ABERDEEN
CITY COUNCIL
BON ACCORD

ABERDEEN CHILDREN AND FAMILY SERVICES

Offering a protective, nuturing environment and relevant learning opportunities for all • Valuing and celebrating aspiration, ambition and innovation with all • Strengthening the resilience of all •
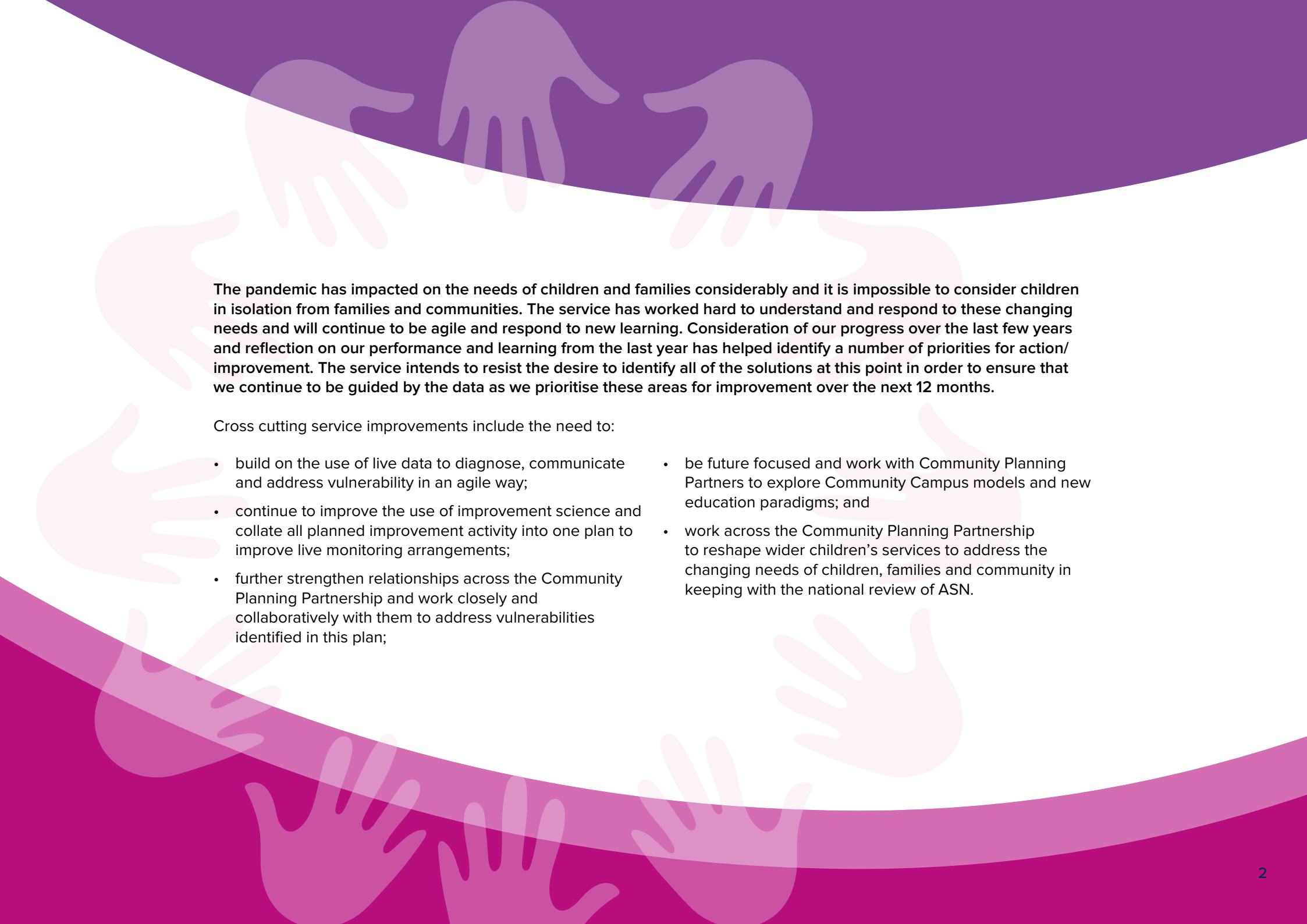
National Improvement Framework Plan

2021-2022

Proudly Working Together as One Team to Keep Children, Young People, Families and Communities Safe, Healthy and Thriving

The pandemic has impacted on the needs of children and families considerably and it is impossible to consider children in isolation from families and communities. The service has worked hard to understand and respond to these changing needs and will continue to be agile and respond to new learning. Consideration of our progress over the last few years and reflection on our performance and learning from the last year has helped identify a number of priorities for action/ improvement. The service intends to resist the desire to identify all of the solutions at this point in order to ensure that we continue to be guided by the data as we prioritise these areas for improvement over the next 12 months.

Cross cutting service improvements include the need to:

- build on the use of live data to diagnose, communicate and address vulnerability in an agile way;

- continue to improve the use of improvement science and collate all planned improvement activity into one plan to improve live monitoring arrangements;

- further strengthen relationships across the Community Planning Partnership and work closely and collaboratively with them to address vulnerabilities identified in this plan;

- be future focused and work with Community Planning Partners to explore Community Campus models and new education paradigms; and

- work across the Community Planning Partnership to reshape wider children's services to address the changing needs of children, families and community in keeping with the national review of ASN.

Staff from across the Education Service have come together to agree key priorities for improvement session 2021/22. School Improvement Plans have informed and will be informed by our agreed priorities contained within this National Improvement Framework Plan.

Each Action Plan is driven and coordinated by Improvement Groups comprising school and central staff. Progress will be monitored on a monthly basis by both the central leadership team and head teachers to enable us to hold each other to account. A comprehensive suite of trend data will provide the service with real time data to support improved progress reporting to Committee.

▶ Raising attainment and achievement high level themes	▶ Closing the Attainment Gap high level themes
• Improve connectivity to enable the exploration of new educational paradigms; • Continue to address on-line safety; • Further develop collaboration for improvement both at school senior leader level and below; • Review the curriculum in light of the pandemic; • Improve tracking and monitoring arrangements; and • Improve the effectiveness of ASN services and accessibility in accordance with Supporting Learners, Accessibility Plan, The Promise and the UNCRC Children's Rights Scheme.	• Fully implement 1140 hours of ELC from August 2021 including the roll out of PEEP; • Improve attainment in literacy and address any gaps in core literacy skills; • Improve attainment in numeracy and address any gaps in core numeracy skills; • Work with internal and external partners on the development of a systemic approach to addressing food insecurity and poverty including the introduction of no costs to the school day; and • Maximise the impact of Partnership Forums.
▶ Improving health and wellbeing high level themes	▶ Employability & Positive Destinations high level themes
• Empower schools to determine readiness for the incorporation of the UNCRC; • Further develop learner agency and pupil participation; • Empower parents and carers through implementation of the Parental Involvement and Engagement Plan; • Improve the physical wellbeing of children and young people; • Improve the mental and emotional wellbeing of children, young people and families; • Reduce risk taking behaviour and poor self-regulation associated with experiences over the last 12 months; and • Further monitor and support the positive wellbeing of staff.	• Identify which hard to fill subject areas could be supported by a remote delivery or alternative delivery solution; • Formalise a skills progression which takes account of growth areas; • Improve tracking arrangements to inform the choices of young people and curricular offer; • Work with partners to continue to re-set the senior phase offering in light of growth areas; and • Improve visibility of growth areas and available learning pathways.

