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

Key

Fully delivered	
On track	
Behind track	
At risk	

Excellence		
Priority identified in the NIF	**Progress**	**Narrative on progress**
Improve the leadership of change in schools 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. Enlist the help of Associate Assessors to help drive improvement at school and Local Authority level		We are currently midway through the second round of Quality Improvement visits for this session. The use of trios continues to provide support and challenge from colleagues as well as central officers and there is evidence of positive impact across primary schools. The service are currently evaluating the impact of Quality Improvement approaches on inspection outcomes in order to plan the approach to be taken over school session 2023/24. Following the review of current practices undertaken in January a revised format for Standards and Quality and Improvement Plans has been issued to schools for completion. There have been 3 focused sessions led by Quality Improvement Managers and Officers for Primary Localities, focusing on the development of stronger practices in the writing of Standards & Quality Reports. This has been supported by a previous Associate Assessor. Follow up in person sessions are to be planned early in term 4 to provide Head Teachers the opportunity to work in collaboration with colleagues and develop further confidence in this area. ELC locality leads and central officers ran workshops for practitioners to share learning from recent CI inspections. Professional learning is being developed to support managers new to ELC in order to develop strong networks of support, further clarify expectations and enable the sharing of best practice across the city. ELC Quality Improvement approaches are currently under review in light of inspection findings. Secondary schools are working together to develop training and support for middle leaders as part of our readiness for inspection programme. An event for Faculty Leads will take place on 26th April with a similar event for Pastoral/Guidance teams on 5th May. Each of our secondary schools awaiting

		inspection plan to welcome peer headteachers in on a deep dive visit to support and challenge their self-evaluation.
Improve the quality of learning, teaching and assessment in schools Use of Attainment Advisor and Lead Teacher to establish greater consistency based on our agreed Learning, Teaching and Assessment Standard. Launch the Quality Assurance and Moderation QAMSO website to support city wide moderation activities		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 Lead Teacher continues to work 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. Mentoring staff to allow them to allow schools to become self-improving. Quality Assurance and Moderation Support Officers (QAMSOs) met together, face-to-face, in February and have begun planning a suite of professional learning to support the whole moderation process. This includes material which can be used by individuals as well as collaboratively within schools and ASGs (Associated School Group). A small working group continues to develop the QAMSO Learning, Teaching and Assessment website and will begin to share support materials through this site from April. Resources build on the [Moderation Cycle,](#) originally developed by Education Scotland. 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. 40 Grassroots Professional Learning Programme (GPLP) sessions have been delivered to date, with programmes focusing on pedagogy, support for beginning teachers, health and wellbeing and inclusive practices and numeracy curricular support. An 'Anti-Racist Ethos' series will begin on return to school in April, alongside a number of the continuing series. Feedback from these programmes has been positive; the modelling of practical ideas and guidance on resources and delivery, with hands on and active sessions delivered by experienced classroom teachers have been highlighted. Comments also reflect on the sessions allowing attendees to develop their knowledge and skills to support their learning and teaching. Work is now being undertaken to align professional learning to the core Quality Indicators more fully.
Continue to improve the quality of universal health and wellbeing supports in response to changes in need		The Quality Improvement Manager (Health & Wellbeing) will take a report through committee in May 2023 which provides an overview of the findings from the SHINE Mental Health Survey and the Physical wellbeing survey

Work with school health and wellbeing leads to audit the in school provision. Reflect on the outcome of the SHINE and health and wellbeing surveys to determine next steps. Work with the established Physical Education, Physical Activity and Sport (PEPAS) Group to increase provision of physical activity for children and young people. Continue to deliver holiday programmes in keeping with national guidance and local instructions		undertaken in November and December 2022. Following committee approval this report will be shared with the Mental Health Collaborative and the (Physical Education, Physical Activity and Sport) PEPAS group. Easter in the city took place during the school holidays. Planned activities were selected based on the needs of families and young people gathered through surveys in January. Within 24 hours of going live 75% of the offers were booked.
Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them 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. Continue to work with community planning partners to become a Child Friendly City. Collaborate with children and young people to report on the extent to which ACC supports and promotes Children's Rights and set next steps. Lead the Council to ensure full compliance with the UNCRC		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. We still await publication of the statutory guidance. A working group of Head Teachers and central staff has been established to develop support materials for schools and ensure we carefully planned for the incorporation of UNCRC. The One Good Adult pilot is being further developed in partnership with Education and People & Organisation colleagues. Following the Easter break, we should be in a position to share the agreed job profile as part of our recruitment processes, and this will be shared further with the community partnerships to provide an opportunity for colleagues beyond education to use this also. The next focus of the Youth Climate Group is the allocation of the £150k towards specific local school projects. The group are keen to spend this money wisely and ensure that there has been as much consultation as possible over how the budget could be utilised most effectively to provide the greatest impact. Insight was sought from several groups and the Youth Climate Change Group have enjoyed inputs from several council areas and leaders. Insight and advice were provided from these sessions over how local projects at school level may be something that the group would wish to consider funding, as this will give that sense of ownership to children and young people in their local area.

