

## Appendix B – Progress towards delivery of the National Improvement Framework Plan January 2023

Key	Fully delivered	
	On track	
	Behind track	
	At risk	

Excellence		
Priority identified in the NIF	Progress	Narrative on progress
<p><b>Improve the leadership of change in schools</b></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>Quality improvement visits undertaken since September have evidenced an improvement in some evaluations against core Quality Indicators. This is now leading to consideration of a proportionate model of support to enable all schools to demonstrate improvement. In many settings there is a clear need to continue to focus on high quality learning, teaching and assessment, planning for the individual and consideration of effective differentiation.</p> <p>The level of identified support needs across early level has increased, showing the clear impact of the fewer opportunities for children to develop early language and structured routines during the periods impacted by Public Health restrictions.</p> <p>Play approaches are being considered across many settings and where this is based on research and teams have a good understanding of this, positive outcomes are visible. Good practice has been captured and colleagues are being signposted to relevant research and best practice across the city to help us build a self-improving system. Kingswells School invited colleagues from across the city to explore play pedagogy based on the very good practice observed there.</p> <p>A very successful Learning, Teaching and Assessment conference was held in November 2022. The conference provided the opportunity for middle and senior leaders in secondary schools to come together to understand expected standards in Learning, Teaching and Assessment. School leaders were guided to reflect on their current baseline and work with colleagues from across the city to plan how best to continue to improve quality.</p> <p>Where trios have been effective in strongly supporting one another, there has been a clear area of development need across each school and this has led to joint planning. The impact of this work has included, for example, collaborative</p>

		<p>planning for in-service days, and development of shared approaches and resource in rolling out Connected and Compassionate Communities (CCC) training.</p> <p>2 primary leaders have begun their training as Associate Assessors.</p> <p>Staff are being sought from high performing ELC settings to support some targeted staff teams to understand the standards expected. Initial positive impact has been noted.</p> <p>A full Middle Leaders CLPL programme has been developed, one for those within their early stages of Middle leadership and one focused on Readiness for Into Headship. 2 sessions have been delivered during November and December with a key focus on Managing Change.</p>
<p><b>Improve the quality of learning, teaching and assessment in schools</b></p> <p>Use of Attainment Advisor and Lead Teacher to establish greater consistency based on our agreed Learning, Teaching and Assessment Standard.</p> <p>Launch the Quality Assurance and Moderation QAMSO website to support city wide moderation activities</p>		<p>The Attainment Advisor (AA) continues to support primary schools to develop approaches to Learning, Teaching and Assessment. This session she has supported targeted schools, using the logic model alongside guidance and good practice from regional and national sources to develop current planning and delivery. The AA and an Education Support Officer are our local leads for a National Improving Writing Programme delivered by the Children and Young People's Improvement Collaborative (CYPIC). 6 city primary schools are involved in phase 1 and plans are in place for a further 6 to become involved in phase 2. Phase 2 will be led and delivered by our local leads.</p> <p>The Lead Teacher has been developing materials for the Conference detailed above and has started to work with Middle Leaders in secondary schools to help develop a shared understanding of how each leadership role supports this critical agenda. 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 learning, teaching and assessment. This work is bespoke and designed to meet the needs of individual schools.</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. Evidence is being gathered to populate the site which will go live in April 2023.</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</p>