▶ Raising Attainment Action Plan

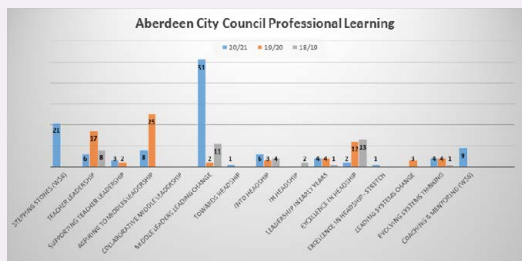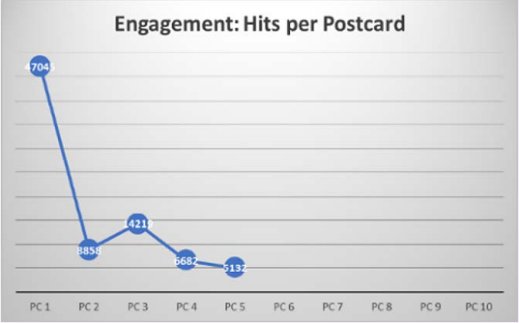|	Raising Attainment - Improvement in attainment, particularly in literacy and numeracy			R A G
Improvement Outcomes *What do we hope to achieve?*	**Measures of Success** *How will we know this has been achieved? What evidence will we have?*	**Data** *Who is responsible for gathering data and at what points?*	**Actions Required** *What do we need to do and by when?*	**Resources** *Who and what is required? (including cost/ fund)*
School Leadership				
Improved partnership working, sharing of practice and learning from and with one another	20% improvement in school QI 1.3 Leadership of Change evaluations rated at Good or above. 2018/19 - 54% 2019/20 - 52% 2020/21 - 58% 2021/22 - 65%	QIMs	• Further develop collaboration for improvement at practitioner, senior leader and across the partnership through improved use of Microsoft O365 - by June 2022	Central and school senior and middle leader
	5% increase in number of practitioners engaging in formal leadership development opportunities. 2018/19 - 40 participants 2019/20 - +75% (70 participants) 2020/21 - +21% (85 participants) Aberdeen City Council Professional Learning	Building Capacity/ Early Years through on-going tracking of uptake	• Further develop mechanisms to improve our local 'supply chain' of school leaders by June 2022	Building Capacity and HT
	Maintain levels of engagement with Into Headship Programme at 4 per year. Engagement with Into Headship	Building Capacity in March 2022	• Implementation of Stepping into Leadership Programme across ELC settings	Locality Lead and Office 365
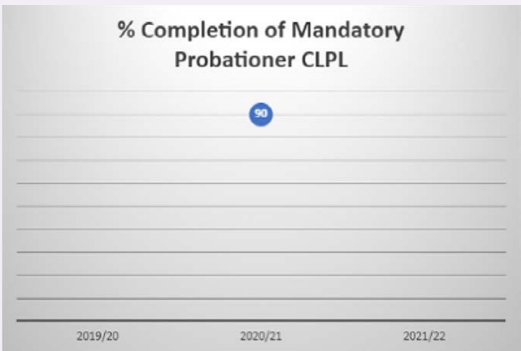
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
	Increase % of school communities registered to use the Safer School App to 100% Increase % of learners who report feeling safe on-line from 92% to 95% by June 2022 Increase % of learners who report other pupils are kind on-line from 88.2% to 92% by June 2022 % Learners Reporting Safety and Kindness Online (chart showing values 92.2, 92.4 and 87.6, 88.1 across 2020, 2021, 2022)	Raising Attainment through on-going monitoring	• Continue to review and impellent guidance in relation to digital/online safer and fully roll out the Safer School App	Raising Attainment and school staff	
Teacher Professionalism					
Enhanced opportunities to engage in high quality professional learning with a focus on pedagogy	90% of all evaluations indicate that professional learning has positively impacted practice in both synchronous and asynchronous e.g. World Education Summit professional learning. - New measure Increase live attendance at all mandatory probationer training from 90% over session 2020/21 to 95% in 2021/22 % Completion of Mandatory Probationer CLPL (chart showing value 90 across 2019/20, 2020/21, 2021/22)	Building Capacity/ Early Years on-going data collection Building Capacity in June 2022	• All teachers and practitioners, including probationers, mentors and senior leaders within ACC continue to have access to a high-quality professional learning calendar aligned to the ACC Learning, Teaching and Assessment Standard to support their development in learning, teaching & assessment • Probationers continue to access a quality mandatory training programme	Building Capacity/ Locality Lead Officer and Office 365 tools	

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
	Increase % completion of Probationary Year programme from 92% to 96% by 2022. **% NQTs completing Probationary Year** 96 92 2019/20 2020/21 2021/22	Building Capacity in June 2022		
	Increase the number of Digital Postcards linked to the ACC Learning, Teaching and Assessment standard from 5 in April 2021 to 60 in April 2022. Maintain high levels of on-line engagement with digital postcards at 1000 impressions per postcards over time. **Engagement: Hits per Postcard** 7704 8858 4211 6682 5132 PC 1 PC 2 PC 3 PC 4 PC 5 PC 6 PC 7 PC 8 PC 9 PC 10	Raising Attainment on-going Charlie Love and Jacqui Yule on-going	• Good practice based on key themes is identified, captured and used as a CLPL opportunity including through the use of Digital Postcards being linked to the Learning, Teaching and Assessment Standard - ongoing	Office 365 tools and school staff

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
Parental Engagement					
Increased participation and confidence of parents and carers in supporting their child/ren	Parent surveys demonstrate increased confidence in supporting their child with literacy, numeracy, health and wellbeing and the use of digital tools – New measure. Maintain good or better evaluations at Family Support /digital literacy Sessions at 85% or higher Stronger Families Measures (%) 	Partnership & Engagement thrice yearly through pulse survey of parents and carers Partnership & Engagement through quantitative and qualitative evaluations	• Delivery of targeted sessions for parents and carers to increase the confidence, engagement and participation of parents in school activity and literacy, numeracy and health and wellbeing by June 2022 • LOIP Project delivery of PNS Wellbeing Toolkit sessions for Parents • Delivery of a programme of digital safety for parents and carers by June 2022	Partnership & Engagement / partners Multi-agency partner Safer school App	
	10% Increase the number of visits to the Parent Support Hub from 6644 in April 2021 to 7308 in 2022 Baseline 2020/2021 - (from June 2020 to April 2021) • 6644 Visits • 4658 Unique users • 11,140 Page Views	Partnership & Engagement through on-going monitoring	• Refresh of the Parent Hub to ensure all parents are provided with accessible information to support learning and to understand the progress and achievements of their children – ongoing • Partnership approach to support the development of digital literacy in adults by May 2021	Partnership & Engagement / Building Capacity TBD	

