



From mountain to sea

# Education & Children's Services

## National Improvement Framework Report 2017-18



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## Introduction

The National Improvement Framework (NIF) is a statutory requirement to plan for improvement in the four national priority areas of:

- Improvement in Attainment (particularly literacy & numeracy);
- Closing the Gap between the Least and Most Disadvantaged Children;
- 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.

It is the requirement of each local authority to produce an annual plan and now a report reflecting on the previous year.

This report gives an overview of the work that has progressed over 2017/18 in the first year of the NIF. It does not report on other plans such as the Children's Services Plan. A number of aspects of work across Education and Children's Services (ECS) nevertheless are influential in the NIF Plan.

It is important to make clear that this report reflects on the first year of the NIF Plan. As such, it is not possible to include meaningfully comparative data, but it is the intention in future years' reports to build up a picture which has resulted from our NIF work.

Making improvements for our children and young people is, of course, a central focus and the hard work of all our staff, partners, parents and communities make a significant difference.

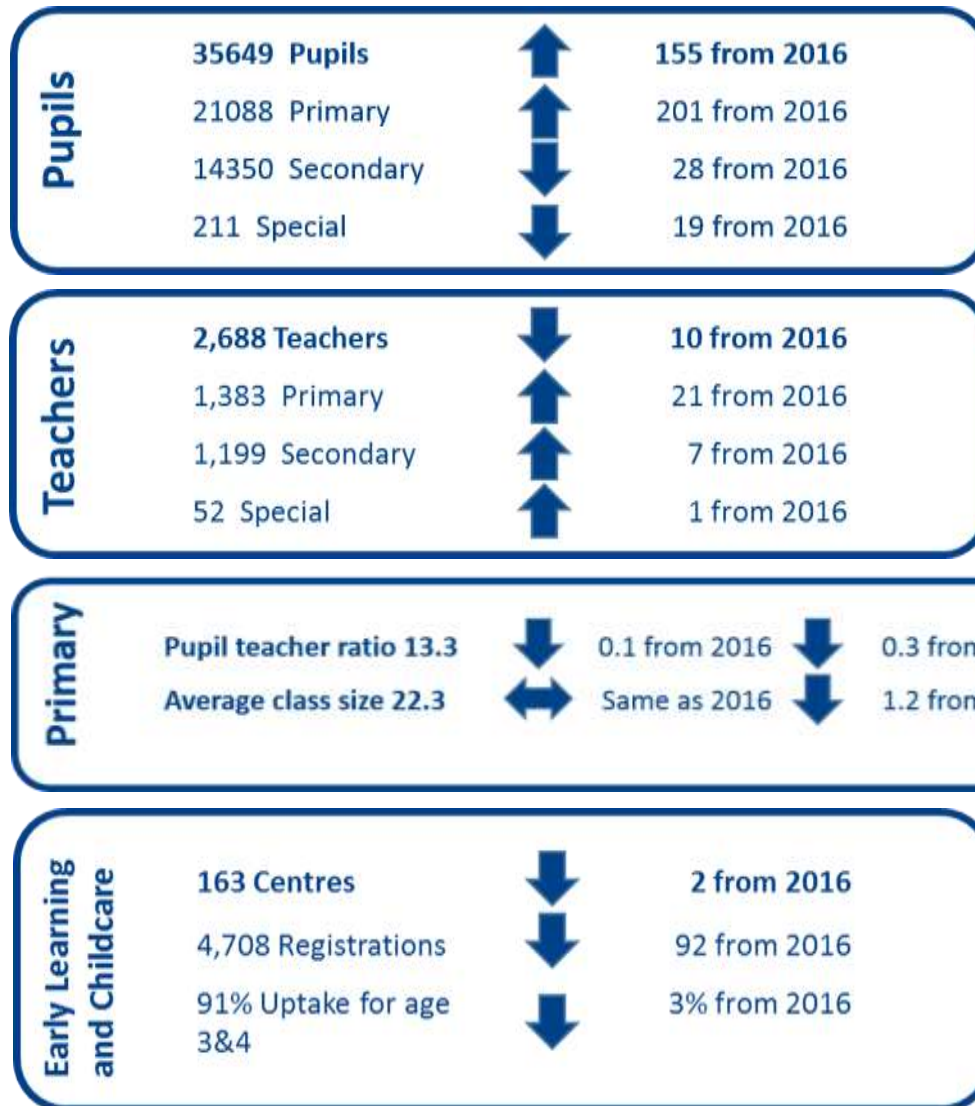
This report will be submitted to Scottish Ministers as required along with the 2018/19 NIF Plan identifying key areas of progress for the coming year.

**August 2018**

# Infographics

The following infographics contain some key information/data which relates to the drivers for improvement in the NIF.