		<p>response to quality improvement activity and staff feedback. Five programmes are being delivered currently, focusing on pedagogy, support for beginning teachers, physical education and inclusive practices. Initial feedback from these programmes has been positive and has highlighted the need to continue to offer opportunities for colleagues to collaborate.</p> <p>Further varied offers of professional learning from our expert teachers will begin in January, alongside the work of new digital leads. A small group of digital leads will focus on improving learning and teaching through digital delivery sessions and the implementation of the Scottish Technology Ecosystem Review (STER) recommendations.</p>
<p><b>Continue to improve the quality of universal health and wellbeing supports in response to changes in need</b></p> <p>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 14<sup>th</sup> 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 refined by a Health and Wellbeing Collaborative which will be heavily informed by a group of young people. The high-level plan will be overseen by the Collaborative and monitored by the Children's Services Board.</p> <p>During November, a positive step to re-establish the Health &amp; Wellbeing Network across schools was undertaken with Health Coordinators and Physical Education (PE) Specialists joining the PEPAS group, and inspiring sports personality Hanna Miley to connect, collaborate and consider our approaches to Health &amp; Wellbeing within schools. This network will continue to work with Education Support Officers to improve the delivery of the curriculum and review approaches to meeting the mental and physical wellbeing needs of our children and young people.</p> <p>We have rolled out a further SHINE and physical wellbeing survey to children and young people from P5-S6 which will support us to understand and identify their changing needs.</p> <p>An evaluation of the Autumn in the City programme has been undertaken with the high-level messages due to be reported to the Education and Children's Services Committee.</p>
<p><b>Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them</b></p>		<p>A children's rights report has been collated to both comply with our current statutory duties and inform our next steps as we plan for the incorporation of the UNCRC into Scots Law. The publication of statutory guidance will trigger a review of our plan for incorporation.</p>

<p>Continue to support our Pupil Climate Change Group</p> <p>Establish a webpage on the ACC site to encourage engagement and participation by children and young people.</p> <p>Continue work towards the Incorporation of the UNCRC.</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>World Children's Day was celebrated by holding a showcase of some of the engagement work that has been undertaken around the City Centre and Beach Masterplans, as well as a particular project on climate change / sustainability that young people at Bucksburn Academy have undertaken. The event, hosted by NESCol in their Basement Theatre, gave the young people an opportunity to share young participation in action.</p> <p>Following positive engagement from children and young people at the H&amp;WB Summit in October, we will continue to meet with a wide range of learners to consider the outcome of both our physical and mental wellbeing surveys, review curriculum supports in relation to health and wellbeing and listen to and understand their views in response to these areas.</p> <p>In February 2022 Charlie Turner, a S6 Aberdeen Grammar School pupil, was named Aberdeen City's first Youth Climate Change president. The Youth Climate Change President has represented the city's young people in several meetings and conferences to support the Council's efforts to hit their Net-0 target in 2045. A monthly youth-run Climate Change group was formed by Charlie. This group works as a means for other young people to lobby for their own interests within the city to tackle climate change. Charlie has also been asked to speak to colleagues from Education Scotland about his role and the work that he has undertaken so far with the Youth Climate Change Group. The Youth Climate Change group has continued to be promoted by the Climate Change President with schools, and across social media, to engage with as many local young people as possible. Charlie now has a growing network of young, likeminded individuals that will help shape the future of our city. Charlie hosted a number of events pre-summer, including a Mock Cop-26 conference at the Town and County Hall with senior pupils from all eleven Secondary Schools. This conference demonstrated strongly that Aberdeen's young people are full of ideas and insights into where they see their city going. The Youth Climate Change group have also been the recipient of £150,000 from the Council giving them the chance to realise and execute the great ideas that the group come up with.</p>
<p><b>Deliver a broader range of senior phase learner pathways aligned to growth areas.</b></p> <p>Support the introduction of ABZ Campus comprising an aligned set of curricular opportunities for Senior Phase young people.</p>		<p>Work continues on the development of ABZ Campus, our exciting initiative to develop growth-sector aligned pathways for young people in Aberdeen.</p> <p>We are working closely with our partner providers (NESCol, Aberlour Futures, Bon Accord Care, Citymoves Studio and Glamcandy) to offer more Foundation</p>

Phase 1 ABZ Campus to support specific pathways programme of work which includes workstreams on:

- HNC
- National Qualifications
- Foundation Apprenticeships
- Employability Courses
- Pathways for young people with ASN
- Targeted support for care experienced young people

Simplify pathways into apprenticeships with the Council post school.

Prepare for Phase 2 and the establishment of Hubs across schools to further improve access.

