

The background of the slide features a large, light blue coat of arms of the Scottish Government. It includes a crown at the top with four thistles, a shield divided into four quarters (a saltire, a stag's head, a ship, and an eagle), and a motto scroll at the bottom with the text 'A'NE FOR A'.

Agenda Item 7

National Improvement Framework (NIF) – Education Plan

FALKIRK COUNCIL

Title: National Improvement Framework (NIF) – Education Plan

Meeting: Education Executive

Date: 5th September 2017

Submitted By: Director of Children's Services

1. Purpose of Report

- 1.1 The purpose of this report is to inform the Education Executive of new arrangements regarding the National Improvement Framework (NIF) and to seek approval of the NIF Plan.

2. Recommendations

2.1 The Education Executive is asked to:

(1) approve the NIF Plan; and

(2) requests that the Director bring back a report evaluating its impact in September 2018.

3. Background

- 3.1 The National Improvement Framework (NIF) for Scottish Education was launched by the First Minister in January 2016. The Framework supports the ambition to achieve excellence and equity for every child in Scotland.
- 3.2 The NIF is underpinned by a series of new planning and reporting duties designed to support transparency and accountability around the efforts of the Scottish Government and education authorities to improve educational outcomes. These legal duties (integrated into the Standards in Scotland's Schools etc. Act 2000 through Part 1 of the Education (Scotland) Act 2016) will be accompanied by new statutory guidance, providing education authorities with support in interpreting the duties and in identifying the practical steps they should take in order to meet their new legal responsibilities.
- 3.3 The Education Division is required to submit an annual plan to Scottish Government by the 31st August each year. A draft plan was submitted on the 31st August 2017 with a covering note informing Scottish Government that this will be updated following our Members approval of our NIF Plan.

4. Considerations

- 4.1 The NIF plan is designed to give an indication of the division's key areas for improvement and is updated annually to take account of changing priorities. Appendix 1 is Falkirk Council's first plan under these new legislative duties.
- 4.2 The expected outcomes and impact are organised under our key priorities and have been reviewed and amended to reflect the National Improvement Framework (NIF) and the results of ongoing self-evaluation.
- 4.3 The plan has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of the children and young people who attend our schools. In line with the Standards and Scotland's Schools etc. Act 2000 the plan also sets out how we will address the inequalities of outcomes that exist for different equity groups and how we will achieve the priorities associated with the NIF.
- 4.4 High level areas for improvement are outlined and give an indication of the priorities for development and the activities which will be undertaken to make the necessary improvements in the quality of provision.
- 4.5 The division evaluates its progress annually to identify strengths in current provision and areas where further development is required. The self-evaluation and evaluations of services and school's by the division's Quality Improvement team, Education Scotland and Care Inspectorate identify the steps, which need to be taken to secure continuous improvement.
- 4.6 The division will report on the progress it has made with its National Improvement Framework Plan 12 months from its date of submission to Scottish Government.

5. Consultation

- 5.1 Officers have consulted with representatives from schools, pupils and parents when collating the plan.

6. Implications

Financial

- 6.1 Head teachers have received their pupil equity funding allocation from Scottish Government grant. Head teachers are required to track and monitor the allocation for their school and the impact it has on closing the poverty related attainment gap. Officers from the Education Division will work closely with the heads to ensure they adhere to Falkirk Council financial regulations. Any additional training costs are met within the existing education division training budget.

Resources

- 6.2 The plan details a number of initiatives, which we will tackle over the coming year. Officers, head teachers and other school staff engagement will drive the projects and this time allocation is in their annual calendar of activity, from within existing resources.

Legal

- 6.3 The Education Division has a legal duty to prepare an annual plan for submission to Scottish Government by 31st August annually.

Risk

- 6.4 None.

Equalities

- 6.5 None.

Sustainability/Environmental Impact

- 6.6 None.

7. Conclusions

- 7.1 This is Falkirk Council's first NIF Plan. This plan links to the key priorities and outcomes of the Single Outcome Local Delivery Plan, draft Corporate Plan, and the Integrated Children's Services plan. Officers will prepare a report for consideration in 12 months' time.

