

## High Level Plan 2022-26

### Excellence

### Equity

#### Strategic Priorities

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

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

## Strategic Delivery Plan

### Excellence

#### Stretch Aims and targets for 25/26

- ❖ 85% of all schools will self- evaluate QI1.3 at good or better by 2026 (current baseline 60% and target for 23/24 75%)
- ❖ 80% of all school will self-evaluate QI 2.3 at good or better by 2026 (current baseline 48% and target for 23/24 55% )
- ❖ 84% of pupils will achieve ACEL reading (P1,4 and 7 combined) by 2026 (forecast baseline 76% and target for 23/24 78% - 79%)
- ❖ 81% of pupils will achieve ACEL writing (P1, 4 and 7 combined) by 2026 (forecast baseline 72% and target for 23/24 74% – 75%)
- ❖ 89% of pupils will achieve ACEL Listening and Talking (P1, 4 and 7 combined) by 2026.(forecast baseline 84% and target for 23/24 85%-86%)
- ❖ 84% of pupils will achieve ACEL Numeracy (P1, 4 and 7 combined) by 2026. (forecast baseline 76% and target for 23/24 78% - 79%)
- ❖ 78% of pupils will achieve ACEL Literacy (P1, P4 and P7 combined) by 2026 (forecast baseline 72% and target for 23/24 73% -74%)
- ❖ Increase the proportion of school leavers attaining 1 or more at SCQF level 5 to 90.5% by 2026. Current baseline 87.8% and target for 22/23 set at 89.9%
- ❖ Increase the proportion of school leavers attaining 1 or more at SCQF Level 6 to 74% by 2026. Current baseline 66.9% and target for 22/23 set at 68.9%
- ❖ Increase the proportion of school leavers attaining a minimum of SCQF L3 in literacy and numeracy to 95% by 2026. Current baseline 92.8% and target for 22/23 94.6%
- ❖ Increase the proportion of school leavers entering an initial positive destination to 97.8% by 2026. Current baseline 95.3% and target for 22/23 set at 95.8%
- ❖ Increase the participation of 16-19 year olds in education, employment or training based on Annual Participation Measure to 94.5% by 2026. Current baseline 90.97% and target for 22/23 set at 92.2%

Programme/projects	Lead	From when	Measures
<b>Improve the leadership of change in schools</b>			
<ul style="list-style-type: none"> <li>Continue to respond positively to the education reforms and strengthening locality working</li> <li>Increase opportunities for leadership collaboration with particular focus on Secondary settings</li> </ul>	CEO, QIMs	Ongoing	Positive engagement, response and implementation of changes identified
	QIM (PD), AM	August	Improvement in QI 1.3 in Secondary schools
<b>Improve the quality of learning, teaching and assessment in schools</b>			
<ul style="list-style-type: none"> <li>Continue to improve the quality of learning, teaching and assessment including the provision of appropriate levels of differentiation, pace, and challenge in collaboration with HMIE and the Regional Improvement Collaborative</li> <li>Work with Microsoft to pilot an increase in the use of Microsoft tools to support learning and teaching</li> <li>Maintain work on the national improvement in writing programme – new cohort</li> <li>Improve learning transitions from primary to secondary including a focus on numeracy</li> <li>Continue to support engagement with Excelerate to increase innovative approaches to learning, teaching and assessment in Secondary Schools</li> </ul>	QIM (RA), NIF Group	Ongoing	Improvement of core QI 2.3
	QIO (Digital)	August 2023	Improvement in QI 2.3 use of digital
	QIM (CtG) ESO	August 2023	Improvement in writing data
	QIM (PD)	Jan 2024	Improvement in numeracy data, particularly at transition points
	QIM (PD)	Ongoing	Increased creative learning opportunities afforded to children and young people in Secondary Schools
<b>Continue to improve the quality of universal health and wellbeing supports in response to changes in need</b>			
<ul style="list-style-type: none"> <li>Continue to monitor wellbeing data and the impact of interventions in place including the provision of counselling</li> <li>Maintain our focus on encouraging children and young people to be more physically active including those with sensory and other identified needs</li> </ul>	QIM (HWB), ESOs, NIF Group	Annual survey – Sept 2023	Improved QI 3.1 and Health & wellbeing survey data
	QIM (HWB), PEPAS	Ongoing	Increased number of opportunities for children and young people to be more physically active

