

Appendix C - National Improvement Framework Update

Programme/ project	November 2024	RAG
Improve Leadership of Change in schools		
<p>Build leadership capacity and capability through:</p> <ul style="list-style-type: none"> • a coordinated professional learning programme • involvement of middle leaders in quality assurance arrangements • analysis of surveys of staff, parents and learners to inform Quality Improvement activity 	<p>Our professional learning programme has been developed in consultation with staff and mainly focusses on Learning, Teaching & Assessment and curriculum in order to increase consistency and raise attainment in our schools. There is also a bespoke package (including mandatory courses) linked to the Local Authority Behaviour Plan.</p> <p>Quality improvement visits are scheduled and involve middle leaders across all sectors, the impact of this inclusion will be closely monitored.</p> <p>Surveys will be issued to a selection of schools prior to Quality Improvement Visits in order to triangulate evidence gathered during the quality Improvement visit and support the setting of appropriate next steps.</p>	
Improve the quality of learning, teaching and assessment in schools		
<p>Continue to improve the quality of learning, teaching and assessment (pace, and challenge) by:</p> <ul style="list-style-type: none"> • collaborating with the Regional Improvement Collaborative to publish the Toolkit 	<p>The Northern Alliance Learning, Teaching and Assessment Group was tasked with creating and utilising a research-based toolkit to bring about improvements in Learning, Teaching and Assessment.</p> <p>A presentation was given to Head Teachers as the Toolkit was published and currently 6 primary schools and 1 secondary school are engaging with support from the local authority representatives.</p> <p>All schools involved have chosen Pace, Challenge and Differentiation as a focus area. Schools report finding the overviews and action planning template particularly helpful.</p>	
<ul style="list-style-type: none"> • the phased deployment of additional digital tools and a new digital identity 	<p>Work has continued at pace across schools in Wave 1 of the migration, this has included Northfield Academy and 14 Primary Schools. IT and Education teams have worked with school staff to deploy 495 Staff devices and 2351 learner devices to schools.</p> <p>Following the completion of Wave 1, there will be a review of the programme to identify lessons learned prior to embarking on Wave 2.</p> <p>Our network of school Digital Champions has completed a 5-week professional learning programme to support the development of digital skills in their schools.</p>	
<ul style="list-style-type: none"> • continued roll out of the national improvement in writing programme. 	<p>Cohort 4 training is now underway bringing our total number of schools trained to 22.</p> <p>Spread and scale training is also being delivered again to all schools within cohorts 1-3 to ensure that all P3-7 teachers and any specialist teachers are able to utilise the approach given the movement of staffing. In addition, school visits to support with implementation</p>	

	<p>of the programme will be offered to all cohort 3 schools during the current academic session.</p> <p>Cohort 5 schools have been identified for this session and training for those further 6 schools is planned for the start of 2025. Qualitative feedback from staff training continues to be positive.</p>	
<ul style="list-style-type: none"> developing and testing an approach to improve the numeracy curriculum with a focus on transitions 	<p>A Project Coordinator has assembled a team comprising Head Teachers, central officers, school staff and partners to focus on a series of activities to improve numeracy at key stages of transition (primary into secondary and secondary to the world of work and further/higher education).</p> <p>This work will also provide resources to allow adults to increase their confidence in key aspects of numeracy.</p>	
<ul style="list-style-type: none"> development of a city-wide literacy offer for children, young people and adult learners 	<p>An initial planning meeting with stakeholders has been held where current literacy supports were mapped. Links between services were established and roles and responsibilities discussed with a view to each service providing a more detailed descriptor to be translated into our ACC Literacy Journey.</p> <p>A visual to depict the Literacy Journey is being planned to ensure accessibility for all our citizens.</p>	
<ul style="list-style-type: none"> working with practitioners to develop an ELC (Early Learning and Childcare) standard to support improvement in pedagogical understanding 	<p>Session one (of four) of the pedagogical leadership in ELC programme delivered by Education Scotland was well attended, with sixty practitioners from a variety of local authority and funded provider settings.</p> <p>The session had a focus on developing people and approaches to leading positive change and providing plentiful opportunities for quality professional dialogue.</p> <p>Verbal feedback on the day suggested that practitioners enjoyed the opportunity to network with other services, appreciated the protected time and space to be reflective, and that the topic focus was relevant to their current improvement practices.</p> <p>Education Scotland have welcomed the plan that members of the central team are attending the sessions and will deliver to teams in the future.</p>	
<ul style="list-style-type: none"> ensure a robust application of the new tracking system and use of the digital data tools with an increased focus on care experienced children and young people 	<p>In April 2024, secondary schools in Aberdeen collectively agreed to work towards introducing a new tracking system from August 2024.</p> <p>Rollout of this new system is in full flow with schools adopting a collaborative approach through a weekly virtual meeting to support effective implementation.</p> <p>A meeting has taken place between the Virtual Head Teacher and the system developer to provide quality access to tracking data for care experienced young people.</p>	
Continue to improve the quality of universal health and wellbeing supports		
Continue to encourage children and young people to be more physically active, including	PEPASS (Physical Education, Physical Activity and School Sport) are working collaboratively to encourage	

