

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, Children and Young People Executive
Date: 19 November 2019
Submitted By: Director of Children's Services

1. Purpose of Report

- 1.1 The purpose of this report is to inform the Education, Children and Young People Executive of new arrangements regarding the National Improvement Framework (NIF) and to seek approval of the NIF Plan 2019-2020.

2. Recommendations

2.1 The Education, Children and Young People Executive is asked to:

- (1) approve the National Improvement Framework Plan 2019 - 2020; and**
- (2) request the Director of Children's Services to bring back a report evaluating its impact to the Education, Children and Young People Executive in November 2020.**

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: [2019 National Improvement Framework and Improvement Plan](#) was published in December 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 2019 -2020 was submitted on the 31st August 2019 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 third plan under these new legislative duties.

- 4.2 Our priorities for session 2019 - 2020 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 16, provides a summary overview of these key priorities and the most important local and Regional Improvement Collaborative 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; and
 - improvement in employability skills and sustained, positive school-leaver 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. These are:
- Raising Attainment and Achievement
 - Wellbeing, Inclusion and Equality
 - Skills and Attributes Development
- 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 schools 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 the full Service and School Improvement Team, the additional Support Needs Team, schools and ELC Centres when collating the plan.

6. Implications

Financial

- 6.1 Headteachers have received their pupil equity funding allocation via a 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 work closely with the Headteachers to ensure they adhere to Falkirk Council financial regulations and to the conditions of the funding grant. Any additional training costs are met within the existing training budget.

Resources

- 6.2 The plan details a number of initiatives, which will be progressed over the coming year. Officers, Headteachers and other school staff engagement will deliver 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 third 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: 29 October 2019

Appendix

Appendix 1 National Improvement Framework- Education Plan 2019-2020

List of Background Papers:

None



Falkirk Council

Children's Services

Education Division Improvement Plan

2019 -2020



Education Division Improvement Plan 2019-2020

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 Forth Valley and West Lothian Improvement Collaborative in October 2017 has influenced improvement work significantly and positively. We are connecting with and using 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 work streams of collaborative are:

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

National Context

[National Improvement Framework](#) (NIF) and its reporting arrangements remain statutory and places 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 2019 -2020 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 continue 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 NIF 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 of our 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 NIF 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 3 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:

- Raising Attainment and Achievement;
- Wellbeing, Equality and Inclusion; and
- Skills and Attributes Development



National Expectations 2018 -2019

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.

➤ Skills Development Scotland: Skills 4.0 – A skills model to drive Scotland's future	Feb 2018
➤ Family Learning Framework	April 2018
➤ Scottish Government: The 15-24 Learner Journey Review	May 2018
➤ Improving Gender Balance & Equality	May/June 2018
➤ Scottish Government: Education Reform – Joint Agreement	June 2018
➤ Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021	Aug 2018
➤ Education Scotland: How Good Is OUR School Part 1 & 2	Aug 2018
➤ Scottish Government: National operational guidance for care experienced children and young people attainment funding	Aug 2018
➤ COSLA: Access to Sanitary Products in Schools	Aug 2018
➤ COSLA: Children and Young People's Mental Health Task Force Preliminary View and Recommendations from the Chair	Sept 2018
➤ International Council of Education Advisers report 2016-2018: Scottish Government Response	Sept 2018
➤ Scottish Government: LGBTI Inclusive Education Working Group Report to the Scottish Ministers	Nov 2018
➤ No Safe Place: Restraint and Seclusion in Scotland's Schools – Children and Young People's Commissioner Scotland	Dec 2018
➤ Thematic Inspection of Readiness for Empowerment	Dec 2018
➤ A Blueprint for 2020: ELC Expansion – Funding follows the child and the National Standard	Dec 2018
➤ Scottish Government: 2019 National Improvement Framework and Improvement Plan	Dec 2018
➤ Evidence of the link between Inclusive Education and Social Inclusion - a review of the literature 2018	Jan 2019
➤ Creativity and Religious and Moral Education	Jan 2019
➤ Scottish Government: Review of Personal and Social Education	Jan 2019
➤ STEM strategy for education and training: first annual report	Feb 2019
➤ Scottish Government: Pupil Equity Funding Operational Guidance	Feb 2019
➤ Briefings on Gaelic Education	Feb & May 2019
➤ Presumption to provide education in a mainstream setting: guidance	March 2019
➤ Guidance on the presumption to provide education in a mainstream setting	March 2019
➤ Review of Local Governance: COSLA Submission	March 2019
➤ Scottish Government: National Improvement Framework Interactive Evidence Report	March 2019
➤ COSLA Paper: Guidance on transition options, sustainable rates and business sustainability	April 2019
➤ Raising Aspirations in Science Education (RAiSE) pilot - Final evaluation report	May 2019