## Context



Pupil Teacher Ratio  
(Primary) 13.3



Average Class Size  
(Primary) 22.3

Total teacher FTE has gone down in 2017. This is due to changes in Early Learning and Childcare and centrally deployed staff.



95% Attendance in  
2016/17



23.8  
exclusions  
per 1000  
pupils in  
2016/17

100% of eligible 2, 3 and 4 year olds were offered their free Early Learning and Childcare entitlement.

# Primary and Secondary Achievement in Literacy and Numeracy

## English Reading



## English Writing



## English Listening and Talking

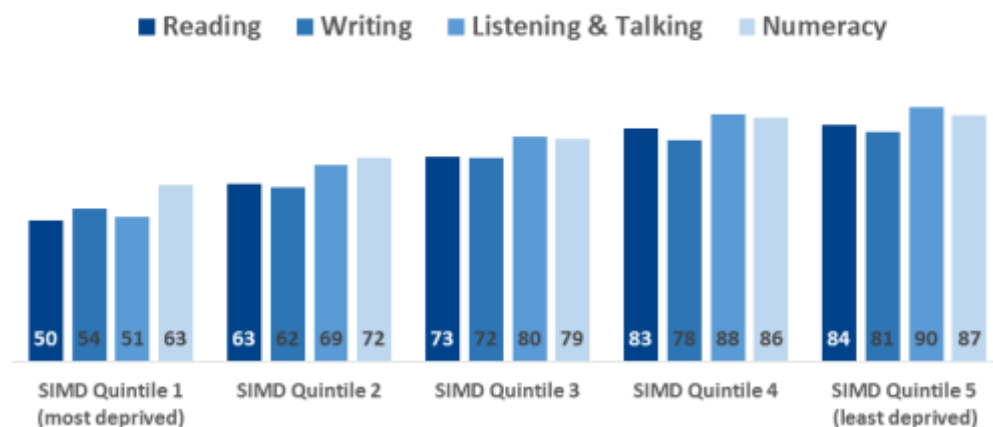


## Numeracy

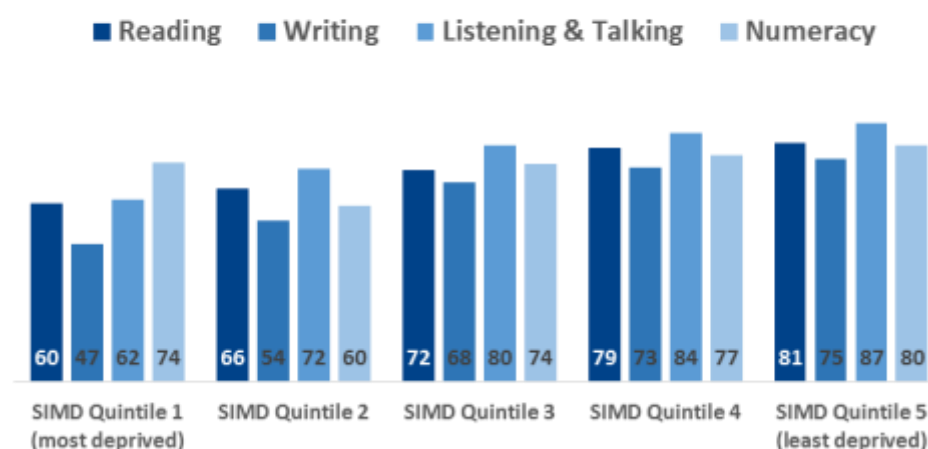




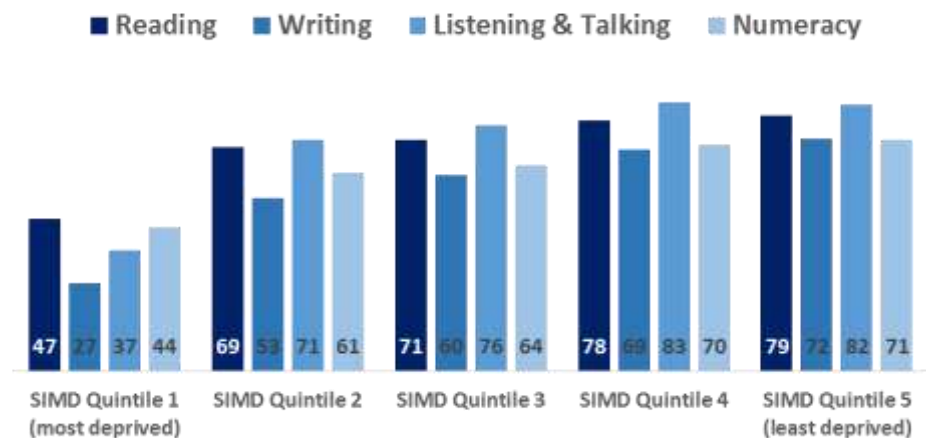
Percentage of P1 Pupils Achieving CfE Early Level by SIMD Quintile 2016/17