<p>those with sensory and other identified needs.</p>	<p>all schools to achieve a bronze, silver or gold Sport Scotland Award. The award involves undertaking a holistic self-assessment and can be tailored to a range of needs.</p> <p>Partners are currently sharing programme information in order to establish any gaps in provision across the city.</p>	
<p>Shaping and delivering a whole system approach to the healthy weight of children and young people in partnership with others</p>	<p>On the 30th of August over 100 representatives from various Aberdeen City Council clusters, Aberdeen Health and Social Care Partnership, NHS Grampian, Higher education institutes, Elected Members and Third Sector partners met at the Town House to learn about the challenges concerning population health and in particular healthy weight.</p> <p>Attendees learned about how a whole systems approach to Healthy Weight might be helpful and explored the range of factors that can impact and the barriers, enablers and priorities for consideration. Barriers such as deprivation, competing stakeholder priorities, societal attitudes, access to healthy food establishments and silo working were common themes.</p> <p>Attendees identified many enablers which including healthy school meals, a wide provision of sporting facilities, initiatives offered by the Third Sector and whole family education similar to that offered by Family Learning.</p> <p>Several partners made specific action pledges towards achieving a whole system approach. Officers are currently using the qualitative and quantitative data gathered on the day to develop a Whole Systems Approach to Healthy Weight action plan to be shared with all stakeholders.</p>	
<p>Increase the voice of children and young people in the design and delivery of services</p>		
<p>Ensure children and young people are involved in decision-making and that we respond to what children and young people tell us they want and need including, but not limited to:</p> <ul style="list-style-type: none"> continuing to work in collaboration with the Youth Climate Group to work towards Net Zero 	<p>In the spring of 2024, ETZ Ltd.'s Community Lead, invited Aberdeen Youth Climate Change Group to participate in co-designing a creative project focused on telling the story of the energy transition in Aberdeen – past, present and future - through the eyes of young people.</p> <p>Since then, the group has organised and attended various planning meetings with members of the ETZ Ltd Community and Communications team that have led to the development of a series of storytelling workshops themed around shaping the future of energy.</p> <p>The workshops will take place at the W-ZERO Wind Campus in Altens, with up to 40 secondary-aged participants in attendance from across Aberdeen City Schools and feature business sector speakers and a commissioned artist. The final artwork created will be displayed as part of the 'Fill the Space' programme, before moving to a more permanent location.</p>	

	<p>In October 2024, the Aberdeen Youth Climate Change Group (YCCG), in consultation with the Chief Officer - Education and Lifelong Learning, allocated a total of £150,000 across Aberdeen City's 11 Associated School Groups (ASGs). Each ASG received £13,636 for identified projects that promote biodiversity, sustainability and outdoor learning within their localities.</p>	
<p>Continuing to engage with Aberdeen Youth Movement</p>	<p>The Aberdeen Youth Movement (AYM) were recently involved in stage 1 of the budget consultations and will support stage 2 through visits to schools.</p> <p>Round 2 of the 2024/25 of the Youth Activity Grant was held on 3rd October and AYM members processed £13,098 worth of grants which will have a positive impact on 383 young people across the city. The application process has been updated to include a youth friendly application form. A number of schools applied and were awarded resource, including the Create and Aesthetics group in Oldmachar Academy, Cults Lunch time youth club and the Cults "Annie" Show.</p> <p>The Group has continued to engage positively with a range of partners and groups including Aberdeen Disability Equity Partnership, Broomhill Community Council to offer a "youth lens" session, the Transition Commission on a range of environmental topics and ACE VOICES.</p> <p>The Young Ambassador group, supported by Creative Learning, are working towards becoming a constituted group, to "use creative approaches to explore ideas and goals. They want to bring young people to share their voices and bring the ideas to people who influence change.</p> <p>This group will connect with Aberdeen Youth Movement to provide children and young people aged 10-17 years with opportunities to influence change while Aberdeen Youth Movement will shift to cover older young people 16-25 years</p> <p>In September, the Young Ambassador group were involved with the Saatchi Gallery, the Homewards project and local artist Chloe Nicole Farrell, using art as a tool to tell powerful stories, discuss big themes and inspire young people to be involved in the goal of bringing an end to homelessness.</p>	
Deliver a broader range of senior phase learner pathways aligned to growth areas		
<p>Deliver a broader range of learning pathways through:</p> <ul style="list-style-type: none"> • delivery of Phase 2 of ABZ Campus 	<p>Courses as part of Phase 2 of ABZ Campus have commenced. Fifty eight courses are on offer with 846 places taken up following 1,685 initial applications. Pilot projects for delivery of our ASN Employability and delivery of Anytime courses is underway.</p>	

