

## Appendix B - National Improvement Framework Update

Programme/ project	Update April 2023	RAG
<b>Leadership of Change in schools</b>		
Continue to respond positively to the education reforms and strengthen locality working	<p>We are awaiting next steps from the Scottish Government in relation to education reform.</p> <p>Our approach to quality improvement continues to be agile to ensure the best possible outcomes for our children and young people. We are currently exploring how best to establish a locality-based model of Family Support.</p>	
Increase opportunities for leadership collaboration with particular focus on Secondary settings	<p>Quality Improvement visits have taken place as planned at Northfield, Hazlehead and Harlaw Academies. Three peer Head Teachers, a Lead Teacher and seven Depute Head Teachers joined central officers in these visits. Quality Improvement visits to Lochside and Dyce Academies are due to take place during May 2024.</p> <p>During February, a joint Head Teacher event took place with a broad focus on raising attainment and more specifically tracking progress during transition between primary and secondary schools and supporting improved attendance to improve attainment. During this session, three city colleagues with HMle Associate Assessor roles presented on key themes arising out of inspection. In addition, two further Head Teacher colleagues shared how they had focused on improving attendance in their schools. Feedback on this session has been positive, with comments such as '<i>lots of opportunity for focused professional discussion</i>' and '<i>practical and useful for supporting my development</i>' being typical responses.</p>	
<b>Improve the quality of learning, teaching and assessment in schools</b>		
Continue to improve the quality of learning, teaching and assessment including the provision of appropriate levels of differentiation, pace, and challenge in collaboration with HMle and the Regional Improvement Collaborative	<p>To maximise the impact of the Regional Improvement Collaborative (RIC) funding we are working in collaboration with partner local authorities to target improving Learning, Teaching and Assessment. Central officers and Local Authority based HMle Associate Assessors are meeting regularly to build a Northern Alliance toolkit to exemplify best practice across the collaborative. A Northern Alliance needs analysis has highlighted priorities for improvement: Ownership of Learning, Pace and Challenge, Differentiation, Effective Use of Data and Experiences, Interactions and Environments.</p> <p>The developing toolkit is targeting the identified priorities in the first instance, with the opportunity to add further elements over time. The toolkit will provide a set of resources to support professional learning and self-evaluation. First drafts are in place for the following themes: Differentiation, Effective Use of Data and Experiences, Interactions and Outcomes with filming due to begin after the Easter break.</p>	
Work with Microsoft to pilot an increase in the use of Microsoft tools to	Woodside school deployed devices and work is on-going to fully deploy devices at St Machar Academy on May 7 <sup>th</sup> with support from Hable, our training partner supporting staff in the use of new devices, identity and M365 tools. The Digital and Technology Cluster and Microsoft continue to work to resolve any identified issues quickly, based on feedback from end-users. Wi-Fi and Interactive Panel	

support learning and teaching	upgrades are continuing with most schools across the Northfield and St Machar Associated Schools Group upgraded. Additional Early Adopters, including a small group of young people, have been onboarded at St Machar Academy and their feedback is helping to shape the learner experience for the deployment.	
Maintain work on the national improvement in writing programme – new cohort	<p>Five hours of Continuing Professional Learning was offered to schools within cohorts 1 &amp; 2 to ensure consistent implementation of the CYPIC approach to writing with 52 teachers and managers signing up for this. School support visits will be offered to these schools during term 4 to support the implementation, assessment and moderation process and to allow for data analysis.</p> <p>The 2 Associated Schools Groups (ASGs) working on a skills progression framework for writing with the Northern Alliance, Education Scotland and central officers were provided with a further moderation session during In Service days in February and a drop in Q&amp;A session with Education Scotland colleagues will be delivered by the end of term 4.</p> <p>The group working on the progression framework have now identified a team of staff across all sectors to work collegiately to build a bespoke digital framework to support progression through levels, give validated examples of assessed pieces of writing, provide links to resources to support the pedagogy of writing and links to materials for writing stimulus. The group's aim is to have the framework ready for piloting by the end of the session 23/24.</p>	
Improve learning transitions from primary to secondary including a focus on numeracy	<p>Head Teachers have agreed a transition week for session 24/25 to support reduced disruption for schools and ensure all young people have appropriate curricular transition ensuring there is no 'Fresh start' on transition to Secondary School.</p> <p>The Learning and Teaching Group (comprising Head Teachers and officers) is reviewing the Aberdeen City Council Transition Standard and Aberdeen City Council Transition Guidance, including guidance for those who require an enhanced transition, to realise greater consistency across all ASGs.</p>	
Continue to support engagement with Excelerate to increase innovative approaches to learning, teaching and assessment in Secondary Schools	<p>An open invitation was extended to city schools to observe the final of the Youth Philanthropy Initiative (YPI) on 23<sup>rd</sup> February at Oldmachar Academy. Here S2 young people pitched for their chosen charity to be nominated for a £3,000 award. The communication skills from the young people underlined the impact of the work on oracy within the school, supported by the Excelerate initiative.</p> <p>At Northfield Academy, the positive evidence from implementing Crew in S1 has resulted in a decision to run this model for a second year, with full evaluation to take place thereafter.</p>	
<b>Continue to improve the quality of universal health and wellbeing supports in response to changes in need</b>		
Continue to monitor wellbeing data and the impact of interventions in place including the provision of counselling	Children and young people across Aberdeen City have participated in the annual SHINE (Mental Health) and local wellbeing surveys to assist schools and localities to respond to local needs. The central team are currently reviewing this data to determine the impact of our approaches.	