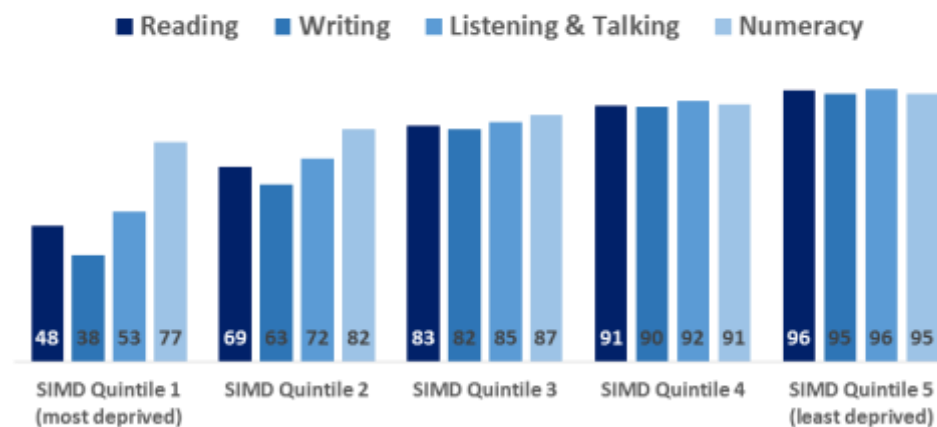
Percentage of P4 Pupils Achieving CfE First Level by SIMD Quintile 2016/17



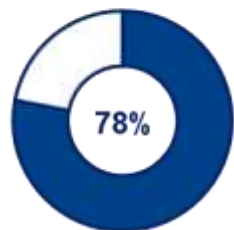
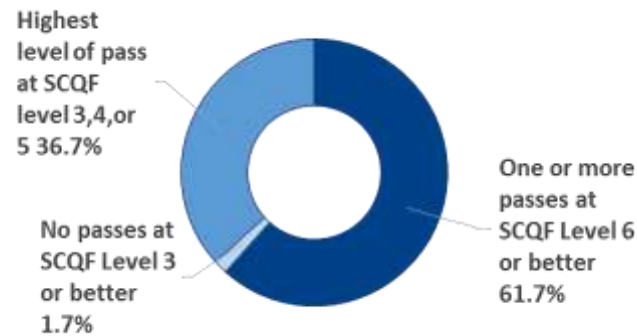
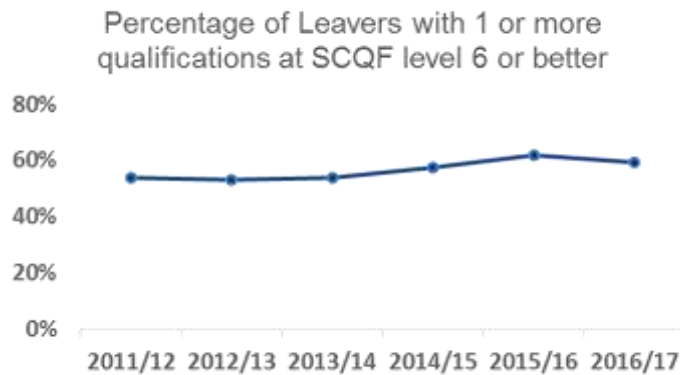
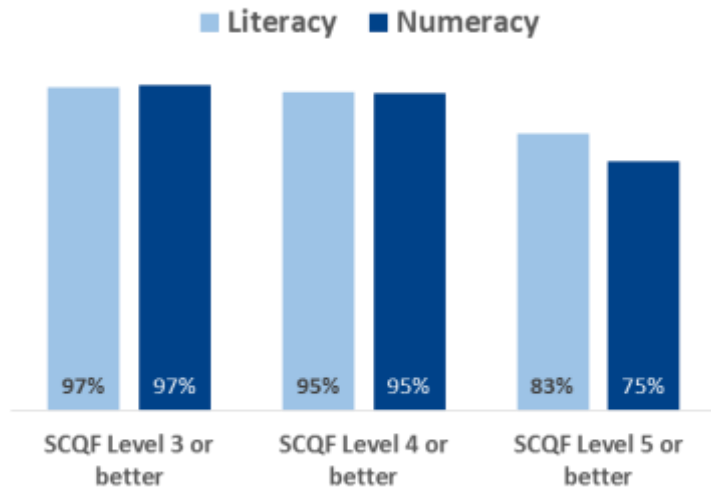
Percentage of P7 Pupils Achieving CfE Second Level by SIMD Quintile 2016/17