➤ Cost of the school day: understanding and addressing financial barriers at school	May 2019
➤ Modern Languages Progression Framework: First to Second Level	May 2019
➤ LGBT inclusive education: guidance to education authorities May 2019	May 2019
➤ Scotland's education reform: ministerial statement	Jun 2019
➤ Devolved school management: guidelines	Jun 2019
➤ Empowering Schools: education reform progress update	Jun 2019
➤ Attainment Scotland Fund evaluation: interim report (year 3)	Jun 2019
➤ Learning for sustainability: Vision 2030+ action plan	Jun 2019
➤ Education outcomes for looked after children 2017-2018	Jun 2019
➤ Included, engaged and involved part 1: promoting and managing school attendance	Jun 2019
➤ Scottish Schools (Parental Involvement) Act 2006: national review progress report	Jun 2019
➤ P1 Standardised Assessments update: ministerial statement	Jun 2019
➤ Scottish National Standardised Assessments: review 2019	Jun 2019
➤ ELC Expansion Delivery Progress Report	Jun 2019
➤ Scottish Government: Creating an Empowered System	Jun 2019
➤ Scottish Government: Empowering school leaders	Jun 2019
➤ Scottish Government: Headteacher's Charter	Jun 2019
➤ Scottish Government: Improving School Empowerment through Self-Evaluation	Jun 2019
➤ Standardised Assessments in Scotland: Draft Improvement Activity 2019/20	Jun 2019
➤ Scottish National Standardised Assessments User Review Year 2 2018/19 Progress Report	Jun 2019
➤ Summary information relating to Corporate Parenting	July 2019
➤ Peer evaluation toolkit for CLD	July 2019
➤ Summary information relating to Corporate Parenting	July 2019
➤ Peer evaluation toolkit for CLD	July 2019
➤ Children and Young People's Mental Health Task Force: recommendations	July 2019
➤ COSLA: Children & Young People's Mental Health Task Force Recommendations	July 2019
➤ Standards for Headteachers: children's rights and wellbeing impact assessment	Aug 2019
➤ Standards for Headteachers: children's rights and wellbeing impact assessment	Aug 2019
➤ Standards for Headteachers: Business and regulatory impact assessment	Aug 2019
➤ Standards for Headteachers: Quality impact assessment	Aug 2019

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

Address the impact of poverty on children and young people.

Support children and young people to develop into resilient, confident and successful adults

Outcomes

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

Implement the 6 corporate parenting duties in the Children and Young People Scotland Act - Part 9

Improve mental health and wellbeing

Corporate Plan 2017 - 2022

Vision

The Place to Be

We want the Falkirk Council area to be the place to be where people want to live, work and visit

Council of the Future

We are a responsive, innovative, trusted and ambitious council

People

Raising aspiration and ambition
Reducing the impact of poverty on children and their families

Place

Growing our economy
Improving the neighbourhoods we live in
Promoting vibrant town centres

Partnership

Working with communities to deliver better services
Empowering and enabling people to be self-reliant
Promoting stronger, more self-reliant communities

COF Capabilities

- One Council
- Enabled & Empowered Communities
- Data
- Modern & Digital



The Forth Valley and West Lothian Regional Improvement Collaborative is working to the following common goals:

getting the best outcomes for our children and families

improving attainment, particularly in literacy and numeracy

health and well-being

employability skills and positive destinations

There are currently 5 workstreams:

