equity agenda. **Pupil Equity Fund (PEF) and Scottish Attainment Challenge (SAC) Plans** Work in partnership with our Attainment Advisor has realised a greater understanding of the short-term measures and outcomes relating to the attainment poverty gap. Individual coaching sessions were set up between our Attainment Advisor and head teachers to ensure that they developed a robust approach to this area with strategic development sessions organised by our Attainment Advisor with our City PEF leads. School PEF plans now show improved identification of need at individual pupil level and more creative and varied approaches to address the Excellence and Equity agenda.

Average 'GAP' decrease between SIMD Quitiles 1 and 5 (2016/2017 - 2017/2018)

READING 1.77% | WRITING 2.41% | LISTENING & TALKING 0.74% | NUMERACY 2.30%

EARLY	R 16/17	R 17/18	W 16/17	W 17/18
SIMD Q1	65.8%	71.6%	65.8%	71.6%
SIMD Q2	70.5%	69.2%	67.1%	67.2%
SIMD Q3	70.1%	74.2%	69.0%	73.5%
SIMD Q4	78.2%	81.5%	74.6%	78.9%
SIMD Q5	83.6%	87.5%	82.4%	84.2%
Difference between SIMD Quintile 1&5	17.8%	15.9%	16.6%	12.6%
17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-1.8%		-4.0%

EARLY	L & T 16/17	L & T 17/18	N 16/17	N 17/18
SIMD Q1	75.6%	79.4%	74.8%	74.5%
SIMD Q2	77.1%	78.3%	73.0%	74.9%
SIMD Q3	81.0%	82.9%	75.4%	82.5%
SIMD Q4	83.7%	87.9%	82.4%	84.8%
SIMD Q5	88.6%	91.9%	87.4%	87.7%

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Priority Area	August 2017		August 2018		What did we do and what was the impact?
Closing the attainment gap between most and least disadvantaged children	Difference between SIMD Quintile 1&5	13.0%	12.4%	12.6%	13.2%	Pupil Equity Fund analysis and planning has been quality assured by Quality Improvement Officers to help maximise the impact of spend. ASG sessions provided the opportunity for colleagues to discuss and challenge school's individual pupil equity plans to improve the quality and rationale of plans. The recent collation of a PEF database shows strong indicators that interventions are beginning to have a marked impact.

	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-0.5%		0.6%

FIRST	R 16/17	R 17/18	W 16/17	W 17/18
SIMD Q1	62.9%	58.2%	56.1%	50.2%
SIMD Q2	69.7%	69.7%	64.6%	63.3%
SIMD Q3	65.8%	70.7%	63.3%	64.8%
SIMD Q4	79.2%	80.8%	76.3%	76.7%
SIMD Q5	83.5%	85.8%	78.5%	81.9%
Difference between SIMD Quintile 1&5	20.6%	27.6%	22.4%	31.7%
17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		7.0%		9.2%

FIRST	L & T 16/17	L & T 17/18	N 16/17	N 17/18
SIMD Q1	68.9%	66.7%	65.9%	60.4%
SIMD Q2	79.1%	81.4%	63.5%	67.6%
SIMD Q3	78.3%	81.6%	65.4%	66.0%
SIMD Q4	89.0%	86.1%	80.4%	78.7%
SIMD Q5	89.5%	91.3%	83.2%	83.1%
Difference between SIMD Quintile 1&5	20.6%	24.6%	17.3%	22.7%

Third Sector partners report a higher number of requests for assistance as a result of a PEF event to showcase their work. This will be further developed next session.

The introduction of a strategic remit for identified QIOs to be responsible in partnership with our Attainment Advisor for monitoring the progress of our Scottish Attainment Challenge (SAC) schools has led to a greater collaboration and understanding within the seven schools. A number of SAC events have been organised to share emerging best practice and address issues and this has improved the confidence of Head Teachers.   This work will be built upon next year.

Cleansing the Data
Clear links with SEEMiS and Carefirst have been established for all Looked After Children to ensure that the status of LAC is common across both platforms. 97% of children and young people from Aberdeen city now show matched records in both systems.