	<p>Planning has already commenced for developments as part of Phase 3 (Session 2025-26) of ABZ Campus. A number of local authorities have engaged with Central Officers to review how ABZ Campus might be a model that they could adopt to support increased learner pathways in their context.</p>	
<ul style="list-style-type: none"> continue developing pathways to support those with a range of additional support needs 	<p>During this term (Aug 2024 – Oct 2024) People and Citizen Services (P&CS) have been delivering preparation for work sessions at Bucksburn Academy (wing).</p> <p>This has been received positively and has led to strong partnership working between young people, school, P&CS and Central Team colleagues. Employees have connected with relevant staff and ‘meet and greet’ visits are taking place.</p> <p>Placements (1 day a week until April 2025) will commence after the October holidays. The process for applying for ‘ABZ #WHATif’ 2025-2026 session will begin in the New Year and this year’s participants will finish their experience by acting as a ‘mentor’, supporting those considering the ‘ABZ #WHATif’ pathway in future.</p>	
<ul style="list-style-type: none"> ensuring that the school curriculum is ideally matched to pupil needs 	<p>In Broad General Education there will be a focus on curriculum planning and moderation across all areas to ensure curriculum is matched to learner needs. The output from the review of supports for ASN will inform curriculum planning at milestone levels.</p> <p>For Senior Phase, the ongoing work of schools through ABZ Campus continues to see improvements to the curriculum to meet the needs of learners. This includes exploring increasing partnerships to support curriculum delivery.</p> <p>Work has commenced to review and re-imagine the role of work placements as part of the Senior Phase curriculum, with a view to making broader placements available as part of ABZ Campus from Phase 3 and beyond.</p>	
<ul style="list-style-type: none"> opportunities for CLPL (Career Long Professional Learning) for Computing Science Secondary Staff and staff across BGE 	<p>Secondary staff attended a session presented by FIRST Tech Challenge which provides industry supported equipment to schools in June.</p> <p>This was positively received with two schools engaging in the challenge competition for 2024/25. CLPL as part of the Ada Scotland Festival has been shared with schools.</p> <p>Scottish Teachers Advancing Computing Science (based at University of Glasgow) will be delivering training for secondary staff on the November inset date.</p>	
Improve the quality of environments/supports for those with additional support needs		
<p>Improve the quality of environments and supports by:</p>	<p>Collaborative planning has commenced by Education and Children’s Social Work regarding the creation of a</p>	

<ul style="list-style-type: none"> Continuing to implement our accessibility plan 	<p>single digital source of information for parents, carers and disabled young people</p> <p>Guidance on sensory needs continues to be developed by the Educational Psychology Service.</p>	
<ul style="list-style-type: none"> Ongoing roll out of the Circle Framework 	<p>The City wide network comprises CIRCLE leads from each setting who benefit from a sharing practice space via the Circle Teams site. Schools continue to use the CIRCLE framework to consider their physical and social environments for all learners.</p> <p>We are now implementing the participation scale for targeted support at pace and consistently across the city in particular primary settings.</p> <p>Locality support groups are now being established who will lead troubleshooting and practice sharing sessions once a term for their locality. This termly offer will be made in addition to addressing queries throughout the year.</p>	
<ul style="list-style-type: none"> Evaluate the impact of the Educational Psychology Service on school practice to determine next steps 	<p>The Educational Psychology Service is currently undertaking the systemic review of the support available in our schools for children with additional support needs and the findings are presented in the behaviour report presented at this committee.</p> <p>Following this review the service will undertake an evaluation of the impact of the interventions currently in place to allow them to consider next steps.</p>	
<ul style="list-style-type: none"> Delivery of the Behaviour Plan 	<p>The Behaviour plan continues to be delivered with all aspects of professional learning in place as part of the wider professional learning offer for session 24/25.</p> <p>All sessions will be evaluated at the point of delivery and 6 months later to determine the ongoing impact. City staff are being trained to be able to deliver to colleagues in the future to ensure sustainability</p>	
<ul style="list-style-type: none"> Review the provision for supporting learners need 	<p>The Educational Psychology service has completed a review of the provision of support available for children with additional support needs.</p>	
<ul style="list-style-type: none"> Targeted use of TalkBoost 	<p>Use of TalkBoost is currently being audited in order to target future training provision. TalkBoost KS1 training has been delivered in partnership with NHS Speech and Language Therapy</p>	
Close the poverty related attainment gap		
Help address the gap and gradient through:		
<ul style="list-style-type: none"> working with HTs to monitor the impact of PEF (Pupil Equity Funding) interventions 	<p>PEF trackers are reviewed as part of Quality Improvement Visits and in relation to data discussions in primary and attainment reviews in secondary.</p>	
<ul style="list-style-type: none"> asking every school to have a cost of the school day position statement known by the whole school community 	<p>This will be discussed and progressed at our termly equity network meetings.</p> <p>Schools will be provided with examples from other local authorities and supported to develop their own in collaboration with all stakeholders in their school community.</p>	

