



**Shaping
Aberdeen**



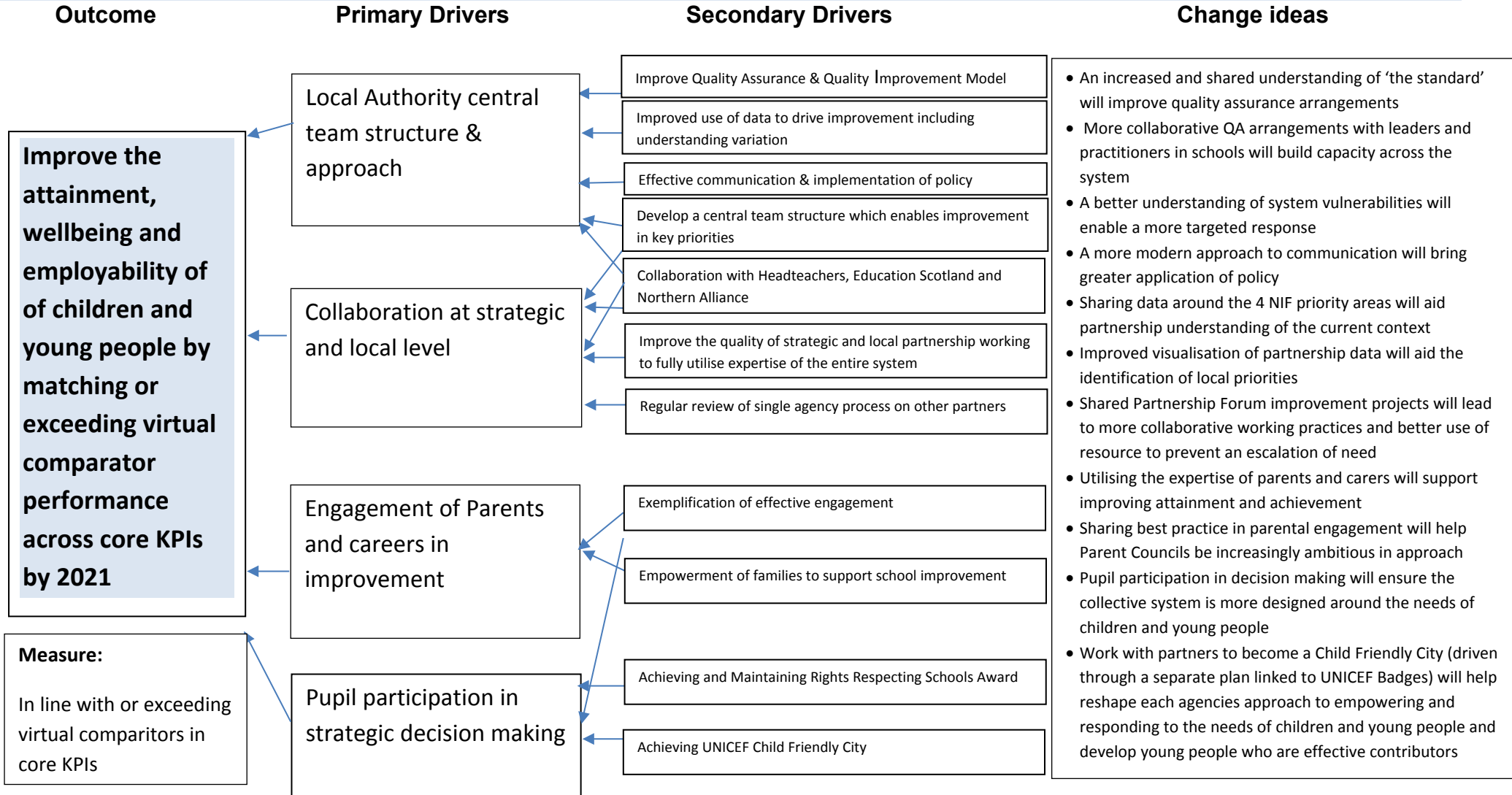
Aberdeen City Council National Improvement Framework Plan 2018/2019



**Shaping
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ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN – OVERARCHING DRIVER DIAGRAM



OVERARCHING PRIORITIES PROVISIONAL WORKPLAN

Improvement aim - Improve the attainment, wellbeing and employability of children and young people by matching or exceeding virtual comparator performance across core KPIs by 2021

NIF PRIORITIES	NIF DRIVERS
<ol style="list-style-type: none"> 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people’s health and wellbeing 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> SL School Leadership TP Teacher Professionalism PE Parental Engagement ACP Assessment of Children’s Progress SI School Improvement PI Performance Information

Improvement Activity	This is how we we’ll do it	By whom by Aug’19	Evidence of Impact
<p>Develop more collaborative and consistent central systems to reduce variation and increase quality of experience for children and young people</p> <p>Primary Driver: 1</p> <p>NIF Drivers: SL TP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> • Re-design the central team structure to ensure a multi-disciplinary focus on improvement priorities (to include head teachers) • Increase accountability by establishing effective governance and monthly NIF progress reporting arrangements • In collaboration with Education Scotland increase understanding of ‘the standard’ to increase capacity of multi-disciplinary teams • The central team, in collaboration with Education Scotland, to exemplify emerging inspection trends to address systemic issues and share with the workforce • Re-design quality assurance/quality improvement arrangements which benefit from resource across the whole system. In reviewing the quality assurance model ensure: <ul style="list-style-type: none"> ➢ It involves a range of expertise across the Service including schools by negotiating new working practices ➢ It is a collaborative model across schools and central teams ➢ It has a clear focus on the three core quality indicators and identified vulnerabilities in the system ➢ It has mechanisms for ensuring improvement at both school and class level ➢ It provides regular opportunities to improve and refine the 	<p>Chief Education Officer and QIM Leadership of change (in collaboration with all stakeholders)</p>	<p>KPIs:</p> <ul style="list-style-type: none"> • 5% increase in the average grading of good or better-primary • 2% increase in average grading good or better-secondary • 5% increase in average grading at very good or above – secondary <p>Impact Measures: QA shows general increase in delivery of statutory duties (% to be established following baseline audit)</p>