Director of Children's Services

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Date: 7 August 2017

Appendices

National Improvement Framework- Education Plan 2017-2018 – Appendix 1

List of Background Papers:

None



Falkirk Council

Children's Services

National Improvement Plan

2017 -2018



Education Division Improvement Plan

2017 -2018

Executive Summary

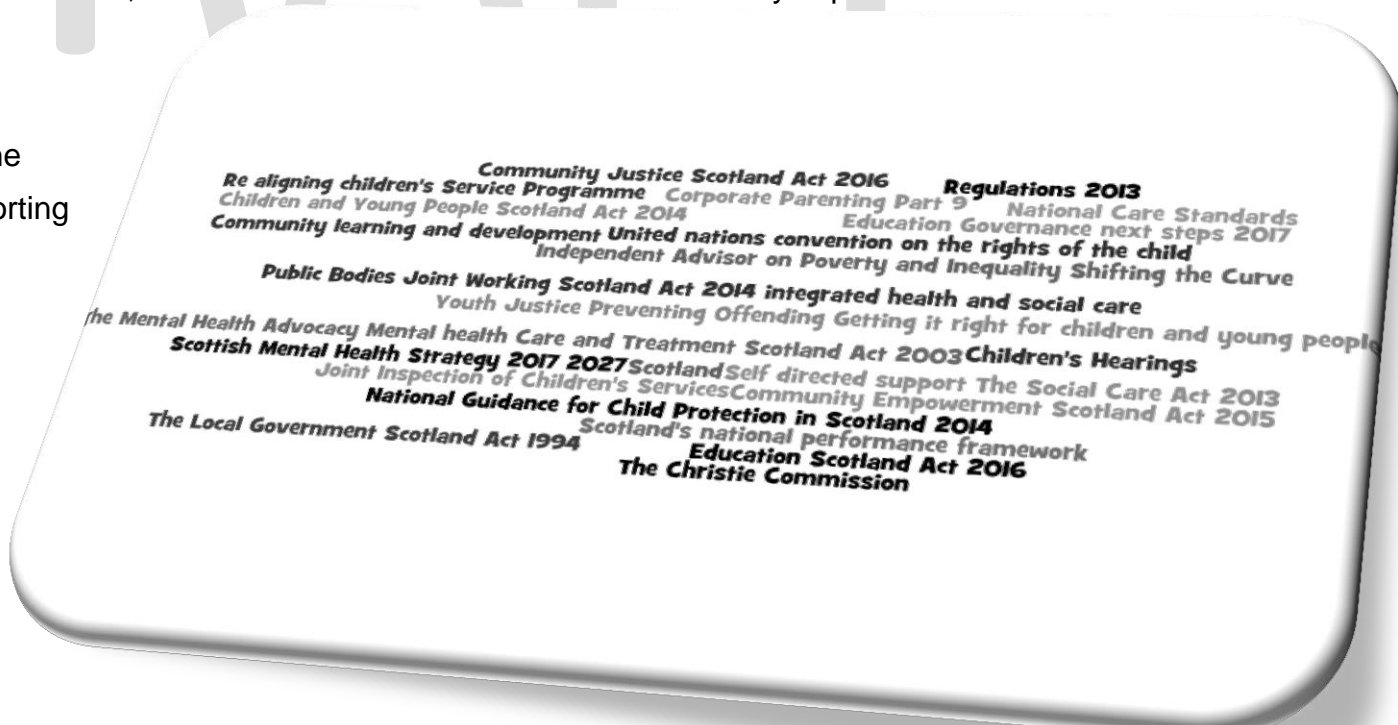
This Service Performance and Improvement Plan outlines the vision, priorities and expected outcomes of Falkirk council and Children's Services in raising educational attainment and achievement for all young people, and in closing the attainment gap between children and young people living in our most and least deprived communities.

Falkirk Council has a strong ambition to support the achievement of better outcomes for all, at every life stage. There is a clear focus on prevention and early intervention, and raising awareness of the causes, outcomes and consequences of inequality.

Children's Services recognises that in order to raise attainment for all and close the poverty-related attainment gap, we must work with our community planning partners, and our families and communities. We will draw from other strategic plans from across the Council, and national guidelines and expectations, to gather evidence of what works to improve outcomes.

Schools and educational establishments in Falkirk Council have demonstrated their capacity to improve attainment. Within this plan, we intend to ensure that we build on what we know works, and to use evidence and data to continuously improve.

