

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 (canting arms) with a saltire in the center, and a motto scroll at the bottom. The text "Agenda Item 7" is centered over the upper part of the shield.

Agenda Item 7

National Improvement Framework (NIF) – Education Plan

Falkirk Council

Title: National Improvement Framework (NIF) – Education Plan
Meeting: Education Executive
Date: 4 September 2018
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 2018-2019.

2. Recommendations

2.1 The Education Executive is asked to:

(1) approve the NIF Plan 2018 - 2019; and

(2) request that the Director of Children's Services brings back a report evaluating its impact to the Education Executive in November 2019.

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. The NIF is updated annually. The most recent edition: [2018 National Improvement Framework and Improvement Plan for Scottish Education](#) [Achieving Excellence and Equity](#) was published in January 2018.
- 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. This provides 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.
- 3.4 Children's Services is required to submit an annual plan to the Scottish Government by the 31st August each year. The draft plan for 2018 -2019 was submitted on the 31st August 2018 with a covering note informing Scottish Government that this will be updated following our Elected Members consideration of our NIF Plan.

4. Considerations

- 4.1 The NIF plan is designed to give an indication of Children's Services key areas for improvement and is updated annually to take account of changing priorities locally and nationally.

Appendix 1 is Falkirk Council's second plan under these new legislative duties.

- 4.2 Our priorities for session 2018 -2019 organised under our key areas and have been reviewed and amended to reflect the NIF and the results of ongoing self-evaluation. Appendix 1, Page 12, provides a summary overview of these key priorities and the most important national influences.
- 4.3 This year's plan continues to have a clear focus on improving outcomes and experiences for all the children and young people who attend our schools. In line with the Standards and Scotland's Schools etc. Act 2000 the plan also sustains the focus on tackling inequalities of outcomes that exist for different equity groups and aligns with the priorities associated with the NIF. These are:
- improvement in attainment, particularly in literacy and numeracy;
 - closing the attainment gap between the most and least disadvantaged children and young people;
 - improvement in children and young people's health and wellbeing;
 - improvement in employability skills and sustained, positive school-leaver; and
 - destinations for all young people.
- 4.4 Three high level areas for improvement are outlined and give an indication of the priorities for development which will be undertaken to make the necessary improvements in the quality of provision.
- 4.5 Children's Services 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 School Improvement Team, Education Scotland and Care Inspectorate identify the steps which need to be taken to secure continuous improvement.

5. Consultation

- 5.1 Officers have used feedback from consultation with schools and ELC Centres when collating the plan.

6. Implications

Financial

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

Resources

- 6.2 The plan details a number of initiatives, which we will progress over the coming year. Officers, Headteachers and other school staff engagement will drive the projects from within existing resources.

Legal

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

Risk

- 6.4 None.

Equalities

- 6.5 None.

Sustainability/Environmental Impact

- 6.6 None.

7. Conclusion

- 7.1 This is Falkirk Council's second 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.

Director of Children's Services

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Date: 2 August 2018

Appendix

Appendix 1 National Improvement Framework- Education Plan 2018-2019

List of Background Papers:

None



Falkirk Council

Children's Services

Education Division Improvement Plan

2018 -2019



Education Division Improvement Plan

2018-2019

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 continue to build on what we know works, and to use evidence and data to continuously improve.

Planning will also take cognisance of:

- current national guidance and expectations;
- the range of policy, legislation and statutory reporting; and
- the duties placed on local authorities.

The establishment of the Forth Valley and West Lothian Improvement Collaborative in October 2017 has influenced improvement work significantly and positively. We have an opportunity to use the experience, expertise and talents of practitioners, senior leaders and officers across our four authorities. Each of the work streams will lead and facilitate improvement activities and resources based on common areas for improvement.

The four work streams of collaborative are:

- Early Learning and Childcare
- Literacy
- Continuous Lifelong Professional Learning
- Performance and Data

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.

This plan continues to build on a range of approaches and strategies being delivered in Falkirk Council that already demonstrate positive outcomes. We will learn from this progress and share success and effective practice to:

- increase the pace of improvement;
- strengthen collaboration;
- understand what works best; and
- 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 a great place to live, learn, contribute to, and work. 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 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.

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.