	<p>model</p> <ul style="list-style-type: none"> Evaluate the impact of current approach to communication to include the collections of baseline data on compliance with current policy Work with key stakeholders to establish a more effective communication and info sharing approach which capitalises on digital to free up HT meetings for improvements aligned to the NIF Establish clear measures to track impact and inform on-going development of the model 		80% of HT report improved communication (against a baseline audit)
<p>Improve the quality of strategic and local partnership working to fully utilise the expertise of the entire system to support children and young people</p> <p>Primary Driver 2</p> <p>NIF Drivers: SI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future 2 and 3</i></p> <p>Children's Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> Ensure new central structure shows clear alignment with ICFS, other council functions, the wider Community Planning Partnership, Northern Alliance and Associated Schools Groups Establish strategic partnership groups for the 4 priority areas to utilise the expertise of the system (membership to be determined by expertise and capacity across the system but to include HTs) In year 1 establish how the system can be refreshed/ revised to support improvement in the 4 priority areas and support the workstreams identified in this plan. Business Intelligence to share visualised data around the 4 NIF priorities to aid Partnership Forums to understand and respond to current vulnerabilities Implementation of updated Partnership Forum Operational Guidance resulting in agreed improvement project being led by each Forum Report progress through the Improvement Collaborative and then cascade learning across the partnership to support decision making around scaling 	<p>Chief Officer ICFS</p> <p>Chief Education Officer</p> <p>QIMs/ CSW Service Managers/HTs/ELC Locality Leads/ ESWs/ Partnership Forum Chairs</p>	<p>KPIs:</p> <ul style="list-style-type: none"> Greater than 1% increase in literacy performance (BGE) Greater than 1% increase in numeracy performance (BGE) <p>Impact Measures: 80% of Partnership Forum Improvement Projects can evidence improved outcomes for learners</p> <p>15% increase in the no of partners engaging in Partnership Forums</p>
<p>Increase the engagement of Parents and Carers in school improvement</p> <p>Primary Driver 3</p> <p>NIF Drivers: SL TP</p> <p>Local Outcome</p>	<ul style="list-style-type: none"> Audit of the effectiveness of mechanisms in place to ensure positive engagement from parents as per the agreed ACC Strategy and identify measures to track progress of implementation Share best practice when schools and Parent Forums have 'co-produced' policies and guidance. 	<p>Development Officer and HT colleagues</p>	<p>KPIs:</p> <ul style="list-style-type: none"> 5% increase in the average grading of good or better-primary 2% increase in average grading good or better-

<p>Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>			<p>secondary</p> <ul style="list-style-type: none"> 5% increase in average grading at very good or above – secondary <p>Impact Measures: City wide Parent Forum audit evidences 5% increase in opportunities to inform school improvement</p>
<p>Increase pupil participation in strategic decision making</p> <p>Key Drivers: ACP TP</p> <p>Local Outcome</p> <p>Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> Audit of the effectiveness of mechanisms in place (including Rights Respecting School Award (RRSA)) to ensure opportunities for young people to participate in local and citywide democratic processes and decision making: <ul style="list-style-type: none"> About their own learning; About the life and work of the school; and In the wider community Work with partners to enable Aberdeen to become a Child Friendly City (driven through a separate plan linked to UNICEF Badges) 	<p>Development Officer (Pupil Participation) and Project Manager (Child Friendly Cities)</p>	<p>Measures: Progress made against measures in UNICEF CFC Plan</p>

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN – PRIORITY 1

Outcome

Primary Drivers

Secondary Drivers

Change Ideas

Increase attainment, particularly in literacy and numeracy, to meet or exceed our virtual comparator performance by 2021

Measures:

Attainment
Core QIs



Pedagogy and assessment practices

Leadership at all levels

Coordination of services supporting literacy development

Effective Professional Learning offer which improves pedagogy & assessment practices

Coaching and mentoring to increase practitioner confidence and innovation

Effective Quality assurance & Quality Improvement approaches

Utilisation of IHI improvement methodology and data literacy

Improve Central team and school leaders' capacity for improvement

Provide Standard and consistent expectations of schools and the central team

Effective communication strategy (transfer of info)

Improve knowledge of services

Share knowledge of current performance

Develop Collaborative Partnership approach

Standardise and enable consistent practice

- Agreeing an ACC methodology based on metacognition will improve pedagogy (creativity and innovation)
- Focussing the Professional learning offer on agreed methodology, vulnerabilities and professional standards will support greater improvement
- Making use of digital will overcome challenges in attending Professional Learning
- Introducing a ELC Quality Award will promote self-improvement
- Adopting coaching and mentoring approach will empower practitioners
- Utilising SEEMiS Progress and Achievement module will better track progress
- Developing moderation and assessment practices will increase pace and challenge in the classroom
- Empowering practitioners and leaders in IHI will improve the pace of improvement
- Focussing Improvement Events around the themes from this NIF plan will accelerate improvement
- More collaborative QA working practices with schools will establish an agreed standard
- Maintaining a risk register will help to prioritise the work of the central team
- Considering the child in the context of the family and community will accelerate improvements in literacy skills
- Utilising the knowledge and skills of the Northern Alliance will accelerate progress
- Mainstreaming local approaches that evidence impact will accelerate progress by building on approaches already tested
- Providing Professional Learning and guidance on L&T in literacy and numeracy and networks of support will improve pace and challenge

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PROVISIONAL WORK PLAN

(To be reviewed when improvement team is established)