Planning will also take cognisance of current national legislation. The diagram illustrates the range of policy, legislation and statutory reporting duties placed on local authorities.



Planning for Improvement – The Golden Thread

Scottish Government's National Improvement Framework

Key Priorities

Improvement in attainment, particularly in literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children.

Improvement in children and young people's health and wellbeing.

Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

FC Strategic Outcomes and Local Delivery Plan 2016 -2020 (SOLD)

Key Priorities:

Addressing the impact of poverty on children.

Improving mental health and wellbeing.

Minimising the impact of substance misuse.

Maximising job creation and employability.

Outcomes

Our area will be a fairer and more equal place to live

Our children will develop into resilient, confident and successful adults

Our population will be healthier

People live full, independent and positive lives within supportive communities

Our area will be a safer place to live

We will grow our local economy to secure successful business, investment and employment

FC Integrated Children's Services Plan 2017 -2020

Key Priorities:

Addressing the impact of poverty on children.

Implement the 6 Corporate Parenting duties in the Children and Young people (Scotland) act - part 9.

Improving mental health and wellbeing.

Minimising the impact of substance misuse.

Inclusion -children and young people live, learn and thrive in Falkirk.

Earlier identification and response to childhood neglect.

Maximising job creation and employability.

Children's Services Performance Plan 2016 -2019



- Oversee public protection as far as possible across the area for Child Protection, Adult Support and Protection, and MAPPA.
- Integration of teams across Children's Services to capitalise on the benefits of joint working.
- Continue to embed GIRFEC strategies and implement duties under the Children and Young People (Scotland) Act 2014.
- Increase partnership working.
- Deliver high quality care and protective services.
- Focus on Early Learning and Childcare
- Ensure effective transitions across all stages.
- Broad General Education – with a focus on Literacy, Numeracy and Health and Wellbeing.
- School Senior Phase and Developing the Young Workforce.
- Raising attainment for all and closing the attainment gap.
- Improving outcomes for children who are looked after and/or have additional support needs.
- Deliver cost effective, quality services which meet service users' needs in an increasingly challenging financial context
- Provide a high quality school estate that provides for the delivery of Curriculum for Excellence and meets the learning needs of our young people.

Children's Services Improvement Plan 2017- 2018



- Improving attainment , particularly in literacy and numeracy:
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- Closing the attainment gap between the most and least disadvantaged children:
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- Improvement in children and young people's health and wellbeing:
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- Improvement in employability skills and sustained positive school leaver destinations for all young people:
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Council of the Future Priorities 2017 -2018

make it happen
council of the future

- One Council** – Working together to improve outcomes for the people of the Falkirk area.
- Enabled and Empowered Communities** – Working together with Communities and Partners to have enabled, empowered and connected communities where people lead healthy, safe and fulfilled lives.
- Modern and Digital** – Modernise how we deliver our services, be innovative by design and deliver services that are more accountable, flexible and efficient.
- Data** – Enabling Communities and Leaders to use data and information to make decisions based on shared priorities and real-time information.

[The Children and Young People Improvement Collaborative \(CYPIC\)](#) encompasses the EYC (Early Years Collaborative) and RAfA (Raising Attainment for All) programmes. It will remain closely aligned with the work of MCQIC (Maternal and Children Quality Improvement Collaborative) where the focus is on maternity, neonatal and paediatric healthcare settings. Following the learning session in November 2016, Scottish Government have released new stretch aims for the CYPIC. Falkirk will address these aims through the Integrated Children's Services Plan and through individual service plan

Children and Young People Improvement Collaborative – Vision and Outcome Aims

Quality Improvement throughout the child and young person journey to achieve excellence and equity by getting it right for every child. The CYPIC provides an overarching view of quality improvement work where specific quality improvement programmes for children and families can be affiliated and supported.