This plan is structured around the 4 key priority areas designed to enable Children's Services Education Division and schools to identify the most appropriate actions to ensure **excellence** and **equity**, these are:

- Broad General Education;
- Early learning and early intervention;
- Additional Support needs(ASN) and Wellbeing; and
- Skills and Youth Employment

National Expectations 2017 -2018

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.

➤ Scottish Government Statutory Guidance: Standards in Scotland's Schools	March
➤ 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 – Consultation	June
➤ Education Scotland –Final Benchmarks for Literacy/ English and Numeracy/ Mathematics	June
➤ Scottish Government: Scotland's Ten Year Strategy for the learning Provision for Children and Young people with Complex ASN	August
➤ Scottish Government: Draft Regulations transferring ASN Tribunals for Scotland (ASNTS) into the Scottish Tribunals -Consultation	August
➤ Education Scotland –NIF Reporting data Gathering	October
➤ National Improvement Framework for Scottish Education:2017 Evidence	November
➤ Scottish Government: Child Poverty (Scotland) Act 2017	December
➤ Scottish Government: Supporting Children's Learning Code of Practice and Regulations, Consultation on Presumption of Mainstream	January
➤ 2018 National Improvement Framework and Improvement plan for Scottish Education	January
➤ Empowering Schools: a consultation on the Provisions of the education (Scotland) Bill	January
➤ Care Inspectorate: Proposals for the Quality Criteria for Funded Provider Status	January
➤ Education Scotland: Defining Good Outcomes	January
➤ Education Scotland: Driving Excellence and Equity: Advice on School Improvement Planning 2018/19	January
➤ Scottish Government: A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland	
➤ Early learning and Childcare Service Model for 2020 Consultation Paper	March
➤ Scottish Government Excellence and Equity for All: Guidance on the Presumption of Mainstreaming: Analysis of consultation responses	June
➤ Scottish Government: international council of educational Advisers report 2016 -2018	June

Planning for Improvement – The Golden Thread

Scottish Government's National Improvement Framework

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

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.

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.

Key Priorities

Addressing the impact of poverty on children:

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

Our children will develop into resilient, confident and successful adults.

Improving mental health and wellbeing:

Our population will be healthier. People live full, independent and positive lives within supportive communities.

Our area will be a safer place to live.

Minimising the impact of substance misuse.

Maximising job creation and employability

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

CPP Integrated Children's Services Plan 2017 - 2020

Key Priorities

Poverty

Mental health and Wellbeing

Looked after Children

Physical Activity

Additional Support Needs

This plan is currently being developed further information can be found on the ICSP Practitioner Pages

<https://blogs.glowscotland.org.uk/fa/GirfecFalkirk/integrated-childrens-services-plan/>