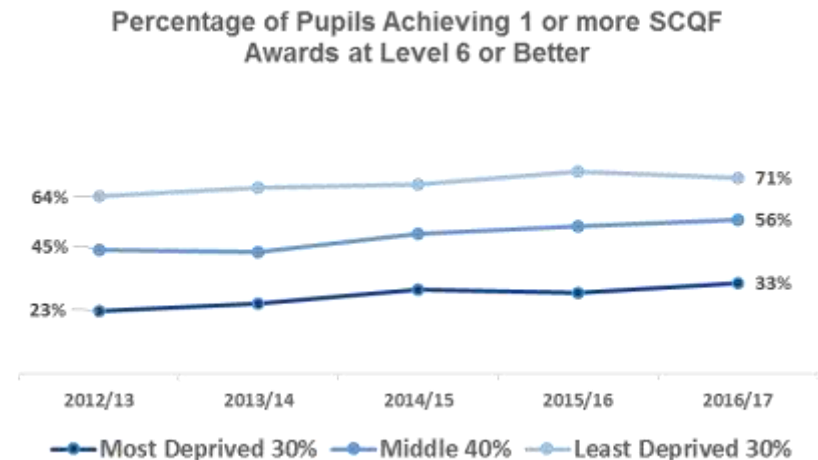
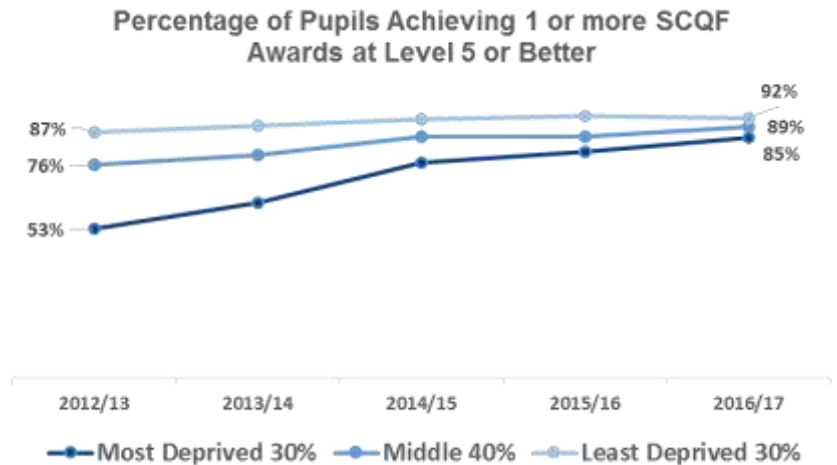
Percentage of S3 Pupils Achieving CfE 3rd or 4th Level by SIMD Quintile 2016/17



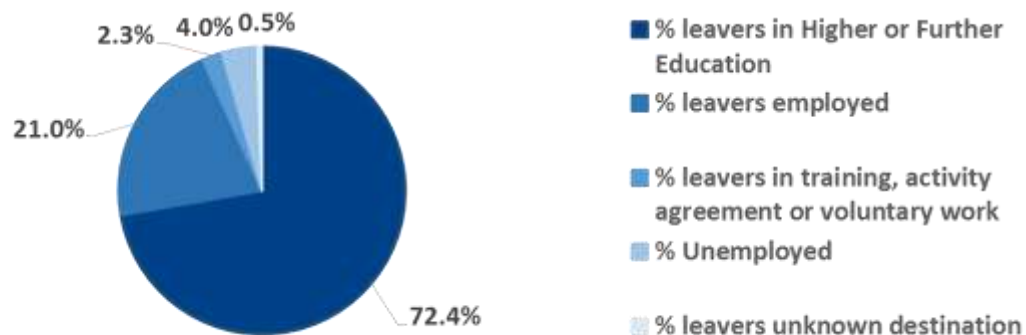
# Senior Phase Qualifications



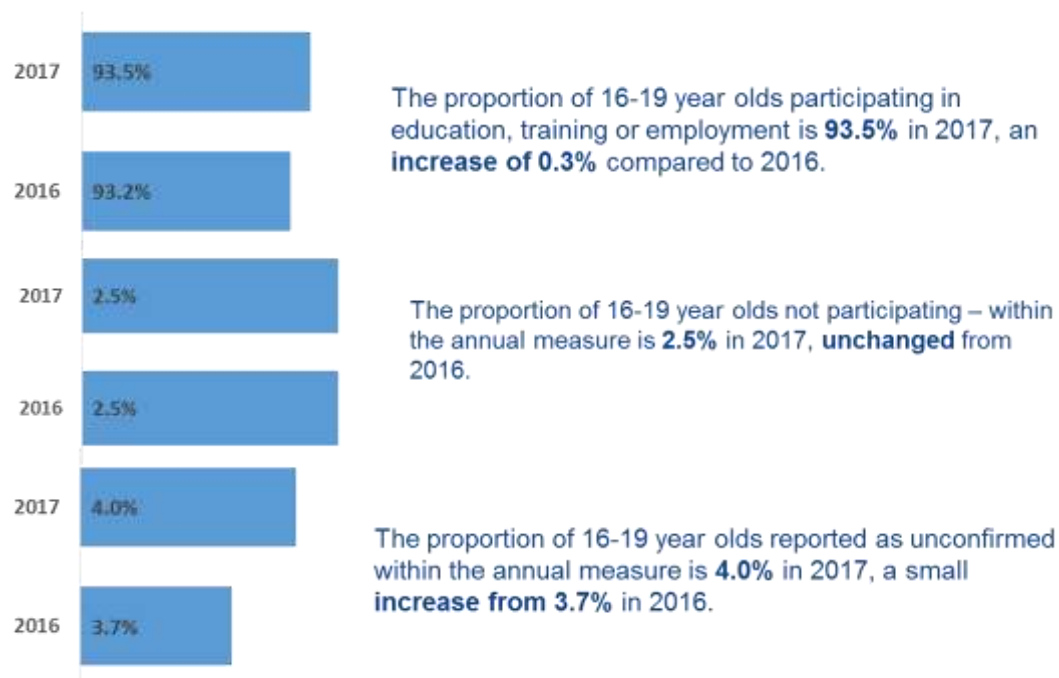
of the 41 looked after school leavers gained one or more qualifications at SCQF Level 4 or better in 2016/17 which was a decrease from 85% (of 27 looked after school leavers) in 2015/16.