Pre-birth to 15 months		15 – 30 months	30 months – P1		P2 – P4	P5 – P7	S1 – S3	S4 – S6+
The MCQIC aims are to reduce the incidence of harm in women and babies by 30% by 2019. This harm is defined for all 3 strands of the MCQIC programme – maternity , neonatal and paediatric care. For example, in maternity care – two of the defined aims are to reduce the rate of stillbirth and neonatal mortality. QI work in the CYPIC contributes to this programme and will be encouraged and supported	By 2020 at least 85% of Children within each SIMD quintile of the CPP will have reached all of their developmental milestones at time of their 13 -15 month child health review	By 2020, at least 85% of children within each SIMD quintile of the CPP will have reached all of their developmental milestones at the time of their 27 – 30 month child health review	By 2020, at least 85% of children within each SIMD quintile of the CPP will have reached all of their developmental milestones by the time of their 4-5 year child health review	By 2020, at least 85% of children within each SIMD quintile will have successfully achieved early level literacy, numeracy and are progressing in health and wellbeing as evidenced by SHANARRI indicators by the end of primary 1	By 2020, at least 85% of children, within each SIMD quintile will have successfully achieved CfE First level literacy, numeracy and progressing in health and wellbeing as evidenced by SHANARRI indicators by the end of primary 4	By 2020, at least 85% of children, within each SIMD quintile will have successfully achieved CfE Second level literacy, numeracy and are progressing in health and wellbeing as evidenced by SHANARRI indicators by the end of primary 7	By 2020, at least 85% of children, within each SIMD quintile will have successfully achieved CFE Third level literacy, numeracy and are progressing in health and wellbeing as evidenced by SHANARRI indicators by the end of secondary 3	By 2020 at least 95% of young people within each SIMD quintile of the CPP will go on to a positive participative destination on leaving school

Maternity and Children Quality Improvement Collaborative (MCQIC) spans the child journey from pre-birth to 18+
The aim is to improve outcomes and reduce inequalities by providing safe high quality care experience for all women, babies, children and families in the maternity, neonatal and paediatric healthcare settings in Scotland.

Stretch aims are essential to guide and evidence the progress of improvement work. They set a challenging ambition that harnesses the energy and motivation of those participating, and gives them something to strive towards. They should be measurable in order to demonstrate progress towards the desired outcome. Stretch aims differ from targets which are primarily set in order to achieve an expected goal, and to allow scrutiny and accountability of whether work achieves the level of success expected by the target.

Note: These national stretch aims for CYPIC will require review as new data becomes available and a better understanding of baseline performance is established.

National Context

The Education (Scotland) Act 2016 placed the National Improvement Framework and its reporting arrangements on a statutory footing. There is now in place a legal requirement on local and national government to share information, on a consistent basis, to drive improvement.

The purpose of the Education Division Improvement Plan is to outline the vision, priorities and expectations of Falkirk Council Children's Services Education Division in relation to raising educational attainment and achievement for all children and young people.

The plan places a strong emphasis on working collaboratively to support learners at risk of under-performance. Developing early and effective interventions is essential to break the cycle of disadvantage and to close the attainment gap between the most and least disadvantaged learners.

A range of approaches and strategies are being delivered in Falkirk Council, and already demonstrate positive outcomes. This plan will build on this progress to increase the pace of improvement, to strengthen collaboration and share what works best, and to target the right support where it is most needed.

The aim of the National Improvement Framework mirrors the ambition that the Falkirk Community Planning Partnership has to focus attention, resources and efforts on the things that will make Falkirk Council "The place to be" and to which everyone can contribute and in which all can share. At the heart of this approach is a focus on enabling all children and young people to develop the skills and attributes required to be successful, take responsibility, make effective contributions to society and demonstrate a well-placed confidence about the things they do and say.

The two key themes from the [National Improvement Framework](#) will be at the core of all priorities for action in this plan:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within curriculum for excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed.
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The National Improvement Framework

The Education Division Improvement Plan outlines the approach within and Children's Services to meeting the expectations within. The

[Programme for Scottish Government 2016 -2021](#), specifically in relation to tackling inequalities and closing the attainment gap.

All local authorities are now required to gather information about the progress schools are making towards meeting the current priorities of the [National Improvement Framework](#) (NIF), these are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

In addition to the four key priorities, the NIF also sets out six key drivers of improvement. These are:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

These areas have been identified to provide a focus and structure for gathering evidence which can be analysed to make further improvements. All establishments are expected to refer to the drivers of improvement as part of processes that evaluate their current strengths and areas for improvement in terms of achieving excellence and equity.