	Senior Leader meetings (Magpie Meets) have been established this session and the first focus for this, was supporting school staff to understand their data and plan appropriately based on the outcome of this.	
Maintain our focus on encouraging children and young people to be more physically active including those with sensory and other identified needs	<p>There has been a recent focus on the structure and delivery of Primary School football with a steering group re-established to review our current practices and ensure equitable and inclusive approaches are taken to support more participants, more of the time.</p> <p>Senior leaders have been working collaboratively to review their current travel plans, collaboration with Active School Coordinators is being encouraged. In 6 Early Learning and Childcare settings (Kirkhill, Riverbank, Walker Road, Kittybrewster, Muirfield, Tullos) we have worked in partnership with Sport Aberdeen to utilise active school assistants and increase physical activity. This will be evaluated to inform next steps.</p>	
<b>Increase the voice of children and young people in the design and delivery of services</b>		
Undertake a rapid review of our readiness for the incorporation of the UNCRC following publication of the statutory guidance	<p>The draft statutory guidance has been published and is currently being consulted upon. Education Officers and the legal team are currently working through the consultation documentation.</p> <p>Part 2 guidance includes: an introduction to human rights, children’s rights, and the UNCRC Act; an introduction to Part 2 including frequently used terms and definitions of key terms in the Act; remedies now available to children and their representatives to seek redress through the courts if their rights have been (or a proposed action would mean that they would be) infringed; and an explanation of the <a href="#">section 6</a> duty on public authorities which provides that it is unlawful for a public authority to act in a way which is incompatible with the UNCRC requirements as set out in the Act – which also applies to those carrying out functions of a public nature.</p> <p>Part 3 places a duty on public authorities listed in <a href="#">section 19</a> to report on the actions taken and planned in order to comply with the Part 2 section 6 duty, and the actions taken and planned to give further effect to children’s rights.</p>	
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	<p>Aberdeen City Council is currently involved in piloting the ‘One Good Adult’ resource developed in partnership with NES, Scottish Government and Children in Scotland. Senior Leaders and Service Managers are encouraged to make reference to this as part of the application and interview process and a series of engagement sessions were held in schools across the city to gather feedback and to inform our approach to implementing this within our recruitment processes for adults working in our schools. The children and young people involved in these engagement sessions developed a range of questions about the areas that they felt were important linked to the themes of:</p> <ul style="list-style-type: none"> <li>• Mental health</li> <li>• Be(ing) Kind</li> <li>• Open-mindedness</li> <li>• Equality and Inclusion</li> <li>• Reliability and,</li> <li>• Encouraging Success.</li> </ul> <p>These questions have been shared with senior leaders to support interviewing candidates as part of the recruitment process and has provided children and</p>	