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
Assessment of Children's Progress					
Increased attainment and achievement	100% of schools consistently track and monitor learning progress of all learners – New measure (Nov, Feb, May) P1 attainment in June 2022 to be as good or better than that of June 2019 P1 Attainment (ACEL) Over Time Increase in % of learners who report that they are supported to thrive and develop to their full potential from 83.9% in 2020 to 90% in June 2022. % Learners Reporting they are Supported to Thrive and Develop Fully	Raising Attainment thrice yearly	• Develop and implement refreshed thrice yearly tracking and monitoring arrangements through SEEMiS P and A and Power BI to ensure consistency of approach and opportunities to further develop moderation practices – Nov 2021 • Utilise monthly tracking of vulnerable groups to support improvement (Care experienced, ASN and Disabled as a minimum) • LOIP project focused on improving literacy and numeracy at SCQF level 3 • Delivery of Early Years professional learning on Observation, Assessment and Planning. • LOIP project on improving oral language	Shona Milne and Allison Horne Central HT reps, central officers and partner Early Years Locality Leads	
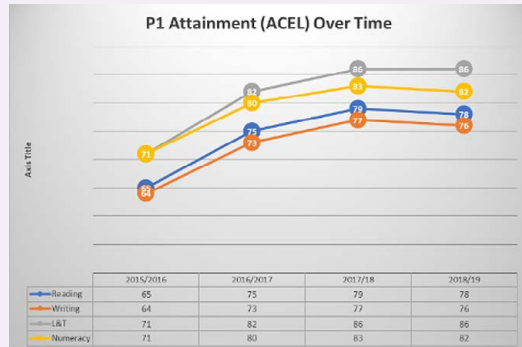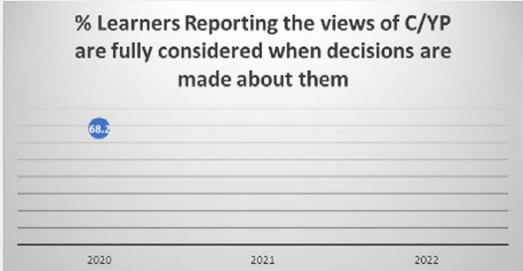
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
	Increase in the % of children and young people who feel that children and young people with disabilities are treated with respect and have the same opportunities available to them from 66.9% in 2020 to 80% in June 2022 % Learners Reporting C/YP with disabilities are treated with respect and have the same opportunities 66.9 2020 2021 2022		• Further development of the role of QUAMSOs to support moderation practice across the BGE • Further development of subject networks to support moderation and practice across the BGE	Raising Attainment Secondary staff	
School Improvement					
An agile education service that takes account of the UNCRC and meets the needs of individual learners and their families **Increased collaboration outwith planned trio activity**	95% of request for assistance requests are met within 40 days - New measure Increase in the % of learners who feel that the views of children and young people are fully considered when decisions are made about them from 68.2% in 2020 to 75% in June 2022. % Learners Reporting the views of C/YP are fully considered when decisions are made about them 68.2 2020 2021 2022 Increase staff satisfaction with speed of Request for Assistance process from 4.8 out of 6 in 2021 to 5 out of 6 in 2022. Average Staff Responce (User Evaluation) 4.8 APR 21 JUN 21 OCT 21 DEC 21 APR 22 JUN 22 OCT 22 DEC 22	Supporting Learners on-going Partnership & Engagement Supporting Learners	• Implement refreshed management structure across ASN services – May 2022 • Implement improved use of data across ASN services – Sept 2021 • Improve the effectiveness of ASN services and accessibility in accordance with Supporting Learners, Accessibility Plan and the UNCRC Children's Rights Scheme. – June 2021 • Review the curriculum taking into account the impact of the pandemic and consider digital delivery where appropriate • 3 secondary schools to participate in the Wood Excellerate Programme	Officer Staff, Office 365 and Data and Insights HT ASN Outreach Services Secondary HTs and central officers 3 secondary schools	

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
	0.5% increase in levels of school attendance across all sectors from 93.7% to 94.2% attendance in June 2022	QIOs on a monthly basis	• Implementation of Local Governance Review Pilot at Northfield Academy in partnership with NESCoL	Nescol, central officers and Northfield Academy staff	
	100% of School Improvement Plans take account of learner voice – New measure	QIOs in June 2021			
	98% of local authority and partner provider Early Learning and Childcare settings receive positive Care Inspectorate and Education Scotland reports	Early years on-going			

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
Performance Information				
	90% of evaluations of quality reference indicators rated as Good or above from inspections of local authority and partner provider Early Learning and Childcare centres by the Care Inspectorate	Early years on-going		
	% ELC Evaluated Good and above during Quality Reference Indicator Rating (chart: 86.2 for 2017/18; 76.1 for 2018/19; 77.2 for 2019/20; 2021/22)			
Improved Learning and Teaching in all schools/settings	50% of schools can evidence QI 2.3 in relation to Learning, Teaching & Assessment at Good or above through Self-evaluation activity 2018/2019 - 55% 2019/2020 - 36% 2020/2021 - 36% 2021/2022 - 45%	QIMs/QIOs on-going	• Plan QI2.3 trio activity to gather evidence of evaluation and improvement in learning, teaching and assessment	Quality improvement Managers
	QI 2.3 - L, T & A: % Schools Evidencing Good or above (chart: 55 for 2018/19; 34 for 2019/20; 2020/21; 2021/22)			
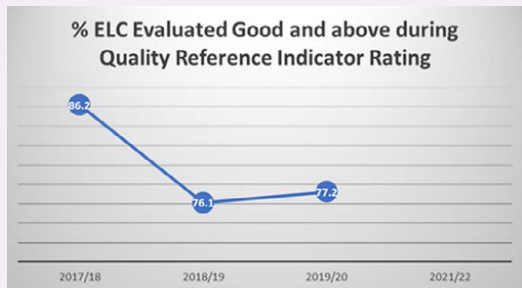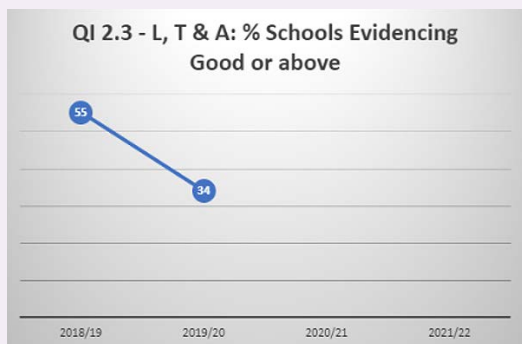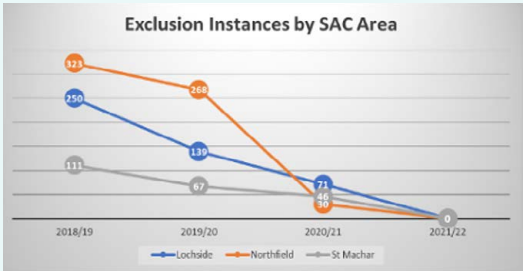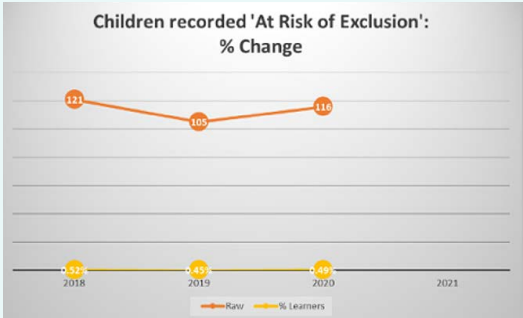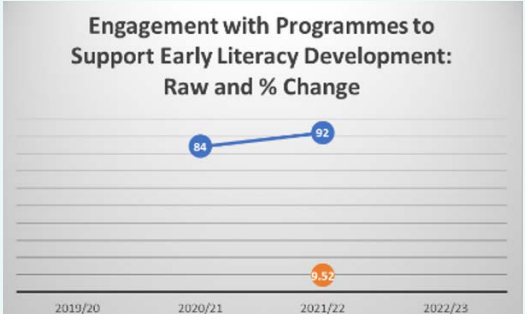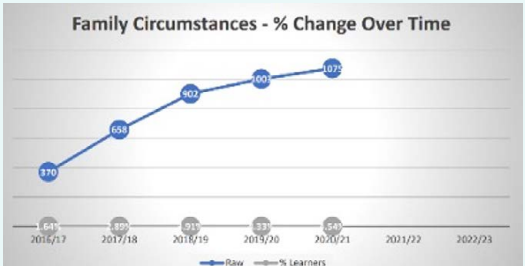
▶ Closing the Gap Action Plan