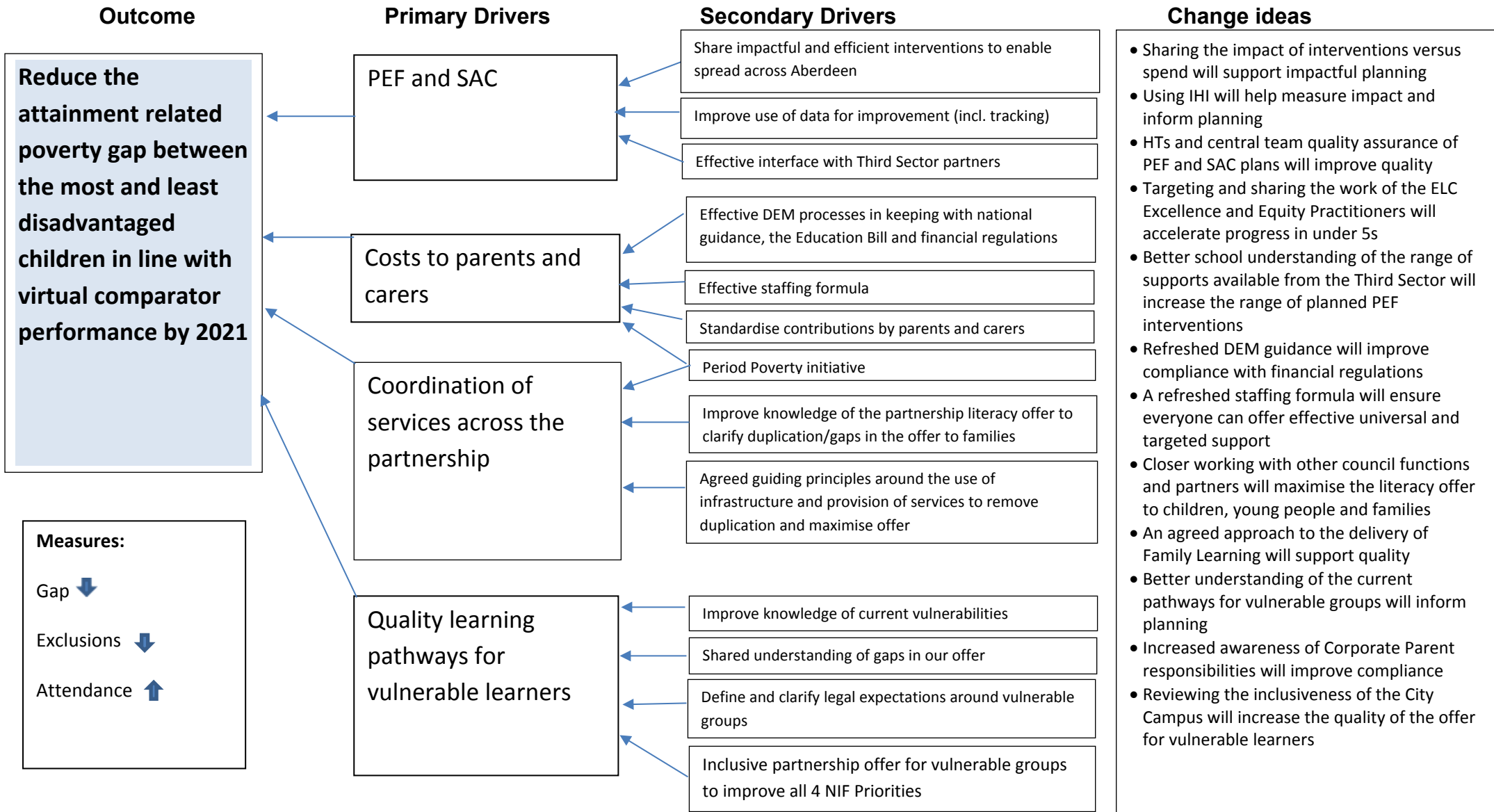
NIF PRIORITIES	NIF DRIVERS
<ol style="list-style-type: none"> 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> SL School Leadership TP Teacher Professionalism PE Parental Engagement ACP Assessment of Children's Progress SI School Improvement PI Performance Information

Priority 1: Increase attainment, particularly in literacy and numeracy, to meet or exceed our virtual comparator performance by 2021			
Improvement Activity	This is how we'll do it	By Whom/ By August 2019	Evidence of Impact
<p>Improve pedagogy and assessment practices to increase creativity, innovation, pace and challenge in the classroom</p> <p>Primary Driver 1</p> <p>NIF Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 1 & 3</i></p>	<ul style="list-style-type: none"> Agree the best means of ACC improving practitioner knowledge of the learning process (metacognition). Develop/commission a Professional Learning offer to reflect the agreed approach, current vulnerabilities and professional standards which utilises digital approaches and tracks the impact on learners to inform next steps Implement the rationalised ELC/Early Level Professional Learning offer and monitor impact on practice and child experience to determine next steps Design and introduce an Early Level Quality Award based on effective pedagogy and child led practice to promote self-improvement and reward innovation Guide practitioners in the use of IHI improvement methodology to develop a culture of classroom practitioner enquiry Further development of a coaching and mentoring approach to support practitioners working across the Early Level Curriculum and beyond by negotiating how to utilise the expertise of curriculum innovators beyond their own school Establish a central risk register to help target support from the central team 	<p>Raising Attainment Team</p>	<p>KPIs:</p> <ul style="list-style-type: none"> 5% increase in the average grading of good or better- primary 2% increase in average grading good or better- secondary 5% increase in average grading at very good or above – secondary Greater than 1% increase in literacy performance (BGE) Greater than 1% increase in numeracy performance (BGE) Greater than 1% increase at SCQF level 4 Greater than 1%

