

Appendix A – Progress towards delivery of the National Improvement Framework Plan October 2022

Key	Fully delivered	
	On track	
	Behind track	
	At risk	

Excellence		
Priority identified in the NIF	Progress	Narrative on progress
<p>Improve the leadership of change in schools</p> <p>Roll out a programme of training associated with the Quality Improvement Framework. Further develop collaboration across the service through the use of Trios and sharing best practice across schools.</p> <p>Enlist the help of Associate Assessors to help drive improvement at school and Local Authority level</p>		<p>A refreshed Quality Improvement Framework was shared with school leaders in August 2022. The revised framework clarifies expectations around arrangements for quality assurance and accountability at school and Local Authority level. The framework includes exemplification of the standards expected for each core Quality Indicator from How Good is Our School 4 and is being used to inform quality improvement visits to schools over school session 22/23. The central quality improvement team has sought feedback from school leaders on the professional development required to fully implement the framework and are making arrangements for delivery of professional learning. Bespoke support to individual schools has been made available where a need has been identified.</p> <p>A calendar of quality improvement visits have been negotiated with schools with peer Head Teacher involvement part of our standard Trios process. This approach is enabling the spread of best practice including in play pedagogy and approaches to improving learning, teaching and assessment.</p> <p>2 primary leaders have been successfully appointed as Associate Assessors.</p> <p>In light of the small number of poor ELC inspections, staff are being sought from high performing settings to support staff teams to understand the standard where appropriate. The impact of this change in approach will be evaluated over the next 6 months.</p>
<p>Improve the quality of learning, teaching and assessment in schools</p> <p>Use of Attainment Advisor and Lead Teacher to establish greater consistency based on our agreed Learning, Teaching and Assessment Standard.</p>		<p>The Attainment Advisor has been supporting primary schools to develop approaches to Learning, Teaching and Assessment. The Lead Teacher has been developing materials to support a rights based approach to equalities to support our readiness for the implementation of the UNCRC. The Lead Teacher is now working with secondary colleagues across the city to provide targeted support to a small number of schools in order to improve the quality of</p>

<p>Launch the Quality Assurance and Moderation QAMSO website to support city wide moderation activities</p>		<p>learning, teaching and assessment and coordinating delivery of A Learning, Teaching and Assessment Conference for secondary in collaboration with one of our Secondary Head Teachers.</p> <p>A group of QAMSOs have designed a Google site to provide support in moderation of CFE levels. We currently have 32 QAMSOs trained with another 10 attending training this session. The plan is to use their expertise to help staff seeking support in Moderation. The Google site will also allow us to share best practice.</p> <p>A new approach to delivery of professional learning has been undertaken this year with a focus on expert teachers delivering focused professional learning in response to quality improvement activity and staff feedback.</p>
<p>Continue to improve the quality of universal health and wellbeing supports in response to changes in need Work with school health and wellbeing leads to audit the in school provision.</p> <p>Reflect on the outcome of the SHINE and health and wellbeing surveys to determine next steps.</p> <p>Work with the established Physical Education, Physical Activity and Sport (PEPAS) Group to increase provision of physical activity for children and young people.</p> <p>Continue to deliver holiday programmes in keeping with national guidance and local instructions</p>		<p>A Mental Health Summit was held on 14th October. The Summit provided an invaluable opportunity to explore the data available to us and agree a number of areas to progress as multi-agency partners. The Plan will be delivered over the coming months with progress reported to Committee.</p> <p>The PEPAS Group has launched resources to support the effective planning of physical activity to primary head teachers. The resources have been well received with plans now to consider a similar approach to other areas of the curriculum. This is being shared with classroom practitioners through our Grassroots Professional Learning Programme.</p> <p>A holiday programme was designed and delivered over the October holiday period. The programme comprised a mix of week-long childcare and activities with food and was well received by families. A sports leadership programme was particularly well received by young people in our secondary schools.</p>
<p>Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them</p> <p>Continue to support our Pupil Climate Change Group Establish a webpage on the ACC site to encourage engagement and participation by children and young people.</p> <p>Continue to work with community planning partners to become a Child Friendly City.</p>		<p>A webpage was developed to help inform work around the school estate. This is supporting our work to prepare for the incorporation of the UNCRC and also providing children and young people to comment on the School Estate Plan approved by Committee.</p> <p>Officers are gathering some of the best practice in upholding children's rights across our schools and organisation in order to compile a statutory report on the extent to which we uphold and promote children's rights. This report will be presented to Committee in early 2023 prior to submission to the Scottish Government.</p>