<b>Increase the voice of children and young people in the design and delivery of services that directly and indirectly affect them</b>			
<ul style="list-style-type: none"> <li>Undertake a rapid review of our readiness for the incorporation of the UNCRC following publication of the statutory guidance</li> </ul>	QIO (UNCRC)		
<ul style="list-style-type: none"> <li>Make sure that we meaningfully involve children and young people in decision-making and respond to what children and young people tell us they want and need</li> </ul>	QIO (UNCRC)	Ongoing	
<ul style="list-style-type: none"> <li>Review the impact of mentoring programmes for children and young people to determine our long term approach</li> </ul>	QIM (PD)		Improvement in engagement within the senior phase
<ul style="list-style-type: none"> <li>Continue to work in collaboration with the Youth Climate Group to work towards Net Zero</li> </ul>	QIO (Net Zero)	Ongoing	Increased opportunities to inform strategic decision making across the organisation
<b>Deliver a broader range of senior phase learner pathways aligned to growth areas</b>			
<ul style="list-style-type: none"> <li>Continued curriculum alignment and expansion of learning pathways through delivery of Phase 2 of ABZ Campus</li> </ul>	QIM (PD), DO		Improvement in senior phase data range of courses available June 2024
<ul style="list-style-type: none"> <li>Focus on developing pathways to support those with a range of additional support needs</li> </ul>	QIM (PD), DO		Improvement in destinations and participation data
<b>Improve the delivery of Computer Science from 3-18 and beyond</b>			
<ul style="list-style-type: none"> <li>Continue to improve computer science skills through on-going delivery of Aberdeen Computing Collaborative</li> </ul>	QIO (Digital)	Ongoing	Improvement in senior phase attainment data

Equity
<p><b>Stretch Aims</b></p> <ul style="list-style-type: none"> <li>❖ 100% of schools will evaluate QI3.1 at good or better by 2026. (current baseline 88% and target for 23/24 90%)</li> <li>❖ 95% of all children will attend school regularly by 2026. Current baseline 91% and target for session 2023/24 (92% -93%)</li> <li>❖ Reduce levels of exclusion to 9 per 1000 pupils by 2026. Current baseline 15.7 per 1000 and target for 23/24 (14.1 -12.1 per 1000)</li> </ul>

Programme/projects	Lead	From when	Measures
<b>Improve the quality of environments/supports for those with additional support needs</b>			
<ul style="list-style-type: none"> <li>• Review and implement our accessibility plan</li> </ul>	QIO (ASN), ESO	August 2023	Successful delivery of the accessibility plan, improvement in QI 3.1
<ul style="list-style-type: none"> <li>• Continue to develop our approaches to supporting those with a range of additional support needs including on-going roll out of the Circle Framework and on-going delivery of trauma training through Compassionate and Connected Communities</li> </ul>	QIM (HWB), (RA) ESOs	Ongoing	Improvement in all data sets linked to QI 3.1
<ul style="list-style-type: none"> <li>• Continue to build a responsive Educational Psychology Service delivery plan to meet the changing needs of the school population</li> </ul>	QIM (HWB), PEP	Ongoing	Improvement in QI 2.3, 3.1 and 3.2
<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>			
<ul style="list-style-type: none"> <li>• Increase scrutiny of the progress of our pupils on the edge of care</li> </ul>	QIM (RA), (HWB),	August 2023	Agreed data sets to ensure individual needs are being met and progress is being made
<ul style="list-style-type: none"> <li>• On-going roll out of our Edge of Care pilots to help shape our model of Family Support</li> </ul>	Virtual HT	Ongoing	Increased engagement with school and improvement in destinations data
<ul style="list-style-type: none"> <li>• Review and implementation of a refreshed Minimising Exclusion Policy</li> </ul>	QIM (CtG)	Jan 2024	Refreshed Minimising Exclusion Policy – longterm consistency of approach
<b>Close the poverty related attainment gap</b>			
<ul style="list-style-type: none"> <li>• Improve access to wider child poverty data at community level</li> </ul>	QIM (CtG)		