Maximising the Use of Family Learning
Draft Family Learning guidance has been developed following the publication of best practice guidance from Education Scotland. The draft guidance will be consulted upon next sessions to maximise opportunities for joined up service delivery. There has been a slight rise in referrals to adult learning.

Cost of the School Day
An audit of current financial expectations of parents and carers has highlighted a lack of consistency across schools. Interim guidance has been issued to guide the general direction of travel in keeping with the City policy to minimise charging in schools. ACC

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<table>
<tr><th>Priority Area</th><th colspan="2">August 2017</th><th colspan="2">August 2018</th><th>What did we do and what was the impact?</th></tr>
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Closing the attainment gap between most and least disadvantaged children

17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON	4.0%	5.3%

SECOND	R 16/17	R 17/18	W 16/17	W 17/18
SIMD Q1	54.3%	64.3%	50.0%	59.3%
SIMD Q2	61.8%	63.9%	57.1%	57.6%
SIMD Q3	72.1%	71.2%	62.6%	67.3%
SIMD Q4	72.7%	81.6%	66.0%	75.5%
SIMD Q5	84.8%	85.9%	79.6%	81.4%
Difference between SIMD Quintile 1&5	30.5%	21.5%	29.6%	22.1%
17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-9.0%		-7.5%

SECOND	L & T 16/17	L & T 17/18	N 16/17	N 17/18
SIMD Q1	68.6%	76.9%	57.6%	61.8%
SIMD Q2	75.2%	74.8%	60.2%	62.2%
SIMD Q3	80.0%	84.1%	66.3%	72.1%
SIMD Q4	80.5%	87.6%	68.8%	79.1%
SIMD Q5	91.2%	88.7%	80.9%	82.7%
Difference between SIMD Quintile 1&5	22.7%	11.8%	23.3%	20.9%
17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-10.8%		-2.4%

THIRD OR	R	R	W	W

plans to look at this area as part of a review of devolved school management over session 2018/2019. Financial entitlements are now more actively promoted with closer collaboration across Council Services.

Closing the Vocabulary Gap
An evaluation of the early positive impact of Talk Boost and Early Talk is helping to shape a city-wide approach to developing early Literacy. This will be developed and integrated into our Partnership Wide Literacy Strategy to help close the poverty related vocabulary gap. Data, based on a sample of 30 children evidenced that after 10 weeks of intervention:

- 77% of children reached expected levels in their ability to talk in sentences and no longer need extra help."
- Almost double the number of children no longer need help to talk in sentences than before *Talk Boost KS1*"
- 77% of children reached expected levels in understanding and using vocabulary meaning that they no longer need extra help (compared with 30% before)"
- The number of children reaching expected levels in their ability to understand and use vocabulary more than doubled, skills vital for academic progress"
- Nearly half the children were at expected levels in their ability to tell someone what has happened. Before *Talk Boost KS1* this figure was only 7%.

Early Learning and Childcare Provision for Eligible 2s
Promotional activity in our three priority areas has successfully led to increased uptake of Early Learning and Childcare for eligible 2s. Currently 19 settings are able to offer places to eligible 2s and have 182 children accessing the service (31% of eligible 2 population) with on-going tests of change determining how best to mainstream the offer for eligible 2s.

Bookbug
The library Service has offered Bookbug sessions to an increasing number of families. This approach will also feature in our developing Partnership Strategy.

The Impact of Work to Close the Gap

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Priority Area	August 2017		August 2018		What did we do and what was the impact?
Closing the attainment gap between most and least disadvantaged children	**ABOVE**	16/17	17/18	16/17	17/18	Although CfE data is provisional at this stage, it appears that work over session 2017/2018 has realised a 2% decrease in 'The Gap' across all CfE levels when comparing the percentage of pupils attaining a level over the past 2 years. Validated data will enable us to review the target for improvement over session 2018/2019.