<ul style="list-style-type: none"> maintaining our focus on attendance levels and termly communication to parents and carers 	Attendance guidance was issued to parents in August and will be issued again in November. A reminder will also be included in the parent and carer newsletter.	
Prevent families from experiencing poverty wherever possible		
<p>Continue to work in collaboration to address the root cause of poverty through:</p> <ul style="list-style-type: none"> targeting families most in need of our help by sharing data 	<p>Officers are currently working with partners to provide winter coats to children in primary schools in one of our areas of high deprivation.</p> <p>Work is ongoing with Aberdeen Performing Arts to identify families who would benefit from free tickets for the pantomime.</p>	
<ul style="list-style-type: none"> the provision of Money Advisors 	Money advisors continue to work in partnership with schools and have managed to secure £31,057.70 in unclaimed benefits for the period from 1 Aug to 30 Sept 2024	
<ul style="list-style-type: none"> working with the third sector to support foodbanks and uniform swaps and target families in need of assistance 	<p>Almost all schools operate a uniform swap scheme which is easily accessed by users.</p> <p>Schools know their families well and are able to direct any additional support offered by local charities to the families with greatest need.</p>	
Partnership Delivery of the Family Support Model in keeping with the Promise		
<p>Delivery of The Promise through:</p> <ul style="list-style-type: none"> reviewing oversight arrangements for those who are cared for out of authority 	Working in partnership with social work colleagues, officers are exploring reasons for young people moving into placements out of authority in order to establish systems or practice which could avoid others having to move out of authority.	
<ul style="list-style-type: none"> expanding our Edge of Care pilots to St Machar 	<p>Using lessons learned from the Northfield and Lochside pilots, a third pilot is being established at St Machar.</p> <p>The team are working with the school to identify young people and families who would benefit from the model.</p>	
<ul style="list-style-type: none"> supporting the development of our Family Support Model test 	The implementation plan for the Fairer Futures Partnership has been drafted and a Programme Lead is being recruited to now that the Grant has been received.	
<ul style="list-style-type: none"> implementing our Request for Assistance 	There has been a delay in the implementation of the new format as there will be a need for data to be stored in the new M365 education tenant. This will ensure the system is future proofed.	
Addressing inequality		
<p>Continue to address inequality by:</p> <ul style="list-style-type: none"> all secondary schools registering with Equally Safe at School and ensure key staff complete the e-module 	<p>During this session, all secondary schools will register with Equally Safe at School to support the development of a culture which prevents gender based violence.</p> <p>The programme is designed to increase staff and young people's confidence in dealing with incidents and disclosures.</p>	
<ul style="list-style-type: none"> secondary schools to review their RSHP curriculum 	During this session, all schools will review the relationship, sexual health and parenthood programmes to ensure they align with the draft guidance issued by Scottish government in November 2023.	
<ul style="list-style-type: none"> continuing to support all secondary schools to establish effective systems to support LGBTQIA+ community in school 	Schools continue to engage with Time for Inclusive Education. 348 teaching staff across 50 education settings have completed Stage 1 of the E-Learning Module.	

	<p>3 Schools are involved in Stage 2 of the professional learning which will be delivered in November. Schools continue to participate with the LGBT Charter programme.</p> <p>St Machar Academy achieved Silver level and AGS are currently working towards attaining Silver, other schools are at the Bronze stage.</p> <p>4 Pillars have delivered LGBT training to 140 staff ensuring that there are key staff in our schools who are well placed to support our LGBTQIA+ communities.</p>	
<ul style="list-style-type: none"> primary schools to pilot primary Mentors Against Violence programme and full roll out across secondary 	<p>All secondary schools have trainers in Mentors against Violence. We are awaiting confirmation of the primary school pilot</p>	
<p>High quality professional learning for all</p>		
<ul style="list-style-type: none"> Maintain an agile professional learning programme for all ELC and school staff based on both QI outcomes and audits of need Continue to increase opportunities for collaboration at secondary subject level Establish an ELC support worker network Where possible, support staff to gain statutory qualifications in order to realise career progression and promotion and improve the staffing pipeline Continue to work towards implementation of the Behaviour Action Plan 	<p>Professional learning continues to be planned to address feedback gathered through Quality Improvement visits and inspection evidence. Good practice is shared and networks of seniors and EYPs is resulting in greater sharing of practice.</p> <p>QIOs and Locality Leads have developed a shared planning format which is supporting greater consistency and shared expectations resulting in higher quality learning activities in our settings.</p> <p>There are good examples of effective collaboration across secondary subject areas which is beginning to lead to more consistency in the quality of learning and teaching.</p> <p>A working group consisting of Locality Lead and Senior EYPs has been set up and work is underway to develop a programme of support and CPD for Support Workers. This will include an induction package as well as opportunities for ongoing training and networking.</p> <p>For session 24/25 90 staff are being supported to gain qualifications in order to realise career progression. 54 staff are undertaking the BA Childhood Practice, 4 undertaking PDA Childhood Practice, 23 staff are beginning Social Services Children and Young People level 3 and 4 at level 2. 2 members of staff from School Age Childcare are undertaking Playwork Level 3 and 1 at level 2.</p> <p>Work continues on the behaviour plan and an update can be found at the end of this report.</p>	
<p>Senior and Middle Leadership development</p>		
<ul style="list-style-type: none"> Continue to deliver a programme for Middle Leaders to enhance leadership skills 	<p>The continuation of 2 Middle Leaders groups is being enthusiastically attended once again. 2 leadership sessions on teamworking and personal leadership have been attended by around 20 Middle Leaders, including a number of music instructors, this term.</p>	