		Education, and other council services, will continue to support and promote the Youth Climate Change group. This will involve supporting them in plans to allocate funds to our schools. Importantly there will also be the need to appoint a successor to Charles Turner as Youth Climate Change President. The process for this appointment will be a major focus for Charlie Turner and members of the group in the next few months. NESCAN and Aberdeen for a Fairer World are also keen to support the selection process of this important role so that the next Youth Climate Change President can build on the work that Charlie Turner has started. The intention is to have the new Youth Climate Change President appointed in June 2023. The Youth Climate Change President was the first appointment of this kind in Scotland and demonstrates the eagerness to place the voices of children and young people at the centre of policies and decision making that will impact them in Aberdeen. Education Scotland's Learning for Sustainability team have been very interested in the appointment of Aberdeen's Youth Climate Change President and the group that they chair. Charles Turner has attended two sessions with Education Scotland where he presented to education climate change leads from across the country describing his role and the impact the Youth Climate Change group can have in Aberdeen. Important youth climate change events are to be arranged for May 2023. These will be led by the Youth Climate Change president and the Youth Climate Change group. These events will be a presentation of the City's Net Zero strategy and the challenges that exist within these aims to several secondary schools. Young people will have the task of considering these challenges in groups and working out the options and solutions that could be followed. The events will also give pupils a greater understanding of their local area and the challenges that are being faced. They will also gain an idea of what these challenges are locally building on the global concerns that they have looked at during previous citywide youth events. It will give that local rather than global context so that pupils can look at the city strategy and help formulate solutions. Aberdeen City Council's Climate Change Plan Oversight Group, which has representation from all council departments, will be helping to facilitate these events and providing materials to support the group.
Deliver a broader range of senior phase learner pathways aligned to growth areas. Support the introduction of ABZ Campus comprising an aligned set of curricular opportunities for Senior Phase young people.		The introduction of Phase 1 for ABZ Campus is well under-way, an initiative to extend pathways and develop a suite of city-wide growth sector aligned courses for young people in Aberdeen City schools. Information on ABZ Campus courses, overview documents and how to apply are now housed through a section of the ABZ Works website (here). There

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.

were 550 'hits' to the site on the first 'live' date and over 4,300 visits since January 2023.

Choices for our 37 new courses via an online application portal (here) went live on 17th February, with applications closing on 31st March. As at 28th March, 770 applications had been made to ABZ Campus courses through the portal, fast approaching the capacity of 970 available places.

Thanks to close collaboration with our eleven secondary schools and delivery partners (NESCOL, Aberlour Futures, Bon Accord Care, Citymoves Studio and Glamcandy), contained within the 37 courses is an increase from 9% to 23% of courses that cater for Level 4 or Level 5 compared to City Campus in 2022-23.

Once choice processes have largely completed, schools will utilise a 'clearing' system which is now possible given column alignment to ensure young people have the best possible chance of accessing their chosen course (this effectively means schools publicising available spaces in their Senior Phase courses so that these can be made available to young people in the other ACC schools). This process commences late in April and concludes before timetable change in June.

An open event is being planned for the end of May to allow young people who have been offered a place on an ABZ Campus course to visit the delivering school/organisation to test out travel and be reassured about the logistical arrangements for their welcome when courses commence.

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. These posts have largely been filled in each school, and regular meetings are in place to provide training and support.

A programme of works for Phase 2 of ABZ Campus (2024-25) has been agreed and groups will begin to meet together during May and June. These groups will be looking at extending the ABZ Campus offer in partnership with Aberdeenshire Council, looking at a pilot for a pathway for young people with ASN, investigating the creation of a twilight column to support a flexible approach to curriculum, building a quality improvement framework to support ABZ Campus and continuing to extend our course offer further with growth sector industries in mind.

| Improve the delivery of Computer Science from 3-18 and beyond

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:
- Upskilling current staff in digital and computer science skills
- Increasing pathways into Computer Science teaching
- Increasing the number of pathways (aligned with ABZ Campus) | | A Scottish Technology Ecosystem Lead has been appointed to complete 32 hours of work developing resources to support Computing Science in Early Learning and Primary. These resources will be made available June with a supporting training offer.