There are early indications that the gap between SIMD decile 1 and 5 has been reduced in over 60% of measures from Early to Fourth level. Early, Second and Fourth are the levels that the Gap has been reduced most significantly. These are areas where Aberdeen City have made the greatest progress overall according to provisional data.

Analysis of the impact upon closing the poverty-related attainment gap will be carried out once the September Update of Insight has been received.

Data relating to attendance, exclusions and staying on rates will be available once the September School Census data has been analysed.

Next Steps
It is important that we build on the gains of 2017/2018 and now share practice from schools who have reported the greatest impact from planned interventions in 17/18. This will be done by working in collaboration with the Educational Psychologist Service to develop a strategic approach to measuring the impact of interventions. |

Priority Area	August 2017		August 2018		
	ABOVE	16/17	17/18	16/17	17/18	
	SIMD Q1	69.2%	67.5%	64.6%	65.6%	
	SIMD Q2	74.3%	76.6%	68.1%	71.8%	
	SIMD Q3	80.4%	76.7%	72.8%	74.6%	
	SIMD Q4	89.3%	87.4%	87.9%	83.3%	
	SIMD Q5	96.2%	95.0%	95.8%	93.8%	
	Difference between SIMD Quintile 1&5	27.0%	27.5%	31.2%	28.2%	
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		0.5%		-3.0%	
	THIRD OR ABOVE	L & T 16/17	L & T 17/18	N 16/17	N 17/18	
	SIMD Q1	71.9%	66.2%	62.5%	66.4%	
	SIMD Q2	78.0%	75.2%	74.3%	74.7%	
	SIMD Q3	79.4%	77.8%	77.3%	80.1%	
	SIMD Q4	90.7%	89.3%	84.9%	84.5%	
	SIMD Q5	96.4%	96.3%	94.8%	93.8%	
	Difference between SIMD Quintile 1&5	24.5%	30.1%	32.3%	27.4%	
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		5.6%		-4.9%	
	FOURTH	R 16/17	R 17/18	W 16/17	W 17/18	
	SIMD Q1	23.1%	29.8%	21.0%	26.5%	
	SIMD Q2	26.5%	34.6%	24.9%	32.7%	
	SIMD Q3	42.4%	38.1%	37.5%	33.9%	
	SIMD Q4	52.6%	56.5%	49.8%	53.7%	

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Priority Area	August 2017		August 2018		What did we do and what was the impact?
	SIMD Q5	70.4%	71.5%	69.5%	68.1%	
	Difference between SIMD Quintile 1&5	47.3%	41.7%	48.5%	41.7%	
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-5.6%		-6.8%	
	FOURTH	L & T 16/17	L & T 17/18	N 16/17	N 17/18	
	SIMD Q1	21.5%	27.2%	29.2%	42.3%	
	SIMD Q2	28.4%	37.5%	32.4%	48.6%	
	SIMD Q3	39.1%	39.2%	40.0%	57.5%	
	SIMD Q4	48.6%	54.8%	56.4%	65.3%	
	SIMD Q5	69.5%	73.1%	71.5%	74.6%	
	Difference between SIMD Quintile 1&5	48.0%	45.9%	42.3%	32.3%	
	17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-2.0%		-10.1%	