	<p>young people with an opportunity to influence decision-making and support the appointment of staff in our schools.</p>	
<p>Review the impact of mentoring programmes for children and young people to determine our long-term approach</p>	<p>The MCR Pathways programme has continued to run in Lochside Academy. However, there have been challenges with recruiting a Pathways Co-ordinator in both St Machar Academy and Northfield Academy, this has been in part due to the short, fixed term contract. St Machar recruited to the post at the beginning of March, and work continues to secure a Pathways Co-ordinator for Northfield Academy.</p> <p>Data continues to be collected for Lochside Academy and will inform reporting in July 2024.</p>	
<p>Continue to work in collaboration with the Youth Climate Group to work towards Net Zero</p>	<p>S5 pupil Saanvi Kumar of Cults Academy was named as the new Youth Climate Change President for Aberdeen, following interviews which took place across several schools, in June 2023.</p> <p>Four vice-presidents: Finlay Robinson (S4 Dyce Academy), Anna Thompson (S6 Cults Academy), Yujin An (S4 Cults Academy), and Vinuth Wijemanne (S4 Cults Academy) were also appointed in June to support Saanvi in this role for school session 23-24.</p> <p>Saanvi has chaired monthly meetings with the group where they discuss climate change activities and the ideas that they wish to action for the coming year. The group have also been supporting the wider work of the council, for example with recent work around how we tackle disposable vapes. They have also represented the pupil voice of the young people of Aberdeen at national forums and events.</p> <p>In recent months within their meetings the Youth Climate Change Group have met with several organisations to listen to the work that they are undertaking and discover how the group can support them. They have met with staff from BP, Aberdeen for a Fairer World, NESCAN, and ETZ. Further meetings have been arranged for the future so that the Youth Climate Change Group can take this forward. The group are also working alongside Central Officers on the ABZ Pipeline project, which supports the city of Aberdeen building its future energy workforce. The group will be involved in developing surveys and chairing focus groups so that the voice of the young people of Aberdeen is part of this important project. Further information is available in the April 2024 Committee report.</p>	
<p><b>Deliver a broader range of senior phase learner pathways aligned to growth areas</b></p>		
<p>Continued curriculum alignment and expansion of learning pathways through delivery of Phase 2 of ABZ Campus</p>	<p>A great deal of progress has been made in relation to ABZ Campus. Course delivery continues as part of Phase 1 and choices for session 2024-25 are currently being made as part of Phase 2.</p> <p>For full details, a separate ABZ Campus Report is being provided for the April Committee agenda.</p>	

<p>Focus on developing pathways to support those with a range of additional support needs</p>	<p>The pilot is on track to commence Aug 2024. Participants have been identified and links have been made with potential employers covering a variety of work streams, including, parks and gardens, art gallery and museums, early years education, supporting the wider community and catering. Education will continue to work closely with People and Citizen's Services to adapt course materials to meet the needs of the participants.</p> <p>The process has highlighted a need and desire for training around Additional Support Needs and neurodiversity. Sessions including potential employers and those involved in the delivery of pre-placement preparation and training are in place in upcoming months to ensure confidence and upskilling. Working with specialist provisions across the city has facilitated a meeting and sharing space where practice and expertise has been widely shared. This sharing platform will evolve to enable the aligned staff to communicate, seek support and empower specific to specialist settings.</p>
<p><b>Improve the delivery of Computer Science from 3-18 and beyond</b></p>	
<p>Continue to improve computer science skills through on-going delivery of Aberdeen Computing Collaborative</p>	<p>The project working group has met to consider initial change ideas and areas for collaboration between partners. A survey on the attitudes of young people to digital and technology subjects and careers has been completed and the results are being analysed to inform future areas of work.</p> <p>Planning continues to bring together ACC Computing Science teaching staff for a collaboration event to review current curriculum offers, identify training needs and support next steps.</p>
<p><b>Improve the quality of environments/supports for those with additional support needs</b></p>	
<p>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</p>	<p>CIRCLE sessions were well attended on 13<sup>th</sup> and 14<sup>th</sup> February inset days with a foot fall of approx. 300. In addition to highlighting the general use of the CIRCLE resources, the sessions also focused on the benefits of implementation at Nursery-P1 and P7-S1 transition phases. This meant the sessions facilitated multi-stage collaboration between Early years and Primary staff at one session and Primary and Secondary at the other. This was extended to a multi-service assembly with colleagues from other services attending, for example, the Music Service. Furthermore, Funded Providers and SCMA (Scottish Childminding Association) benefited from attending.</p> <p>The range of professionals reflects the wide scale impact of the CIRCLE Framework across the city. Education colleagues report to be empowered, upskilled and have greater confidence they can and will meet the needs of learners. All CIRCLE resources (CIRCLE Inclusive Classroom Scale (Universal support) and the CIRCLE Participation Scale (Targeted support) are now available in digital form (Word and Excel), alongside ready-made resources for tracking, evaluating and future planning, on an individual cohort basis or at school wide level. Speech and Language therapy colleagues have been drivers in presenting at these events and future supports and sessions hope to involve a broader range of specialists.</p> <p>The CIRCLE teams channels continue to provide a platform for sharing resources and information and events focused on exploring effective practice and evidenced impact are being planned. The staged intervention model is being considered for the next phase, with the potential of introducing an</p>