1. Career-Long Professional Learning - Lead: Stefan Wyroslawski

2. Early Learning and Childcare - Lead: Judith Edwards

3. Literacy - Lead Lindsey Duncan

4. Numeracy - Leads: Lynne McBain, Peter Valentine

5. Performance Information - Lead :Michael Davies

Main RIC leads are:

Dr Elaine Cook RIC Lead Officer

Siobhan McGarty, RIC Development Coordinator



Education Scotland Link Officers for the Forth Valley and West Lothian Regional Improvement Collaborative:

Jackie Halawi, Senior Regional Advisor

Jacqui Ward Attainment Advisor - Stirling

Patricia Leeson Attainment Advisor - Clackmannanshire

James Fanning Senior Education Officer - Technologies

Joe Walker Senior Education Officer – SEO, RME, Psychology, Philosophy & Sociology

Lynne Robertson Senior Education Officer – Social Studies

Helen Fairlie Senior Education Officer – Literacy and English

Lindsay MacDonald Education Officer - CLD

Beverley Ferguson Education Officer - Parental Involvement

Maria Docherty Education Officer: Numeracy and Mathematics

Mairi Thomson STEM Education Officer

Stephanie Ross Lead Specialist (Professional learning)

Mandy Watts Development Officer, CLD

Murray Cockburn Development Officer, MVP

James Miller Development Officer: Digital Skills













Fiona Shaw Improving gender balance and Equalities Development Officer



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 pediatric 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.

Local Context - 2019

 <h2>Population</h2> <p>Falkirk has a population of approximately 160,340. This is an increase of 210 (0.1%) since last year. We are the eleventh largest council area in Scotland. Our population has been increasing for almost 20 years, and is expected to increase to about 172,219 by 2041.</p>	 <h2>Literacy</h2> <ul style="list-style-type: none"> 97% of Falkirk school leavers have gained at least a level 4 award in literacy 86% of Falkirk school leavers have gained at least a level 5 award in literacy 	 <h2>Literacy</h2> <ul style="list-style-type: none"> 96% of Falkirk school leavers living in an area of deprivation have gained at least a level 4 award in literacy 80% 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"> Children's Services has 3,166 full-time equivalent employees as at April 2019 1 in 10 primary teachers is aged 55 or over 1 in 11 secondary teachers is aged 55 or over 	 <h2>Numeracy</h2> <ul style="list-style-type: none"> 95% of Falkirk school leavers have gained at least a level 4 award in numeracy 77% of Falkirk school leavers have gained at least a level 5 award in numeracy 	 <h2>Numeracy</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 numeracy 67% 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 17% of P4-7 pupils and 13% of secondary pupils are entitled to free school meals 	 <h2>Positive Destinations</h2> <ul style="list-style-type: none"> 95% of Falkirk school leavers enter a positive destination 69% of Falkirk school leavers have Higher level qualifications 	 <h2>Positive Destinations</h2> <ul style="list-style-type: none"> 91% of Falkirk school leavers living in an area of deprivation enter a positive destination 52% of Falkirk school leavers living in an area of deprivation have Higher level qualifications
 <h2>Attendance</h2> <p>In Falkirk' average pupil attendance is:</p> <ul style="list-style-type: none"> 94% for primary pupils 91% for secondary pupils 	 <h2>Attainment</h2> <p>Of P1/4/ 7/S3 pupils:</p> <ul style="list-style-type: none"> 83% at expected level for Reading 79% at expected level for Writing 88% at expected level for Listening & Talking 82% at expected level for Numeracy 	 <h2>Attainment</h2> <p>Of P1/4/7/S3 pupils living in an area of deprivation:</p> <ul style="list-style-type: none"> 73% at expected level for Reading 67% at expected level for Writing 79% at expected level for Listening & Talking 73% at expected level for Numeracy

Overarching Themes for Improvement 2017-2020

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

Early Learning and
Childcare 1140 Hours
Expansion

Inclusion

Success and
achievement -ensuring
the best possible
outcomes for all

Leadership and
management of change
and improvement

Workforce
Development

Curriculum pathways
and pgression 3 -18

Quality Assurance and
Moderation

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

Data Rich - Data
Literate

Perfomance
information

FVWL Improvement
Collaborative: using
talent -building
capacity

Tackling Bureaucracy

Cluster collaboration
for improvement

Assesing children's and
young people's
progress

Digital Literacy

Research and evidence
informed change

Wider achievement -
equity of opprtunity
and participation

Council of the Future














Parental Engagement
and Contibution


High quality learning
and teaching

Progress Session 2018-2019

Raising Attainment and Achievement 2018 - 2019











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

Priorities	Expected Outcome by August 2019	Progress Rating
<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. 	 
<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. 	  
<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. 	   
<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. 	  
<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. 	