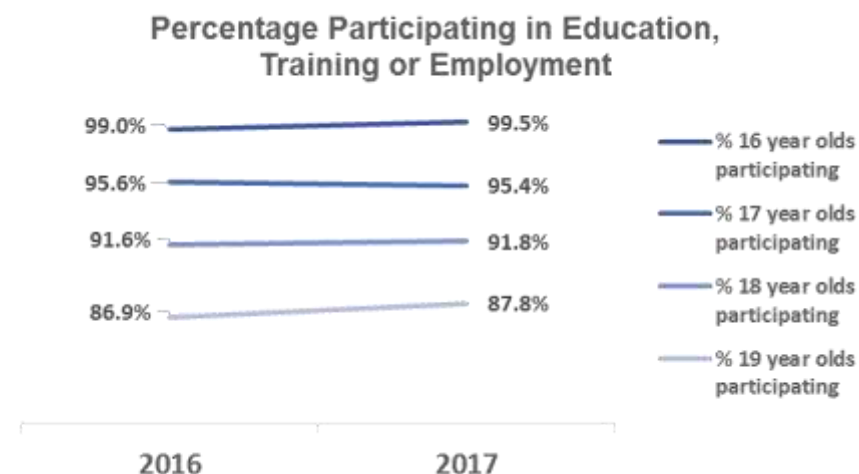
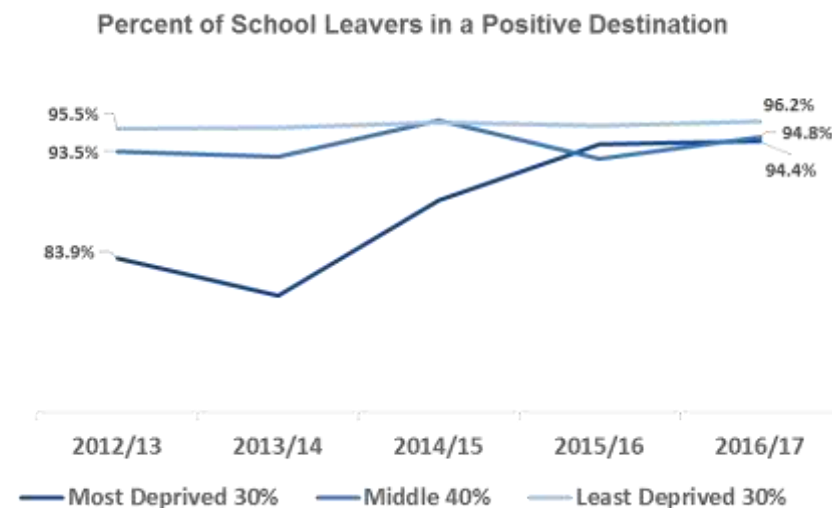
## School Leaver Destinations



## Participation Measure



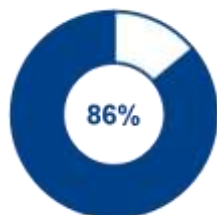
## Evidence on the Gap



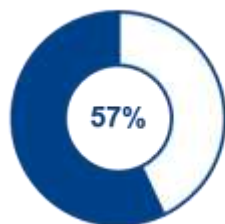
*Aberdeenshire has **much higher than average** levels of youth employment for 16-19 year olds, and 20-24 year olds than the national average.*



# Education Scotland Inspections



of the 7 schools across primary, secondary and special provision inspected during session 2016/17, were evaluated as **satisfactory or better** on 'learning, teaching and assessment'.



of the 7 schools across primary, secondary and special provision inspected during session 2016/17, were evaluated as **satisfactory or better** on 'raising attainment and achievement'.