	<p>additional tier to further extend supports and strategies readily available to settings to continue to empower and build capacity.</p> <p>Connected and Compassionate training continues to be delivered to maintain trainers in schools.</p>	
Continue to build a responsive Educational Psychology Service (EPS) delivery plan to meet the changing needs of the school population	<p>The EPS now has a fully staffed permanent Senior Leadership Team. This will allow the service to continue to drive forward improvement.</p> <p>More detail around the impact of the current offer is available in the Health and Wellbeing report presented at April Education and Children's services committee.</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>		
Increase scrutiny of the progress of our pupils on the edge of care	Both edge of care pilots now have a full complement of staff. Data has been collated to inform the final evaluative report. This will include impact on children and families reflecting the whole family model including support across holiday periods. The report will also consider how the pilots should inform our model of Family Support.	
On-going roll out of our Edge of Care pilots to help shape our model of Family Support	Revised operational Guidance and referral forms have been issued to teams. A full complement of staff is in place across both pilots.	
Review and implementation of a refreshed Minimising Exclusion Policy	<p>A short life working group comprising school staff, central officers and representatives from legal services has been established to review the current guidance and refresh in line with current national guidance. The key focus is simplifying the information to support consistency of application and consideration of options and supports prior to taking the decision to exclude a young person, including consolidating information and provision of further flowcharts to ensure information is accessible.</p> <p>A national review of exclusion guidance has been announced. Once the findings from the national review are published the short life working group will be brought back together to review in light of any published updated guidance.</p>	
<b>Close the poverty related attainment gap</b>		
Improve access to wider child poverty data at community level	We are collaborating with other departments within the Council and external agencies to exchange data and insights on child poverty in an appropriate manner to identify and address the underlying causes of child poverty through joint efforts. By working closely together, we can direct children and families to the most suitable support, and our interventions can be more timely and effective. Recent feedback from Public Health Scotland, has validated our focus on data.	
Work with HTs to monitor the impact of PEF interventions as	The implementation of an Equity Tracker continues to prove effective in supporting schools to allocate their PEF funds appropriately to be spent within the financial year and ensure that they have clear outcomes and measures identified within their planning processes. This data is being collected centrally	