Priority Area	August 2017	August 2018	What did we do and what was the impact?
Improvement in children and young people's health and wellbeing	**LAC School Exclusions** 	Sector	No. pupils Excluded
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Primary (ALL)	**
Primary (LAC)	**
Secondary (ALL)	396
Secondary (LAC)	104	 **SCQF LAC** 	Curricular area	% pupils achieving
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Level 4 Literacy and Numeracy	56.67
% Level 5 Literacy and Numeracy	**	 **S5/6 cohort based on cumulative (S4-6) tariff points** 	Cohort	Complementary tariff points
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Lowest Attaining 20%	21
Middle Attaining 60%	270
Highest Attaining 20%	804		**LAC School Exclusions** | Sector	No. pupils Excluded
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Primary (ALL)	Not available
Primary (LAC)	Not available
Secondary (ALL)	Not available
Secondary (LAC)	Not available	 Note: This data is provisional and not yet validated **SCQF LAC** 	Curricular area	% pupils achieving
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Level 4 Literacy and Numeracy	Not available
% Level 5 Literacy and Numeracy	Not available	 **S5/6 cohort based on cumulative (S4-6) tariff points** 	Cohort	Complementary tariff points
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Lowest Attaining 20%	Not available
Middle Attaining 60%	Not available
Highest Attaining 20%	Not available		**Support for Children and Young People with Mental Health Needs** A multi-agency review of the national mental health strategy has led to the identification of a series of necessary actions and improvements. This includes the need to establish more effective primary prevention and early intervention to support children with mental health needs to limit escalation. The current Inclusion Service has been reshaped to ensure that the Service can respond proactively to these necessary changes as part of the wider education service from the beginning of session 2018/2019. From August 2018 the education service, in collaboration with wider partners, we will be better placed to increase capacity in understanding mental health needs across universal services. Targeted support will be available through the delivery of therapeutic interventions. Premises have now been secured to enable the provision of a wellbeing service for those with more specialist needs, this new service will clarify our continuum of provision for vulnerable learners. Colleagues across the Early Years' Service, Schools, Inclusion and Children's Social Work have pooled resource to commission services to support this widening provision. In preparation for this move staff across the Inclusion Service has been deployed to offer targeted transition support for vulnerable learners. An initial review of provisional data suggests that this approach has not reduced the number of children being excluded following a transition so there is a need to amend this approach. The 'Bounce Back' programme has been successfully rolled out across many Associated School Groups. This has been enhanced by the Educational Psychology Service introduction of Emotion Coaching and training in the use of Seasons for Growth in some settings, where critical incidents have occurred. Colleagues report the positive impact of these approaches which will be further developed over session 2018/2019. 29 practitioners have engaged with Mental Health First Aid and attendees report a greater understanding of mental health needs.

N.B. If the number or other corresponding figures are greater than 0 but less or equal to 5 then such numbers have been replaced by asterisks (**) because they could be misleading or lead to identification of individuals."

Priority Area	August 2017	August 2018	What did we do and what was the impact?
Improvement in children and young people's health and wellbeing			**Supporting Transitions** Consideration was given to those pupils with autism transitioning in to P1. The PT Autism Outreach has produced support materials for P1 teachers and all P1 teachers who require assistance will be invited to a support event in the new session. These processes will become part of our annual programme of transition support. The capacity of Autism Outreach has been increased with the operating model of the service having been reviewed to maximise gains. Provisional data suggests that these changes have contributed to a 10% decrease in the number of pupils with ASC excluded in session 2017/2018 compared to the previous session. **Sexual Health and Parenthood** An Associated Schools Group has agreed to consult and engage with young people to identify and improve opportunities to support wellbeing and positive relationships. The pilot will trial a multi-agency approach to supporting young people to access age and needs led appropriate relationships, sexual health and parenthood (RSHP) information, care and services. One secondary school and 2 primary schools from the identified ASG area will be taking part in the RHSP national curriculum development pilot co-ordinated by the TASC agency. **Aberdeen City Oral Health Plan** Universal and targeted actions have been identified in the 'Aberdeen City Oral Health Plan' to improve children's dental health. Quality Improvement Methodology will be used to support improvement in schools where dental health (National Dental Inspection Programme data) has remained below the national target for the last 10 years. **Substance Misuse** The Aberdeen City Council 'Policy and Procedure for Managing Substance Misuse Incidents Involving Children and Young People in Schools' has been updated to include clearer reporting procedures and will be formally launched in August 2018. More robust reporting procedures and monitoring of this data by a range of agencies will help to identify areas of concern and support early intervention. Included within the updated policy is a more holistic pathway to support the wellbeing of children and young people involved in substance misuse incidents.