Council of the Future

Key Priorities

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

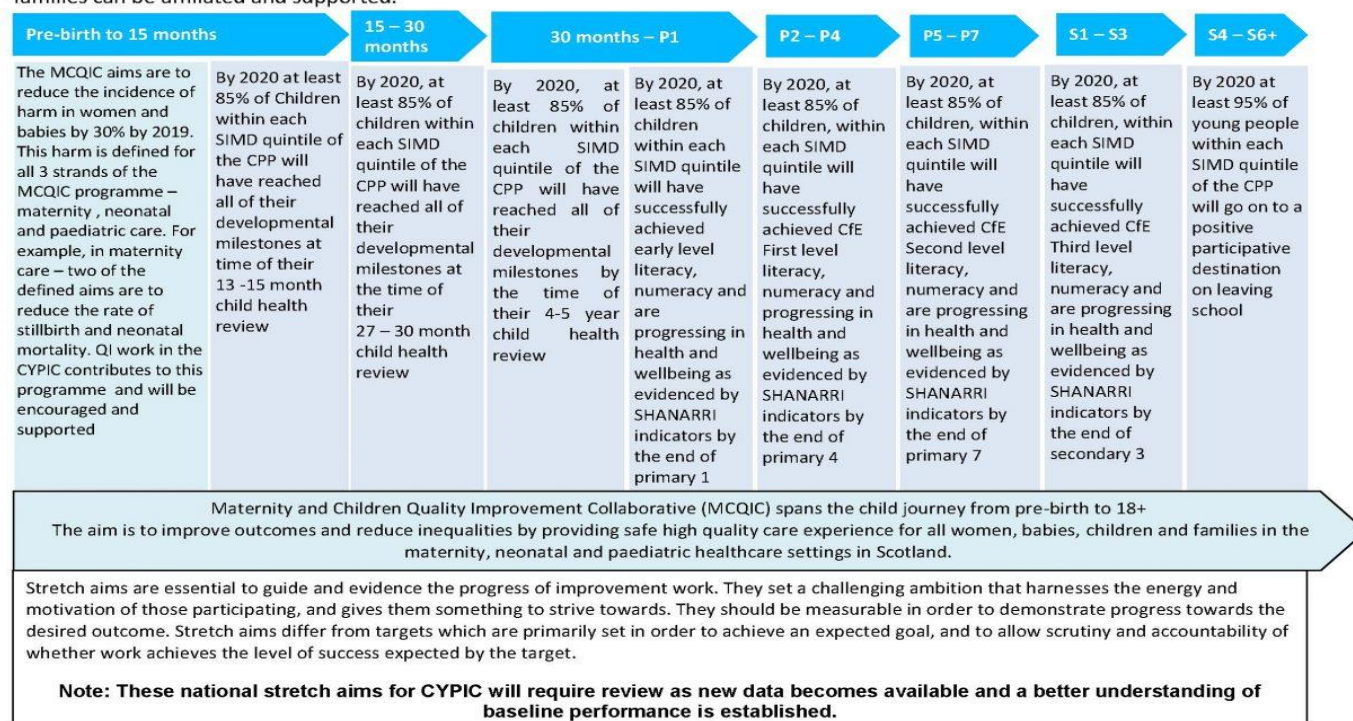
The Children and Young People Improvement Collaborative

(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.

Local Authorities are all expected to work towards the Scottish Government's stretch aims for the CYPIC. Falkirk will address these aims through the Integrated Children's Services Plan and through individual service plans.

Children and Young People Improvement Collaborative – Vision and Outcome Aims










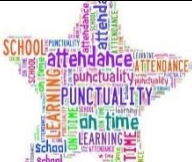


Quality Improvement throughout the child and young person journey to achieve excellence and equity by getting it right for every child. The CYPIC provides an overarching view of quality improvement work where specific quality improvement programmes for children and families can be affiliated and supported.



It should also be noted our plans for improvement are cognisant of the following legislation:

- Children and Young People (Scotland) Act 2014
- Community Empowerment (Scotland) Act 2015
- Scottish Government Mental Health Strategy 2017-2027
- Community Learning and Development (Scotland) Regulations 2013

Local Context - Where are we now?

 <h2>Population</h2> <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>	 <h2>Literacy</h2> <ul style="list-style-type: none"> 96% of Falkirk school leavers have gained at least a level 4 award in literacy 81% of Falkirk school leavers have gained at least a level 5 award in literacy 	 <h2>Literacy</h2> <ul style="list-style-type: none"> 92% of Falkirk school leavers living in an area of deprivation have gained at least a level 4 award in literacy 66% of Falkirk school leavers living in an area of deprivation have gained at least a level 5 award in literacy
 <h2>Workforce</h2> <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 	 <h2>Numeracy</h2> <ul style="list-style-type: none"> 92% of Falkirk school leavers have gained at least a level 4 award in numeracy 71% of Falkirk school leavers have gained at least a level 5 award in numeracy 	 <h2>Numeracy</h2> <ul style="list-style-type: none"> 84% of Falkirk school leavers living in an area of deprivation have gained at least a level 4 award in numeracy 52% of Falkirk school leavers living in an area of deprivation have gained at least a level 5 award in numeracy
 <h2>Free School Meals</h2> <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 12% of secondary pupils are entitled to free school meals 	 <h2>Positive Destinations</h2> <ul style="list-style-type: none"> 92% of Falkirk school leavers enter a positive destination 64% of Falkirk school leavers have Higher level qualifications 	 <h2>Positive Destinations</h2> <ul style="list-style-type: none"> 86% of Falkirk school leavers living in an area of deprivation enter a positive destination 43% of Falkirk school leavers living in an area of deprivation have Higher level qualifications
 <h2>Attendance</h2> <p>In Falkirk the average pupil attendance is 94.7% for primary pupils and 90.8% for secondary pupils in line with the Scottish average of 94.9% and 91.2% respectively</p>	 <h2>Pupil progress</h2> <p>Of Falkirk's P1/4/7 & S3 pupils:</p> <ul style="list-style-type: none"> 80% are at the expected level in reading 77% are at the expected level in Writing 85% are at the expected level in Listening & Talking 78% are at the expected level in Numeracy 	 <h2>Pupil Progress</h2> <p>P1/4/7/S3 pupils living in an area of deprivation:</p> <ul style="list-style-type: none"> 71% are at the expected level in reading 67% are at the expected level in Writing 77% are at the expected level in Listening & Talking 69% are at the expected level in Numeracy