<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). 	
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Wellbeing, Equality and Inclusion 2018 - 2019









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	Progress Rating
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. 	      
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 Provides robust evidence for Placement Change Panel and Exceptional Needs decisions. 	  

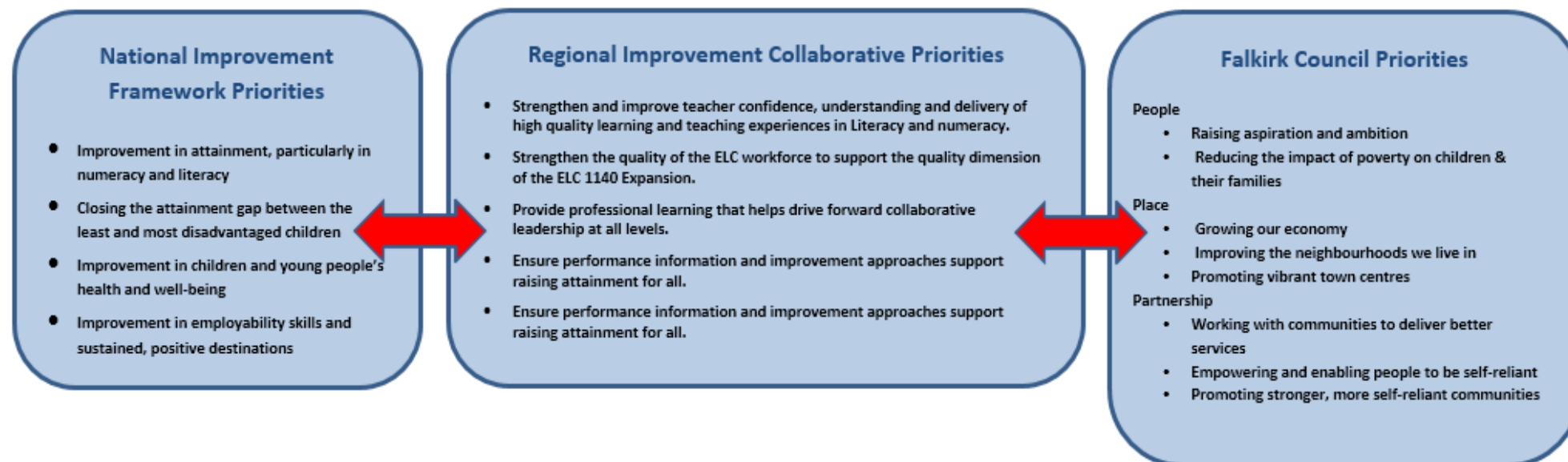
<p>Increase the opportunities for children to be Educated Closer to Home resulting in improved outcomes.</p>	<p>Children will be educated in their own communities by;</p> <ul style="list-style-type: none"> • continual review of current provision within schools to meet the needs of all children. • self-evaluating 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>Increase participation in education and promote equality for our most vulnerable children and their families.</p>	<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>Provide support for schools and nurseries on key areas of their Health and Wellbeing provision</p>	<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> <ul style="list-style-type: none"> • Improved understanding of how to approach areas of Health and Wellbeing 	

	<ul style="list-style-type: none"> 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 2018 - 2019		
Improve attainment and positive destinations for Falkirk's young people:		
Priorities	Expected Outcome by August 2019	Progress Rating
<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 	
<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 	
<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 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 and employment Pilot virtual learning opportunities for a selected subject/s 	    
<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 Apprenticeship interviews to Forth Valley College Courses Schools are flexible in their planning of the senior phase to ensure accessibility to the Foundation Apprenticeship offer 	  

Improvement Priorities 2019-2020



Raising Attainment & Achievement

Raise attainment for every child and young person and enable them to make excellent progress through their learning journey 3–18yrs.