<p>Collaborate with children and young people to report on the extent to which ACC supports and promotes Children's Rights and set next steps.</p> <p>Lead the Council to ensure full compliance with the UNCRC</p>		<p>Officers continue to support planning for the proposed full implementation of the UNCRC from summer 2023 and work continues to improve the quality of reportable data on the extent to which the Council upholds and promotes children's rights. Further guidance from Scottish Government is expected and plans will be refreshed to take account of this when published.</p>
<p>Deliver a broader range of senior phase learner pathways aligned to growth areas.</p> <p>Support the introduction of ABZ Campus comprising an aligned set of curricular opportunities for Senior Phase young people.</p> <p>Phase 1 ABZ Campus to support specific pathways programme of work which includes workstreams on:</p> <ul style="list-style-type: none"> • HNC • National Qualifications • Foundation Apprenticeships • Employability Courses • Pathways for young people with ASN • Targeted support for care experienced young people <p>Simplify pathways into apprenticeships with the Council post school.</p> <p>Prepare for Phase 2 and the establishment of Hubs across schools to further improve access.</p>		<p>Work continues on the development of ABZ Campus, our exciting initiative to develop growth-sector aligned pathways for young people in Aberdeen. With secondary schools having completed the task of aligning timings for four columns in the week to provide access for common courses, work is now advanced to confirm the 40+ courses that will be offered as part of Phase 1 in June 2023.</p> <p>Engagement with our parents/carers and young people has started and a staff event is planned for 18th November. An important part of the engagement process is to ensure that quality information is available for each course to allow families and schools to make informed decisions about their choice process. To this end each course will be accompanied by a ninety second video and a one-page course guide which are currently being developed.</p> <p>Strategic thinking about how Phase 2 of ABZ Campus might allow locality-based provision has started with work to continue through 2022 and into 2023.</p> <p>Colleagues in People and Organisation are helping the Education Service to offer pathways into harder to fill posts in the Council. This represents a significant opportunity for many of our young people.</p>
<p>Improve the delivery of Computer Science from 3-18 and beyond</p> <p>Establish Aberdeen Computing Collaborative to bring all key partners together Work with Prof Mark Logan to address the issues raised in his report. For year 2022/23 this is likely to include:</p> <ul style="list-style-type: none"> • Upskilling current staff in digital and computer science skills • Increasing pathways into Computer Science teaching 		<p>The Aberdeen Computing Collaborative launched in September 2022. The launch was attended by many of our children, young people and staff and will see work to develop computer science skills in children and staff progress at pace.</p> <p>The event was well received by all attendees and there is a clear appetite from staff to work to develop computer science skills in children and young people and this will be actively promoted.</p>

- Increasing the number of pathways (aligned with ABZ Campus)