Overarching Themes for Improvement 2017-2020

The themes below permeate all of Education Division's improvement activities. Core to our work is improving learning experiences and outcomes for all children and young people.



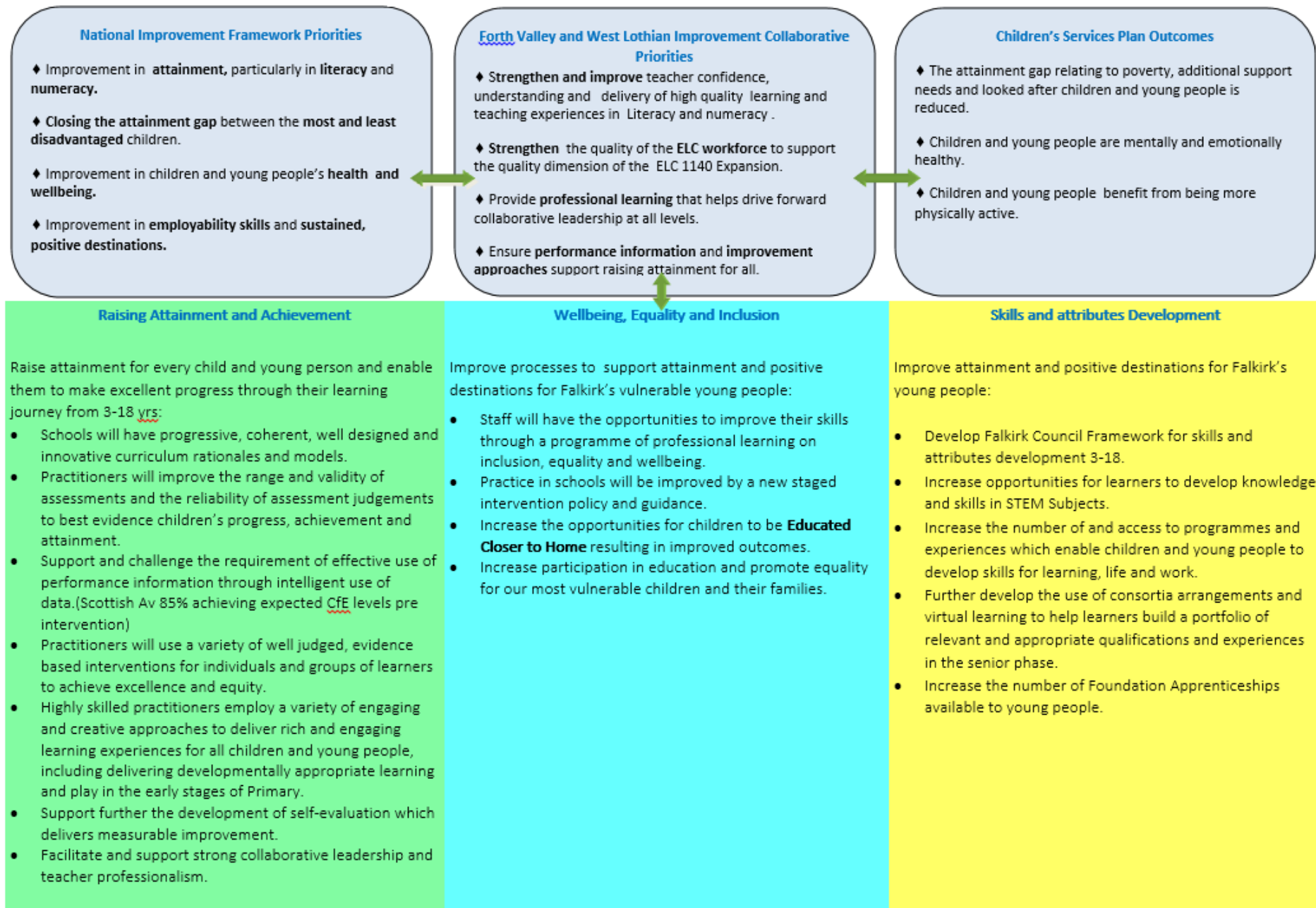
Strategic Priorities 2017 -18 Improvements