<ul style="list-style-type: none"> Engage with external professional learning opportunities to improve leadership capacity 	<p>The leadership group for most experienced leaders has run one session, 12 of our most experienced Middle Leaders across both primary and secondary sectors are coming together to better understand leadership pedagogy and policy to enhance the work in their settings.</p> <p>The Middle Leader development officer is now also seconded to Northern Alliance and as part of this is focusing upon leadership of learning, teaching and assessment. This will support and enhance the development work with Middle Leaders.</p>	
<ul style="list-style-type: none"> Increase opportunities for middle leaders to participate in Quality Improvement activity Deliver newly appointed HT programme and review implementation 	<p>All middle leaders will be given the opportunity to participate in Quality Improvement visits in their own schools and in other schools in their Trio or Quad. Bespoke professional learning around self-evaluation and improvement planning will also be offered.</p> <p>The first newly appointed HT has been through our new programme and feedback received was positive. The programme provides the new head teacher with essential information and provides introductions to key staff within the organisation.</p> <p>This, along with the allocation of head teacher buddy and ongoing support from their QIO and QIM ensure the newly appointed HT has the support they require.</p>	
Continue to support staff health and wellbeing		
<ul style="list-style-type: none"> Deliver staff wellbeing surveys Continue to signpost staff to corporate supports for health and wellbeing and highlight case studies Monitor compliance in the application of corporate staffing policies 	<p>Regular updates are sent to all staff to ensure they are aware of corporate supports and officers signpost staff with People Organisation and Development for bespoke support.</p> <p>People, Organisation and Development are working with officers to develop bespoke refresher training for all Head Teachers in the application of staffing policies to ensure issues are dealt with at the most appropriate level.</p>	
Monitor workforce to ensure our capacity to deliver for children and families		
<ul style="list-style-type: none"> Monitor recruitment to ensure swift identification of any issues to be addressed. Build in performance management and absence reporting expectations for HT network and DHT network (CLPL planned) 	<p>Recruitment is a standing item on Service Manager meetings to ensure any issues are identified and addressed quickly.</p> <p>People, Organisation and Development are working with officers to develop bespoke refresher training for all Head Teachers and middle leaders around performance and absence management.</p>	
Continue to develop School Profiles		
<ul style="list-style-type: none"> Evaluate the consistency of effective use of school profiles and ensure access for all 	<p>The use of school profiles is evaluated through data discussions with QIOs which take place 3 times per year.</p> <p>QIOs model how the dashboards could be used to improve attainment and any feedback on suggested improvements is fed back to the data and insights team.</p>	
Implement improved tracking and reporting		

<ul style="list-style-type: none"> • Mandatory data training sessions for senior leaders which includes BGE tracker, H&WB data, School Profiles, etc this should also cover analysis of data and planning next steps, and transition at all levels • Data training for all staff to ensure accountability through the system • City wide programme of moderation including work with university to ensure alignment with undergraduate training programme 	<p>Head teachers use the data dashboards well to identify where interventions will have the greatest impact.</p> <p>Training sessions are being developed for all teaching and SLT staff in the use of data dashboards to support understanding of data for improvement at class, faculty and school level.</p> <p>Moderation sessions are being offered as part of the 24/25 professional development programme supported by the QAMSO team.</p> <p>Moderation activities planned at ASG level will enhance curriculum transition arrangements from primary to secondary.</p> <p>Officers are working with staff from Aberdeen University to explore joint moderation events for final year students.</p>	
Collaborate with partners to join data sets when beneficial to do so		
<ul style="list-style-type: none"> • Improve data sharing processes to ensure that all relevant data can be shared to support planning and implementation of interventions e.g. PEPAS, Health 	<p>We continue to work with data and insights to ensure essential data can be shared safely with partners allowing the impact of interventions to be tracked more effectively .</p>	
Increase central oversight of tracking data and PEF impact measures		
<ul style="list-style-type: none"> • Continue to monitor the use of the Equity tracker and provide support through the Equity Network sessions 	<p>A programme of equity networks supported by our Education Scotland attainment Advisor have been planned for session 24/25.</p> <p>These will support schools to create cost of the school day position statements to be shared within their communities.</p>	
Clear expectations around the Core Quality Indicators		
<ul style="list-style-type: none"> • Implement the refreshed Quality Improvement Framework to help improve standards against the core Quality Indicators 	<p>Central officers will continue to work collaboratively with schools and Associate Assessors to implement the refreshed Quality Improvement Framework which was approved at Education and Children’s service committee in July 2025.</p> <p>Our Learning Teaching and Assessment Standard has been updated and a group of central officers and Head teachers has begun developing our curriculum standard which will be shared with schools in January 2025.</p>	
Continually improve central Quality Improvement approaches		
<ul style="list-style-type: none"> • Implement quality improvement calendar (QIC) which provides well planned, focused quality improvement activity 	<p>Our Quality Improvement Calendar for session 24/25 was shared with schools in May 2024 and provides an overview of planned central activities for session 24/25.</p> <p>This provides schools with the dates of all planned visits for the year allowing them to plan local activities alongside those of the central team.</p>	
<ul style="list-style-type: none"> • Evaluate the effectiveness of activities within the QIC to determine next steps 	<p>All activities contained within the calendar will be evaluated at the time of delivery and then again in 6 months to evaluate the ongoing impact on our schools.</p>	
Maintain approaches to collaborative improvement across the city		