<ul style="list-style-type: none"> <li>• Work with HTs to monitor the impact of PEF interventions as part of our Quality Improvement Activity</li> <li>• Work with the Scottish Government to increase provision of ELC to those who are 1 and 2 from low income households</li> <li>• Work with Head Teachers to review attendance levels and guidance.</li> </ul>	<p>QIMs/QIOs</p> <p>EY Service Managers</p> <p>QIM(CtG)</p>	Ongoing	<p>Improvement in closing the gap measures</p> <p>Plan in place for expansion to 1 and 2 year olds once guidance is available from Scottish Government</p> <p>Increased attendance</p>
<b>Prevent families from experiencing poverty wherever possible</b>			
<ul style="list-style-type: none"> <li>• Continue to work in collaboration with others to address the root cause of poverty. This will see targeted promotions of support available through: <ul style="list-style-type: none"> <li>• Money advisors</li> <li>• Partnership with Cfine</li> </ul> </li> </ul>	QIM (CtG)	Ongoing	Increased number of benefits claimed through Money Advisors etc
<b>Partnership Delivery of the Family Support Model in keeping with the Promise</b>			
<ul style="list-style-type: none"> <li>• Use request for assistance data to align Scottish Attainment Challenge resource to our emerging model of Family Support</li> <li>• Continue to work with community planning partners to shape a model of family support</li> </ul>	<p>QIMs</p> <p>QIMs</p>	Ongoing	Reduce the number of young people on the edge of care
<b>Review the Anti-bullying policy (suggest alter to review approaches to equality)</b>			
<ul style="list-style-type: none"> <li>• Implement the revised anti bullying policy</li> <li>• Continue to support all secondary schools to establish effective systems to support LGBTQIA+ community in school</li> </ul>	<p>QIO (ASN)</p> <p>QIO (Equality)</p>	August 2023	<p>Reduction in incidents in the longer term</p> <p>Reduction in number of children and young people reporting low confidence, self esteem</p>

**Strategic Enablers**

<b>Workforce</b> - Programme/projects	Lead	From when	Measures
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<b>High quality professional learning for all</b>			
<ul style="list-style-type: none"> <li>Maintain an agile programme for all ELC and school staff to include opportunities for: <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> <li>ELC Staff at all levels</li> </ul> </li> </ul>	QIM (HWB) Building Capacity Team / EY Team	July 2023-ongoing	Improvement in core Quality Indicators and Care Inspectorate Gradings and HMIe Inspections
<ul style="list-style-type: none"> <li>Explore increasing opportunities for collaboration at subject level</li> </ul>	Lead Teacher	October 2023	Improved collaboration and confidence of staff
<ul style="list-style-type: none"> <li>Where possible, support staff to gain qualifications in order to realise career progression and promotion</li> </ul>		Ongoing	Staff with more highly skilled expertise
<b>Senior and Middle Leadership development</b>			
<ul style="list-style-type: none"> <li>Continue to deliver a programme for Middle Leaders to enhance leadership skills <ul style="list-style-type: none"> <li>Build on the network for Middle Leaders to continue to:- <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> </li> </ul> </li> </ul>	QIM (HWB), Building capacity Team	August 2023  August 2023	Improvement in QI1.3 evaluations  Improved overall quality assurance in schools with strong leadership teams, which directly impacts on all aspects of delivery.
<b>Continue to support staff health and wellbeing</b>			
<ul style="list-style-type: none"> <li>Undertake regular staff wellbeing surveys to understand the needs of staff across the system and support a timely response to this.</li> </ul>	QIM (HWB) ESOs	August 2023 – bi-annual survey	Improvement in staff wellbeing and related responses
<b>Monitor workforce to ensure our capacity to deliver for children and families</b>			
<ul style="list-style-type: none"> <li>Monitor recruitment to ensure swift identification of any issues to be addressed.</li> </ul>	QIM (CtG) / EY Service Managers	Ongoing	Maintain high levels of staffing
<b>Data</b> - Programme/projects	Lead	From when	Measures
<b>Continue to develop School Profiles</b>			