To host these materials, ACC is developing an online platform to provide on-demand access to professional learning for teaching staff. This platform will include digital badges and awards to recognise the learning and achievement of staff.

Esports is gaining popularity as a tool for education. We recognise the benefits of esports in education, including promoting teamwork, problem-solving, and strategic thinking. Esports can engage learners with technology and act as a gateway to interest in computing science and the tech sector. An Esports hub is being developed at St Machar Academy, which will deliver a new National Qualification in Esports at SCQF Level 4 and 5 from August 2023, increasing the available pathways in computing science and digital.

Opportunity North East have joined the Aberdeen Computing Collaborative to represent the views of the local Tech Sector industry and promote opportunities to collaborate. Opportunity North East has made a space available to the collaborative to develop as a hub for computing science activity for senior phase pupils. This space, at One Tech Hub on Schoolhill, will provide a study location for learners undertaking advanced qualifications, a potential additional esports hub, and opportunities to embed senior phase learners, with an interest in computing science and entrepreneurship, with local tech-sector start-up companies.

A city-wide event is in planning for the November in-service with a focus on digital and computing science.

Additionally, a formal link has been established with UHI to support training of graduates into Computing Science teaching posts. Students will be provided with placements and a base in Aberdeen City with 1 student being supported this year. |
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Equity

Priority identified in the NIF	Progress	Narrative on progress
Improve the quality of environments/supports for those with additional support needs Work with partners to roll out training in the Circle Framework to ensure consistent understanding, approaches and language across all agencies. 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. Work with partners to develop transition planning, including those with disability Delivery of the Accessibility Plan.		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, Educational Psychologists and Health professionals to support the role out of the resources and associated training. These partnerships are providing rich expertise to ensure the CIRCLE training and resources are impactful and consistent across our settings. The online CIRCLE Toolkits have been accessed almost 1000 times by school staff. We are beginning to see the shared vision and language of the CIRCLE Framework at school and ELC Quality Improvement Visits, where some schools are utilising the resource to consider the environments they are providing, to encourage and help learners and to support the delivery of learning and teaching. Some schools are beginning to use this to inform improvement planning. Examples of this include Aberdeen Grammar School which has considered this in line with Universal Design for Learning. They are using this alongside capturing information and learner voice to review and update Accessibility tools and identify Professional Learning for staff; Milltimber School and Braehead School using the framework to audit environments and professional learning opportunities. The ASN & Outreach Service supports learners through a quality, collective approach. The Senior Leadership Team are continuously reviewing and developing systems designed to ensure robust decision making throughout the service. Work is ongoing to further-promote consistency in the understanding of what the service offers using 'the Five Roles of Support for Learning'. This is available via the Service's new website, which was launched in 2022. By continuing to engage with/be guided by the single Service Improvement Plan and governance structure, a dedicated, consistent high-quality cross-team ethos is being cultivated. Activity undertaken in 2022-2023 enabled the Service to implement a *Quality Improvement Framework* designed to better-support self-evaluation across the whole service. The *Framework* is being used to drive the implementation of a system of collective self-evaluation of Quality Indicator 2.3, Learning, Teaching and Assessment. This is coupled with the Service's involvement in local authority Quality Improvement Visits. Evidence gathered from this is key to better understanding collective strengths and next steps, and a pilot internal professional learning calendar has been launched as a result. 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 the service can consistently track request for assistance (input) data to improved outcomes for learners, thus robustly evidencing the impact of our interventions. A new professional learning framework to help staff develop the skills they require to support children with additional support needs has been launched for all staff in the Education Service. The framework offers training at a range of levels to support our delivery of the Accessibility Plan. The Head Teacher, in conjunction with Central Officers, continues to ensure the direction of travel is aligned with the recommendations of the Morgan Review: recent self-evaluation highlights consistent and steady progress in this regard.
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 Review cases of those who are on the edge of care to inform next steps Use Service Design principles to reshape the approach taken by the Virtual School and wider Council with a focus on prevention and early intervention. Establish a pilot in two Associated Schools Group to test and improve the model. Continue to work with Further and Higher education to support those who are care experienced into positive destinations Support those least likely to secure a positive destination through a School Leavers fortnight		Governance arrangements have been established and the oversight board will meet monthly to look at strategy and interventions with all service leads. Systems have been established to track interventions, engagement and attendance. Operational teams continue to meet weekly to discuss individual young people and to identifying any specific learning to be captured. This also allows the team to review any new referrals and prioritise according to need. An amber rating remains due to the delay in establishing the full teams. Methods of evaluation are currently being considered to ensure all the outcomes are captured. Teams continue to work with children and families across both schools. The impact of the approach is currently being evaluated and will be reported to Committee in July 2023. 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.
Close the poverty related attainment gap QIOS to work with HTs to monitor the impact of Pupil Equity Funding (PEF) interventions regularly to enable agility (attendance, exclusion and attainment data for identified children and young people reviewed 3 times a year).		QIOs continue to monitor the impact of PEF interventions at QI visits and during data discussions. Significant consideration and progress has been made to systematically review and develop PEF planning and reporting. The process has included working with the Education Scotland Attainment Advisor and looking beyond the local authority for good practice. Working alongside a group of headteachers and the attainment advisor, the central