- Major focus on tracking, monitoring and moderation of professional judgements of CFE, BGE
- BGE and Senior Phase 2023 Development work
- Develop strategic action plan for Parental Involvement & Engagement Strategy including review of current processes for reporting to parents
- Focus on improving attendance, reducing absence; refine data and identify high level messages

Wellbeing, Equality & Inclusion

Improve processes to support attainment and positive destinations for Falkirk's vulnerable children and young people.

- Major Focus on staff training and development to improve support for children and young people with SEBN
- Consistent use of the ASN & Staged intervention process & support for schools to embed this
- Unify HWB policy and practice
- Create a toolkit for self-evaluation based on HGIOURS
- Develop and embed digital skills that support inclusion

Skills & Attributes Development

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

- Major focus on skills development and increasing opportunities for learners to develop knowledge and skills in STEM subjects 3 -18
- Continue to develop the alignment and blending of the DYW & STEM strategies (KPIs: Teacher confidence & Competence, Inspiration, Excellence, Equity, Connectedness)
- Create a collection of professional development tools/experiences to support practitioners with STEM

Priority Outcomes 2019-2020

Raising Attainment & Achievement

Raise attainment for every child and young person and enable them to make excellent progress through their learning journey 3–18yrs.

Priority	Expected Outcome by August 2020	Responsibility/Lead Officer
<ul style="list-style-type: none"> Major focus on tracking, monitoring and moderation of professional judgements of CFE, BGE 	<ul style="list-style-type: none"> All school have access to a Service and School Improvement template for tracking and monitoring progress over time for all pupils from early learning until S3 Positive practice and recommendations for improvement from the Service and School Improvement Team's Thematic review of Moderation, Term 3 2019 -2020 will be shared with all schools. The SSI thematic review of the expenditure and impact of Pupil Equity Funding on improving outcomes for children and young people provides examples of effective, research based practice for scaling up and areas for improvement. Scrutiny of Teacher Judgement Survey data from 2015 to 2019 enables evaluation of shifts and trends at between the reported stages, P1 –P4, P4 -P7 and P7-3. This information is used to support and challenge schools proportionately. 	Performance Officer FVWLRIC Data Coach Team Managers
<ul style="list-style-type: none"> Initiate the Council of the Future, Service of the Future/ Transformational Enablers Projects for: <ul style="list-style-type: none"> Broad General Education (BGE) 2023 Senior Phase 2023 	<ul style="list-style-type: none"> All primary and secondary Headteachers will have contributed to the work to consider the potential to transform primary and secondary education provision. The two project leads for both work streams will ensure a direct correlation with the Scottish Government/ Education Scotland's expectations and recommendations from the "Towards and Empowered System" documents. All school staff teams understand the direct link between their school improvement plans. The FC Business Plan 2019 -2024 and the FC Strategic Outcomes and Local Delivery Plan 2016 - 2020 	Senior Phase Project lead BGE/ Primary Project Lead Service and School Improvement Team All Headteachers
<ul style="list-style-type: none"> Develop strategic action plan for Parental Involvement and Engagement Strategy including review of current processes for reporting to parents 	<ul style="list-style-type: none"> Our partnership with the FVWLRIC lead for Parental Engagement ensures that Falkirk Council's review of the existing Parental Engagement Strategy aligns to the Learning Together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021 Processes for reporting to parents are reviewed as part of the Council of the Future Development projects to provide more frequent and relevant information to parents about children and young people's progress, attainment and achievement. The key messages from the May 2019 national Parental Engagement Survey will provide valuable data to inform our development of parental engagement and family learning. 	FVWLRIC Lead Officer, Parental Engagement Communications Officer Policy Officer
<ul style="list-style-type: none"> Focus on improving attendance, reducing absence; refine data and identify high level messages 	<ul style="list-style-type: none"> Existing monthly reporting on attendance will be further developed to focus on absence related impact on attainment and achievement statistically. The sharing of effective practice in improving attendance and reducing absence ensures that all schools are clear of Service expectations regards communications to families and to pupils. 	Performance Officer Data Coach Team Manager(s)