## Pupil Pre-inspection Questionnaire



of the total respondents during session 2016/17 agreed that the school **listens to their views** and takes them into account, compared with 66% nationally.



of the total primary age respondents during session 2016/17 agreed that they feel comfortable approaching staff with **questions and suggestions**, compared with 76% nationally.

## Parental Engagement Satisfaction with schools



of adults who have used schools were **very or fairly satisfied** with the quality of local schools in 2016, compared with 88% nationally.

## Physical Health



98%

of schools (99% of primary and 94% of secondary schools) met the target level of PE provision in 2017, slightly more than 2016.

## School Meals



31.7% of pupils registered for free school meals  
78.4% registered, present and taking a free meal  
60.3% of all pupils present taking a meal



of the 172 schools across primary, secondary and special provision, for which LA information was provided during session 2016/17, were evaluated as **satisfactory or better** on '**ensuring wellbeing, equality and inclusion**', compared with 91% nationally.

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*Supporting attainment and achievement of care experienced children and young people has been an integral part of progress made in our NIF Plan and reflected in the annual reporting on Corporate Parenting 'Achieving' Aims 3.1-3.8 of Aberdeenshire's Children's Services Plan.*

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## NIF THEME 1 – IMPROVEMENT IN ATTAINMENT (PARTICULARLY LITERACY & NUMERACY)

ACTION	PROGRESS
<ul style="list-style-type: none"> <li>Development and launch of <i>Raising Attainment in Numeracy in Aberdeenshire</i> website and related support sessions/materials.</li> </ul>	<ul style="list-style-type: none"> <li>An online resource to support career-long professional learning for Aberdeenshire's teachers and practitioners is in development as part of the Bennachie Campus project. This resource includes a range of training materials, resources and advice to raise attainment in literacy and numeracy in our schools and centres. As part of this package, schools will be provided with guidance and exemplification of raising attainment in literacy and numeracy strategy documents to facilitate the setting of a three-year strategy at an establishment level.</li> </ul>
<ul style="list-style-type: none"> <li>Develop policy/practice framework for dyslexia to improve attainment in literacy, through strengthening the universal, targeted and specialist offer.</li> </ul>	<ul style="list-style-type: none"> <li>Early Identification and Assessment Guidance has been produced by the Dyslexia Working Group and piloted in 5 clusters. In-service training has been delivered by members of the working groups to PSAs and ASL teachers. External consultant provided in-service training at cluster level. Information on the ASN website and training resources on ALDO are currently being updated with links to relevant websites.</li> <li>Final materials to be shared with schools in 2018/19.</li> </ul>
<ul style="list-style-type: none"> <li>Further engagement in the Northern Alliance's Emerging Literacy Project – Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>In year 2 of the project, 74 primary schools and 1 special school engaged in using the Emerging Literacy approach across Aberdeenshire. 17 of these schools were supported directly by the Northern Alliance Lead Officer, with the remainder being supported at a local level by Bennachie Campus's DHT and a Principal Speech and Language Therapist. Feedback from schools is highly positive with staff reporting an increase in confidence and knowledge in the teaching of early literacy skills as well as their ability to share this with parents. Each school has undertaken a self-evaluation exercise to identify progress in the use of emerging literacy approaches at a whole-school level (including parental engagement). Information from this exercise will be used to inform support (including targeted support) and planning for next session.</li> </ul>
<ul style="list-style-type: none"> <li>Continued roll out emergent literacy project.</li> </ul>	<ul style="list-style-type: none"> <li>Emerging literacy training programme for Early Years practitioners during session 18/19 is in place.</li> </ul>
<ul style="list-style-type: none"> <li>Implement the refreshed ECS Literacy Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Working Group established – this is a sub-group of the Aberdeenshire Learning Community Partnership.</li> <li>Preparatory work undertaken to support development of the Literacy Strategy for Aberdeenshire – including survey of other Literacy Strategies.</li> <li>Discussion undertaken with all six Area Committees to inform Literacy Strategy development.</li> </ul>
<ul style="list-style-type: none"> <li>Implement Aberdeenshire's Scots Language Guidelines in Aberdeenshire schools.</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland Scots Language report and supporting resources have been disseminated to schools.</li> <li>Successful development and launch of the North East Scots Language Board in partnership with amongst others Aberdeen University and RGU (see link below). <a href="https://www.abdn.ac.uk/elphinstone/resources/northeast-scots-language-board.php">https://www.abdn.ac.uk/elphinstone/resources/northeast-scots-language-board.php</a></li> </ul>