Engagement with Education Scotland		leadership team have developed a bespoke equity tracker that aligns with updated school improvement planning. The impact of this development will be evident once the final format is shared and implemented with school leaders.

The local authority has undertaken an extensive expansion to strengthen systems and processes for data improvement. A bespoke data dashboard has been created for use within broad general education stages. This is a highly effective tool that builds upon the existing school profiles, pulling through progress and achievement tracking information. Benefits include current and live data being accessible for the central leadership team as well as school leaders. Accurate statistics can be filtered to pinpoint where the poverty-related gaps are in each SIMD quintile, school, stage and at an individual level. Professional dialogue between quality improvement officers, headteachers and practitioners is based on precise school and class profiles that allow informed decisions to be made and support to be identified. |
| Monitor impact of the provision of Youth Work, Family Learning to determine an agile response to supporting disadvantaged groups. | | The poverty-related attainment gap, which is measured by comparing the outcomes of learners in quintile one (Q1) and quintile five (Q5), has reduced from 2020-21. The gap decreased from 28 percentage points (pp) to 21 pp in 2021-22. This demonstrates a 7-percentage point improvement and is the local authority's best performance in this measure since comparisons between Q1 and Q5 learners were introduced. This latest figure is lower than the national attainment gap by 10.8 percentage points which outlines the considerable improvements which have been made when compared to 2020-21 data. |
| Work with Education Scotland Attainment Adviser to target support to identified schools. | | The Education Scotland Attainment Adviser has worked with an ESO to support 10 city schools' involvement with the Children and Young People's Improvement Collaborative (CYPIC) **National Improving Writing Programme** which aims to:

• Improve children's writing attainment
• Spread a successful QI writing programme
• Equip class teachers with QI knowledge so they can understand and apply tools and techniques that have been rigorously tested and work

Phase 1 schools began the process in October 2022, with Phase 2 commencing in February 2023. Phase 1 schools are already reporting encouraging progress with their first cohort. |

Aberdeen City Local Authority Aim

By June 2023, 73% of Cohort 1 learners will have achieved first level writing

(Baseline 28%)

Aberdeen city P4 cohort	Achieved first level writing
2021/2022	69%
2020/2021	66%
2018/2019	74%
2017/2018	72%