	<ul style="list-style-type: none"> • Rationalise and improve the use of digital platforms to enable effective sharing of guidance, resources and best practice with schools • Implement SEEMiS Progress and Achievement module for tracking progress and reporting in all secondary and pilot primary schools. • Continue to develop moderation and understanding of the standard through a range of events for practitioners, HT, Associated School Group and Assessment Leaders events • Focus HT meetings on the improvements contained in this NIF Plan to accelerate improvement • Re-negotiation and implementation of approach to moderation in secondary schools to realise improved pace and challenge • Continue to utilise the QAMSO team to support moderation at both at school and ASG level. • Development and launch of a sustainable numeracy teaching strategy focused on improving pedagogical practices. 		<p>increase for S6 cohort based on cumulative (S4-6) average complementary tariff points</p> <ul style="list-style-type: none"> • Greater than 1% increase at SCQF level 5 <p>Impact Measures: 80% of Professional Learning evaluations evidence positive impact on practice</p> <p>Triangulation of evidence (QA, CfE and other sources) evidences alignment 90% of the time</p> <p>All early adopters of ELC Quality Award evaluate core QIs at higher level than in 17/18</p> <p>Data from tests of change</p>
<p>Improve leadership of change at all levels of the system to build capacity for improvement</p> <p>Key Drivers: SL PI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> • Collaborate with all key stakeholders to establish the vision and values of the newly formed Integrated Children's and Family Services and agree how progress will be measured as we work to realise these ambitions • Engage with Education Scotland to build the quality assurance and quality improvement capacity of the Attainment Team • Design a series of Improvement Events around the themes from this NIF plan, learning from Local Authority Education function inspections and the core QIs with clear linkage with the 18/19 quality assurance model to develop a shared understanding of 'the standard' • Negotiate a more collaborative relationship between the Local Authority and ELC/schools to make use of expertise and insight from across schools and ASGs and develop a culture of collaboration and enquiry • Establish and maintain a risk register to target the work of the central 	<p>Chief Officer ICFS</p> <p>Raising Attainment Team</p>	<p>KPIs: Greater than 1% Improvement across literacy and numeracy KPIs</p> <p>Impact Measures: 90% of Improvement Event evaluations suggest positive impact on practice</p> <p>The quality/accuracy of the risk register is confirmed through external inspection activity</p>

	<p>team</p> <ul style="list-style-type: none"> Quality assure progress in refining individual curriculum design and rationale, vision and values to meet the needs of the local community by monitoring KPIs at a school and Local Authority level Improve analysis of SNSA assets and CfE levels to support better triangulation of evidence 		
<p>Improve the coordination of services supporting literacy development to improve levels of literacy across a community</p> <p>Key Drivers: ACP PI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> Undertake a detailed analysis of the literacy levels and numeracy levels of children, young people and families by collaborating across the Council and wider partnership (to include consideration of those who use alternative communication systems) Map current offer to identify under/over provision in each community Review of current research, including local learning, to guide vision of how we can best collaborate to improve outcomes for children, young people and families. This will include working collaboratively with the Northern Alliance to ensure that impactful approaches are fully considered and utilised Further use of data to inform targeted delivery of ESOL provision by using the level of English data by school profiles Development and launch a whole system Literacy Strategy following agreement by the Community Planning Partnership. Strategy to ensure: <ul style="list-style-type: none"> ➤ Demand led targeting ➤ Better sharing of data across services ➤ Sharing of skills held by all teams supporting literacy development ➤ Wide roll out of 'Spotters and referrers' training Continue to support schools with the implementation of emergent literacy and Talk Boost and ensure these feature in the partnership strategy 	<p>Attainment Team</p> <p>Closing the Gap Team</p> <p>Early Intervention and Community Empowerment function</p>	<p>KPIs: Greater than 1% improvement in Literacy and numeracy KPIs</p> <p>Greater than a 1% decrease in number of pupils leaving without a Literacy 3 qualification</p> <p>Impact Measures: Increased opportunities to engage in activities promoting literacy in a community (baseline and target to be set)</p> <p>Maintain or increase the no of + evaluations from adult learners</p> <p>Maintain or increase the no of adult achievement awards</p> <p>No of attendees at training reporting a change in practice following attendance</p>

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN – PRIORITY 2



ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PROVISIONAL WORK PLAN

(To be reviewed when improvement team is established)

NIF PRIORITIES	NIF DRIVERS
<ol style="list-style-type: none"> 1 Improvement in attainment, particularly in literacy and numeracy 2 Closing the attainment gap between the most and least disadvantaged children 3 Improvement in children and young people's health and wellbeing 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> SL School Leadership TP Teacher Professionalism PE Parental Engagement ACP Assessment of Children's Progress SI School Improvement PI Performance Information

Priority 2: Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021

Improvement Priority	This is how we will do it	By Whom/ By August 2019	Evidence of Impact
<p>Increase the impact of PEF and SAC spend to reduce the attainment related poverty gap</p> <p>Primary Driver 1</p> <p>NIF Drivers: SL PI SI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> • Establish a mechanism for digitally sharing the impact of ACC PEF and SAC approaches including a weighting that balances impact to cost to ensure alignment with national approach • Increase understanding of and use of short term measures to test changes and track changes through engagement in IHI improvement professional learning and mechanisms and better utilise the skills of the Educational Psychology Service to support implementation of improvement science • Empower pupil equity fund leads and SAC schools through a forum to share best practice and provide challenge. • Deployment of ELC Excellence and Equity Practitioners to lead direct support with children and families and upskill others in effective approaches to help close the gap in those aged 2-5 • Improve the interface between Third Sector partners and schools to increase the variety of evidence-based PEF interventions delivered by the Third Sector • Utilise multi-disciplinary teams to determine the rigor and quality of PEF/SAC Plans • Youth work and family learning will make more effective use of PEF to deliver evidenced based intervention and increase provision 	<p>Closing the Gap Team</p> <p>Early Intervention and Community Empowerment</p>	<p>KPIs:</p> <ul style="list-style-type: none"> • Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with quintile 5 for both literacy and numeracy <p>Impact Measures: 10% increase in the number of PEF/SAC interventions leading to positive change</p> <p>10% Increase in engagement with Third Sector evident in PEF Plans</p> <p>5% increase in the no of schools employing youth workers/Family Learning</p>