August 2017 / August 2018 column tables:

Sector	Rates per 1000 pupils (2016/2017)	Rates per 1000 pupils (2017/2018)
Primary	**	Not available
Secondary	84	Not available

Year	Number of exclusion Incidents involving pupils with ASC
2016/2017	65
2017/2018	60

Note: This data is provisional and not yet validated

Year	Number of ASC pupils excluded
2016/2017	29
2017/2018	26

Note: This data is provisional and not yet validated

Primary - Exclusion Incidents		
SIMD Quintile	Rates per 1000 pupils (2016/2017)	Rates per 1000 pupils (2017/2018)
1	61	51
2	35	26
3	27	28
4	18	10
5	7	6

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Priority Area	August 2017	August 2018	What did we do and what was the impact?
Improvement in children and young people's health and wellbeing			**Establishing Partnership Forums** Following the formation of Partnership Forums from August 2017, many can demonstrate the early impact of approaches on community resilience and positive mental health whilst it is recognised that others require further guidance. An evaluation event has informed the review of the updated Operational Guidance. Partnership Forums have now been endorsed by the Integrated Children's Services Board and it is thought that this will aid full engagement across the wider Partnership and provide an opportunity to scale up effective approaches more effectively.

Column 2–3 content (August 2017 / August 2018):

Difference between Q1 & Q5	54	45
17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-9

Note: This data is provisional and not yet validated

Secondary- Exclusion Incidents

SIMD Quintile	Rates per 1000 pupils (2016/2017)	Rates per 1000 pupils (2017/2018)
1	166	120
2	146	101
3	106	85
4	72	61
5	23	28

Difference between Q1 & Q5	143	92
17/18 - 16/17 QUINTILE DIFFERENCE COMPARISON		-51

Note: This data is provisional and not yet validated

The Development of APPA
The Educational Psychology Service have led on the development of an app to enable young people to share their own wellbeing The Educational Psychology Service have led on the refinement and trial of an electronic well-being assessment tool to better include young people considered targeted and specialist in their planning. The Young People involved rated the tool positively, data is still incoming from professionals, young people and families regarding its outcomes and reports.

Pupil Participation
The Rights Respecting Schools Award is now well established across Aberdeen City. This good practice will be developed further as the partnership work with UNICEF to become Scotland's first Child Friendly City.

The Impact of Work to Improve Wellbeing
Raw exclusion data suggests a 14.7% decrease in exclusions in primary schools with a 6% decrease across secondary. This equates to an 8.8% decrease in all exclusions. We achieved a reduction in the number of LAC excluded of only 0.8%. The gap between those in SIMD 1 and 5 has been reduced this year.

We had identified a need to focus work to reduce the number of exclusions following transitions and retain a focus on vulnerable groups. Our approach has not been effective and will require to be reviewed.

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Priority Area	August 2017	August 2018	What did we do and what was the impact?
Improvement in children and young people's health and wellbeing			Data on exclusions for LAC will be available after the September School Census. Data on SQA performance will be available once the September update of Insight has been analysed. Data on positive destinations will be available once information from Insight February Update and SDS has been analysed, likely to be early in 2019. **Next Steps** There is a need to look more closely at exclusion data in order to understand why secondary exclusion rates have not dropped in line with primary school rates so that action can be taken. There is also a need to better understand LAC exclusions as there is a need to accelerate progress in this area and it is thought that a focus on attachment- based practice over 2018/2019 will support this work.