Apprenticeships (FAs), National Progression Awards (NPAs), National Qualifications (NQs) and Highers/Advanced Highers aligned to our growth sectors from June 2023.

An engaging and user-friendly, ABZ Campus Course Guide has been published along with newly created, ninety second promotional course videos, featuring local students and providers.

New Pathways Advocate posts have been introduced across our eleven Secondary schools to support, monitor and track care experienced young people in pathways planning and achieving a positive and sustained destination. Pathways Advocates will provide advice and support around choices, vocational pathways and future options and will work closely with Principal Teachers of Guidance and SDS, Careers Advisors.

A professional training event took place with all Principal Teachers of Pupil Support/Guidance, Pathways Advocates and SDS Careers Advisors on the 18<sup>th</sup> of November 2022. The aim was to raise awareness of ABZ Campus courses and the opportunities that it will provide our young people.

The ABZ Campus Employability Pathways Course has been finalised in partnership with our colleagues in People and Organisation. It offers young people the opportunity to develop key employability skills and SQA employability qualifications as well as completing a work placement. On completion of the course, young people will also be offered a guaranteed interview for an ACC Apprenticeship or an entry level role.

An Evaluation Framework has been agreed with a range of success measures in place. Student satisfaction and learner feedback are critical measures and the project team has gathered baseline data through learner focus groups. Parental engagement activities began in September 2023 with presentations to both the Aberdeen City Parent Council Forum and Parent Council Leads. A calendar of parental events and activities will be rolled out from February 2023, including an online launch event, which aims to support parents with the Senior Phase choice process.

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><b>Improve the delivery of Computer Science from 3-18 and beyond</b></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"> <li>• Upskilling current staff in digital and computer science skills</li> <li>• Increasing pathways into Computer Science teaching</li> <li>• Increasing the number of pathways (aligned with ABZ Campus)</li> </ul>		<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> <p>Further work is being undertaken with our university partners to look at developing courses to support teachers at all levels. A second meeting has been arranged with Mark Logan to update on progress to date and take forward proposals.</p>
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Equity		
Priority identified in the NIF	Progress	Narrative on progress
<p><b>Improve the quality of environments/supports for those with additional support needs</b></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>In almost all schools we have identified a lead to support the implementation of Inclusion in Practice, The CIRCLE Framework. Following the launch of the Framework in September training sessions and surgeries have been led by Education support Officers to support the roll out of the resources and associated training. We are beginning to see the impact of this already through school Quality Improvement Visits, where some schools have already utilised the resource to consider the environments they are providing, to support the delivery of learning and teaching.</p> <p>The ASN &amp; Outreach Service continue to support learners through a quality collective approach. The Senior Leadership Team ensure robust decision making throughout the service through a shared, transparent approach, overseen by the Head Teacher. By continuing to engage with and be guided by the single Service Improvement Plan and governance structure, a dedicated, consistent high-quality cross-team ethos is being cultivated.</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 Framework</i>. The <i>Framework</i> is being used to support the implementation of a system of</p>