Priority 2: Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021

Improvement Priority	This is how we will do it	By Whom/ By August 2019	Evidence of Impact
			10% Increase in literacy and numeracy attainment of children targeted by Excellence and Equity Practitioners
<p>Reduce cost of the school day to parents and carers to maximise family income</p> <p>Primary Driver 2</p> <p>NIF Drivers: SL</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i> <i>Creating a Digital Place Outcome 2</i> Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> • Audit the compliance of Devolved Education Management with updated Scottish Government guidance to determine next steps • Refresh DEM guidance for schools and include costed poverty proofing approach • Plan implementation of a refreshed staffing formula to ensure that all schools are able to provide effective universal and targeted support as a single agency • Implement a level of flexibility in use of the staffing budget to ensure that staffing structures reflect pupil needs in keeping with the Education Bill • Implement the period poverty initiative across all schools. 	<p>Closing the Gap Team</p> <p>Finance Partner</p> <p>DEM Coordinator</p> <p>School Nursing team</p>	<p>Impact Measure: 5% reduction in costs passed to parents and carers</p> <p>All young people in our Priority Areas have easy access to free sanitary products</p>
<p>Improved coordination of services across the partnership to maximise the community offer</p> <p>Primary Driver 3</p> <p>NIF Drivers: SL</p> <p>Local Outcome Improvement Plan:</p>	<ul style="list-style-type: none"> • Establish a test of change in one locality • Work in collaboration with Early Intervention and Community Empowerment to gather data on: <ul style="list-style-type: none"> ➢ the use of council and partnership assets ➢ the full partnership offer to families • Map the current offer to establish gaps and plan next steps to maximise the use of resource to support families in the three priority areas • CLD to provide clarify on the learning offer across the ASG to support onward referral 	<p>Closing the Gap Team</p> <p>Raising Attainment Team</p> <p>Early Intervention and Community Empowerment</p>	<p>KPIs:</p> <ul style="list-style-type: none"> • Greater than 1% reduction in difference between Quintiles 1, 2 and 3 with quintile 5 for both literacy and numeracy

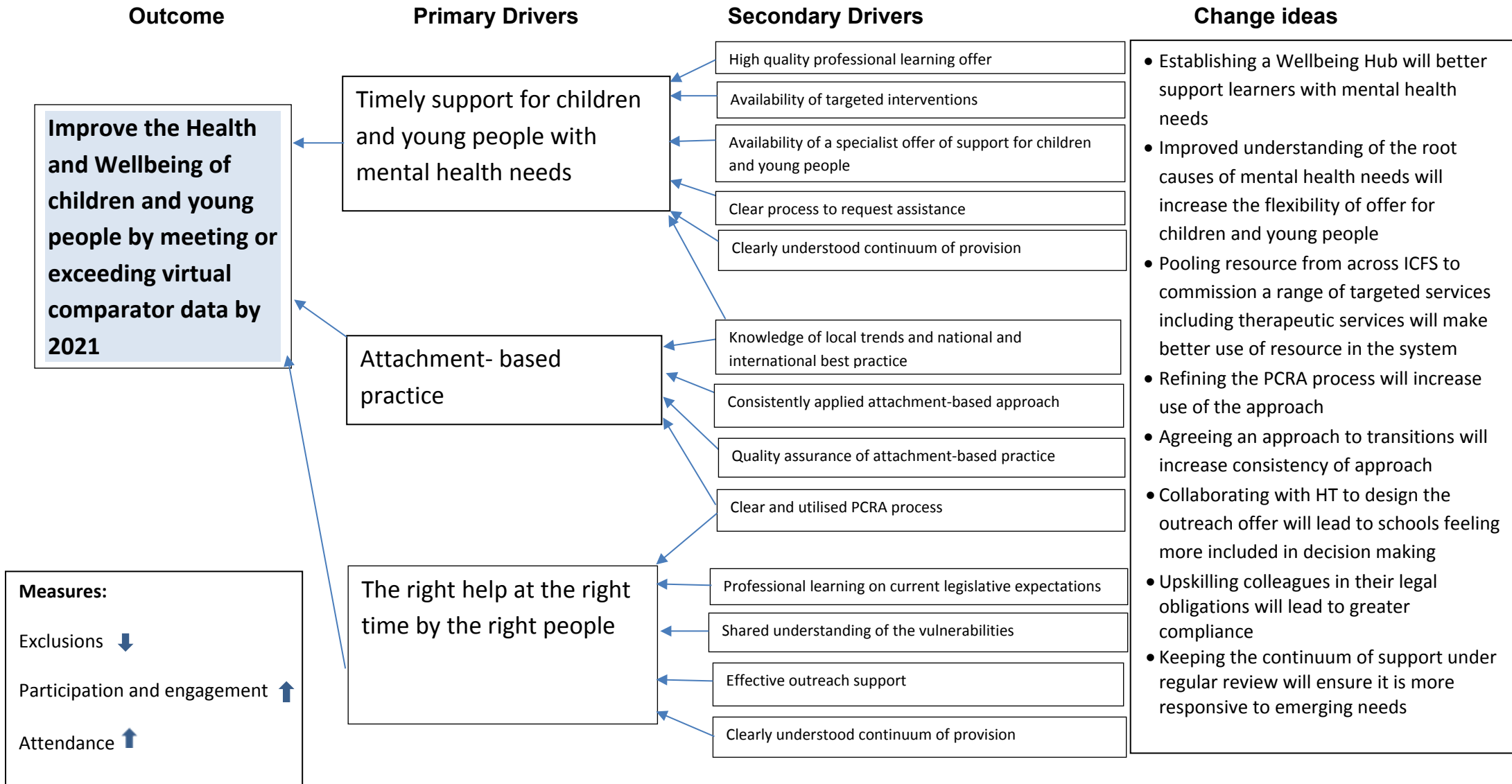
Priority 2: Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021