<ul style="list-style-type: none"> • Continue to support delivery of the Armed Forces Covenant • Align partnership forum activity with the family support model building on good practice in existence • Refresh trio model and involve the Associate Assessors in supporting quality improvement activity. • Review and develop collaboration with locality leads / QI team • Improved transition across the city 	<p>All schools are able to identify armed forces families at the application stage and can offer support at local level.</p> <p>Officers are working with neighbouring local authorities to ensure the Covenant is known to all. Funding opportunities for projects will continue to be shared with all schools with armed forces children.</p> <p>Primary trios have been refreshed to ensure there is a balance of experience to support improvement across the trio. Where possible we have an associate assessor connected to the trio to support staff to have a greater understanding of the national standard.</p> <p>Trios are meeting monthly to provide support and challenge around ongoing self-evaluation and quality improvement activities. Secondary schools are in quads with each one supported by an Associate Assessor. Quads will meet regularly and support and challenge during Quality Improvement visits.</p> <p>Locality leads play an active part in quality improvement activity in schools. The team meets regularly with QIOs to ensure consistency in support and challenge across the early level</p> <p>Literacy and Numeracy progressions are being refreshed to ensure quality and consistent information is passed at all transitions however there will be a focus on transition from ELC to primary and Primary to Secondary. As part of this a city wide transition week has been established in June.</p>	
Delivery of Parental Involvement and Engagement Plan		
<ul style="list-style-type: none"> • Work with the parent forum to improve communication between schools and parents and increase parental engagement • Stronger family series to be further developed 	<p>Officers attend the city wide parent forum to provide updates on the work of the central team and answer queries in relation to this plan and any other issues related to schools.</p> <p>Communication is one of the development areas on the parent involvement and engagement plan and developments will be monitored closely.</p> <p>Stronger family sessions are being planned for session 24/25 based on feedback.</p>	
<ul style="list-style-type: none"> • Develop and implement the Parental Involvement & Engagement Plan 	<p>The refreshed Parent Involvement and engagement plan is being presented to committee alongside this report. This plan was developed in consultation with all stakeholders including the city parent forum and the wider parent body.</p>	
More closely align the universal services of health and education		
<p>Design and capitalise on opportunities for co-location and co-delivery of services for children and families</p>	<p>Northfield Academy had been identified as the location for a test of change. The following priorities have been agreed :</p> <p>Health focussed drop-in sessions for S3/4 girls led by nurse practitioner. The first sessions will concentrate on body image with subsequent sessions planned by</p>	

	<p>the group. Nurse practitioner will liaise with FA, DHT, to identify target group.</p> <p>Health professionals to link with DHT with responsibility for 16+/DYW to explore career workshops/seminars, promoting Health and social Care pathways</p> <p>Attendance in P.6 and P.7. Raising attendance is an improvement priority for Northfield Academy. This strand will emulate a test of change undertaken at Manor Park School (school nurse worked with 8 families over the school session. Attendance rates rose for all learners in group).</p>	
Accessibility Update		
Augmentative and alternative signage at learner appropriate height	Burro Happold Consultants were commissioned to review signage in school buildings and create guidance. Guidance for consistent standard of signage in all buildings to improve accessibility has been created and shared as an "Agreed Standard for School Signage."	
Consider suitability, accessibility and capacity within Victorian schools through feasibility study and options appraisal	The Victorian School feasibility study is ongoing at the moment with an online survey available to parents, staff and pupils of all the Victorian schools. Results will feed into action planning.	
CIRCLE framework training delivered with partners across settings including use of Up and Away to support understanding of environments to meet needs.	The established CIRCLE leads in each school will continue to support work around implementing the framework. Opportunities to work collaboratively will continue through the Circle Teams site. Use of INSET for training continues in November and February 2025.	
Develop guidance to meet a range of sensory needs	Guidance continues to be developed by the Educational Psychology Service. Consideration as to appropriate online learning modules is ongoing.	
Child's planning format which is accessible for learners	Pilot ongoing in selected schools. Feedback so far has been positive.	
Empower children and young people to have their voice heard when experiencing child protection processes through effective use of alternative communication systems	Ongoing project to develop consistent approach to use of alternative communication systems, including use of IT and PECs for example.	
Access to information through a single digital source of information for parents, carers and disabled young people	Collaborative planning has commenced by Education and Children's Social Work regarding the creation of a single digital source of information for parents, carers and disabled young people	
Implement "One Good Adult" programme	Implemented	
Ensure summary information regarding additional support needs is accessible and available in a variety of formats in accordance with legislation	Information is available on ACC website pages. A summary document with all the information is awaiting upload	
Behaviour Plan		
<p>Improve the consistency of incident reporting by:</p> <ul style="list-style-type: none"> Continuing to investigate how to send an automatic notification to staff through Core HR Reviewing the guidance flowchart to further exemplify expectations of the 	<p>Emails are not yet automated and rely on the manager sending a confirmation to the staff member. It is hoped automation will be in place by the end of this session. The flow chart has been reviewed, agreed and shared with schools</p> <p>The incident reporting system has been updated to allow reporting of racist and prejudice incidents.</p>	

<p>manager/employee post incident discussion to correctly determine if the incident is reportable through Core HR</p> <ul style="list-style-type: none"> Ensuring appropriate linkage to Prejudice Incident Reporting arrangements which will have to be reviewed following publication of national guidance on Preventing and Responding to Racism and Racist incidents. Reviewing arrangements further in light of the National Behaviour Plan (to include clear definitions when Included, Engaged and Involved Part 2 and Respect for All has been refreshed) 	<p>The National behaviour plan was published in August 2024.</p> <p>The Aberdeen city plan contains all the actions contained within the national plan and the safeguarding group are content to continue with the plan until we receive further updates from Scottish Government.</p>	
<p>Gain further assurance around the knowledge of/compliance with agreed policies by:</p> <ul style="list-style-type: none"> Co-designing a mandatory E-Learning module for all staff to cover key policies and procedures with TUs to include Person Centred Risk Assessment, Incident Reporting, Exclusion, Health and Safety and Whistleblowing (this will be subject to further review following publication of refreshed Included, Engaged and Involved) Implementing E-Learning module as part of induction arrangements/mandatory yearly training and reporting compliance to ECS Committee Update the Health and Safety policy exemplar template to include incident reporting and expected collaboration with TU H&S reps All schools to update their Health and Safety policy in keeping with local exemplar All schools to add a Health and Safety place holder in whole staff meeting agendas Short Health and Safety briefings to be developed in collaboration with Trade Unions and posted on the Edu-Sharepoint site 	<p>The e learning module went live in August. Unfortunately, there was a system failure on the in-service day which meant only a small number of staff were able to complete the module. Schools have allocated time in the working week and 60% have completed the module as of 6 October.</p> <p>The template for the Health and Safety Policy has been updated in consultation with trade unions and issued to schools in August 24, to help build consistency across all schools. All schools have added Health and Safety into whole staff meeting agendas and are aware of the need to personalise the exemplar health and safety policy.</p> <p>Work is continuing on the development of short health and safety briefings for staff. The administration of medication guidelines have been updated in consultation with trade unions and training materials have been developed for all staff providing clear guidance on roles and responsibilities.</p>	
<p>Refresh Behaviour and Relationship policies:</p> <ul style="list-style-type: none"> All schools to provide the central team with copies of current policies by May 2024 	<p>The safeguarding group are developing guidance for schools on creating relationship policies which will be shared with schools by January 2025.</p> <p>The Educational Psychology Service has undertaken the review of the approaches to supporting young</p>	