<ul style="list-style-type: none"> <li>Continue to evaluate the use of school profiles and ensure access for all</li> </ul>	QIMs/QIOs/	Ongoing	All data sets used to measure school improvement available in the school profiles
<b>Implement improved tracking and reporting</b>			
<ul style="list-style-type: none"> <li>Improve understanding and accountability of data at all levels</li> <li>Improved tracking and scrutiny of impact data related to the 6 groups identified in the Child Poverty Action Plan and those with protected characteristics</li> <li>Review current tracking systems for BGE and beyond to ensure accurate tracking of attainment for all children and young people including those on the edge of care</li> </ul>	QIM (RA)	Jan 2024	Improvement in QI 1.3
	QIM (CtG)	Jan 2024	Improvement in closing the gap measures
	QIM (PD)	Ongoing	Improvement in QI 1.3 and confidence in the data to ensure early intervention
<b>Collaborate with partners to join data sets when beneficial to do so</b>			
<ul style="list-style-type: none"> <li>Improve data sharing processes to ensure that all relevant data can be shared to support planning and implementation of interventions e.g. PEPAS, Health</li> </ul>	QIMs		Improvement in all core QIs
<b>Increase central oversight of tracking data and PEF impact measures</b>			
<ul style="list-style-type: none"> <li>Roll out the Pupil Equity Fund tracker and share best practice</li> </ul>	QIM (CtG)	August 2023	Consistent tracking of PEF data and improvement in closing the gap measures

<b>Standards</b> - Programme/projects	Lead	From when	Measures
<b>Clear expectations around the Core Quality Indicators</b>			

<ul style="list-style-type: none"> <li>Implement the refreshed Quality Improvement Framework to help improve standards against the core Quality Indicators</li> </ul>	QIMs	August 2023	Improvement in all core QIs
<b>Continually improve central Quality Improvement approaches</b>			
<ul style="list-style-type: none"> <li>Development of a quality improvement calendar which provides well planned, focused quality improvement activity</li> </ul>	QIMs/QIOs	Ongoing	Robust quality improvement processes
<ul style="list-style-type: none"> <li>Evaluate the impact of each programme of quality improvement to determine next steps</li> </ul>	QIMs/QIOs	Ongoing	Improvement in all core QIs
<b>Maintain approaches to collaborative improvement across the city</b>			
<ul style="list-style-type: none"> <li>Implement actions associated with the Armed Forces Covenant</li> </ul>	QIM (CtG)		Consistent approach to supporting families of the Armed Forces
<ul style="list-style-type: none"> <li>Review Partnership Forums to maximise their impact</li> </ul>	QIM (CtG)		Improvement in closing the gap measures

<b>Partnership</b> - Programme/projects	Lead	From when	Measures
<b>Delivery of Parental Involvement and Engagement Plan</b>			

<ul style="list-style-type: none"> <li>• Work with the parent forum to improve communication between schools and parents and increase parental engagement</li> <li>• Review and update the Parental involvement &amp; Engagement Plan</li> </ul>	QIM (HWB), ESO  ESO	Ongoing  August 2023	Consistent communication with parents and carers  Refreshed Parental Involvement & Engagement plan from 2024
<b>Delivery of neurodevelopmental pathway</b>			
This is now being addressed within the Children's Services plan and led by the Children's Services Board			
<b>More closely align the universal services of health and education</b>			
<ul style="list-style-type: none"> <li>• Design and capitalise on opportunities for co-location and co-delivery of services for children and families</li> </ul>	QIM (HWB), (RA)	October 2023	On-going Reduction in number of requests for