	Closing the attainment gap between the most and least disadvantaged children and young people				R A G
Improvement Outcomes *What do we hope to achieve?*	**Measures of Success** *How will we know this has been achieved? What evidence will we have?*	**Data** *Who is responsible for gathering data and at what points?*	**Actions Required** *What do we need to do and by when?*	**Resources** *Who and what is required? (including cost/ fund)*	
School Leadership					
Improved partnership working, sharing of practice and learning from and with one another	Number of schools who report impactful partnership collaborations outwith PEF and SAC interventions - New measure	Closing the Gap	• Further develop collaboration for improvement at all levels with a focus on areas of deprivation and sustainability by June 2022	CPAG Toolkit Pupil Equity Fund or SAC	
	40% reduction in levels of exclusion in the three priority areas compared with 19/20 levels	QIOs on a weekly basis	• Develop minimum guidelines to support school leaders to ensure costs or lack of equipment do not prohibit access to the curriculum or the participation of children and young people in the life of the school or extra-curricular activities with a particular focus on those who are disabled or care experienced	Equity & Excellence practitioners	
Equitable opportunities for all learners					
	15% Reduction in the number of children identified as being at risk of exclusion on SEEMiS from 116 to 100.	QIOs on a weekly basis	• Maintain close monitoring of live exclusion data on a weekly basis	QIO and HT	
			• Fully implement 1140 hours of ELC from August 2021	ELC Programme	
			• Establish the Links Hub and Duthie Park ELC provision as a targeted intervention for families in need of support	Early Years	
			• Successful implementation of the agreed ACC Employability Delivery Plans		
Positive roll out of 1140 ELC hours across ACC	100% provision of ELC for all families who wish to receive 1140 hours - New measure	Early Years on-going			

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
Teacher Professionalism					
Enhanced opportunities to engage in high quality professional learning with a focus on research and pedagogy	10% increase in engagement with programmes to support early literacy development such as Early Talkboost/Talkboost **Engagement with Programmes to Support Early Literacy Development: Raw and % Change** 84 — 92 9.52 2019/20 2020/21 2021/22 2022/23	Building Capacity	• Talkboost Train the Trainer for ELC Locality Leads to enable further support in localities • Develop further understanding of how poverty impacts on child development/a child's ability to learn and of impactful interventions to mitigate this • Agree city wide approach to addressing 'The Cost of the School Day'	Talkboost Training Closing the Gap Closing the Gap TBD	
	5% reduction in the number of children identified as having communication needs on SEEMiS from 363 to 345 **Communication Needs - % Change Over Time** 200 253 290 368 363 2016/17 2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 Raw — % Learners	MIS in June 2022	• Implement Scottish Government guidance on restraint when published • Continue to work with the EP Service to deliver Ready Steady 2 training and support • Fully implement 1140 hours ELC from August 2021	Locality Leads and EPS All schools and ELC setting	
	5% reduction in the number of children identified with family circumstances identified as a factor in their needs from 1075 to 1022. **Family Circumstances - % Change Over Time** 370 658 902 100 1075 2016/17 2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 Raw — % Learners	MIS in June 2022 Early Years on-going	• Evaluate the impact of the ELC expansion Programme from December 2021	Early years and Chief Education Officer	

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
	10% increase in the number of eligible 2 year olds attending ELC provision from 2019/21 levels to 265. Improve attainment at SCQF 3 Literacy and numeracy by 5%	Closing the Gap	• Development of a literacy and numeracy framework to support practice • LOIP improvement project in literacy and numeracy	Closing the Gap HT reps and Chief Education Officer
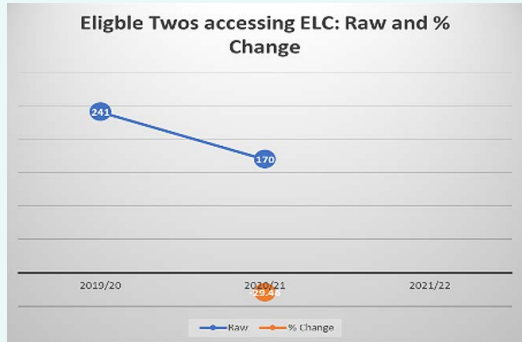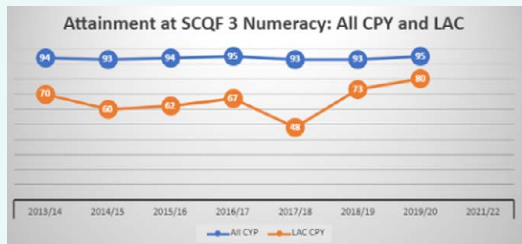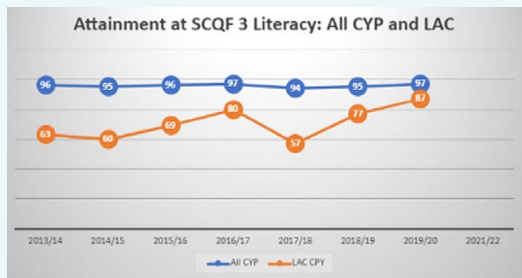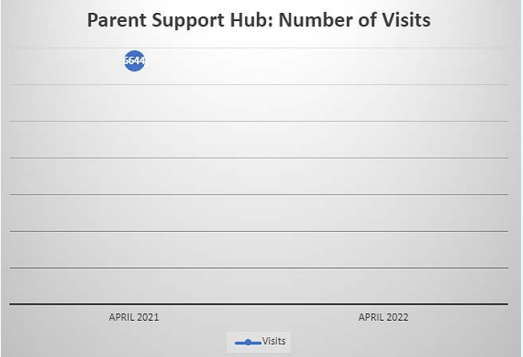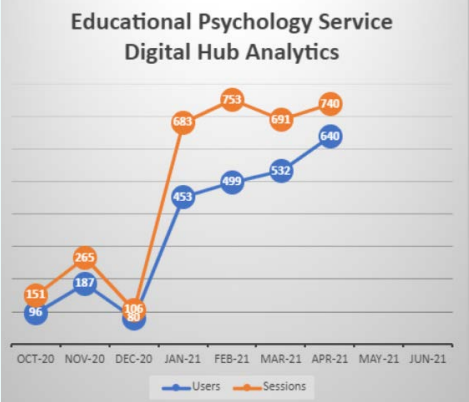
Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
Parental Engagement					
Increased participation and confidence of parents and carers in supporting their child/ren	% of parents who can access PEEP in their local ELC setting – New measure	Early Years on-going	• ELC Locality Leads trained to quality assure PEEP training	ELC Locality Leads and ELC staff	
	Number of families who have engaged with PEEP – New measure	Early Years on-going	• Roll out PEEP training in all ELC Settings		
	10% Increase in the number of families engaged in family learning activities to support children's learning and development – New measure	Closing the Gap	• Promote and clarify local / community supports and family learning/support opportunities to each parent forum including Parent Hub, EP Hub and Stronger Family Series	Partnership & Engagement	
	10% increase in visits to the Parent Hub from 6644 to 7308 Parent Support Hub: Number of Visits	Raising Attainment / Digital on-going	• Strengthen the Partnership Family Support offer (Multi-agency TOM for children group)	Partnership & Engagement	
	Maintain high levels of engagement with the Educational Psychology Services Digital Hub above 600 sessions per month Educational Psychology Service Digital Hub Analytics	EP Service on-going Partnership & Engagement in June 2022	• Review and improve the EP Hub for families	EPS	