Current cohort 1 prediction is 75.5%
February 2023

Baselines & predictions

Woodside School

	Base (%)	Aim (%)	Pred (%)
P4	0	63	57
P5	42	75	69
P5	40	68	68

Quarryhill School

	Base (%)	Aim (%)	Pred (%)
P4	36	85	80
P5	55	75	70

Kingsford School

	Base (%)	Aim (%)	Pred (%)
P4	0	89	91
P5	46	69	67
P5	70	90	79

Kittybrewster School

	Base (%)	Aim (%)	Pred (%)
P4	0	80	80
P4/5	20	40	40
P4/5	50	75	75

Kirkhill School

	Base (%)	Aim (%)	Pred (%)
P4	0	72	77
P5	0	75	75

Kaimhill School

	Base (%)	Aim (%)	Pred (%)
P4	0	85	81
P4	0	80	80
P5	34	88	88
P5	84	91	97

Free music tuition continues to be available

Maximise update of free Musical Instruction Audit the cost of the school day to determine next steps Work with the Scottish Government to increase provision of Early Learning Centre (ELC) access to those who are 1 and 2 from low income households. Universal roll out of PEEP in all ELC settings		
Prevent families from experiencing poverty wherever possible Work in collaboration with others to address the root cause of poverty. This will see targeted promotions of support available through: • Money advisors • Partnership with Cfine • Continue to be responsive to the needs of refugees arriving in the city.		The Financial Inclusion Team has produced and shared a booklet giving information for families about sources of financial support, grants and benefits to which they may be entitled. This guide has been shared electronically with all families across the city. Funding was identified to print 20,000 hard copies of the booklet which have been distributed to schools and shared with families through schoolbag drops, with additional copies available to pick up in schools. Jan – March 2023 data tbc
Partnership Delivery of the Family Support Model Continue to work to shape a model of Family Support with Community Planning Partners		Work to develop a Family Support Model continues to progress. The Children's Services Plan provides the direction of travel for working with community planning partners. A new provider has been identified to build the new request for assistance form.

		A report on progress in the development of the Family Support Model will be taken to Committee in July 2023.
Review the Anti-bullying policy Details analysis of data Comprehensive study of practice nationally and internationally to inform next steps.		The output from the two schools who participated in the national thematic review. Officers have begun to gather stakeholder feedback in order to identify next steps in our local review.

Strategic enabler identified in the NIF	Progress	Narrative on progress
High quality professional learning for all Maintain an agile programme for all school staff to include opportunities for: • Probationers • Early stage teachers • Middle leaders • Senior leaders • Supply staff Re-establish subject networks. Continue to build capacity in learning, teaching and assessment outside including making use of outdoor Nurseries. Support staff to gain qualifications in order to realise career progression and promotion.		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. Digital support is offered through a STER (Scottish Technology EcoSystem Review) Implementation Lead. As Aberdeen City is a pathfinder authority with a focus on developing resources to support development of Computing Science in Broad General Education (3 to 15), the STER (Scottish Technology EcoSystem Review) Implementation Lead is responsible for development of BGE materials from Early through to Second Level which is currently ongoing. This work also will include developing new and adapting existing resources for this purpose and creating video content. Our wider CLPL (Career Long Professional Learning) offer allows for the continuation of targeted CLPL sessions from both internal and external providers, including Health and Wellbeing supports, ASN & Outreach Team sessions and a focus on middle leadership. 255 practitioners completed the four-quadrant cycle of learning city wide work with Osiris on the February in-service day. 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.

Senior and Middle Leadership development A programme for Middle Leaders to enhance their leadership skills. A focus on those aspiring to Into Headship Create a network for Middle Leaders to: • Share practice • Learn from and with each other • Engage with professional learning opportunities to improve leadership capacity		There has been 100% increase in the number of Middle Leaders applying for Education Scotland's Into Headship course for 2023-24. Into Headship is a pre-requisite for those seeking a Head Teacher's position and is designed to ensure the building of necessary knowledge, skills, understanding and confidence to lead a dynamic school community. There has been a significant increase in interest from the primary sector. Engagement in the middle leadership programmes continue to be high and colleagues are now becoming more comfortable in asking one another for help and sharing practice through our established Middle Leaders Teams Space. Middle leaders attending sessions continue to comment on the positive impact professional dialogue is having on their practice. Having the opportunity to engage in high level, facilitated discussion is building confidence and capacity. Those undertaking the Readiness for into Headship programme are actioning individual leadership plans which were created through coaching with an experienced peer HT to evaluate data from a self-reflection 360 tool. This will support individual leadership improvement in some of our most committed Middle Leaders.
Support staff health and wellbeing Respond positively to the findings of the staff health and wellbeing survey (H&WB)		The findings of the staff health and wellbeing audit high level messages were shared with H&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. Actions from the survey are included in the Children's Services plan.
Monitor workforce to ensure our capacity to deliver for children and families Monitor recruitment to ensure swift identification of any issues to be addressed.		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.
Continue to develop School Profiles Include tracking information collected in November, February and May.		PowerBI live tracker is operational providing schools with live data around BGE tracking at school, class and individual pupil level. Initial feedback is positive, and the tracker will be used to support data discussions with individual schools.