<ul style="list-style-type: none"> • Undertake an audit of what is working well with regard to nurturing approaches by the end of October 2024 • Engage in peer learning around risk assessment, managing bullying, distressing and violent incidents (including support for pupils and parents) in keeping with the National Plan • All schools to table the National Plan with key stakeholders when published • Local Negotiating Committee for Teachers (LNCT) safeguarding group to develop an agreement and guidance note for schools based on the refreshed Included, Engaged and Involved Part 2 including relevant definitions • Each school community to lead a local refresh of their Behaviour/Relationship Policy to reflect changes in refreshed Included, Engaged and Involved Part 2 in collaboration with and through consultation with stakeholders (parents, school staff, young people and recognised Trade Unions). Policies to include agreement of how policy effectiveness will be monitored and reflect national best practice. • Implementation of school behaviour policies to be considered as part of quality assurance arrangements for 2024/25 through the updated Quality Improvement Framework in July 2024 	<p>people with additional support needs. The report will be presented to committee in November 2024.</p> <p>School leaders continue to have opportunities to come together through HT meetings to discuss successful approaches. The officer with responsibility for bullying and equalities carries out regular audits of the data and samples schools to have a deep dive into their antibullying processes. Our anti-bullying processes will be reviewed in light of any change to Scottish government guidance.</p> <p>The Safeguarding group (comprising officers, school staff and trade unions) continues to meet fortnightly to implement the plan. To date all actions have been delivered within timescales. All schools have built time into their working time agreement to allow this work to happen over session 2024/25. The Plan will be subject to review once a refreshed copy of included, engaged and involved is published (anticipated before March 2025).</p> <p>The implementation of school behaviour policies has been built into the quality assurance processes for session 24/25, with the links clear in the updated Quality Improvement Framework.</p>	
<p>Ensure robust provision of risk assessments by:</p> <ul style="list-style-type: none"> • Building a generic staff risk assessment into the general school risk assessment process (this will be subject to review when the refreshed Included, Engaged and Involved Part 2 is published) • Make an accessible whole school stress risk assessment approach available to support the monitoring of staff wellbeing (and include reference to this in the Health and Safety guidance. • Collaboratively reviewing and updating Person Centred Risk Assessment guidance to include escalation arrangements, FAQs, the frequency of review alongside considerations of how 	<p>A generic risk assessment has been shared with all schools and will be updated regularly. The health and safety team are creating a central site to gather all school risk assessments.</p> <p>An approach to stress risk assessment is in development and will be worked on with trade unions and the headteacher group.</p> <p>The e-module will provide guidance on the creation and review of Person Centred Risk Assessment (PCRAs), and this will be accompanied by written guidance. The module has been published and the guidance is currently being developed.</p> <p>This new guidance will include reference to grab and go PCRAs which provide key information for supply staff working in a school. Debrief guidance has been agreed and has been distributed to schools.</p>	

<p>best to provide targeted support to the young person during this period</p> <ul style="list-style-type: none"> • Provide guidance to shape post-incident discussion to encourage reflection and discourage blame (link to debrief guidance) • Quality Assurance process over 2024/25 to include sampling of Person Centred Risk Assessment processes 	<p>Quality assurance of PCRA's has been built into quality improvement visits for session 2024/25</p>	
<p>Supporting staff by:</p> <ul style="list-style-type: none"> • Evaluating the impact of the whistleblowing form to determine next steps by July 2024 • Regularly reminding staff of corporate wellbeing supports through the education newsletter. • Developing debrief guidance (including decompression time) to be agreed at LNCT and issued by July 2024 • Clarifying location of Education Scotland resources to support improvement at school level • Clarifying how schools should enable Police investigations • • Resilience training offered to schools through Winning Scotland / Able-Futures 	<p>The whistleblowing form was only used once, and the staff member was happy for no further action following a discussion with the Chief Officer Education and Lifelong Learning. Due to the fact it was not accessed regularly there was agreement between all stakeholders that it could be removed.</p> <p>Corporate wellbeing supports are shared through the education wellbeing newsletter to ensure all staff in schools have access to all supports available. Education will be part of the corporate pulse checks in relation to health and wellbeing.</p> <p>Awaiting information on the publication of resources to support improvement in relationships at school level</p> <p>Guidance on enabling police investigations will be discussed as part of the safeguarding group activity.</p> <p>8 schools have signed up for the offer of resilience training from Winning Scotland following a presentation at an HT meeting (St Machar Academy, Countesswells, Kingsford, Bucksburn Academy, Cults Academy, Airyhall, Lochside and Hazlehead Primary).</p> <p>Able futures continues to be offered to individuals through the regular newsletter and staff who access rate the support offered highly.</p>	
<p>Further build the capacity/capability of staff by:</p> <ul style="list-style-type: none"> • Continuing to deliver Compassionate and Connected Communities • Continued focus on the CIRCLE framework • Continuing to roll out CALMs theory (de-escalation) training to all school communities • Continuing to offer bespoke training through the Educational Psychology Service • Reviewing the programme of Professional Learning/Thinglinks to increase the range of professional learning opportunities for all school staff by August • Continuing to work with head teacher colleagues to develop and implement 	<p>The professional Learning Calendar has been published and there is a separate section relating to the behaviour action plan allowing staff access to all training offers in one place.</p> <p>The established CIRCLE leads in each school will continue to support work around implementing the framework. Opportunities to work collaboratively will continue through the Circle Teams site.</p> <p>The Maybo offer has been confirmed and all staff will have access to the de-escalation module on the November Inservice day. Trainers will be trained throughout session 24/25 and deliver to peers in session 25/26. This will ensure the intervention is sustainable at minimum cost beyond the first year.</p> <p>The Educational Psychology Service is finalising the restorative practice offer and this will be available in the new year and the review of PSE features in the NIF plan for session 24/25</p>	