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
	Increased number of Parent Volunteers supporting learning in schools – New measure	Closing the Gap on-going	• Parent Volunteer induction guidance will be developed and shared with all parent forum / settings (see current Volunteer guidance)	ACC Volunteer Guidance	
	Increase in the number of community food growing initiatives that schools and ELC settings are involved in – New measure	Closing the Gap on-going	• Increase the number of food growing / intergenerational opportunities to access and develop community food gardens	School staff and officer	
	Increase in the number of food initiatives housed in or supported by schools – New measure		• Establish food pantries/initiatives to support families in need in local schools or communities	School staff and officer	
Assessment of Children's Progress					
Improved attainment for all in literacy and numeracy	1% Improvement in attainment at S4 at Level 4 numeracy and literacy from 2018/19 levels	Closing the Gap	• Agree and implement an agreed approach to addressing performance in numeracy including how to address gaps in numeracy skills	Attainment Advisor report	
			• Agree and implement an agreed approach to addressing performance in literacy including how to address gaps in literacy skills	Closing the Gap / Raising Attainment	
	Increase % of vulnerable 2-4 year olds accessing early years provision from 679 (12.3%) (target unknown)	Early Years and Virtual School on-going	• Proactively approach care experienced parents to make them aware of the ELC offer for their 2 year old	Early Years and Virtual School	
	% of care experienced parents accessing ELC for their 2 year old – New measure	Virtual School	• Further roll out of MCR pathways	Virtual School	
	Reduce the number of LAC exclusions from 47 to 40 by June 2022	Virtual School	• Improve awareness of 'The Promise' and map next steps		

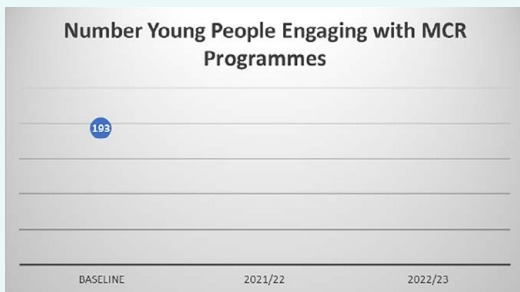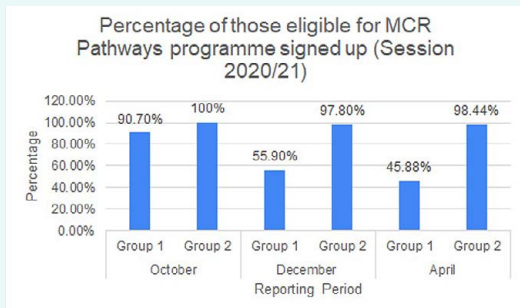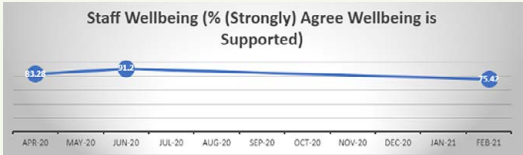| Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
	Improve the attendance of children who are Looked after at home from 76.3% to 81% by June 2022	Virtual School			
	Increase the % of previously care experienced, young carers and those in informal kinship care engaging with MCR pathways to 98% by June 2022 (shown as group 1 below)	Virtual School			
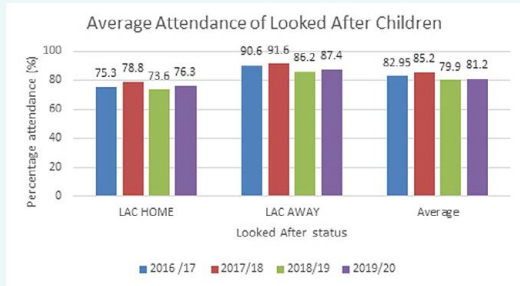
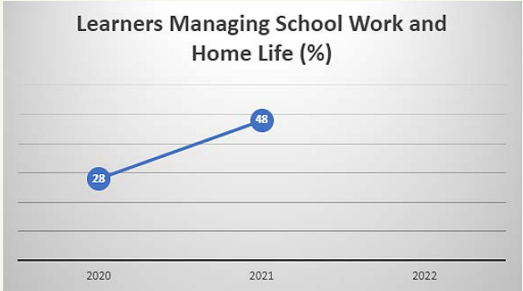| Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
School Improvement					
All children in ELC will be provided free milk and fruit	100% of settings will be providing free milk and fruit to ELC attendees – New measure	Closing the Gap and Early Years	• Set up funding and application process for all registered childcare settings for free fruit and milk	Digital solution to be developed	
Performance Information					
Improved impact of interventions	90% of Head Teachers can evidence positive impact of Partnership Forum Plans – New measure 50% of schools can evidence Q3.2 in relation to Raising Attainment at Good or above through Self-evaluation activity 2018/2019 - 39% 2019/2020 - 40% 2020/2021 - 34% 2021/2022 - 40% **QI 3.2 - Raising Attainment and Achievement: % Schools evidencing 'Good' or above** 39 ... 28 ... 2018/19 2019/20 2020/21 2021/22	Closing the Gap QIMs / QIOs	• Improve arrangements for tracking groups according to disability, protected characteristics and those who care experienced to be able to make meaningful comparisons • Relaunch partnership Forum guidance to help maximise the impact of them • Quality Improvement activity in relation to QI3.2 to be planned through trio visits/ collaboration events	Data and insights and central education officer Partnership Forum Guidance HTs / QI	
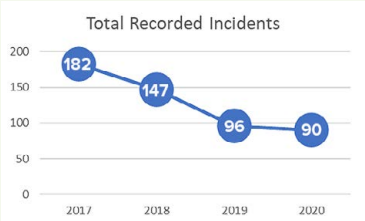
▶ A Health and Wellbeing Action Plan
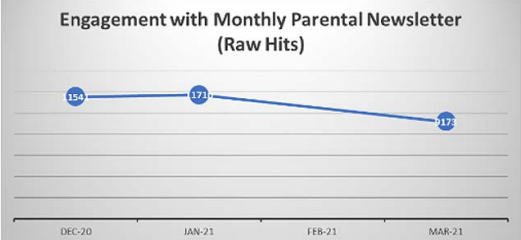
	Health & Wellbeing – Improvement in the health & wellbeing of all				R A G
R A G					

Improvement Outcomes *What do we hope to achieve?*	Measures of Success *How will we know this has been achieved? What evidence will we have?*	Data *Who is responsible for gathering data and at what points?*	Actions Required *What do we need to do and by when?*	Resources *Who and what is required? (including cost/ fund)*	
School Leadership					
Confidence in the incorporation of UNCRC in school life **Continued and increased collaboration for support and improvement** **Resilient staff with positive wellbeing**	100% of school staff will have accessed professional learning on the UNCRC – New measure 100% of schools will reference the incorporation of UNCRC into Scots law in school improvement plans – New measure Increase % of children and young people who report that they actively participate in decision making which impacts them from 80.3% to 85% by June 2022. 	Matt Reid / Erin McGowan by September QIMs/QIOs in June 2021 Partnership & Engagement	• Development and roll out of mandatory training in the UNCRC for all school staff - August 21/ ongoing • Shared expectations in relation to UNCRC being visible in all SQUIPs - March 2020	Partnership & Engagement, UNCRC support materials QIMs	
	Maintain positive attendance levels of under 4 days average number of days lost to sickness absence. 	Operational Support	• Further develop collaboration opportunities for improvement both at school senior leader level and wider school staff - Ongoing • Develop mechanisms to further prioritise, monitor and enhance staff wellbeing as part of a healthy workforce - Ongoing	Health & Wellbeing Health & Wellbeing / Building Capacity	