<p>part of our Quality Improvement Activity</p>	<p>and used to facilitate more in-depth discussions on the effectiveness of interventions during Quality Improvement visits.</p> <p>Schools report that they have found the Equity Tracker to be a valuable tool, both for planning and for evaluating the effectiveness of their interventions and contributing to broader evaluations.</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>We continue to await guidance to move this forward. The data pipeline will support us in identifying eligible 2-year-olds and this will be extended to 1-year olds when required.</p>	
<p>Work with Head Teachers to review attendance levels and guidance.</p>	<p>Following our analysis into the issues around school attendance, Aberdeen City Council guidance on Managing and Promoting School Attendance has been reissued to all schools. At an in-person head teacher meeting in February 2024, attended by almost all head teachers, there was a presentation from the Education Scotland Attainment Advisor which included an analysis of the issues around school attendance, effective use of data around this issue and a range of strategies for schools. Two experienced head teachers also shared their school approaches to promoting school attendance with the group.</p> <p>Two learning resources have recently been published by Education Scotland to support local authorities, school and practitioners to understand the underlying causes of absence and consider how best to support improvement. These have been shared with all head teachers of Aberdeen schools for use in their own settings.</p>	
<b>Prevent families from experiencing poverty wherever possible</b>		
<p>Continue to 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> <li>• Partnership with Cfine</li> </ul>	<p>We continue to promote support from money advisors across our schools and in term 4 will reissue electronic and hard copies of the financial booklet provided for parents signposting sources of support. Money advisors offer support to parents, carers and families by offering free, confidential and impartial advice on various aspects of their financial situation, such as income &amp; expenditure, debts, benefits, tax credits, grants and other sources of support. They can also help parents to deal with creditors, negotiate payment plans, apply for insolvency options, and access emergency funds or food banks if needed. This can have a positive impact on outcomes for children and young people in the following ways:</p> <ul style="list-style-type: none"> <li>• Reduced child poverty and material deprivation</li> <li>• Improved child wellbeing and happiness</li> <li>• Enhanced child development and learning</li> <li>• Increased child participation and inclusion</li> <li>• Strengthened family relationships and resilience</li> <li>• Prevented or resolved family breakdown and homelessness</li> </ul> <p>Feedback from parents has been very positive, <i>“Financial Inclusion Team are a life saver! I found the team so wonderful my only suggestion is they continue the excellent work. I was taken from despair to hope by the financial inclusion team.”</i></p>	

<b>Partnership Delivery of the Family Support Model in keeping with the Promise</b>	
Use request for assistance data to align Scottish Attainment Challenge resource to our emerging model of Family Support	<p>Live testing has started with the new Request for Assistance platform User accounts</p> <p>All users to both Admin and Requestor roles have been assigned to ensure they have full access to the system for testing purposes. All users have the opportunity to feedback and ask for changes to be made. Services can be added quite easily along with website links to support ease of access for all users.</p>
Continue to work with community planning partners to shape a model of family support	Officers have started to imagine what a different model might look like. Joined up data is seen as being critical and at the heart of a future model. Officers have been researching current best practice and more innovative models to help inform next steps.
<b>Review the Anti-bullying policy</b>	
Implement the revised anti bullying policy	Planned audit activity with schools has been ongoing this term. Evidence from these audits will support consistent approaches and anti-bullying strategies across all establishments. Schools are adapting and developing their positive relationship policies which reflect the detail inherent in the anti-bullying policy. The monitoring and tracking of bullying incidents is becoming more robust as staff become more confident around use of the Bullying and Equalities module.
Continue to support all secondary schools to establish effective systems to support LGBTQIA+ community in school	We continue to advance LGBT inclusive education in our schools. Following the Time for Inclusive Education presentation to all Aberdeen City Head teachers there has been a further increase in the number of teachers who have registered for the Stage 1 of the E-Learning Module. We now have 339 staff enrolled. We have two of our secondary schools who have completed the LGTB Charter programme at silver level and 4 others who are working towards achieving Bronze. We continue to engage with partners who can provide input to support our LGBTQ communities.
<b>High quality professional learning for all</b>	
<p>Maintain an agile programme for all ELC and 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> <li>- ELC Staff at all levels</li> </ul>	<p>A highly successful Early Learning and Childcare (ELC) Learning festival took place on 13<sup>th</sup> February 2024. Over 500 practitioners from across the city attended. The event included opportunities for collaborative working as well as three keynote speakers. Feedback has been extremely positive and has informed the professional learning programme for 24/25. Participants were also given the opportunity to volunteer to be part of focus groups to drive future developments.</p> <p>Following the Collaborative Improvement visit in November, an induction for new ELC managers was recommended. Education Scotland have offered Aberdeen the opportunity to be part of a four-day training that they have developed around Pedagogical Leadership. Members of the central team will also attend and co-deliver which will ensure this training can be part of the induction for all new managers in the future.</p> <p><b>Probationers</b></p>