Priority Outcomes 2019-2020

Skills & Attributes Development Improve attainment and positive destinations for Falkirk's young people.		
Priority	Expected Outcome by August 2020	Responsibility/Lead Officer
<ul style="list-style-type: none"> Major focus on skills development and increasing opportunities for learners to develop knowledge and skills in STEM subjects 3 -18 	<ul style="list-style-type: none"> All Headteachers and senior leaders will have had the opportunity to attend a STEM symposium which will ensure they have an understanding of STEM as a national Priority and the expectations of the local authority. ELCs and schools. The seconded post of RAiSE officer ensures that we have a strategic lead with national connections to support and develop learning and teaching in primary schools. 	SSI Team Manager RAiSE Officer
<ul style="list-style-type: none"> Continue to develop the alignment and blending of the DYW & STEM strategies (KPIs: Teacher confidence & Competence, Inspiration, Excellence, Equity, Connectedness) 	<ul style="list-style-type: none"> Our intelligence of sector growth and demand forecasts, pace of technological change and Workforce Demographics ensures that our curriculum offer aligns to the key performance indicators of the National Stem Strategy for Scotland. Partnership work with our FVWLRIC Education Scotland link officer ensures our support for schools to improve STEM learning and teaching approaches Learning and teaching in STEM equips our children and young people with the skills and attributes that they need to enter employment now and in the future. Our schools have embraced opportunities for young people to become STEM leaders and engage in the Scottish Government Young STEM Leaders Programme 	SSI Team Manager Education Scotland FVWLRIC STEM Link Officer RAiSE Officer FVWLRIC Gender Balance and Equalities Link Officer
<ul style="list-style-type: none"> Create a collection of professional development tools/experiences to support practitioners with STEM 	<ul style="list-style-type: none"> Our partnership and collaboration with Forth Valley College, the FVWLRIC literacy and numeracy Academy CLPL programmes and between schools provides a variety of professional learning and development which reinforces the connectedness of STEM across the curriculum. Training and development generates an interest and enthusiasm for teaching and learning in STEM subjects 3- 18 for staff, children and young people 	SSI Team Manager Education Scotland FVWLRIC STEM Link Officer RAiSE Officer

Priority Outcomes 2019-2020

Wellbeing, Equality & Inclusion

Improve processes to support attainment and positive destinations for Falkirk's vulnerable children and young people

Priority	Expected Outcome by August 2020	Responsibility/Lead Officer
<ul style="list-style-type: none"> Major Focus on staff training and development to improve support for children and young people with SEBN 	<ul style="list-style-type: none"> Inclusion and Wellbeing Service (IWS) has increased its capacity through outreach support to provide consultation and support to schools for children and young people. The effective practice of the IWS, from the extensive Family Programme offered to pupils and parents is shared across all schools and supported by relevant training. The IWS 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 (SEBN) supports schools to reduce exclusions, part time timetables and to increase attendance and engagement . 	IWS ASN Service Manager/ Officers SS Team Manager
<ul style="list-style-type: none"> Consistent use of the ASN & Staged intervention process & support for schools to embed this 	<ul style="list-style-type: none"> The recently revised Staged intervention Process is used effectively by all schools and ELCs and has improved: <ul style="list-style-type: none"> practitioner understanding of staged intervention processes and procedures; multi agency working; establishment based assessment and interventions; and appropriate and relevant referrals/ applications for support. 	Headteachers ASN Team SSI Team Managers
<ul style="list-style-type: none"> Unify Health and wellbeing (HWB) policy and practice 	<ul style="list-style-type: none"> Our curriculum support and professional learning and development will be designed to align with the recommendations from the Scottish Government Review of Personal and social Education and the key messages from the 2019 National Health and Wellbeing Census. Collated data from SSI school reviews and HMI inspections is used to analyse performance evaluations of our ELCs and schools of Q1 3.1: Ensuring wellbeing, equality and inclusion to target support and design curriculum and staff development. 	Curriculum Support Officer, Health and Wellbeing
<ul style="list-style-type: none"> Create a toolkit for self-evaluation based on HGIOURS 	<ul style="list-style-type: none"> Resources and guidance to support the use of How Good is OUR school Parts 1 and 2 developed by the short-life working group of P5 –S2 pupils and staff ensures this resource is integral to pupil participation in self-evaluation in all schools. 	Curriculum Support Team SSI Assessment Coordinator
<ul style="list-style-type: none"> Develop and embed digital skills that support inclusion 	<ul style="list-style-type: none"> Senior leaders and practitioners will know how and be expected access the Education Scotland Inclusive Education online module. ELC and schools access a range of support resources from a central online source linked directly to the Service and School Improvement Hub. Curriculum support officer ICT, practitioners and pupil digital leaders continue to engage with and increase the number of schools achieving the Digital Schools Awards 	ASN Team Managers Curriculum Support Officer, ICT