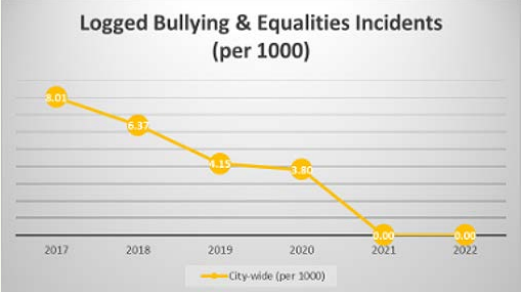| Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
	90% of staff report that their wellbeing needs are being met Staff Wellbeing (% (Strongly) Agree Wellbeing is Supported) chart — APR-20, MAY-20, JUN-20, JUL-20, AUG-20, SEP-20, OCT-20, NOV-20, DEC-20, JAN-21, FEB-21 Positive engagement and feedback from peer support network and coaching sessions Qualitative data – Session feedback	Health & Wellbeing Health & Wellbeing	• Review and consider next steps in relation to Multiagency Peer Support network - July 2021 • Coaching support for Education staff led and maintained by EP Service - Ongoing	Health & Wellbeing / Lauren Mackie EP Service	
Teacher Professionalism					
Staff teams who can confidently meet the needs of all learners within the context of individual settings **Appropriate partnership working to meet learner needs** **Staff know where and when to access wellbeing support**	Increase the number of schools with an identified health and wellbeing lead contact from 60% in June 2021 to 100% in June 2022. % Schools with an Identified Health & Wellbeing Lead chart — 60 — JAN-21, JAN-22, JAN-23 80% of staff feel confident about how to directly support, or refer a child for support, and signpost to appropriate partnership services by 2022 – New measure CLPL offer reflects the outcome of the service CLPL audit Maintain over 80% of staff who would recommend CLPL sessions to other colleagues following training	Health & Wellbeing Health & Wellbeing in June 2022 Building Capacity Building Capacity	• Health & wellbeing lead and Mental health First Aider trained within every school – June 2021 • Develop a clear framework to assist staff in signposting supports to children / young people and families – October 2021 • Continue to review CLPL offer working with partners including CAMHS and the EP Service to address areas such as mental wellbeing, supporting learners needs, LIAM training, ELSA training, Seasons for Growth, Emotion Coaching and Counselling training - Ongoing	Building Capacity Health & Wellbeing Building Capacity / CAMHS / EPService	

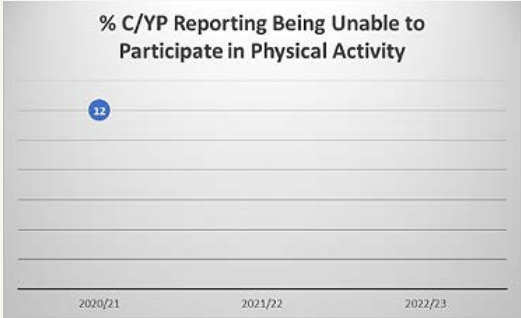| Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
	Increase % of learners who find managing school work and home life easy from 48% in January 2021 to 75% in June 2022 **Learners Managing School Work and Home Life (%)** 48 28 2020 2021 2022 5% reduction in the number of incidents in schools compared to 2018/19 levels Total Recorded Incidents 200 182 150 147 100 96 90 50 0 2017 2018 2019 2020	QIMs / QIOs in January 2022	• Train the Trainer delivery of Compassionate and Connected Communities - 3 cohorts by June 2021 - ongoing • Roll out of Compassionate and Connected Communities training for all education staff, including EPs and Fitlike Hub staff – from August 2021 Review training and materials in relation to multiagency meetings to ensure clear, solution focused, empathic approaches are taken and clear smart targets are written - Ongoing	Health & Wellbeing CCC Health & Wellbeing Trained Trainers CCC	
	90% of termly sampled plans (IEP and Child's Plans) have clear SMART targets – New measure	Supporting Learners	• Review training and materials in relation to multiagency meetings to ensure clear, solution focused, empathic approaches are taken and clear smart targets are written - Ongoing	Supporting Learners	
Improved support for children with Autism Spectrum Condition	Positive learner/parental feedback following multiagency meetings – focus group of parents/pupils – New measure Qualitative feedback from parents who have children with Autism Spectrum Condition – New measure	EPs	• Clarify supports available for those impacted by Autism Spectrum Condition		

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
Parental Engagement					
Parents feel confident to share their views and ask for support if required	Maintain positive engagement with parent newsletter with 12,000 hits per edition	Operational Support	• Further develop a culture that supports positive parental engagement by working in partnership to promote diversity and overcome barriers ie Stronger Families Series - Ongoing	Lead for Stronger Families Series	
	75% of complaints resolved on time	Chief Education Officer	• Ensure all parents are aware of Communication, Collaboration & Consultation Framework and know how to express their views, concerns or compliments – Sept 2021	Communication, Collaboration & Consultation Framework	
			• Continue with regular parent newsletters responding to current issues – Ongoing	QIMs	
	% of parents who advise that they know how to access support for their child/family – New measure		• Survey parents thrice yearly to get a sense of their changing needs and tailor plans accordingly	Donna Cuthill	

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
Assessment of Children's Progress					
Reduction of children and young people engaging in wellbeing choices that are harmful to themselves **Increase children's understanding of their own wellbeing and where/how to get support** **Reduce the number of young people being bullied**	Improved outcomes from SHINE survey over the next 12 months – New measure 10% reduction in the number of young people recorded as being bullied in SEEMiS module from 3.8 per 1000 in 2020 to 3.4 per 1000 in June 2022. _Logged Bullying & Equalities Incidents (per 1000)_ chart, 2017–2022, City-wide (per 1000) All committee recommendations which impact on children (directly or indirectly) follow engagement with CYP – New measure	Health & Wellbeing QIMs/QIOs Partnership Group	• Work with SHINE (Scottish Health Improvement Network) to review wellbeing needs of learners P6-S6 within ACC – June 2021 / Ongoing • Developing a support survey for younger children considering Health & wellbeing Curriculum (nclusive of substance misuse) to support – January 2022 • Develop guidance to ensure all children / young people have a voice in relation to meeting their needs and this is integral to planning and response – Write it Right – Sept 2021 • Focus group/ Survey of children and young people developed to consider barriers for engagement and support requirements – Ongoing • Develop a clear framework to signpost supports to children / young people regarding mental health and supports – Sept 2021 • Develop and implement participation guidance in keeping with the UNCRC to support active participation with children and young people	SHINE Survey Health & Wellbeing Partnership & Engagement, Write it Right materials / training Partnership & Engagement, Key questions to inform discussion Health & Wellbeing Partnership & Engagement	

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
School Improvement					
All learners have the opportunity to engage in a broad range of physical, outdoor and targeted wellbeing activities that meet their individual needs

Meeting and supporting ACC climate change plan and working towards a net zero as part of a climate resilient council. | Increase the number of accessible Physical activities that are available to all learners within ACC – This should impact the LOIP stretch aim focusing on childhood obesity - New measure | PEPAS Group | Develop PEPAS (Physical Education, Physical Activity and Sport) Group to develop closer partnership working in relation to meeting the physical needs of learners – by May 2021 / ongoing | PEPAS Group | |
| | Reduce the % of children who report being unable to participate in physical activity outwith school from 12% in 2020 to 5% in 2022

% C/YP Reporting Being Unable to Participate in Physical Activity | Health & Wellbeing | Encourage schools and families to incorporate physical activity into their everyday routines, e.g. promote the daily mile, active travel | | |
| | Increase the number of staff trained to deliver DBI beyond the pilot 2020/2021 - 9
Aim 2021/2022 - 30 | Building Capacity | Pilot DBI (Distress Brief Intervention) in partnership with CAHHS and Penumbra) Training in 2 Secondary Schools, review and further implement across ACC – May 2021/ ongoing | CAMHS / Penumbra DBI Trained staff | |
	Increase the % of schools who offer children aged 10 and above access to counselling from 27% in 2020 to 100% in 2022.	Health & Wellbeing	Equitable counselling offer for schools required – tender to be developed – January 2022	Scottish Government Funding	
	100% of schools are delivering an appropriate Health & Wellbeing curriculum that meets the needs of all children & young people – based on sample – New measure	Health & Wellbeing	Develop exemplar Health & Wellbeing Curriculum overviews with signposted materials for delivery including specific guidance on substance misuse and food nutrition – Sept 2021	Health & Wellbeing Templates	
Performance Information					
Improved impact of outcomes	75% of schools can evidence improvement in QI3.1 evaluations rated as good or very good
2019/2020 - 68%
2020/2021 - 72%
2021/2022 - 80%	QIMs/QIOs	Quality Improvement activity in relation to QI3.1 to be planned through trio visits/ collaboration events - Ongoing		
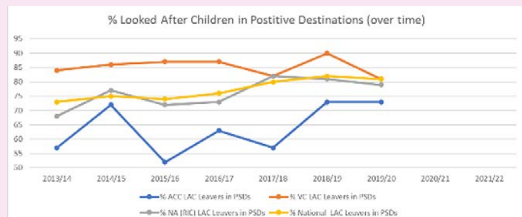
▶ Employability Plan