Structuring the Plan around the 4 NIF priorities is designed to enable Children's Services












Education Division and schools to identify the most appropriate actions to ensure **excellence** and **equity**. The Plan provides a focus for ensuring that attainment in its widest sense is improved, and particularly for those who most need our help. We expect that the plan will be used by individual services and schools to underpin their own raising attainment policies and guidance.

National Expectations

The plan takes account of all statutory and other requirements in relation to tackling inequalities and raising attainment for all. The table below highlights the number of national policies and guidance that Children's Services Education Division is accountable to and the timeline of their introduction over the last academic session.

2016	2017
 National Improvement Framework (NIF) for Scottish Education January	 Education Scotland Interventions for Equity January
 Education Scotland How Good is our school? 4th Edition & how good is our early learning and child care? January	 NIF for Scottish Education Evidence Report January
 Education Scotland How good is our school? 4th Edition ,How good is our early learning? 4th Edition January	 Education Scotland Driving Excellence and Equity: Advice on School Improvement Planning 2017/18 January
 Education Scotland A Statement for Practitioners HM Chief Inspector of Education August	 Scottish Government Statutory Guidance: Standards in Scotland's Schools etc. Act 2000 March
 1140 A Blueprint for 2020: Expansion of Early Learning and Childcare in Scotland Consultation October	 Education Scotland -final Benchmarks literacy and English, numeracy and mathematics June
 NIF Improvement Plan for Scottish Education: Achieving excellence and equity December	 Scottish Education Governance: Next Steps - Empowering Our Teachers, Parents and Communities to Deliver Excellence and Equity for Our Children June
	 Scottish Government Fair funding to achieve excellence and equity in education – a consultation June

Local Context - Where are we now?

 <h3>Population</h3> <p>Falkirk has a population of approximately 159,380. We are the eleventh largest council area in Scotland. Our population has been increasing for almost 20 years, and is expected to increase by over 10% to about 173,130 by 2037.</p>	 <h3>Literacy</h3> <ul style="list-style-type: none"> 95% of Falkirk school leavers have gained at least a level 4 award in literacy 80% of Falkirk school leavers have gained at least a level 5 award in literacy 	 <h3>Literacy</h3> <ul style="list-style-type: none"> 91% of Falkirk school leavers living in an area of deprivation have gained at least a level 4 award in literacy 64% of Falkirk school leavers living in an area of deprivation have gained at least a level 5 award in literacy
 <h3>Workforce</h3> <ul style="list-style-type: none"> Falkirk Council has - 5,848 full-time equivalent employees as at October 2016. Over 50% of our headteachers have been appointed within the last 5 years. 1 in 10 primary teachers is aged 55 or over 1 in 8 secondary teachers is aged 55 or over 	 <h3>Numeracy</h3> <ul style="list-style-type: none"> 88% of Falkirk school leavers have gained at least a level 4 award in numeracy 63% of Falkirk school leavers have gained at least a level 5 award in numeracy 	 <h3>Numeracy</h3> <ul style="list-style-type: none"> 80% of Falkirk school leavers living in an area of deprivation have gained at least a level 4 award in numeracy 46% of Falkirk school leavers living in an area of deprivation have gained at least a level 5 award in numeracy
 <h3>Free School Meals</h3> <ul style="list-style-type: none"> All P1-3 pupils and all pupils in special schools receive free school meals 16% of P4-7 pupils and 11% of secondary pupils are entitled to free school meals 	 <h3>Positive Destinations</h3> <ul style="list-style-type: none"> 95% of Falkirk school leavers enter a positive destination 64% of Falkirk school leavers have Higher level qualifications 	 <h3>Positive Destinations</h3> <ul style="list-style-type: none"> 91% of Falkirk school leavers living in an area of deprivation enter a positive destination 42% of Falkirk school leavers living in an area of deprivation have Higher level qualifications

Attendance



In Falkirk the average pupil attendance is 95.1% for primary pupils and 91.6% for secondary pupils in line with the Scottish average of 91.5% and 91.8% respectively

Attainment



Await finalised CfE figures

Attainment



Await finalised CfE figures

Overarching Themes for Improvement 2017-2020

outcomes for all children.

Early Learning and
Childcare Expansion

Inclusion

Success and
achievement -ensuring
the best possible
outcomes for all

Leadership and
management of change
and improvement

Workforce
Development

Curriculum pathways
and progression 3 -18

Quality Assurance and
Moderation

Learning provision - the
quality of care and
learning we offer.