	<p>Probationers attend one final CPD day in March 2024 focussed on Partnerships and Learning Communities. The day is delivered by partners from SQA, Education Scotland, A Fairer World Aberdeen, Skills Development Scotland, and NESCOL.</p> <p><b>Professional Learning for Mentors</b></p> <p>A cohort of 24 mentors are on track to complete the new 'Mentoring Teachers in Scotland' Literature review CPD in June. The course was awarded GTCS Accreditation in December 2023, and will ensure those who complete to the required standard will be awarded Professional Recognition. Average Course rating – 4.6/5, <i>"I find the professional dialogue very supportive in developing my own ideas and understanding other perspectives"</i>.</p>	
Explore increasing opportunities for collaboration at subject level	Successful timetabling courses have been run to support efficiencies within the curriculum offer in secondary schools. Education Scotland are working closely with staff at Northfield Academy to support the development of curriculum programmes from S2 – S3.	
Where possible, support staff to gain qualifications in order to realise career progression and promotion	<p>A new Education Scotland programme 'Leadership in Professional Learning' is being piloted in Aberdeen. 37 DHTs and HTs are involved in the high-quality training which is taking place over one full day and two twilight sessions. The culmination of this work will be a further full day, including a sharing session to support schools to learn from and with each other. Leaders will be asked to demonstrate how they will include to their individual School Improvement Plans for next session.</p> <p>Early evaluations from Ed Scotland show they are very happy with the quality of discussion and interest shown by Aberdeen leaders.</p>	
<b>Senior and Middle Leadership development</b>		
Continue to deliver a programme for Middle Leaders to enhance leadership skills	<p>Our most experienced Middle Leaders involved in 'Readiness for Into Headship' programme are demonstrating improving understanding and engage in quality dialogue around leadership themes. A few attendees are giving consideration to building on this by undertaking Into Headship Programme next session.</p> <p>Two Head Teachers who have recently completed 'Into Headship' shared their top tips and further information about this qualification. At this stage it looks like there will be a strong uptake entering this process for next session.</p>	
<p>Build on the network for Middle Leaders to continue 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>There continues to be a strong interest in professional learning engagement by Aspiring and Early Phase Middle Leaders. Each course teaches a different aspect of leadership. This is followed up by considering how attendees effectively implement to ensure impact on pupil outcomes. Regular attendance is now seen at every session by around 15 of this group.</p> <p>A new opportunity has been shared with Head Teachers to support 7 schools to engage with 'Winning Scotland' which supports resilience, ambition and versatility in pupils This qualification achieves credits at Masters Level 11, and we are looking for Middle Leaders to lead this within their settings.</p>	
<b>Continue to support staff health and wellbeing</b>		
Undertake regular staff wellbeing	To ensure ACC fully understand the wellbeing needs of staff, all Education staff are asked to participate in a wellbeing survey. The Quality Improvement Team	

<p>surveys to understand the needs of staff across the system and support a timely response to this.</p>	<p>analyse the results and consider the needs of individuals across ACC's Education Service in order to plan appropriate supports, monitor interventions and address wellbeing needs.</p> <p>576 staff completed the survey which included members of the ACC centralised team as well as staff based in school. 72% The majority, declared their physical health as excellent or good. Analysis of the responses is on-going.</p> <p>Relationships with colleagues were mainly positive with respondents average score saying that they were supported and helped by colleagues most of the time.</p> <p>Partnership through Aberdeen Physical Education, Physical Activity &amp; Sport has provided opportunity for us to improve staff physical wellbeing which includes free access to Aberdeen Sports Village throughout April and sports festivals organised and run by Sport Aberdeen.</p> <p>Partnership with ACIS Youth and Place2Be counselling services also offer support in schools for staff mental wellbeing.</p>
<b>Monitor workforce to ensure our capacity to deliver for children and families</b>	
<p>Monitor recruitment to ensure swift identification of any issues to be addressed.</p>	<p>The recruitment process for secondary probationers has started with secondary HTs managing the process, this is allowing our secondary school leaders to plan for the new session with a clearer indication of staffing levels.</p>
<b>Continue to develop School Profiles</b>	
<p>Continue to evaluate the use of school profiles and ensure access for all</p>	<p>Data and insight team continue to work closely with officers to improve the profiles and ensure they meet the data demands of schools. Senior leaders now have a suite of PowerBI reports which support in identifying where interventions are require and where they have had greatest impact.</p>
<b>Implement improved tracking and reporting</b>	
<p>Improved understanding and accountability of data at all levels</p>	<p>The face-to-face HT session provided opportunities for HTs to work across sectors to look at the journey of a child from P6 – S6. Providing an opportunity to understand the importance of a broad curriculum to ensure all young people can attain to the best of their ability. Officers continue to have regular data discussions with senior leaders and training sessions for staff to increase confidence in data analysis.</p>
<p>Improved tracking and scrutiny of impact data related to the 6 groups identified in the Child Poverty Action Plan and those with protected characteristics</p>	<p>Secondary schools are currently piloting a tracking system which will allow central officers to track progress of care experienced young people and those with identified protected characteristics. The system will pull the data from SEEMiS which will be the single source of truth.</p> <p>Previous tracking systems have meant that schools have often had to double enter data.</p>
<p>Review current tracking systems for BGE and beyond to ensure accurate tracking of</p>	<p>The data shows that children who are part of the edge of care pilot have built positive relationships with the pilot team which is impacting positively on attendance, reducing exclusions and risk and supporting mental health. This is evidenced in the final evaluation report currently being collated.</p>