	Positive Destinations - Improvement in employability skills and sustained, positive school-leaver destinations for all young people			RAG
Improvement Outcomes *What do we hope to achieve?*	**Measures of Success** *How will we know this has been achieved?* *What evidence will we have?*	**Data** *Who is responsible for gathering data and at what points?*	**Actions Required** *What do we need to do and by when?*	**Resources** *Who and what is required?* *(including cost/fund)*
School Leadership				
The secondary school curriculum is closely aligned to local growth sectors	Increase in the number of courses which are delivered remotely in order to extend the curricular offer – New measure Increase the number of young people engaging in foundation apprenticeships by 15% from 161 to 185.	Employability & Positive Destinations in June 2022 SDS on an on-going basis	• Identify which hard to fill subject areas could be supported by a remote delivery or alternative delivery solution • Formalise and implement a skills progression which takes account of growth areas	Attainment and Transitions to Adulthood improvement Group Employability & Positive Destinations
A range of partners support the delivery of the senior phase	Successful selection of three schools to participate in Excellerate Local Government Review Programme Milestones reached on time	Chief Education Officer Chief Education Officer	• 3 schools to participate in Excellerate with the Wood Foundation • Explore approaches to joining up the system through the pilot at Northfield Academy as part of the Local Governance Review	The Wood Foundation Chief Education Officer and Nescol
Young people successfully transition to and from school	Increase the quality of transition plans in place to support those transitioning from primary to secondary and secondary to post school destination based on sample – New measure	QIOs on a monthly basis	• Ensure timely, effective planning for transition and develop multiagency led transition projects which take account of skills • Ensure timely and effective transition plans are in place to support vulnerable groups including those who are disabled and the Care Experienced	ATA Improvement

Within the first cell:

Cohort -FA	NESCOL	Aberlour	Bon Accord	Totals
2016-2018	4			
2017-2019	36			
2018-2020	24			
2019-2021	103	10		113
2020-2022	130	12	19	161

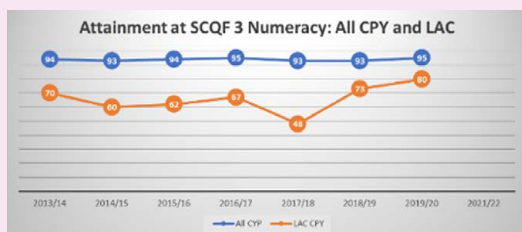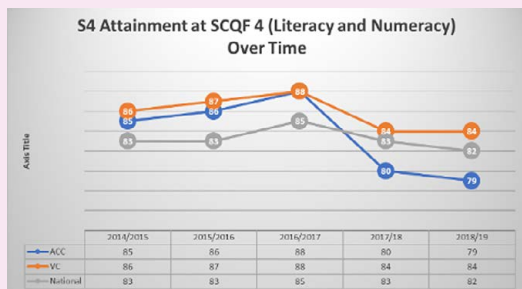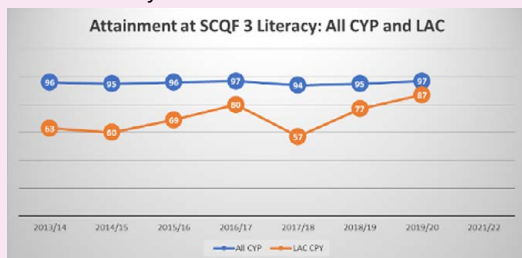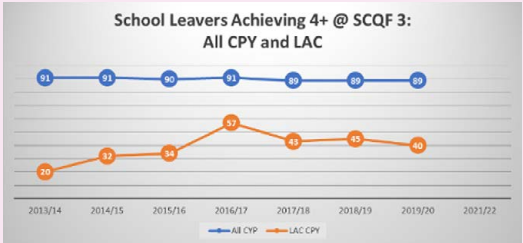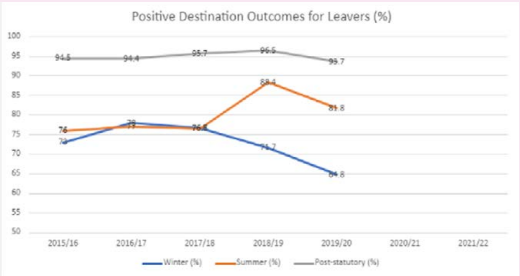| Improvement Outcomes	Measures of Success	Data	Actions Required	Resources
Teacher Professionalism				
The progress of vulnerable groups is carefully tracked to inform approaches	Increase the % of care experienced young people (S4-6) who leave school and go to a sustained positive destination in keeping with our virtual comparator	Virtual School to monitor on a monthly basis	• Collaborate at all levels to take account of The Promise and the UNCRC to explore new approaches to supporting more vulnerable groups such as the Care Experienced and disabled	Secondary HTs and central officer time
			• Build capacity in practitioners to ensure effective pupil progression in literacy and numeracy skills	Building Capacity
	Removal of the gap in performance between the of care experienced and other pupils attaining SCQF Level 3 in Literacy and Numeracy	Positive Destinations to monitor tracking data routinely	• Agree a common approach to identify those who are at risk and agree and implement escalation procedures.	Closing the Gap/Positive Destinations
			• Continue to embed digital skills in staff and pupils and explore opportunities to harness skill sets from across the partnership in order to improve the in school and extra-curricular offer	Charlie Love and Jacqui Yule/Closing the Gap
			• Work in partnership with others (DYW and SDS) to increase opportunities for young people to talk about their skills for life, learning and work	DYW Board and SDS

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
	5% reduction in the gap between the care experienced and others attaining 4 or more SCQF awards at Level 3	Virtual School on an on-going basis			
Parental Engagement					
Parents and carers are aware of growth sectors and the changing economic landscape	Maintain high level of hits on the ABZ website – New measure Increase in school opportunities for all stakeholders (including parents and carers) to explore future skill requirements – New measure	ATA Improvement	• Improve accessibility of information on growth areas in the City by through the development and launch of the one stop shop website • Work with families to fully explore how the pandemic and downturn has impacted on opportunities in order to highlight positive learning pathways in growth areas.	Employability & Positive Destinations Employability & Positive Destinations / Partnership & Engagement	
Assessment of Children's Progress					
Improved use of data for improvement	5% closing of the gap between those in the top 20% according to SIMD and the bottom	Closing the Gap	• Improve tracking arrangements to inform the choices of young people and curricular offer through the use of P and A and Power BI • Work across the Community Planning Partnership to increase the number of young people with complex additional support needs who enter a positive destination • Use Power BI to see how data at class levels impacts on department and city performance	Central Officers / Business Intelligence Unit Employability & Positive Destinations Central Officers / Business Intelligence Unit	

Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
	% of S3-S5 pupils identified as 'at risk' of disengaging that stay on New measure Reduce the gap between those who leave school in winter and summer by 50% by June 2022 	QIMs/QIOs	• Establish systems to routinely sample those at risk of not securing a positive destination including the care experienced and winter leavers to determine any re-design	Employability & Positive Destinations	