ACTION	PROGRESS
<ul style="list-style-type: none"> <li>Continued implementation of 1+2 Programme; including CLPL programme, Ambassador training and 6 week language course.</li> </ul>	<ul style="list-style-type: none"> <li>CLPL offer has been maintained throughout session 2017-18. Cohort completed OU course and new cohort for session 2018-19 identified.</li> <li>In-house online course is in development to ensure a sustainable approach to CLPL in coming sessions for primary practitioners. Secondary specialist teachers are taking a leading role in the creation and content of this resource. Upskilling classes have strengthened partnerships between primary and secondary and will continue where appropriate.</li> <li>Almost all schools are implementing Level 2 in line with the authority implementation plan and the majority are engaged with planning for Level 3. Targeted support will be offered as required.</li> <li>Level 3 development has included the creation of: <ul style="list-style-type: none"> <li>A Guidance Document for School leaders and Practitioners to support implementation at establishment level;</li> <li>Resource packs/boxes for Gaelic, Spanish and Mandarin;</li> <li>Pilot Project for Japanese;</li> <li>Pilot online courses using 'PowerLanguage Schools' resource.</li> </ul> </li> <li>Links to the well-developed 1+2 GLOW site are included in the Bennachie platform. Further links will be established before the end of session 2017-18.</li> <li>Feedback from practitioners indicates greater engagement as a result of increased confidence and improved language skills.</li> <li>Family engagement and learning pilot in place in large primary school. Outcomes to be shared with Ambassadors.</li> <li>Northern Alliance collaboration has included the development of a moderation tool to support first level. This will be expanded to include further exemplification for practitioners for additional levels, including third Level BGE.</li> </ul>
<ul style="list-style-type: none"> <li>Establishment of Numeracy Federations engaging in professional enquiry projects relating to <i>Teaching for Mastery</i>.</li> </ul>	<ul style="list-style-type: none"> <li>The Mastery for Teaching in Numeracy and Mathematics project is based on evidence-based approaches to improving learning and teaching of numeracy and maths, avoiding a negative maths mind-set, improving teacher confidence in delivering maths in a primary setting and raising attainment. The Numeracy Group, led by Bennachie Campus, has established an in-depth training resource to be delivered across Aberdeenshire from session 2018/19. The delivery model (8 locations across Aberdeenshire) has been developed to ensure that teachers from all school can access training at a local venue. The option of on-line delivery is also being explored. This project has been extremely well received by both primary and secondary colleagues and plans for session 2018/19 include the development of support materials for secondary maths teachers. Feedback from those involved in project development is very positive, with many feeling that the suggested approaches are straightforward to implement and have made a positive impact on learning and teaching, including the attitudes of teachers and pupils towards numeracy and maths. This project is strengthened by a network of over 60 Numeracy Ambassadors who will support the project at a classroom, school, cluster or authority level, including by delivering the course (a blend of 7 face-to-face twilights and online sessions).</li> </ul>