attainment for all children and young people including those on the edge of care		
<b>Collaborate with partners to join data sets when beneficial to do so</b>		
Improve data sharing processes to ensure that all relevant data can be shared to support planning and implementation of interventions e.g. PEPAS, Health	Data and insight team continue to support officers to pull together data into Power Bi dashboards to allow us to merge both education and health data to allow us to target interventions to those families most in need.	
<b>Increase central oversight of tracking data and PEF impact measures</b>		
Roll out the Pupil Equity Fund tracker and share best practice	<p>The February 2024 online Equity Network meeting was attended by 40 school leaders and had a focus on the use of our knowledge and data, specifically its use as a tool in order to close gaps for learners affected by poverty. If used successfully in a rigorous and diagnostic approach data will help practitioners to:</p> <ul style="list-style-type: none"> <li>• ask questions and better understand learner needs;</li> <li>• identify gaps for groups and individual learners;</li> <li>• use this information to plan for accelerated progress through universal or targeted approaches;</li> <li>• track whether changes are having an impact and adjust approaches to improve outcomes as required; and</li> <li>• evaluate learner progress over time and tell an improvement story.</li> </ul> <p>In the second part of the meeting one school shared their journey and approach to addressing the cost of the school day and involving the whole school community in this. As a result, the school now has a position statement and charter for cost of the school day which is shared and understood by all. Attendees reported that sharing this journey would be helpful to them in creating similar in their own setting.</p>	
<b>Clear expectations around the Core Quality Indicators</b>		
Implement the refreshed Quality Improvement Framework to help improve standards against the core Quality Indicators	<p>The Quality Improvement Framework continues to be reviewed in light of feedback from schools and central officers. The key focus continues to be learning, teaching and assessment and through visits to school we are able to identify good practice across the city.</p> <p>Schools have used feedback from central team and their own self-evaluation to select a model of support. A number of schools have moved from Category 2 to Category 1. The central team are focusing on supporting improvement in Category 3 schools</p>	
<b>Continually improve central Quality Improvement approaches</b>		
Development of a quality improvement calendar which provides well planned, focused	Our quality assurance calendar has been shared with schools and is being updated regularly to capture all improvement activity being led by the central team.	