Data Rich - Data
Literate

Performance
information

Using talent -building
capacity

Tackling Bureaucracy

Cluster collaboration
for improvement

Assessing children's and
young people's
progress

Digital Literacy

Strategic Priority 2017 -2020
Improvement in attainment, particularly in literacy and numeracy

Strategic Priority 2017 -2020
Improvement in attainment, particularly in literacy and numeracy

Education Division Priorities	Expected progress and impact		Responsibility & Lead Officer
Support for schools in gathering and analysing data for improved outcomes, attainment and achievement	'17 -18	<ul style="list-style-type: none"> Authority and individual establishments have baselines for key datasets (including literacy, numeracy and HWB, attendance and exclusions) for individual establishments and whole authority. Impact: All establishments have access to complete suite of relevant datasets All establishments continue to improve quality of data analysis. Impact: All establishments make effective use of datasets to inform progress and identify next steps for individual pupils and pupil groups. High quality dialogue features in SMT/class teachers' tracking meetings. Impact: <ul style="list-style-type: none"> Teachers give confident accounts of pupil progress Teachers are accountable for pupil progress Pupils' attainment shows improvement in key measures Schools' CfE databases are refreshed to allow year-on-year tracking of pupil progress in 2017-18. Impact: All establishments with CfE database track pupils' CfE Levels and analyse data using a range of measures. <i>See also:</i> <ul style="list-style-type: none"> <i>moderation of CfE Levels</i> <i>deployment of QAMSOs</i> 	<p>Service Manager</p> <p>Team Managers</p>

<p>FC Raising Attainment Strategy including literacy and numeracy:</p>	<p>'17 -18</p>	<ul style="list-style-type: none"> • Literacy strategy is revised and re-launched for all educational establishments. • Numeracy strategy is developed and launched for all educational establishments • Implementation plans developed by Literacy and numeracy co-ordinators with QAMSOs to cover the above, specifically: <ul style="list-style-type: none"> • In setting CfE standards • Promoting effective use of formative assessment in contexts of literacy and numeracy <p>Impact: All establishments are familiar with Council's literacy and numeracy policies. Teaching of literacy and numeracy is well-planned, appropriately resourced and appropriately assessed. Learners' attainment in literacy and numeracy shows clear 'value added' by end of session</p> <ul style="list-style-type: none"> • <i>See also</i> <p>--<i>'Support for schools in gathering and analysing data for improved outcomes, attainment and achievement'</i></p> <p>- <i>'Develop and implement FC assessment strategy'</i></p>	<p>Team Managers</p>
<p>Development of School Improvement Framework</p> <ul style="list-style-type: none"> • School engagement and evaluation • QA of Learning and teaching, children's experiences • School leadership • Teacher professionalism 	<p>'17 -18</p>	<ul style="list-style-type: none"> • SIF is finalised, published and launched. • VSE programme is developed taking account of: <ul style="list-style-type: none"> - identified themes (<i>e.g. literacy, numeracy, quality of L&T including assessment strategies</i>) - establishments to be visited - personnel • Outcomes of VSE visits have been analysed to inform CPD and VSE programmes for '18-'19, • Current leadership programmes (To Lead ... and Lead on) evaluated and revised as required for '18-'19. <p>Impact: SIF makes clear our expectations in terms of self-evaluation (at the centre and in individual establishments) for session '18'-'19.</p> <p><i>(Contingency note: Overhaul of GTCS may have implications for teacher professionalism and leadership and action may be required accordingly.)</i></p>	<p>Service Manager</p>

<p>Develop and implement FC assessment strategy</p> <ul style="list-style-type: none"> Established Education Division expectations for QA and quality moderation Implementation of SNSA 	<p>'17 -18</p>	<ul style="list-style-type: none"> Strategy is developed and published to all establishments taking account of: <ul style="list-style-type: none"> Effective assessment strategies Reporting attainment to parents <p><i>See also:</i> <i>'FC Raising attainment strategy'</i> <i>'Support for schools in gathering and analysing data for improved outcomes, attainment and achievement'</i> <i>'Moderation of writing, listening and talking'</i></p> <p>Impact:</p> <ul style="list-style-type: none"> Establishments are confident using assessment strategies Consistency is achieved across establishments in assessing pupils effectively. CPD delivered on SNSA, covering administering the tests <p>Impact: Teachers are confident in administering SNSA</p>	<p>Team Manager</p>
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Strategic Priority 2017 -2020