<p>a spending proposal for £33,000 received from Scottish Government for staff training by the end of May</p> <ul style="list-style-type: none"> • Programme of restorative practice training being put in place from August 2024 • Implement Restorative Justice training (currently being negotiated) • Consider PSE review as part of National Improvement Planning 2024/25 		
<p>Improve knowledge of the legislative framework by:</p> <ul style="list-style-type: none"> - Co-designing a Webinar on the legal framework with Trade Unions - Launching the Webinar and ensuring its availability to all school staff 	<p>An online webinar covering the legal framework for exclusion, and other aspects of educational provision, are in the process of being developed.</p>	
<p>Ensure effective mechanisms are in place to support continuous improvement by:</p> <ul style="list-style-type: none"> • Reviewing the Terms of Reference of the Safeguarding School Staff group in collaboration with the Trade Unions and the Health and Safety team (a further review in light of the National Behaviour Plan may be required) • Establishing a Terms of Reference for the Incident Reporting Group in collaboration with the Trade Unions and Health and Safety team in light of the National Behaviour Plan. • Commit to long term support of the nominated head teacher group to shape our use of resources to support those with a range of wellbeing and ASN needs. 	<p>The terms of reference have been agreed and meetings continue to be held monthly. The recent publication of the National Behaviour plan was considered and it was felt there was no requirement to alter the terms of reference for the group in light of the plan.</p> <p>Terms of reference have also been agreed by the Incident Reporting group.</p> <p>The headteacher group continues to meet to inform the work of the plan and look at identifying best practice and sharing across the local authority. The review of the adequacy of support is almost concluded and has been informed by focus groups of all stakeholders as well and engagement with all senior leaders in schools.</p>	
<ul style="list-style-type: none"> • Continue to focus on a positive culture by: • • Asking all head teachers to provide evidence of current arrangements for listening to staff and commit to keeping arrangements under review • Continuing to distribute wellbeing survey to staff (Trade Unions to help promote completion) • Collaborative review of learning from the staff wellbeing surveys with Trade Unions • Head teachers, central staff and Trade Unions to all encourage open and blame free reporting in all establishments 	<p>This has been gathered and will be used to share best practice across the local authority, informal feedback from our recent Thematic Inspection of the Education Service was complementary of our positive culture.</p> <p>Corporate wellbeing surveys will be distributed, and feedback will be shared with TUs to identify areas. All managers are aware of the need to promote open and blame free reporting of incidents .</p> <p>Respectful relationships continue to be maintained between Trade unions and central team.</p>	

<ul style="list-style-type: none"> Trade Unions and central officers to exemplify expectations around respectful relationships and interactions for all staff 		
<p>Engagement with parents and carers on behaviour and relationships by:</p> <ul style="list-style-type: none"> Tabling this Action Plan with the City-Wide Parent Forum for comment Tabling the National Plan at Parent Council meetings Actively involving parents/carers in the review of Behaviour/Relationship policies Work with Trade Unions to better understand the levels of violence from parents and carers and establish a protocol for staff who face aggression from parents and carers 	<p>The Chief Officer has a standing item on all parent forum meetings to update on progress of the plan. Representatives then share these updates at their local meetings to ensure the information is disseminated across the whole parent body.</p> <p>A working group of TUs, parent representatives and central officers will work on the protocol for staff who face aggression from parents. This group will meet for the first time after the October holiday.</p>	
<p>Committee business</p> <ul style="list-style-type: none"> Review the Devolved School Management scheme as planned Take the agreed Action Plan through the Education and Children's Services Committee and report any impact on recruitment Review the plan regularly in light of any updated national guidance External review of our Whistleblowing Policy 	<p>The review of the Devolved School Management scheme is planned for 2025</p> <p>This is the update that will provided as part of the performance report at every Education and Children's services committee</p> <p>The plan has been reviewed in light of the National plan and all partners are happy to continue with the original plan as it covers all areas in the National Plan.</p> <p>The review of the whistle blowing Policy has taken place and the decision has been made to stand down the form.</p>	