Improvement in attainment, particularly in literacy and numeracy	Closing the attainment gap(s) between the most and least disadvantaged children
<p>All establishments have access to complete suite of centrally provided, relevant data sets that is enabling comparison and moderation of performance with schools across the authority, within clusters and neighbourhood groups.</p> <p>All early learning centres and primary schools have been given the Renfrew Word Finding Assessment to provide data on early vocabulary acquisition.</p> <p>Improved use across the service of datasets to inform progress and identify next steps for individual pupils and pupil groups.</p> <p>Increased numbers of establishments show high level of awareness of individual pupil 'value added', including PEF target groups.</p> <p>Increased numbers of schools are developing a range of effective assessment strategies to track and monitor children's progress, attainment and achievement.</p> <p>Centrally organised training in partnership with Scholar supported schools in preparing for the Implementation and analysis of Scottish national assessments (SNA's)</p> <p>Revised support and guidance for School Improvement Planning, standards and Quality Reporting, PEF Spend Planning and monitoring and Self-evaluation has provided clarity of structure and expectation.</p> <p>The number of school reviews undertaken has increased significantly. Headteachers have made a positive contribution to reviewing the process and participating as peer colleagues.</p>	<p>Falkirk schools received over £3.5 million of funding from the Scottish Government to reduce the poverty related gap. All schools carried out a contextual analysis in June 2017 to identify their gaps, initial plans showed an anticipated spend of 29% on literacy and numeracy, 47% on health and wellbeing, 16% across all areas and 8% still to allocate.</p> <p>Across the authority we have 17% of pupils entitled to Free School Meals (P1 – S3), which is the figure used to calculate the allocation to each school, this ranges across schools from 4% to 48%. Our indicator shows that we have 23% of pupils receiving targeted support through PEF. Final costs are still being confirmed, however initial calculations show an overall spend of 85% and a 15% carry forward to 2018/19. Across primary schools 42% of funds were spent on literacy and numeracy, 37% on health and wellbeing and 21% spent across all areas.</p> <p>Schools received direct support from the Education Support Officer who ran monthly PEF surgeries and training, providing schools with information, advice and guidance on spend, contracts, recruitment, procurement, improvement methodology and planning. In addition they also received support from our Improvement Advisor from the Scottish Government. The Education Support Officer has also been trained throughout the year on Improvement and Coaching to provide greater support for schools.</p> <p>Schools have used a variety of assessments and observations to determine impact, such as teacher judgement, standardised assessments, Leuven scale to measure engagement and wellbeing and data showing attendance, lateness and engagement of parents. One of our secondary schools which has the highest area of concentrated deprivation has recorded an improvement of 56% attendance for a targeted group of pupils increasing this to 85%, creating an improvement of 29%. Interventions in one of our ASN schools has decreased behavioural incidents by 69% for one of their targeted pupils through the creation of a tailored sensory curriculum.</p> <p>In another of our ASN schools pupils have increased achievement of SQA courses from 113 the previous year to 330 this year.</p>