Closing the attainment gap(s) between the most and least disadvantaged

Education Division priorities	Expected progress and impact	Responsibility & lead Officer
<ul style="list-style-type: none"> Monitor the impact of PEF and disseminate effective interventions to achieving equity. 	<p>'17 -18</p> <p>Periodically gather and share information from schools/clusters on 'what works' and share with all settings.</p> <p>Impact: a. Knowledge is improved among practitioners as to successful interventions for equity.</p> <p>b. Year 2 PEF plans include evidence-based approaches.</p> <p>Refresh 'neighbourhood groups' as a means of leading learning and teaching strategies for equity.</p> <p>Impact: a. Neighbourhood groups meet regularly and are an effective forum for the development and sharing of learning and teaching strategies for equity.</p> <p>b. Senior managers lead learning and teaching effectively.</p> <p>Engage with a wider range of partner providers and community services to produce SLAs for the delivery of services to promote equity.</p> <p>Impact: Partner organisation involved in the delivery of PEF contributes effectively to closing the equity gap.</p>	Team Managers

<ul style="list-style-type: none"> • Implement revised national guidance: Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions 	<p>'17 -18</p>	<p>Devise and implement practice guidance on alternatives to exclusion.</p> <p>Impact: The number of pupils on part-time timetables is reduced.</p> <p>With EPS devise and develop an approach to identify children who, by primary 4 and S2, are at risk of exclusion.</p> <p>Implement a multi-agency EI forum to address the needs of those pupils who are identified as being at risk of exclusion.</p> <p>Impact: There is an effective staged intervention approach to meeting the needs of children who may be at risk of exclusion.</p>	<p>Team Manager</p>
<ul style="list-style-type: none"> • Improve the attendance of children whose attendance is lower than 90% 	<p>'17 -18</p>	<p>Implement in all schools the revised guidance on attendance.</p> <p>Impact: The revised guidance is consistently applied in all schools.</p>	<p>Team Manager</p>
<ul style="list-style-type: none"> • Undertake a thematic review of family learning and parental engagement. 		<p>Work with EdS colleagues to devise criteria for identifying high quality family learning and parental engagement.</p> <p>Impact: a. Knowledge is improved among practitioners as to key features of successful family learning and parental engagement.</p> <p>b. The capacity of schools to self-evaluate the quality of approaches to family learning and parental engagement.</p>	<p>Team Manager</p>

		<p>Case studies of successful approaches to family learning and parental engagement are shared via Glow.</p> <p>Impact: Family Learning and Parental Engagement is included in SIPs 2018/19.</p>	
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Strategic Priority 2017 -2020

Improvement in Children and young people's health and wellbeing

Education Division priorities	Expected progress and impact		Responsibility & lead Officer
Review the PSE curriculum 3-18 using the RCS Outcome data Focus on: <ul style="list-style-type: none"> • equality and diversity • mental health and wellbeing • substance misuse • RSHP relationship sexual health and parenthood • anti-bullying policy review • planning for choices and changes 	'17 -18	Audit and review of PSE programmes 3-18 <ul style="list-style-type: none"> • Effective practice and gaps in current programmes are identified • Improved partnership working with NHS colleagues provides updated resources and training opportunities for school staff • Thematic VSE visits to sample schools to evaluate the quality and impact of PSE programmes on children and young people Falkirk Council Anti-Bullying policy is reviewed and updated <ul style="list-style-type: none"> • Respect Me training for school staff is delivered 	Team Manager
Develop the use of the GIRFEC wellbeing indicators to: <ul style="list-style-type: none"> • inform school improvement planning • targeted intervention • support pupils' self-evaluation/ assessment 	'17 -18	Authority to implement staged intervention framework for pupils. Impact: Education establishments to make use of the framework to inform required interventions. <ul style="list-style-type: none"> • Remove barriers to learning • Teachers and support staff monitor impact of intervention to identify next steps • Inform transitions planning • High quality partnership working to improve outcomes for children and young people • Improve attainment for all children and young people 	Service Manager