Improvement Activity	August 2017	August 2018	What did we do and what was the impact?
Improvement in employability skills and sustained, positive school leaver destinations for all young people Data on destinations is not provided until February Update of Insight	**Initial school leaver positive destinations** | ACC	% of pupils | | S4-6 (ALL) | 90.84 | | S4-S6 (LAC) | 63.33 | **Initial school leaver positive destinations** | ACC | % of pupils | | 30% Most deprived | 83.57 | | Middle 40% by Deprivation | 88.65 | | 30% Least deprived | 96.08 | **Staying on rate** | ACC | % of pupils | | S3-S5 | 81.98 | **Staying on rate SIMD Quintiles*** | Quintile | % of pupils | | 1 | 72.33 | | 2 | 71.12 | | 3 | 76.17 | | 4 | 86.10 | | 5 | 91.58 |	**Initial school leaver positive destinations** | ACC | % of pupils | | S4-6 (ALL) | Not available | | S4-S6 (LAC) | Not available | **Initial school leaver positive destinations** | ACC | % of pupils | | 30% Most deprived | Not available | | Middle 40% by Deprivation | Not available | | 30% Least deprived | Not available | **Staying on rate** | ACC | % of pupils | | S3-S5 | Not available | **Staying on rate SIMD Quintiles*** | Quintile | % of pupils | | 1 | Not available | | 2 | Not available | | 3 | Not available | | 4 | Not available | | 5 | Not available |	**Identifying Actions** An improvement event was organised for the City on Developing the Young Workforce (DYW). This highlighted a number of key actions for schools and central officers. A follow up Quality Assurance visit to all schools ensured that actions had been identified within schools and that they would have a clear plan for moving this agenda forward in 18/19. The impact of this is not available until the SQUIPs are analysed. All schools agreed to have Learner Pathways as an agreed improvement theme across the City and this will be a major focus of our work. **Improving the Quality of Learner Pathways** A Learner Pathway event was held with secondary Head Teachers and was followed up with a strategic planning meeting between schools and central officers. Key points for addressing areas of underperformance were identified for both schools and central officers and this will form the basis of our National Improvement Framework Plan for 18/19. A strategic group of relevant stakeholders was established in March 18 to support this improvement. **The City Campus** There has been a rise in young people attending NESCoL from 378 in 2016/17 to 467 in 2017/18. There has been in dip in the number of young people attending courses through the City Campus from 323 in 2016/17 down to 288 in 2017/18. **Establishing an Early Learning and Childcare Academy** Aberdeen City, Aberdeenshire and Moray Councils have collaborated to work in partnership with Aberdeen University, NESCOL and SQA accredited training centres to establish an Early Learning and Childcare Academy. This digital Academy seeks to upskill the current ELC workforce and also increase opportunities and routes into the profession. **Transitions from School** Presentations at have been delivered at school, ASG and partnership level to highlight the issues around transitions for vulnerable groups. Transitions are supported by the Person-Centred Risk Assessment (PCRA) process with central staff monitoring emerging trends and offering support to schools. The impact of the first year of implementation of the PCRA process is currently being reviewed to

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Improvement Activity	August 2017	August 2018	What did we do and what was the impact?
Improvement in employability skills and sustained, positive school leaver destinations for all young people	**Leavers attaining Level 3 qualifications** 	Area	% of pupils
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Literacy	96.58
Numeracy	94.99		**Leavers attaining Level 3 qualifications** | Area	% of pupils
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Literacy	Not available
Numeracy	Not available		issue refreshed guidance to schools for August 2018. This will inform refreshed transitions guidance anticipated later in the year. **Collaboration with the Third Sector** Increased collaboration with 3rd Sector partners is enhancing the range of opportunities available to support vulnerable learners into positive destinations. This approach will be further developed through the development of the wellbeing provision over 2018 and engagement in the Early Action System Change Improvement Project being led by The Foyer. **Adopting a Common School Week** Consultation took place on adopting a common school week across all of our City schools. A common school week could contribute to more equitable access to appropriate courses and learning experiences for all students. This did not progress and will be reviewed again in 18/19. **The Impact of our Work** Data on positive destinations will be available when the February update of Insight has been analysed. Over the last three years positive destinations have been below those of the virtual comparator. Whilst there have been small increases in some areas, there is still considerable work to be done and in preparation for this focus in 2018/2019 a strategic group of relevant stakeholders has been established. The group intend to collaborate with Head Teachers early in Term 1 in 2018/2019 to improve pathways into employment, further train, and higher and further education. Our progress within this area has not been as rapid as it should have been due to changes in the central team. This area will be a key priority for session 18/19 **Next Steps** Increase the number of sustained positive school destinations for all young people by exceeding Virtual Comparator by 2021.