Operational Actions 2019-2020

Raising Attainment & Achievement	Wellbeing, Equality & Inclusion	Skills & Attributes Development
<p>SSI Support, Challenge and Partnership</p> <ul style="list-style-type: none"> Collaborate & use strengths/expertise of SSI Team Build genuine pupil voice into processes Improve communication; clear processes; joined up working & thinking; update distribution lists; clarify protocols re emailing of staff Support further cluster working/twinning/networks Support collaboration and partnerships Monitor communications to schools/HTs to not over burden schools with information etc. Update policies/guidance and make them as accessible as possible (School Improvement HUB) 	<p>SSI Support, Challenge and Partnership</p> <ul style="list-style-type: none"> Emphasise importance of acting on tasks with legislative deadlines Professional update/ERD – reduce bureaucracy through re-validation Support practitioners with the knowledge and implementation of systems leadership Continue to deliver and facilitate CLPL opportunities Provide as much notice as possible for any forthcoming events Provide CLPL opportunities/information sessions following parental engagement events etc. 	<p>SSI Support, Challenge and Partnership</p> <ul style="list-style-type: none"> Define clear goals that we are all working towards Clarity of expectations around data HTs lead on improvement sessions Stop duplicating what we do Update policies; streamline and standardise processes Support & encourage colleagues to make use of digital platform (Microsoft TEAMS in GLOW) to collaborate, communicate & share resources/ideas Support & encourage colleagues to make use of blogs & Twitter to encourage and celebrate work etc.
<p>Improvement Actions and Development work</p> <ul style="list-style-type: none"> Create, foster and/or facilitate opportunities for collaborative working through local & national offers, partnerships & RIC offers to develop and support learning & teaching, teacher leadership, teacher agency and professionalism Create collections of professional development tools/experiences (online and/or live) which support practitioners and establishments with learning & teaching, curriculum design, assessment & moderation, self-evaluation, digital literacy and digital technologies Establish professional learning network for Learning for Sustainability Specific numeracy pedagogy implemented wider across clusters or all establishments (number talks and rekenrek/manipulative intervention strategy in P2) Create communities of readers in all establishments Develop and implement TLC model with probationers for Afl 	<p>Improvement Actions and Development work</p> <ul style="list-style-type: none"> Develop and embed Borrowbox for reluctant readers Implement STEM and DYW family sessions/e-updates/parent forums. Implementation of a targeted programme of Outdoor Learning support including Community Trust Collaboration/Partnerships Involve RIC & utilise programmes to support practitioner pedagogy Prioritise update of key policies including guidance for parent councils & PTAs Develop and implement quality assurance and evaluation procedures for key policies 	<p>Improvement Actions and Development work</p> <ul style="list-style-type: none"> Develop and implement a consistent approach in Early Years to outdoor learning and play Develop the range of resources in library resource services to support practitioners with the learning and teaching of STEM Coordinate and arrange CLPL opportunities for relevant staff on parental engagement (e.g. learning at home, family learning) Organise information sessions/training for parents with external organisations (e.g. Education Scotland, Connect) and evaluate the impact and interest Develop and implement CLPL input around STEM for probationers Audit, track and evaluate interventions (PEF or otherwise) which target SIMD 1 or 2 numeracy with a short & long term lens on improving the number of S4 leavers SIMD 1 or 2 with numeracy at level 5 or above