		<p>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) 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 <b>Accessibility Plan</b>.</p>
<p><b>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</b></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>Almost all teams are now in place and work has begun with young people and families.</p> <p>Teams sites have been established for each setting to provide easy access to all information required</p> <p>A tracker has been developed to track interventions and impact for individuals and families.</p> <p>Governance arrangements have been established and the oversight board will meet monthly to look at strategy and interventions with all service leads.</p> <p>There will be fortnightly catch ups to allow staff to discuss individual cases or site-specific issues.</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><b>Close the poverty related attainment gap</b></p>		<p>Clear guidance sets the expectation for HTs to set out the planned use of PEF within improvement plans. School leaders are signposted to national</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>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 uptake 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>guidance and the importance of consulting with stakeholders and the ongoing self-evaluation process. HTs have the autonomy to decide how PEF allocation is spent within their specific context. Professional dialogue takes place between HTs and QIOs regarding the use of PEF, measures identified within the school improvement plans and the impact of PEF interventions as part of quality assurance visits.</p> <p>Officers are working with the Education Scotland Attainment Adviser (AA) to review and develop the PEF planning and tracking format to include all interventions, including the provision of family learning and youth work through the Partnership Forums. HTs will be involved in and contribute to the development of the new format. This process will build upon the current ACC PEF guidance and will be in place when HTs plan for session 2023-24.</p> <p>The AA has supported targeted schools, using the logic model alongside guidance and good practice from regional and national sources to develop current planning. The AA has also met with several schools regarding PEF underspend providing advice to ensure funding is used effectively and impact measured accurately.</p> <p>The Music Service continues to work to maximise uptake and have developed options to support the establishment of a Music Centre.</p> <p>The Best Start: Strategic early learning and school age childcare plan for Scotland 2022-26 has been compared with Local statutory plans. Work has also been undertaken to review the supply of early learning and childcare placements against demand.</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><b>Prevent families from experiencing poverty wherever possible</b></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"> <li>• Money advisors</li> </ul>		<p>ACC Framework for Equity sets out the vision of investing shared resources to target early intervention and prevention for children and young people being central to tackling inequality and improving life chances. The importance of early intervention, prevention, partnerships and reducing health inequalities are prioritised alongside high-quality learning experiences, use of data and targeted and differentiated interventions and</p>

<ul style="list-style-type: none"> <li>Partnership with Cfine</li> <li>Continue to be responsive to the needs of refugees arriving in the city.</li> </ul>		<p>support. Family support, access to foodbanks and financial advice are signposted for all families by schools. A holistic strategic approach for families impacted by poverty is leading to improvements in readiness to learn, inclusion and participation.</p> <p>Work is ongoing to support refugee families both those living in hotels in the city and those moving into more settled accommodation. An Education Support Worker with a specific remit for this will continue to develop support for, and offer advice to, this group, working in partnership with schools, colleagues in community learning and development, the financial inclusion team, support workers in the hotels and the Rosemount Hub and other partner agencies.</p>
<p><b>Partnership Delivery of the Family Support Model</b> 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. Two recent workshops with multi-agency partners have helped clarify the vulnerabilities in the current system in order to build a stronger model. This work will be built into the refreshed Children's Service plan due for publication in 2023.</p>
<p><b>Review the Anti-bullying policy</b>  Details analysis of data Comprehensive study of practice nationally and internationally to inform next steps.</p>		<p>Two schools have engaged with the national thematic review and both will be featured in a case study of best practice. The output of the review will be used to help inform our work to refresh our Anti-bullying policy.</p>

<b>Strategic enabler identified in the NIF</b>	<b>Progress</b>	<b>Narrative on progress</b>
<p><b>High quality professional learning for all</b></p> <p>Maintain an agile programme for all school staff to include opportunities for:</p> <ul style="list-style-type: none"> <li>Probationers</li> <li>Early stage teachers</li> <li>Middle leaders</li> <li>Senior leaders</li> <li>Supply staff</li> </ul> <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>This session we launched our grassroots professional learning programme (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>There are five programmes currently being delivered, with additional offers to start after Christmas. Initial feedback from these programmes has been positive.</p> <p>Further support for learning and teaching will be available through the work of two Digital Leads who will focus on the training coordination and delivery across all our key technologies from January. Additional digital support will also be offered through two STER Implementation Leads. As Aberdeen City</p>