Strategic Priorities 2017 -18 Improvements

Improvement in children and young people's health and wellbeing	Improvement in employability skills and sustained, positive school-leaver destinations for all young people
<p>A new Framework of Staged Intervention Framework has been developed however further work and consultation with schools will be required be for this is rolled out. The current framework will be used whilst further development and consultation takes place. The planning and development for this core programme is under way and a Support for Learning Assistant training day will be held on the in service day February 2019.</p> <p>During 2017-18 professional development training opportunities have been delivered to Support for Learning Assistants from the Additional Support Outreach Team and the Inclusion and Wellbeing Service.</p> <p>A full public consultation took place to increase capacity for pupils with Additional Support Needs. Larbert High School and Easter Carmuir's Primary school will have two specialist classes in each school from August 2018 for pupils with Autism and Social and Communication difficulties. A curriculum model and staff training has been implemented with continuing support during 2018-2019.</p> <p>Over the last year the Inclusion and Wellbeing Service has been increasing its capacity through outreach support to provide consultation and support to schools for children and young people. The service had a positive the recent positive HMIE inspection at Mariner School in January 2018 and also winning the Scottish Education Awards for "Parents as partners for Learning" in June 2018 through their extensive Family programme which they offer to pupils parents. The team have been delivering training to school staff to build the capacity of school staff skills, knowledge and confidence when working with children and young people with Social Emotional and Behavioural Needs.</p>	<p>A Developing Young Workforce strategy group has been established to promote effective practice and support improvement. The group has representatives from each secondary school and meet on a termly basis. Each secondary school has had a DYW strategy meeting with the local authority officer to agree and share improvement priorities for the year ahead. This has helped to form the authority priorities for session 2018/19.</p> <p>The SLDR follow up statistic (93.1% positive destination) has shown a 1% increase on the initial SLDR. This is against the national trend and average of 92.9%. 93.1% positive destinations is the highest statistic recorded for Falkirk Council since the statistic was first introduced.</p> <p>The first cohort of Career Ready students have completed year 1 of the programme. Mentors and mentees have reported the programme has had a positive impact on confidence and skills of the young people. The year 1 internships with Falkirk Council have been successfully completed. These involved Education, CLD, SW and Business Support. Mentees have presented the story of their internship to representatives from the services. They have presented evidence of the positive impact this has had on their understanding and decisions around their future career pathways.</p> <p>The Foundation Apprenticeship offer has been expanded to 7 sectors. Schools have been working with the college to promote and facilitate this senior phase offer. All 7 sectors will be running from 2018-20 due to pupil numbers.</p> <p>Primary Engineers has been implemented in the St Mungos cluster to enhance the quality of STEM learning within the curriculum, this is to be developed across more clusters in session 2018/19</p>

Education Division Improvement Priorities 2018 - 19



Raising Attainment and Achievement

Raise attainment for every child and enable them to make excellent progress through the Broad General Education:

Priorities	Expected Outcome by August 2019	Responsibility/ Lead Officer
<ul style="list-style-type: none"> Schools will have progressive, coherent, well designed and innovative curriculum rationale and models. 	<ul style="list-style-type: none"> Progression pathways are being used by schools to further improve the pace of learning across the levels National benchmarks and assessment and moderation advice are routinely used by schools to inform curriculum development. This has a positive impact on school and pupil level performance data. 	Service Manager Team Managers Curriculum Support Team
<ul style="list-style-type: none"> Practitioners will improve the range and validity of assessments and the reliability of assessment judgements to best evidence children's progress, achievement and attainment. 	<ul style="list-style-type: none"> Focus on assessment and moderation through CLPL and further planned support for clusters and practitioners from QAMSO team. Refreshed QAMSO school resource pack is distributed and used by schools to improve approaches to assessment and moderation. R.I.C. QAMSO CLPL pack for achievement of a level in reading is being used across RIC schools and has a positive impact on the accuracy of teacher professional judgements. 	Team Manager Assessment and Moderation Lead Officer QAMSOs – Falkirk and R.I.C. teams
<ul style="list-style-type: none"> Support and challenge the requirement of effective use of performance information through intelligent use of data. 	<ul style="list-style-type: none"> Schools set ambitious targets for attainment against the 85% national benchmark. Schools tracking systems are further refined and improved to enable accurate predictions of attainment and timely interventions. Schools use a variety of assessment tools and methodologies, including the BGE tool, to evidence improved attainment and successful interventions. Increase in the number of practitioners carrying out tests of change and/or practitioner enquiry as a means of measuring impact on learners. 	Performance Monitoring Officer Team Managers Service Manager
<ul style="list-style-type: none"> Highly skilled practitioners employ a variety of engaging and creative approaches to deliver rich and engaging learning experiences for all children and young people, including delivering developmentally appropriate learning and play in the early stages of Primary. 	<ul style="list-style-type: none"> Early learning practitioners in ELC and primary are well supported in the development of play-based pedagogy through high quality and comprehensive programme of CLPL. Refreshed probationer teacher support programme includes support for current thinking methodology, including play-based pedagogy. Effective and innovative approaches to learning and teaching are identified through a range of school engagement activities and shared via practitioner networks, meetings and digitally. 	Team Managers Service and School Improvement Team Officers Curriculum Support Team
<ul style="list-style-type: none"> Support further the development of self-evaluation which delivers measurable improvement. 	<ul style="list-style-type: none"> Bespoke programme for school senior leadership teams uses a practicum approach to supporting improvement planning through facilitated improvement coaching . This has a measureable and positive impact on the quality of school-level self-evaluation and delivering improvement. 	Service Manager