Equity		
Priority identified in the NIF	Progress	Narrative on progress
<p>Improve the quality of environments/supports for those with additional support needs</p> <p>Work with partners to roll out training in the Circle Framework to ensure consistent understanding, approaches and language across all agencies.</p> <p>Develop guidance on how to meet a range of needs, particularly sensory needs Continue to be responsive in the support being offered by the ASN and outreach service.</p> <p>Work with partners to develop transition planning, including those with disability Delivery of the Accessibility Plan.</p>		<p>The CIRCLE framework has been launched with a member of staff from each school being supported to implement the approach following reflections from a Head Teacher colleague who was an early adopter of the framework. The approach is being supported by multi-agency partners and will progress incrementally over the course of the school year. Training has also been delivered to central staff to help develop more consistent use of language.</p> <p>The leadership structure of the ASN & Outreach Service is now fully implemented with collective responsibility for high-level decision making distributed across the senior leadership team. Accountability is managed and monitored by the Head Teacher through a single Service Improvement Plan and governance structure. Each senior leader has a vertical (team) and horizontal (service improvement) remit: these are further distributing leadership and ownership of core areas and driving cross-team collaboration. Mechanisms are in place to afford staff at all levels the opportunity to support decision making about service-wide issues. These are continuously being evaluated and adapted to monitor their effectiveness, and the blending of virtual and in-person participation utilised to maximise engagement.</p> <p>Activity undertaken in 2021-2022 enabled the Service to identify and agree common, Service-wide features of highly effective practice; this forms the basis of our <i>Learning, Teaching and Assessment Charter</i>. The <i>Charter</i> is being used to support the implementation of a system of collective self-evaluation of Quality Indicator 2.3, learning, teaching and assessment. Evidence gathered from this is key to better understanding collective strengths and next steps, and the development of an internal professional learning calendar. Common tracking and monitoring periods/approaches are being piloted to strengthen data-led improvement methodology and further engender Service-wide consistency. These seek to ensure we can consistently link demographic / request for assistance (input)</p>

		<p>data to improved outcomes for learners, thus robustly evidencing the impact of our interventions.</p> <p>A new professional learning framework to help staff develop the skills they require to support children with additional support needs has been launched. The framework offers training at a range of levels to support our delivery of the Accessibility Plan.</p>
<p>Reshape the Virtual School to ensure that those on the edge of care and the care experienced achieve at the highest levels in keeping with The Promise</p> <p>Review cases of those who are on the edge of care to inform next steps</p> <p>Use Service Design principles to reshape the approach taken by the Virtual School and wider Council with a focus on prevention and early intervention.</p> <p>Establish a pilot in two Associated Schools Group to test and improve the model.</p> <p>Continue to work with Further and Higher education to support those who are care experienced into positive destinations</p> <p>Support those least likely to secure a positive destination through a School Leavers fortnight</p>		<p>2 workshops were held to set the direction of travel for the two pilots and agreed guiding principles are in place to guide work.</p> <p>Groups of children and young people have been agreed and education staff are now in place although we await a start date for the wider team and this is limiting the impact of the pilots at present.</p> <p>As we await all members of the team, time is being invested in building relationships with children and families to ensure that they shape the provision of support over the year.</p> <p>An evaluation framework has been agreed and governance arrangements to ensure effective oversight and reporting over the school year.</p> <p>An amber rating has been allocated due to the delay in establishing the full teams across both pilots and officers are working to address this as soon as possible.</p> <p>Officers are at the early stages of considering what a school leavers fortnight could look like. Considerable time and energy has been invested in following up school leaver destinations to inform our work in the longer term.</p>
<p>Close the poverty related attainment gap</p> <p>QIOS to work with HTs to monitor the impact of PEF interventions regularly to enable agility (attendance, exclusion and attainment data for identified children and young people reviewed 3 times a year).</p>		<p>Officers and the Attainment Advisor have linked with other Local Authorities to learn from best practice in the oversight of PEF interventions to inform creation of an ACC PEF tracking tool. PEF planning and impact is discussed as part of Q.I. visits to schools and best practice shared locally. An ACC Equity Network Teams channel is being established as a place for practitioners to access information, guidance and support to promote equity.</p>