Improvement Priority	This is how we will do it	By Whom/ By August 2019	Evidence of Impact
<p><i>Children Are Our Future Outcome 3</i> Children’s Services Plan: 1. Closing the Gap</p>	<ul style="list-style-type: none"> • CLD working with the Northern Alliance to showcase best practice in Family Learning to increase awareness of evidence base • Align the draft Family Learning guidance with recent Education Scotland guidance and learning from the test of change • Consult on the draft guidance and exemplify/showcase ACC best practice through the provision of digital professional learning showcasing positive impact on families • Establish a set of guiding principals for the co-location of services as we move forward 		<p>Improvement Measures: Increased commissioning of the Family Learning Team</p> <p>Increased awareness of services leading to increase in onward referrals by schools</p>
<p>Improve the quality and number of learning pathways for vulnerable learners</p> <p>(undertaken in collaboration with Priority 4 work)</p> <p>Primary Driver 4</p> <p>Key Drivers: SI TP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 1 & 3</i></p>	<ul style="list-style-type: none"> • Central team to work with the Education Scotland Area Lead Officer to better understand the data around exclusions and learn from national best practice to support a more targeted approach to address high exclusion rates and increase participation and engagement by vulnerable groups • Agree definition of ‘vulnerable groups’ • Quality assure/evaluate the appropriateness of the current curriculum offer for our most vulnerable pupils to establish a baseline of current opportunities for vulnerable learners • Produce a detailed plan to address the findings following analysis (this may lead to changes in activity) • Increase understanding of responsibilities of staff as Corporate Parents to ensure compliance with legislation • Improve outcomes for LAC through the implementation of SAC LAC mentoring • Review working arrangement with partners to co-design appropriate pathways for our most vulnerable learners and consider the need for a commissioning strategy • More effective use of learning passports and assessment tools to identify the needs of adult learners 	<p>Closing the Gap Team</p> <p>Community Empowerment</p>	<p>KPIs: Greater than 2% decrease in exclusions (SIMD1-4/5)</p> <p>Greater than 1% increase in attendance (SIMD1-4/5)</p> <ul style="list-style-type: none"> • 4% increase in literacy performance (LAC) • 4% increase in numeracy performance (LAC) • LAC targets contained in attached KPIs <p>Improvement Measures: 10% increase in the number of learning pathways identified for vulnerable groups (baseline to be established)</p>

Priority 2: Reduce the attainment related poverty gap between the most and least disadvantaged children in line with virtual comparator performance by 2021

Improvement Priority	This is how we will do it	By Whom/ By August 2019	Evidence of Impact
	<ul style="list-style-type: none"> • Raise awareness of Community Learning Healthy Minds team among partnership forums to support parents and young people • Review how the city campus supports vulnerable learners to ensure that there are a range of pathways for our most vulnerable learners (linked to Priority 4) 		5% reduction in OOA placements due to lack of educational provision

ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN – PRIORITY 3



ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PROVISIONAL WORK PLAN

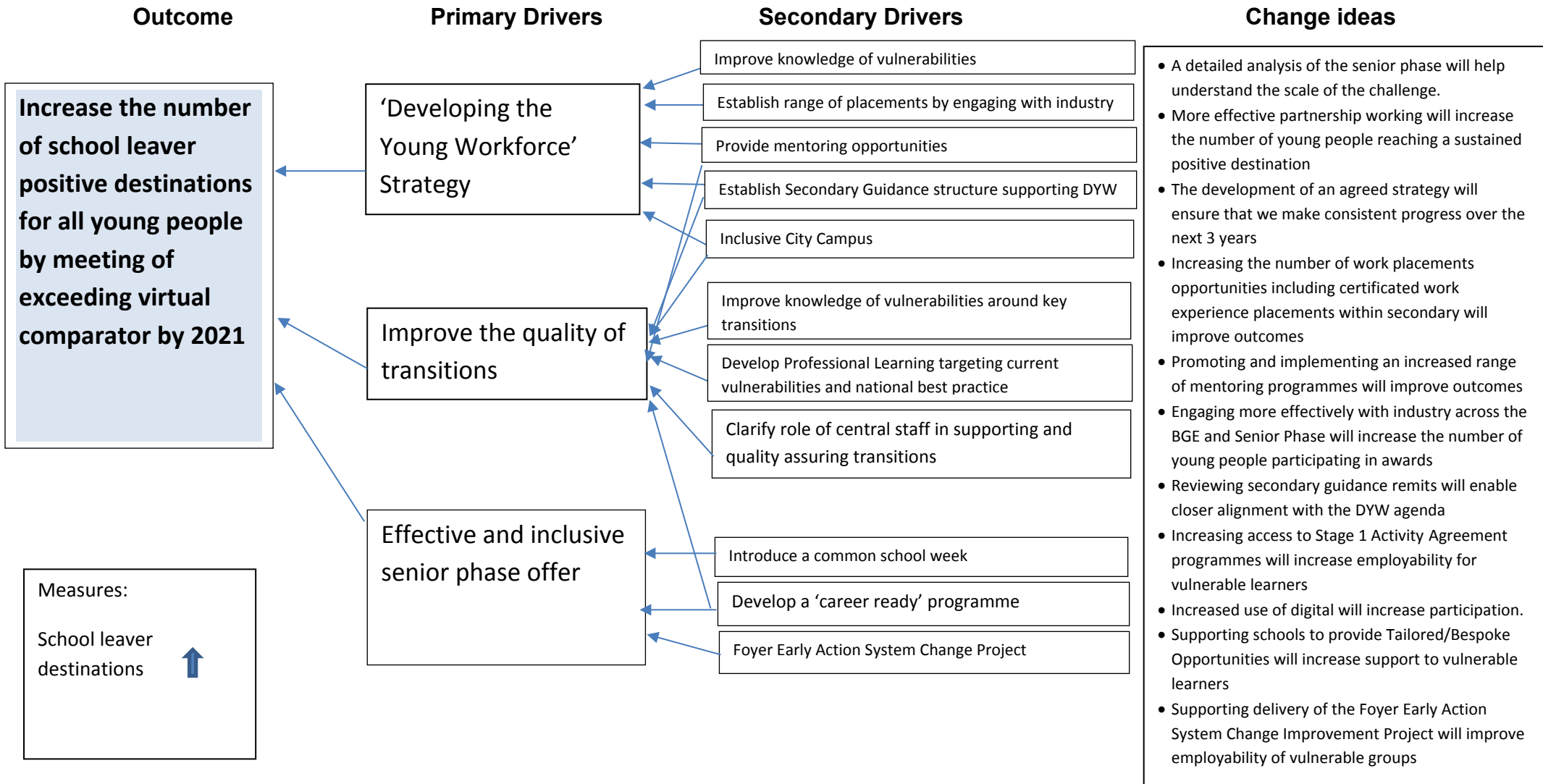
(To be reviewed when improvement team is established)