Provide overview of individual school targets in relation to agreed stretch aims. Continue to evaluate the use of profiles and ensure access for all.		The tracker will provide schools with individual attainment overtime in all curricular areas. Individual school targets in relation to stretch aims will be added as the data sets expand. Staff have the opportunity to provide feedback through an interactive form.
Implement improved tracking and reporting Establish common tracking system across Broad General Education (BGE) and use alongside Scottish National Standardised Assessments (SNSA) data to inform pathways for young people. Develop a range of templates for reporting in BGE at secondary. 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.		The provider of National Standardised Assessments (NSAs previously known as SNSAs) changed for session 2022/23. This led to a delay in being able to access historical data for all settings and therefore impacted on schools having all relevant assessment data available for future planning in the first half of the school session. Historical data was made available to schools and the central team from December 2022. Reporting templates being reviewed with a view to having consistent formats from August 2023. All data successfully transferred from Primary to Secondary and available to specified faculties.
Collaborate with partners to join data sets when beneficial to do so Monitor uptake of Early Learning Centre (ELC) provision to inform next steps and help offer top up hours to families Work in partnership with others to increase update of ELC for eligible 2s		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. The Scottish Government are in the process of rolling out a data sharing pipeline. This will ensure that LA's are aware of who may eligible and can contact families to support applications.
Increase central oversight of tracking data and PEF impact measures		Progress and achievement data for ACEL is analysed at each of the three data uplifts in November, February and May. Frequent dialogue considering data and progress takes place with individual headteachers and deputes during termly quality improvement visits and any additional support required is identified. In some primary schools, practitioner confidence is building,

Monitor tracking data in November, February and May to allow predictions in attainment at city wide level.

Track PEF interventions and match to attainment to identify impact and inform future PEF spend | | developing methods of predicting pupil attainment in order to ensure strong professional judgement, moderation and greater understanding of achievement of a level.

The Pupil Equity Fund (PEF) tracker has been issued to schools with a view to it being adopted for session 23/24. Use of the tracker will allow central officers to have oversight of spend and impact at an authority level. |
| **Clear expectations around the Core Quality Indicators**

Evaluate the impact of the Quality Improvement Framework and plan next steps. | | One of our primary Associate Assessors provided professional learning workshops on effective self-evaluation for Primary Head teachers in each of the localities. The workshops were well received and will result in a more consistent and robust self-evaluation being undertaken across all schools.

A logic model for creating improvement/action plans with measurable outcomes has been piloted with one of our secondary schools. This logic model starts with the context for change, describes activities and products before tying these in to measurable outcomes that will demonstrate progress and improvement. It is intended that this logic model process will form part of the SQUIP process for secondary schools for session 2023-24. |
| **Regularly reviewed approaches to central Quality Improvement approaches**

Evaluate the impact of each programme of Quality improvement to determine next steps | | Teams are continuing to work closely with associate assessors to ensure schools awaiting inspection are fully prepared.

Current approaches are being evaluated to inform approaches for 2023/24. |
| **Maintain approaches to collaborative improvement across the city**

Review impact of Trios and plan next steps | | Locality leads continue to work closely with Quality Improvement Managers and Quality Improvement Officers to support improvement across locality school ELC settings. Their input during Quality Improvement visits is valued as it is strengthening the practice across early level and supporting transitions between ELC and Primary 1.

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. |
| **Delivery of Parental Involvement and Engagement Plan**

Delivery of the Parental Involvement and Engagement Plan | | 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. An education support officer is working with a sub-committee of the APCF to ascertain PC training needs and content for Stronger Families Series for the forthcoming academic year. |

		Ongoing support for parent councils has been provided with almost all schools currently sustaining a positive parent council team. Bespoke support continues to be offered where there are challenges with engagement or support for new office bearers. This is currently being supported by Education Support Officers and a Quality Improvement Manager. Several PCs have engaged in senior leadership recruitment training. A few headteachers have also attended PC engagement training. Through the Stronger Family Series, a variety of learning opportunities continue to be offered to parents and carers which have focused on online safety in December and February and vaccination information in March. Recordings are made available for those who cannot join the live event. 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. Two schools have accepted fully funded training to embed a Families Connect programme, a facilitated network for parents of pupils aged 3-6.
Delivery of neurodevelopmental pathway Establishment of pathway in keeping with the partnership plan		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 is built into a refreshed Children's Services Plan for 2023-2026.
More closely align the universal services of health and education Capitalise on opportunities for co-location and co-delivery of services for children and families		The education service and Lead Nurses have agreed to develop a collaborative learning opportunity to develop consistent understanding of service roles and responsibilities. Planning for this will begin in late April to provide a platform for stronger partnership working between school nurses, health visitors and education staff. Place2Be is now funded by NHS within 2 local primary schools and the impact of this work will be reviewed on an ongoing basis.