<ul style="list-style-type: none"> Facilitate and support strong collaborative leadership and teacher professionalism. 	<ul style="list-style-type: none"> Data collected from high quality CLPL and leadership development opportunities for all staff indicate a positive impact on classroom practice and outcomes for learners (school, local authority and RIC level). 	<p>Scottish Government Improvement Adviser</p> <p>Team Managers</p>
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Wellbeing, Equality and Inclusion		
Improve processes to support attainment and positive destinations for our children, young people and their families who need our help the most:		
Priorities	Expected Outcome by August 2019	Responsibility/ Lead Officer
Staff will have the opportunities to improve their skills through a programme of professional learning on inclusion, equality and wellbeing.	<p>Staff will be better informed ,skilled and confident to support children with additional support needs</p> <ul style="list-style-type: none"> Audit and review of current programmes on CPD manager Develop a programme of professional learning for Nurseries and schools focussing on core and specialist learning for Additional Support needs, including Inclusion and Equity Deliver a core programme to support staff at the February In-service Day 2019. <p>Impact</p> <ul style="list-style-type: none"> Improve educational outcomes for children of Falkirk High Quality Learning and Support High quality partnership working to improve outcomes for children and young people Staff skills to support children and young people with a range of ASN will improve through opportunities for schools and practitioners to share good practice. 	<p>Service Manager</p> <p>Team Manager- ASN officers</p>
Practice in schools will be improved by a new staged intervention policy and guidance.	<p>Early intervention and prevention will ensure that we get it right for all children and young people by;</p> <ul style="list-style-type: none"> dissemination of the staged intervention to educational establishments continue to develop the pathways at each staged level through consultation with schools and the Educational Psychology Service. Reviewing and updating current Additional Support Needs Circulars and policies in line with National guidance and legislation <p>Impact</p> <ul style="list-style-type: none"> Improved outcomes for children and young people Reduction of exclusions Appropriate, proportionate and timely support planning and assessment are robust Reduction of out of authority placing requests Improved attainment for all children and young people with additional support needs 	<p>Service Manager</p> <p>Team Manager- ASN officers</p>

	<ul style="list-style-type: none"> Provides robust evidence for Placement Change Panel and Exceptional Needs decisions. 	
Increase the opportunities for children to be Educated Closer to Home resulting in improved outcomes.	<p>Children will be educated in their own communities by;</p> <ul style="list-style-type: none"> continual review of current provision within schools to meet the needs of all children. self-evaluating current provisions, ensuring quality learning and teaching and support is provided to the most vulnerable children, review, monitor and evaluate current external school and residential placements to ensure children and young people's progress and challenge any concerns Work in partnership with Social Work colleagues and other partners to develop educational and support packages to prevent children and young people from being educated and supported out with Falkirk Council <p>Impact</p> <ul style="list-style-type: none"> Children and young people will live and learn within their community Reduce pressures on budgets for Children Services Children will have a sense of belonging 	<p>Service Manager</p> <p>Team Manager- ASN officers (LAC)</p>
Increase participation in education and promote equality for our most vulnerable children and their families.	<ul style="list-style-type: none"> Professional learning opportunities offered to all, to ensure that they are fully up to date with local , national legislation affecting the rights , well bring and inclusion of all children and young people. Contribute to the Falkirk Children's Commission Mental Health & Wellbeing Group - which will outline the supports which will be delivered to schools to improve children and young people with mental health and wellbeing. Analysis of data of exclusions, low attainment, transitions and positive destinations –review systems which are in place to promote equity of success and achievement for all children and young people ASN service to contribute to Falkirk Council Equalities Group to inform schools of supports available for protected characteristics to maximise children and young people's successes and achievements. <p>Impact</p> <ul style="list-style-type: none"> The whole learning community has a shared understanding of wellbeing and children's rights Improved educational and wellbeing outcomes for all children and young people. 	<p>Service Manager</p> <p>Team Manager- ASN officers</p>
Provide support for schools and nurseries on key areas of their Health and Wellbeing provision	<ul style="list-style-type: none"> Working in collaboration (with NHS, Mental HWB strategy group and others) to further develop guidelines for schools on Mental Health and Wellbeing Extending professional learning opportunities for Relationships and Sexual Health, Substance Misuse and Mental Health and Wellbeing Implementation of the recommendations from the Scottish Government's PSE review (due soon) Implementation of Free Sanitary Products in Schools and Jenny and the Bear (smoke free homes project) <p>Impact:</p>	<p>Curriculum Support Officer</p>