NIF PRIORITIES		NIF DRIVERS	
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Priority 3: Improve Health and Wellbeing of children and young people by meeting or exceeding virtual comparator data by 2021			
Improvement Priority	This is how we'll do it	By Whom/ By August 2019	Evidence of Impact
<p>Improve the provision of timely support for children and young people with mental health needs to reduce the escalation of need</p> <p>Primary Driver 1</p> <p>NIF Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i></p> <p>Children's Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> • Multi-agency development (especially close collaboration with local CAHMS Services) leading to the publication of a multi-agency guidance and continuum to support children and young people with mental health needs in keeping with GIRFEC. Basket of measures defined to measure impact and inform change. This will include: <ul style="list-style-type: none"> ➢ Establishing a Wellbeing Hub and clarifying how to request assistance ➢ Development of a universal offer of Professional Learning for all ELC and school settings ➢ Development of a targeted offer of support for children with emerging mental health needs ➢ a more specialist service for children and young people in keeping with GIRFEC principles • Pool resource from across ICFS to commission a range of services including therapeutic services, to support children and young people with mental health needs. • Target Youth Work based on data around mental health • Clarify and share the continuum of provision for children with the full range of additional support needs including how to request assistance 	<p>Health and Wellbeing Team</p> <p>Educational Psychology Service</p>	<p>KPIs: 10% reduction in exclusion rates of group identified as having mental health needs</p> <p>10% increase in attendance of group identified as having mental health needs</p> <p>Improvement Measures:</p> <ul style="list-style-type: none"> • 10% rise in awareness and understanding of mental health needs reported by colleagues • 80% of Requests for Assistance demonstrate previous interventions and impact.

			<ul style="list-style-type: none"> • Increase in number of young people identified as having mental health needs who are supported by Youth Work (baseline to be established)
<p>Implement attachment- based practice to increase participation and engagement of vulnerable groups</p> <p>Primary Driver 2</p> <p>NID Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i></p> <p>Children’s Services Plan: <i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> • Analysis of Council and partnership data to understand the scale of the problem • Research national and international best practice and work across the partnership to develop a proposed approach • Share learning with colleagues and agree guiding principles • Refine and publish the Person-Centred Risk Assessment process in keeping with agreed approach • Publish Transitions guidance in keeping with proposed approach 		<p>KPIs: 10% reduction in exclusion rates of group identified as having mental health needs</p> <p>10% increase in attendance of group identified as having mental health needs</p> <p>Greater than a 1% reduction in quintiles 1-4 when compared to quintile 5</p> <p>Improvement measures: Increase in Participation and Engagement Scales for identified children and young people</p>
<p>Children receive the right help at the right time by the right people.</p> <p>Primary Driver 3</p> <p>NIF Drivers: TP ACP</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 2 &3</i></p> <p>Children’s Services Plan:</p>	<ul style="list-style-type: none"> • Improve the quality of support to ELC and school settings through the re-design of outreach services to better reflect current needs • On-going partnership review of impact of GIRFEC arrangements • Continued engagement in Child Protection Programme • Utilisation of Young Carers guidance • Deliver Professional learning on the revised Code of Practice on the ASL Act as amended • Increase evidencable consideration of the need for a CSP for all LAC • Review data around current needs to determine next steps • Mapping and evaluation of impact of current central team approach and the provision of outreach services to determine next steps 	<p>Health and Wellbeing team</p> <p>Raising Attainment Team</p> <p>Educational Psychology Service</p>	<p>KPIs: 10% reduction in exclusion rates of group identified as having mental health needs</p> <p>10% increase in attendance of group identified as having mental health needs</p>

<p><i>3. Health and Wellbeing</i></p>	<ul style="list-style-type: none"> • Publish continuum of provision and keep under regular review through monitoring an agreed set of measures 	<p>Specialist Provision HTs</p>	<p>Improvement Measures: Decrease in the number of ASL tribunals (baseline being determined)</p>
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ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PLAN – PRIORITY 4



ABERDEEN CITY NATIONAL IMPROVEMENT FRAMEWORK PROVISIONAL WORK PLAN
(To be reviewed when improvement team is established)