<p>Support staff to gain qualifications in order to realise career progression and promotion.</p>		<p>is a pathfinder authority with a focus on developing resources to support development of Computing Science in Broad General Education (3 to 15), these STER Implementation Leads will be responsible for development of BGE materials from Early through to Second Level initially. This work will include developing new and adapting existing resources for this purpose and creating video content to support this work.</p> <p>The GPLP 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 took place in November through the Early Years Outdoor Expo event at Hazlehead Outdoor Nursery. The event allowed 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><b>Senior and Middle Leadership development</b></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"> <li>• Share practice</li> <li>• Learn from and with each other</li> <li>• Engage with professional learning opportunities to improve leadership capacity</li> </ul>		<p>25 Middle Leaders are undertaking quality professional learning to support their leadership development and ensure positive impact on a chosen area of school improvement, ensuring positive impact on pupils.</p> <p>10 more experienced Middle Leaders are undertaking 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><b>Support staff health and wellbeing</b></p> <p>Respond positively to the findings of the staff health and wellbeing survey</p>		<p>The findings of the staff health and wellbeing audit high level messages were shared with H&amp;WB leads in November. These are also to be shared with HTs to ensure that school leaders are in a position to consider the feedback as part of their own establishment self-evaluation and plan an effective response.</p>
<p><b>Monitor workforce to ensure our capacity to deliver for children and families</b></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. The recent press coverage relating to Northfield Academy has impacted on the positive progress made in recruiting to Northfield.</p>
<p><b>Continue to develop School Profiles</b></p> <p>Include tracking information collected in November, February and May.</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>PowerBI live tracker will be operational by January with schools having access to tracking information at school and individual level 3 times per session. This data will allow us to track the progress of schools against stretch aims and to track individuals progress from 3 – 18.</p> <p>All relevant data sets are to be linked to the school profiles to ensure schools have access to all data in one location.</p> <p>Staff have the opportunity to provide feedback through an interactive form.</p>
<p><b>Implement improved tracking and reporting</b></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 are being reviewed and agreed to allow secondary schools to have a format which matches their context.</p> <p>Primary curricular areas are being mapped to secondary trackers and there is early feedback that this is useful when planning experiences post transition.</p>
<p><b>Collaborate with partners to join data sets when beneficial to do so</b></p> <p>Monitor uptake of ELC to inform next steps and help offer top up hours to families</p>		<p>The service continues to work closely with colleagues in health to identify families eligible for ELC provision in order to increase uptake of ELC for eligible 2s.</p>

<p>Work in partnership with others to increase update of ELC for eligible 2s</p>		
<p><b>Increase central oversight of tracking data and PEF impact measures</b></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><b>Clear expectations around the Core Quality Indicators</b></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><b>Regularly reviewed approaches to central Quality Improvement approaches</b></p> <p>Evaluate the impact of each programme of Quality improvement to determine next steps</p>		<p>Quality Improvement Visits have concluded. The learning from the first set of visits is being collated and shared to inform next steps. A more proportionate response is now being considered.</p>
<p><b>Maintain approaches to collaborative improvement across the city</b></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>Introduction of locality targeted Early Years Locality Leads has increased capacity and strengthened the Quality Improvement Team to provide support and consistent messaging across locality schools.</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><b>Delivery of Parental Involvement and Engagement Plan</b></p> <p>Delivery of the Parental Involvement and Engagement Plan</p>		<p>Aberdeen Parent Council Forum (APCF) have had an opportunity to engage in the National Discussion - 'Let's Talk Education' with small numbers attending to share their views. There have been opportunities across many schools to engage with this at school level. The partnership with APCF continues to be strong with regular attendance from the Education Service at 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. This is currently being supported by Education Support Officers and a Quality Improvement Manager.</p> <p>Through the Stronger Family Series, a variety of learning opportunities continue to be offered to parents and carers which focused on antibullying delivered in November by Respectme. Recordings are made available for those who cannot join the live event.</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. Six schools have been offered fully funded training to embed a Families Connect programme, a facilitated network for parents of pupils aged 3-6.</p>
<p><b>Delivery of neurodevelopmental pathway</b></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 and Project Officer have been appointed to help drive forward this plan. This work will be built into a refreshed Children's Services Plan for 2023-2026.</p>
<p><b>More closely align the universal services of health and education</b></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</p>

attendance by the Chief Education Officer at Universal health meetings.

School nursing teams are now aligned to the localities supported by schools to ensure stronger partnership working is being developed.

Further partnership working with NHS has been agreed through part funding of supports for Place2Be in 2 of our Schools as a pilot project to early intervention and prevention through a counselling approach for children aged 3+.