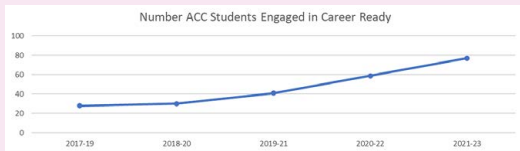| Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
School Improvement					
Increase in the number of young people securing a positive destination	Increase the % of young people securing a positive destination back up to 19/20 levels (93%) Positive Destinations: Initial % and Top/Bottom 20% Variation 10% increase in the number of young people engaged in Career Ready from 77 to 85 Number ACC Students Engaged in Career Ready Number of young people accessing MCR pathways to be maintained at 190 or above. Number Young People Engaging with MCR Programmes	Employability & Positive Destinations Employability & Positive Destinations Virtual School	• Map the range of courses aligned to growth area learning pathways by 2026 to identify how best to reduce duplication and maximise opportunity • Increase mentoring opportunities through Career Ready, MCR pathways and other available programmes	Employability & Positive Destinations Employability & Positive Destinations	
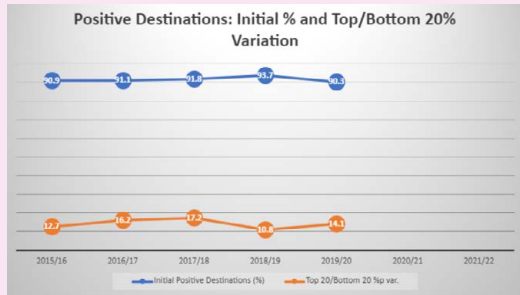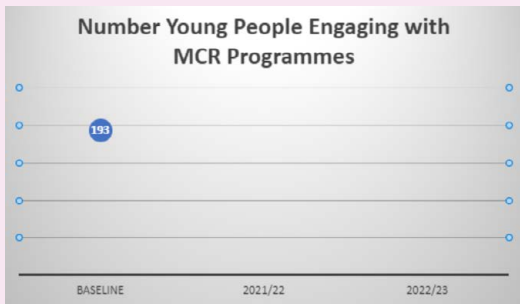
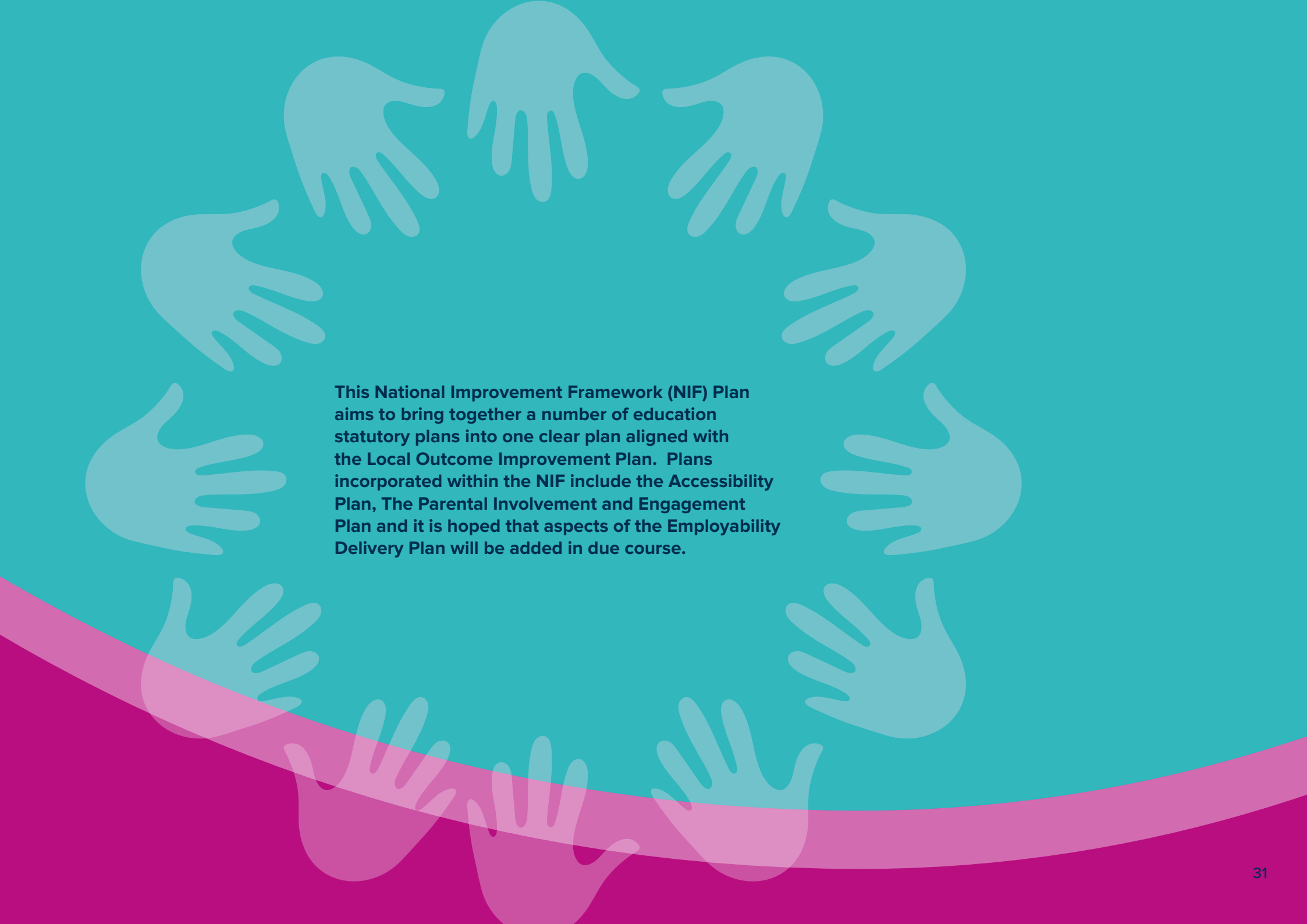| Improvement Outcomes	Measures of Success	Data	Actions Required	Resources	
Performance Information					
Improved evidence and impact of outcomes	% of school pupils involved in educational visits which support skills development. New measure % of S3-6 pupils involved in DoE awards 	Partnership & Engagement Partnership & Engagement	• Migrate to a web based, digital platform for all planning, approval and management of educational visits, sports fixtures and extra-curricular activities. • Use reporting capabilities to develop performance analysis of participation and attainment inclusive of DoE. • Link the system to national libraries and organisations i.e OEAP, SAPOE, DoE etc.	Digital QI and Partnership & Engagement	
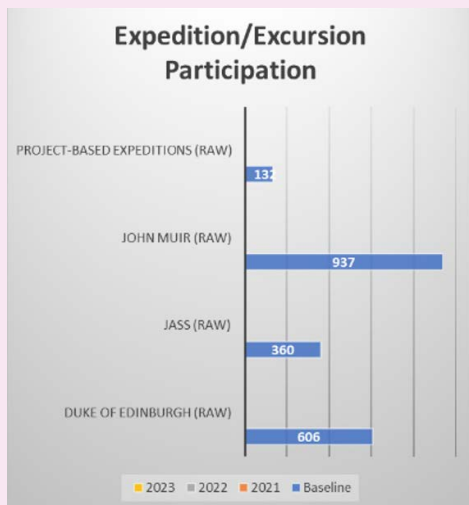
This National Improvement Framework (NIF) Plan aims to bring together a number of education statutory plans into one clear plan aligned with the Local Outcome Improvement Plan. Plans incorporated within the NIF include the Accessibility Plan, The Parental Involvement and Engagement Plan and it is hoped that aspects of the Employability Delivery Plan will be added in due course.