NIF PRIORITIES		KEY DRIVERS	
1	Improvement in attainment, particularly in literacy and numeracy	SL	School Leadership
2	Closing the attainment gap between the most and least disadvantaged children	TP	Teacher Professionalism
3	Improvement in children and young people's health and wellbeing	PE	Parental Engagement
4	Improvement in employability skills and sustained, positive school leaver destinations for all young people	ACP	Assessment of Children's Progress
		SI	School Improvement
		PI	Performance Information
Priority 4: Increase the number of sustained positive school destinations for all young people by exceeding virtual comparator by 2021			
Improvement priority	This is how we'll do it	By Whom/ By Aug '19	Evidence of Impact
<p>Work in collaboration with the DYW regional Board to develop an effective strategy on Developing the Young Workforce</p> <p>Key Drivers: SL PI</p> <p>Local Outcome Improvement Plan: <i>Aberdeen Prospers Outcome 3 Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<p>Collaborate with Education Scotland and the DYW Regional Board to undertake a detailed analysis of the senior phase to understand the scale of the challenge including review and audit of evaluate current DYW position and areas for development across our DYW themes; including:</p> <ul style="list-style-type: none"> • Curriculum • Partnerships (SDS, NESCoL) • Work Placements • Mentoring • Industry Engagement • Contextual Learning <p>Work should be fully aligned with the aspiration to work towards a One Stop Shop (to include work experience, mentoring and industry engagement) in the future</p> <p>Following analysis develop an agreed plan to address areas of underperformance with regards to DYW by developing a city-wide approach likely to include:</p> <ul style="list-style-type: none"> • Making use of learning from school improvement plans • Determining the best approach to be taken by the work experience unit to maximise impact • Capitalising on Youth Work 	<p>Employability Team</p> <p>Economic Development</p> <p>Youth Work</p>	<p>KPIs: Greater than 2% increase in the number of school leaver positive destinations</p> <p>Greater than a 1% reduction in the difference between the 30% most and least deprived school leavers in positive destinations</p> <p>Greater than a 1% increase in the staying on rate of S3-S5 pupils</p> <p>Improvement Measures: Increase in certificated work experience (baseline to be determined)</p>

	<ul style="list-style-type: none"> • Reviewing the current approach to the city campus • Reviewing secondary guidance structures to ensure alignment with the DYW agenda • Taking account of Northern Alliance best practice, best practice nationally, Education Scotland Guidance • Increasing access to Stage 1 Activity Agreement programmes to increase employability for vulnerable learners • Increasing access to achievement awards for young people to increase number of young people participating in awards to develop life skills • Exemplifying pathways to support vulnerable learners • Support delivery of the Foyer system change improvement project 		<p>Increased confidence reported by those being supported by Youth Workers (baseline to be taken)</p> <p>Wider range of industry related programmes available to pupils (baseline to be determined)</p> <p>Increased opportunities to young people and parents/carers to be better informed of routes into work, careers planning and employment opportunities (baseline to be determined)</p>
<p>Improve the quality of transitions</p> <p>Key Drivers: TP PI</p> <p>Local Outcome Improvement Plan: <i>Children Are Our Future Outcome 3</i></p>	<ul style="list-style-type: none"> • Collate and analyse the data around transitions (exclusion, attendance, DYW, attainment) to help review the impact of current arrangements (including provision of support) and plan next steps • Consider how best to use central resource to support effective transition arrangements • Develop and publish transitions guidance and agree quality assurance processes • Means of sharing best practice established and utilised • Support the development of an employability approach to work placements in partnership with work experience unit / Develop of certificated work experience units (Secondary). • Support and extend the implementation of DYW programmes: Career Ready, YPI and other industry related programmes. 	<p>Employability Team</p>	<p>KPIs:</p> <p>Improvement Measures: Increase in the no of schools delivering a broader range of qualifications for young people from S4 – S6 in partnership with colleges and other providers (baseline to be determined)</p> <p>Increase in school/partner collaboration informing curriculum design (baseline to be determined)</p> <p>Increase provision of work-related learning</p>

			<p>experiences for pupils (baseline to be determined)</p> <p>All schools will offer a fuller range of vocational qualifications, in partnership with colleges and other training providers (baseline to be determined)</p>
<p>Effective and inclusive senior phase offer (Undertaken in collaboration with Priority 2 work)</p> <p>Key Drivers: SL</p> <p>Local Outcome Improvement Plan: <i>Aberdeen Prospers Outcome 3 Children Are Our Future Outcome 3</i></p> <p>Children's Services Plan: <i>1. Closing the Gap</i></p>	<ul style="list-style-type: none"> • Collaborate with Education Scotland to better analyse performance in post school destinations <ul style="list-style-type: none"> • Provide audit tool for schools to review senior phase provision • Collaborate with HMI to better analyse performance in post school destinations • Consider the introduction of foundation level apprenticeships • Revisit the common school week • Review the memorandum of understanding with NESCOL so that approaches are aligned • Continue to support the Career ready program • Support school staff and parents to have a greater understanding of the world of work and routes into work to improve young people's learning • Pilot activity around foundation apprenticeships Industry Engagement: scope the implementation of Foundation Apprenticeships working in partnership with NESCOL and/or sector business/school partnerships (Secondary). • Develop and implement common school week • Review the memorandum of understanding with NESCOL so that approaches are aligned • Continue to support the Career ready programme • Early Intervention and Community Empowerment to support the development of bespoke senior phase offer for those identified as being at risk 	<p>Employability Team</p> <p>Early Intervention and Community Empowerment</p>	<p>KPIs:</p> <p>Improvement Measures: School staff report increased understanding of the world of work and routes into work to improve young people's learning (baseline to be determined)</p> <p>Increase provision of work-related learning experiences for pupils (baseline to be determined)</p> <p>Work placements provide tailored employability activities/placements to meet specific pupil needs (Secondary).</p> <p>All schools will offer a fuller range of vocational qualifications, in partnership with colleges</p>

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Data is published at various stages over the year. Measures and targets will be reviewed following publication of data in September and February.