<p>Engagement with Education Scotland</p> <p>Monitor impact of the provision of Youth Work, Family Learning to determine an agile response to supporting disadvantaged groups.</p> <p>Work with Education Scotland Attainment Adviser to target support to identified schools.</p> <p>Maximise update of free Musical Instruction Audit the cost of the school day to determine next steps</p> <p>Work with the Scottish Government to increase provision of ELC to those who are 1 and 2 from low income households.</p> <p>Universal roll out of PEEP in all ELC settings</p>		<p>Officers have met with colleagues from Education Scotland to discuss progress towards the stretch aims identified in the National Improvement Framework Plan. Feedback around our systems and processes has been positive. Partnership Forums must maintain a record of all interventions using this funding and their impact. All children and young people being targeted this require data on 4 measures to be tracked on a monthly basis. This data may be supported by supplementary data as appropriate, according to interventions planned. Youth Workers and Family Learning Workers gather and provide agreed supporting data on a monthly basis.</p> <p>The Attainment Advisor continues to offer invaluable support to identified schools and is available to support Head Teachers on request.</p> <p>The Music Service continues to work to maximise uptake and are investing time in exploring potential models for the provision of a Music Centre. The output will be presented to Committee early in 2023.</p> <p>The Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26 was published in October and Officers are currently reviewing the publication and considering implications for our Early Learning and Childcare Delivery Plan. The publication will be fully considered with a report planned to Committee in 2023 to outline any changes required to ensure our work is aligned to the national publication. Work has been undertaken to identify potential sites for Out of School Care provision with a particular focus on those with additional support needs and those living in areas of deprivation to ensure the Council are well placed to respond.</p> <p>All Early Learning and Childcare settings are now delivering a Parents as Early Education Partners (PEEP) programme based on the needs of their school community.</p>
<p>Prevent families from experiencing poverty wherever possible</p> <p>Work in collaboration with others to address the root cause of poverty. This will see targeted promotions of support available through:</p> <ul style="list-style-type: none"> • Money advisors • Partnership with Cfine 		<p>Money Advisors attached to schools continue to support families to maximise their entitlements. Schools continue to promote the 'Making ends meet' resource on the Council website.</p> <p>We continue to support those fleeing from conflict, with children from Ukraine now benefiting from school placements in a high number of our schools. The service is working to establish an Education Support Officer post to help provide some additional capacity to Dyce Primary and Dyce Academy in the short to medium term. All families living in bridging hotel</p>

<ul style="list-style-type: none"> Continue to be responsive to the needs of refugees arriving in the city. 		<p>accommodation received summer bridging payments and automatic access to free school meals and clothing grants. Families continue to be supported to access all benefits to which they are entitled.</p> <p>Schools continue to identify further opportunities to reduce the cost of the school day and removing barriers to provide equitable access to experiences which enhance the curriculum offer. Updated national guidance on school uniforms is anticipated imminently.</p>
<p>Partnership Delivery of the Family Support Model Continue to work to shape a model of Family Support with Community Planning Partners</p>		<p>Work to develop a Family Support Model continues to progress at pace. Two recent workshops with multi-agency partners have helped clarify the vulnerabilities in the current system in order to build a stronger model.</p>
<p>Review the Anti-bullying policy</p> <p>Details analysis of data Comprehensive study of practice nationally and internationally to inform next steps.</p>		<p>Two school have engaged with the national thematic review. The output of the review will be used to help inform our work to refresh our Anti-bullying policy.</p>

Strategic enabler identified in the NIF	Progress	Narrative on progress
<p>High quality professional learning for all</p> <p>Maintain an agile programme for all school staff to include opportunities for:</p> <ul style="list-style-type: none"> Probationers Early stage teachers Middle leaders Senior leaders Supply staff <p>Re-establish subject networks.</p> <p>Continue to build capacity in learning, teaching and assessment outside including making use of outdoor Nurseries.</p> <p>Support staff to gain qualifications in order to realise career progression and promotion.</p>		<p>This session we launched our grassroots pilot programme of professional learning (GPLP), designed and delivered by a small network of 'Expert Teachers' across a range of key themes; pedagogy, health and wellbeing, inclusive practices, probation and NQT support and curricular support. Our GPLP offer is being shared across the local authority to support system wide improvement through enquiry-based practices, collaboration opportunities and evidence-informed learning.</p> <p>The project is running in tandem with the wider CLPL offer and allows for the continuation of targeted CLPL sessions from both internal and external providers. We will continue our city wide work with Osiris on the February in-service day to allow for completion of the four quadrant cycle of learning for our schools.</p> <p>A joint in-service day offer for ELC and Primary 1 teachers will take place in November through the Early Years Outdoor Expo event at Hazlehead Outdoor Nursery. The event will allow for an opportunity for educators from across the city to network, join a range of practical workshops and move towards a shared vision for early childhood.</p>