quality improvement activity	Each term is focusing on a specific quality indicator to allow schools to align their own school development and provide clear and focused support from the central team.	
Evaluate the impact of each programme of quality improvement to determine next steps	Following quality improvement visits and HMle visits key strengths and areas for development are collated to allow us to plan future improvement activity.  Head teachers are given the opportunity to share their experience following inspection in order to further support colleagues.	
<b>Maintain approaches to collaborative improvement across the city</b>		
Implement actions associated with the Armed Forces Covenant	Funding opportunities for projects for Armed Forces children will continue to be shared with all schools with Armed Forces children. All schools are able to identify young people associated with the armed forces and signpost families to the range of supports available.	
Review Partnership Forums to maximise their impact	Partnership Forum guidance has been updated and reissued to ensure that all head teachers are aware of the purpose of the forum and their role within it. The guidance includes information on which partners should be included, the election of office bearers, and the frequency of meetings. The main principle is that Partnership Forums should discuss the issues faced by their community, determine priorities, allocate resources, and identify gaps in provision. Once priorities have been identified, Forums should consider how each service can support improvement by targeting their resources.  In term 4 a review of Partnership Forum's is planned to ensure this collaborative approach continues to meet the needs of local communities.	
<b>Delivery of Parental Involvement and Engagement Plan</b>		
Work with the parent forum to improve communication between schools and parents and increase parental engagement	The Aberdeen Parent Council Forum (APCF) have recently sent out a questionnaire to parents on school meals and we look forward to working with parents and our catering service to address any findings	
Review and update the Parental involvement & Engagement Plan	1897 parents and carers have completed a parent and carer survey to inform the review of our Parental involvement and Engagement Plan.  Consultation has also taken place with Aberdeen Parent Council Forum, Focus group of School Senior Leaders, Central Officers. Planned pupil focus groups will take place in March / April.	
<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	Woodside HT and Neurodevelopmental pathway Lead had a successful information sharing meeting with the Northfield Associated Schools Group HTs on 26 <sup>th</sup> February.  Northfield HTs were keen to work with the team to implement some of the initial learning from the pilot in their schools.	
<b>More closely align the universal services of health and education</b>		
Design and capitalise on opportunities for co-location and co-	The format of a test of change has been discussed and agreed upon at Northfield Academy which involves collaboration between school staff and pupils, Health Visitor Team and the Minister Associate at Sheddocksley Baptist Church. The S2 year group has been identified to support the initiative.	

delivery of services for children and families	The project will link together young parents in the area (identified by HV Team), S2 learners and Health/Education professionals in a non-threatening, supportive space. Activities will centre on play and art/craft. The intention is first to create an environment of mutual trust and co-operation. Focus topics around health and wellbeing will be driven by the group.	
<b>Accessibility Update</b>		
Augmentative and alternative signage at learner appropriate height Toilets signposted as accessible	An officer has been appointed to oversee the audit and this will ensure all signage is updated to meet accessibility regulations.  Guidance is now in draft form.	
Consider suitability, accessibility and capacity within Victorian schools through feasibility study and options appraisal	This work is ongoing and will be presented at Education and Children's services committee in September as part of the corporate landlord feasibility study.	
CIRCLE framework training delivered with partners across settings including use of Up and Away to support understanding of environments to meet needs.	Please see earlier update.	
Develop guidance to meet a range of sensory needs	Draft guidance continues to be piloted in schools in the Dee locality. Staff from Autism Outreach and complex needs practitioners are supporting the review of the guidance to ensure it supports the full range of needs. The guidance will provide practical accessible support for class teachers.	
Child's planning format which is accessible for learners	A simplified, more accessible child's planning format was piloted in 3 settings (1 Primary and 2 Secondary Schools). Whilst the format was received positively by education staff, young people and allowed for family and young person voice to be central, there remained the need to ensure that the format still satisfied all statutory requirements and was agreed by all stakeholders.  The pilot has been put on hold while we await further guidance from the Scottish Government.	
Empower children and young people to have their voice heard when experiencing child protection processes through effective use of alternative communication systems	A multiagency team has worked with learners and families to ensure appropriate communication devices are available to young people who are part of child protection processes. This work is now complete and being delivered through on-going delivery of SCIM.	
Access to information through a single digital source of information for parents, carers and disabled young people	Access to information is currently provided through the website below.  This site is managed by the ASN and outreach service providing easy access to support services offered for parents and carers within Aberdeen City. Useful links to partner services are also available here. We are currently consulting with families through our partnership with We Too to audit the website to ensure it provides access to the supports families are seeking.  <a href="https://sites.google.com/ab-ed.org/asnoutreachservice/useful-links">https://sites.google.com/ab-ed.org/asnoutreachservice/useful-links</a>	

	The site is regularly updated to take account of changes in legislation or services on offer to families.	
Implement "One Good Adult" programme	The one good adult guidance and support materials are used in the interview process for all jobs in education. Questions will continue to be reviewed and updated to ensure they remain relevant.	
Ensure summary information regarding additional support needs is accessible and available in a variety of formats in accordance with legislation	A meeting with WeToo one of our charity partners took place on March 12th, 2024, as part of our regular programme. This provides parents with the opportunity to meet with council officers and ask any questions they may have in relation to legislation or support needs support in general.	