<p>Establish a core programme of professional development for support for learning assistant to:</p> <p>Develop children's and young people's independence, resilience</p>	'17 -18	<p>Providing high quality, inclusive education for children within Primary and Secondary Schools.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Improving educational outcomes for children of Falkirk • Provide a locality model to enable children to be educated near to their home and community • Improve transition planning • High ratio of teaching and support staff • Additional support their mainstream curriculum and school community • High quality partnership working to improve outcomes for children and young people • Needs of children and staff are met through crisis intervention training • Informed staff practice through trauma and Nurture training • High quality learning 	Service Manager
<p>Increase capacity of specialist classes in schools from August 2018 for pupils with Additional Support Needs.</p>	'17 -18	<p>Providing high quality, inclusive education for children within Primary and Secondary Schools.</p> <ul style="list-style-type: none"> • Consult with stakeholders • Develop model for implementation 	Service Manager
<p>Continued development of the Inclusion and Wellbeing Service for Children and Young People with Social Emotional and Behavioural Needs.</p>	'17 -18	<p>Providing high quality, inclusive education for children within Primary and Secondary Schools.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Improving educational outcomes for children of Falkirk • Provide a locality model to enable children to be educated near to their home and community • Improve transition planning • High ratio of teaching and support staff 	Service Manager

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|--|--|---|--|
| | | <ul style="list-style-type: none">• Additional support into their mainstream curriculum and school community• Early intervention working programmes• Family learning to improve skills in parenting and behaviour management. | |
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Strategic Priority 2017 -2020

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

<p>Engage with school to evaluate the quality of DWY developments and provision.</p> <p>Overarching themes will include :</p> <ul style="list-style-type: none"> • CYP Additional Support Needs • LAC • Care experienced CYP 	<p>'17 -18</p>	<p>Audit current practice in schools across the Career Education Standard and Work Placement Standard</p> <p>VSE aligned to CES and WPS</p> <ul style="list-style-type: none"> • Quality assurance of schools embedding of CES/WPS • Knowledge is improved among practitioners as to key features of high quality career education and work placement • Knowledge is improved among employers as to key features of high quality work placement • Improve the capacity of schools to self-evaluate the quality of approaches to high quality career education and work placement • Create case studies to illustrate best practice and learner experience <p>Ensure all secondary schools have at least one main partner employer involved in curriculum planning and delivery</p> <ul style="list-style-type: none"> • Improve partnership arrangements and understanding of context • Improve the transition of high quality learning across contexts • Improve application of work place skills across curriculum areas 	<p>Team Manager</p>
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		<p>Analyses of the senior phase curriculum design across all secondary schools</p> <ul style="list-style-type: none"> • Better understanding of the senior phase offer • Inform curriculum design for 2018/19 <p>Mapping exercise of 15 – 20 learner journey</p> <ul style="list-style-type: none"> • Identify pathways to further enhance the learner journey • Partnership working with CLD, SDS, ETU, FVC, Universities and employers to co-create more personalised pathways for young people <p>Consider opportunities to extend the provision of Stage 2 activity agreements</p> <ul style="list-style-type: none"> • Improve the transition for young people from activity agreements to employment, education and/or training 	
<p>Establish a DYW Strategy Group to promote effective practice and support improvement with school leaver destinations.</p> <p>(Year of the Young Person)</p> <p>Overarching themes will include :</p> <ul style="list-style-type: none"> • CYP Additional Support Needs • LAC • Care experienced CYP 	'17 -18	<p>Group to include representatives from :</p> <p>HTs (Primary and Secondary), DYW FV, SDS, CLD, ASN, ETU</p> <p>Clear expectations set of the role of the group for 2017-18</p> <ul style="list-style-type: none"> • Improve the quality of pathways on offer for young people • Increase the sustainability of leaver destinations • Improve consistency in career education and career management skills across contexts • Increase the range of opportunities to transition into College, Training and employment 	Team Manager

Implement Career Ready Programme Overarching themes will include : <ul style="list-style-type: none"> • CYP Additional Support Needs • LAC • Care experienced CYP 	'17-18	Roll out programme in 4 secondary schools : <ul style="list-style-type: none"> • Improve school leaver destinations through targeted mentoring • Young people experience real work place experience over a 4 week paid internship 	Team Manager
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