		<p>Our EduSharePoint Professional Learning page continues to signpost to local, regional and national professional learning opportunities for all and offers a variety of asynchronous self-directed activities across all levels.</p> <p>In partnership with the Northern Alliance and Education Scotland we are continuing to offer, where possible funded opportunities for staff to engage with award bearing courses such as the Into Headship and Middle Level Leadership.</p>
<p>Senior and Middle Leadership development</p> <p>A programme for Middle Leaders to enhance their leadership skills.</p> <p>A focus on those aspiring to Into Headship</p> <p>Create a network for Middle Leaders to:</p> <ul style="list-style-type: none"> • Share practice • Learn from and with each other • Engage with professional learning opportunities to improve leadership capacity 		<p>Middle Leaders are being offered the chance to engage with quality professional learning to support leadership development and ensure positive impact on a chosen area of school improvement.</p> <p>More experienced Middle Leaders are offered a programme to prepare them for Into Headship. This will include undertaking leadership self-reflection to support their leadership development. The programme will focus on leading to make impact, managing change and delivering results.</p> <p>Through the use of Microsoft Teams a support network for Middle Leaders has been established and continues to be developed. This also offers an opportunity to share practice and learn from one another.</p>
<p>Support staff health and wellbeing</p> <p>Respond positively to the findings of the staff health and wellbeing survey</p>		<p>We have developed in partnership with The findings of the staff health and wellbeing audit are currently being analysed. The summary of findings will be shared with school leaders to inform short, medium and longer term planning.</p>
<p>Monitor workforce to ensure our capacity to deliver for children and families</p> <p>Monitor recruitment to ensure swift identification of any issues to be addressed.</p>		<p>Effective mechanisms are in place to monitor levels of vacancy across schools, and despite the increase in school rolls, the service is attracting applicants for posts in schools.</p>
<p>Continue to develop School Profiles</p> <p>Include tracking information collected in November, February and May.</p>		<p>Tracking information from SEEMiS will be uploaded to PowerBi following each tracking period. This will provide schools with the journey towards achieving their individual targets and enable decision making based on live data.</p>

<p>Provide overview of individual school targets in relation to agreed stretch aims.</p> <p>Continue to evaluate the use of profiles and ensure access for all.</p>		<p>Profiles will be evaluated annually to ensure schools have access to all tracking information required to allow them to plan for interventions to raise attainment.</p>
<p>Implement improved tracking and reporting</p> <p>Establish common tracking system across BGE and use alongside Scottish National Standardised Assessments (SNSA) data to inform pathways for young people.</p> <p>Develop a range of templates for reporting in BGE at secondary.</p> <p>Ensure smooth transfer of tracking in all curricular areas at key transitions and in particular at P7/S1 where data will be mapped to courses in Secondary.</p>		<p>A common tracking system is available for staff to use and evaluate over this current school session prior to mandatory implementation in all schools in August 2023. This approach is providing really helpful insight into the system and enabling us to build a system we can have confidence in.</p> <p>Reporting templates will be reviewed and agreed to allow secondary schools to have a format which matches their context.</p> <p>Work is underway to map primary curricular tracking to secondary subject areas to ensure smooth transition of information and improve learning transitions.</p>
<p>Collaborate with partners to join data sets when beneficial to do so</p> <p>Monitor uptake of ELC to inform next steps and help offer top up hours to families</p> <p>Work in partnership with others to increase update of ELC for eligible 2s</p>		<p>The service continues to work closely with colleagues in health to identify families eligible for ELC provision in order to increase update of ELC for eligible 2s.</p> <p>The service is currently looking at spare capacity that could be made available to families although the considerable increase in applications for ELC and school placements has limited scope in this area.</p>
<p>Increase central oversight of tracking data and PEF impact measures</p> <p>Monitor tracking data in November, February and May to allow predictions in attainment at city wide level.</p> <p>Track PEF interventions and match to attainment to identify impact and inform future PEF spend</p>		<p>Mechanisms are in place to centrally monitor Curriculum for Excellence data following the three tracking periods. Data is matched to SNSA data to allow for challenge around correlation of attainment. At each tracking period QIOs discuss data with headteachers or data leads providing challenge and scrutiny .</p> <p>The Pupil Equity Fund (PEF) tracker in development will allow schools and central officers to better audit the impact of interventions and spread best practice more readily.</p>

