

National Improvement Framework Plan for parents and carers Sept '22

Every year the education service reviews a range of data in order to determine how well we are doing. This process helps us to identify a list of priorities for improvement over the following year.

The Coronavirus pandemic has impacted on many of the data sets we usually use and has also brought some challenges, our ELC settings and schools have been impacted by staffing shortages due to self-isolation rules. This has meant that children and young people have faced unfamiliar adults at times over the year and that some of the supports that would usually have been provided have been less available as school leaders and central staff have been working directly with children and young people. The movement of staff across and between teams and schools has enabled all of our schools to remain open to all children and young people but we recognise that it has been far from ideal.

Despite the challenges of the last year, the education service has successfully:

- delivered the expansion of Early Learning and Childcare and subsequent [evaluation](#)
- delivered a successful Summer and Easter of Play programme
- delivered study support over the year and an Easter Study offer for some
- sent 32,500 free school meal vouchers to eligible families
- expanded the provision of free school lunches
- successfully restructured of ASN Outreach services under a single head teacher and established a Parent Forum to shape the service
- maintained communication with parents and carers through our digital newsletter

- prepared for delivering a full exam diet again following implementation of the Alternative Certification Model
- reviewed City Campus provision and started shaping the development of ABZ Campus
- removed all costs of the school day for parents and carers
- updated education child protection guidance and training materials in keeping with updated national guidance
- successfully bid to develop a neurodevelopmental pathway with partners
- commissioned Mental Health Aberdeen to offer year round counselling offer for our children and young people
- further developed school profiles
- worked in partnership with health to develop a model of multi-agency support in the Links Hub

Attendance levels have been positive compared to our virtual comparator and levels of exclusion continue to drop. These positive trends will continue to be closely monitored. Health and wellbeing has been a considerable focus in all of our schools and across the service. We now need to take stock to determine next steps in health and wellbeing and work with partners to develop a model of Family Support to ensure that the right supports are available to families at the right time. This will be a major focus over the coming year.

Primary tracking data for session 21/22 highlights a number of gaps (particularly in literacy) which emerged over the two periods of school closure. Live tracking data for session 21/22 suggests that attainment is returning to pre-pandemic levels. Our scrutiny of data will be maintained and enhanced through refined tracking and reporting arrangements over session 22/23 to help raise attainment further.

The pandemic has led to a significant increase in the number of young people choosing to stay on at school. Attainment data suggests that there is an improvement in the quality of grades at the senior phase but a need to offer a broader range of learner pathways for all of the young people in our secondary schools. Secondary School leaders are collaborating to develop an improved City Campus offer which is better aligned with the local economy and provides a greater range of opportunities. Initial destinations for 2021/22 are the highest ever recorded in the city in 21/22 and we will continue to build on this.

Education Recovery funding has been used to increase the provision of Youth Work, Family Learning and Money Advisors in schools. There is a growing body of evidence around the positive impact of this resource and it will be maintained over session 22/23 as we work to close the gap. Data around impact will be gathered over the year to inform next steps.

Our data suggests that children who are Looked After have been disproportionately impacted by the pandemic and there is a need to prioritise work and resource to understand and address need better. This will ensure that we are well placed to #Keep the Promise.

The pandemic has led to a rise in the number of children and young people identified as having additional support needs and higher numbers of children being reported as experiencing delays in communication skills. Some children who are neurodevelopmentally diverse have found the last two years exceptionally challenging. In most cases attainment remains strong for this group but the

curriculum doesn't appear to be sufficiently adapted for others. This will be an area for development over the coming year and will align with the Aberdeen City Accessibility Plan and our work with partners to develop an improved neurodevelopmental pathway.

Levels of bullying have decreased over the last two years but the nature of bullying incidents appear to have changed. We plan to review our Anti-bullying policy to ensure that our policy reflects the changes we are seeing.

There is evidence that leadership and learning, teaching and assessment are improving and our focus on these areas will be maintained next year to realise further improvement.

All schools continue to work to increase pupil participation as they embed a rights based approach. Partnership with parents in keeping with the Parental Involvement and Engagement Plan will continue to be prioritised.



High Level Plan 2022-26

Excellence	Equity
Strategic Priorities	
<ul style="list-style-type: none"> • Improve the leadership of change in schools • Improve the quality of learning, teaching and assessment in schools • Continue to improve the quality of universal health and wellbeing supports in response to changes in need • Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them • Deliver a broader range of senior phase learner pathways aligned to growth areas • Improve the delivery of Computer Science from 3-18 and beyond 	<ul style="list-style-type: none"> • Improve the quality of environments/supports for those with additional support needs • Reshape the Virtual School to ensure that those on the edge of care and those who are care experienced achieve at the highest levels in keeping with The Promise • Close the poverty related attainment gap • Prevent families from experiencing poverty wherever possible • Partnership delivery of the Family Support Model in keeping with The Promise • Review the Anti-bullying policy

Strategic Enablers			
Workforce	Data	Standards	Partnership
<ul style="list-style-type: none"> • High quality professional learning for all • Senior and Middle Leadership development • Continue to support staff health and wellbeing • Monitor workforce levels to ensure our capacity to deliver for children and families 	<ul style="list-style-type: none"> • Continue to develop School Profiles • Implement improved tracking and reporting • Collaborate with partners to join data sets when beneficial to do so • Increase central oversight of tracking data and PEF impact measures 	<ul style="list-style-type: none"> • Clear expectations around the Core Quality Indicators • Continually improve central Quality Improvement approaches • Maintain approaches to collaborative improvement across the city 	<ul style="list-style-type: none"> • Delivery of Parental Involvement and Engagement Plan • Delivery of neurodevelopmental pathway • More closely align the universal services of health and education