	<ul style="list-style-type: none"> • Improved understanding of how to approach areas of Health and Wellbeing • Improved educational and wellbeing outcomes for all children and young people • Increase in the number of smoke-free homes in Falkirk Council • Reduction of the impact of period poverty to children's education 	
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Skills and Youth Employment

Improve attainment and positive destinations for Falkirk's young people:

Priorities	Expected Outcome by August 2019	Responsibility/ Lead Officer
<ul style="list-style-type: none"> • Develop Falkirk Council Framework for skills and attributes development 3-18. 	<ul style="list-style-type: none"> • Skills working group in place with representatives from Early Years, Primary, Secondary, FVC and Employers • National and local labour market intelligence used to inform employability skills framework • Progressive skills framework piloted and amendments made should this be applicable • Examples of best use of the framework to be shared with schools • Launch of Falkirk Council skills framework 	Team Manager
<ul style="list-style-type: none"> • Increase opportunities for learners to develop knowledge and skills in STEM Subjects. 	<ul style="list-style-type: none"> • Falkirk Council contribute to and are a delivery vehicle for the Forth Valley Stem Strategy to increase learner engagement in STEM activities • Progression pathways for STEM subjects implemented in all Early Learning Centres and schools • Local Authority Science Technology Engineering and Maths (STEM) Ambassador to develop and share best practice STEM learning. • Improved links with local STEM businesses to inform and contribute to school curriculum • Increased number of quality STEM work based learning opportunities • More schools engaged in the Primary Engineers Programme • Primary school teachers engaged in the Wood Foundation RAiSE programme to develop confidence and competence in the delivery of highly engaging and motivating STEM sector learning 	Team Manager
<ul style="list-style-type: none"> • Increase the number of and access to mentoring programmes and experiences which enable children and young people to develop skills for learning, life and work. 	<ul style="list-style-type: none"> • Phase 2 of Career Ready programme introduced and internships completed • Evaluations of Career Ready Year 1 cohort analysed to provide impact statement • Increased number of Falkirk Council Services offering mentors or internships for Career Ready pupils 	Team Manager

	<ul style="list-style-type: none"> • MCR Pathways ready to be implemented in pilot schools. Target audience will be looked after, care experienced, young carers and where appropriate individuals targeted by the school pastoral team. • Recognition for mentoring or supervising to be introduced for Council employees 	
<ul style="list-style-type: none"> • Further develop the use of consortia arrangements and virtual learning to help learners build a portfolio of relevant and appropriate qualifications and experiences in the senior phase. 	<ul style="list-style-type: none"> • Mapping exercise of Falkirk Council curriculum offer completed • Improved curriculum progression on offer through school and college based provision • Labour Market Intelligence informing investment in pathway development • More young people moving directly into Further Education, Higher Education or employment • Pilot virtual learning opportunities for a selected subject/s 	<p>Team Manager</p> <p>Curriculum Development Officer</p>
<ul style="list-style-type: none"> • Increase the number of young people engaging in Foundation Apprenticeships 	<ul style="list-style-type: none"> • Clear sector specific progression pathways in place to and from the Foundation Apprenticeship offer – specifically Social Services – Adult & Social Services -Children and Young People • Progression guarantees in place for Foundation Apprenticeships to Forth Valley College Courses • Schools are flexible in their planning of the senior phase to ensure accessibility to the Foundation Apprenticeship offer 	<p>Team Manager</p>