<p>Clear expectations around the Core Quality Indicators</p> <p>Evaluate the impact of the Quality Improvement Framework and plan next steps.</p>		<p>There is a notable improvement in the quality of school improvement plans and almost all schools now have a child friendly improvement plan in place.</p>
<p>Regularly reviewed approaches to central Quality Improvement approaches</p> <p>Evaluate the impact of each programme of Quality improvement to determine next steps</p>		<p>Quality Improvement Visits are currently underway. The learning from the first set of visits is being collated and shared to inform next steps.</p>
<p>Maintain approaches to collaborative improvement across the city</p> <p>Review impact of Trios and plan next steps</p>		<p>The Trios approach is now leading to increased opportunities to share best practice across primary schools. The approach is less impactful across secondary schools and is currently being reviewed, with a view to introducing in session 2023-24.</p> <p>In light of the number of poor ELC inspections, staff are being sought from high performing settings to support staff teams to understand the standard where appropriate. The impact of this change in approach will be evaluated over the next 6 months.</p>
<p>Delivery of Parental Involvement and Engagement Plan</p> <p>Delivery of the Parental Involvement and Engagement Plan</p>		<p>Strong partnership is in place with Aberdeen Parent Council Forum with representatives from the Education Service attending bi-monthly meetings to provide updates in relation to service improvement.</p> <p>Ongoing support for parent councils has been provided with almost all schools currently sustaining a positive parent council team. Supports continue to be offered where there are challenges with engagement.</p> <p>Through the Stronger Family Series a variety of learning opportunities continue to be offered to parents and carers which a focus on supporting children and young people and building confidence. These have been well received and further supports continue to be made available through the Digital Parent Hub for those that cannot attend.</p> <p>Within ELC, PEEP is continuing to be rolled out. Partnership with Save the Children was also positively received last session, and provided key supports to parents in some of our pilot settings. This is</p>

		<p>being offered again this session and an engagement event is planned for the beginning of November.</p> <p>We are also just about to re-launch our volunteering guidance which has been updated and ensures appropriate training and processes are in place to encourage and support volunteering within our settings.</p>
<p>Delivery of neurodevelopmental pathway</p> <p>Establishment of pathway in keeping with the partnership plan</p>		<p>The service continues to contribute to the development of a multi-agency neurodevelopmental pathway and a Programme Manager has been appointed to help drive forward plan.</p>
<p>More closely align the universal services of health and education</p> <p>Capitalise on opportunities for co-location and co-delivery of services for children and families</p>		<p>The education service and Lead Nurse continue to meet on a weekly basis to share intelligence and further promote co-location and co-delivery. This has led to a refresh of approaches to school nursing and the attendance of the Lead Nurse at Head Teacher meetings and attendance by the Chief Education Officer at Universal health meetings.</p> <p>School nursing teams are now aligned to the localities supported by schools to ensure stronger partnership working is being developed.</p>