ACTION	PROGRESS																												
<ul style="list-style-type: none"><li>Support practitioner enquiry in maths departments to promote a growth mind-set in pupils and staff.</li></ul>	<ul style="list-style-type: none"><li>Resources made available to all maths departments and shared nationally on the National Improvement Hub</li><li>Ongoing evaluations include focus group of secondary pupils to evaluate impact of project.</li><li>Ongoing support of practitioner enquiry and development of growth mind-set in individual departments as more schools become involved.</li><li>Participation in Northern Alliance numeracy project strategy meetings to share work done.</li></ul>																												
<ul style="list-style-type: none"><li>Participation in Northern Alliance numeracy project –SEAL (Stages of Early Arithmetical Learning).</li></ul>	<ul style="list-style-type: none"><li>Aberdeenshire has had a very active role in the Northern Alliance’s Numeracy Project. This has included leading on the development of learning progressions for numeracy and maths. The focus of the project is ‘Hard to Teach/Hard to Learn’ and aims to raise attainment by supporting teachers to have a greater understanding of how to support pupils who are experiencing difficulties, or ‘blocks’, in their learning. Aberdeenshire identified 9 schools to participate. The project will continue in session 2018/19 and will include a review of approaches being explored/promoted in Northern Alliance authorities, with the aim of identifying those with greatest impact on raising attainment.</li></ul>																												
<ul style="list-style-type: none"><li>Performance reviews in schools to set targets for Literacy &amp; Numeracy.</li></ul>	<ul style="list-style-type: none"><li>Insight data conversations across all Academies.</li><li>Cluster leads have received Insight training from Gordon Lennon.</li><li>Lead QIO has further developed the Authority offer of Tracking and Monitoring and training to HTs is continuing this session using the Area Days, cluster meetings, individual school visits.</li><li>Schools use/implementation of PEF monies are part of these discussions.</li><li>Clusters have all held cross sector attainment meetings. These meetings have improved moderation around attainment and understanding of practice across each school in the cluster.</li><li>QAMSOs continue to engage with clusters to develop moderated activity around attainment.</li><li>Clusters have had detailed moderated conversations looking at QIs 1.3 and 2.3.</li><li>Area Days had a clear focus on QI 1.1 as a means to support leadership and learning, teaching and assessment.</li><li>Approaches to validated self-evaluation continue to be developed with schools.</li></ul> <p><b>Reading</b></p> <table><tr><th></th><th>2017 Figures</th><th>Target</th><th>Actual 2018</th></tr><tr><td>P1</td><td>79.0%</td><td>83.0%</td><td>81.4%</td></tr><tr><td>P4</td><td>75.4%</td><td>77.0%</td><td>74.7%</td></tr><tr><td>P7</td><td>74.5%</td><td>78.5%</td><td>78.4%</td></tr><tr><td>S3</td><td>87.0%</td><td>88.0%</td><td>85.6%</td></tr></table> <p><b>Writing</b></p> <table><tr><th></th><th>2017 Figures</th><th>Target</th><th>Actual 2018</th></tr><tr><td>P1</td><td>76.6%</td><td>80.0%</td><td>76.9%</td></tr></table>		2017 Figures	Target	Actual 2018	P1	79.0%	83.0%	81.4%	P4	75.4%	77.0%	74.7%	P7	74.5%	78.5%	78.4%	S3	87.0%	88.0%	85.6%		2017 Figures	Target	Actual 2018	P1	76.6%	80.0%	76.9%
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ACTION	PROGRESS			
	P4	69.7%	71.0%	68.9%
	P7	65.5%	70.0%	71.3%
	S3	85.6%	87.0%	85.3%
	<b>Listening/Talking</b>			
		<b>2017 Figures</b>	<b>Target</b>	<b>Actual 2018</b>
	P1	85.1%	88.0%	87.4%
	P4	82.7%	86.0%	83.2%
	P7	79.2%	83.0%	83.8%
	S3	88.6%	90.0%	85.4%
	<b>Numeracy</b>			
		<b>2017 Figures</b>	<b>Target</b>	<b>Actual 2018</b>
	P1	83.3%	86.0%	85.8%
	P4	74.6%	79.0%	72.7%
	P7	67.6%	70.0%	76.3%
	S3	90.8%	92.0%	90.8%
<ul style="list-style-type: none"><li>Complete review and update of <i>Aberdeenshire Curriculum Progression Framework – Numeracy and Mathematics</i> and <i>Literacy and English Language</i>.</li></ul>	<ul style="list-style-type: none"><li>On behalf of the Northern Alliance, Aberdeenshire led on the development of Numeracy and Mathematics Learning Progressions. The content in existing learning progressions developed by three Northern Alliance authorities; Aberdeen City, Aberdeenshire and Highland Councils was reviewed and moderated, identifying the strengths from each. The result of this process, undertaken with colleagues representing some of the other Northern Alliance authorities and class-based practitioners from Aberdeenshire, is a combined version covering Early – Third levels. The review of Aberdeenshire’s literacy learning progressions includes representatives from Early, Primary, and Secondary sectors. A wider consultation on practitioners’ views on the literacy progressions and proposed changes has been carried out as part of the Aberdeenshire Emerging Literacy twilight sessions. The updated learning progression is anticipated by December 2018.</li></ul>			
<ul style="list-style-type: none"><li>Continue to develop new and innovative approaches to curriculum development.</li></ul>	<ul style="list-style-type: none"><li>Bennachie Campus, Aberdeenshire’s Local Improvement Collaborative, was established in January 2018 to encourage collaboration within and across establishments, further curriculum development, learning and teaching approaches and signpost, develop and deliver career-long professional learning resources. Its website, a key driver in supporting colleagues by providing a one-stop-shop for guidance and support, was launched in March 2018 and will be further developed as a response to engagement activity with colleagues. Bennachie Campus’s model is that collaboration with colleagues within and out-with our service is essential, including engaging with classroom and setting-based practitioners in the development of all projects. Ongoing project work includes Health and wellbeing, STEM, Numeracy and Maths, Literacy and 1+2.</li></ul>			

ACTION	PROGRESS
<ul style="list-style-type: none"> <li>• Collaboration through Northern Alliance agreed priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Early Years work streams have completed toolkits to support practitioners in developing quality in practice. Enabling Environments, QI Framework and Observational Overviews will be piloted in session 18/19.</li> </ul>
<ul style="list-style-type: none"> <li>• Further develop consistent high quality leadership and management.</li> </ul>	<ul style="list-style-type: none"> <li>• Northern Alliance Leadership Development Group established that includes HTs/QIOs and SCEL Fellows.</li> <li>• Included on RIC.</li> <li>• A range of leadership development opportunities developed internally as well as through external partnerships e.g. Scottish College for Educational Leadership (SCEL) and Tapestry.</li> </ul>
<ul style="list-style-type: none"> <li>• Further develop consistent high quality self-evaluation for self-improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Early Years self-evaluation tool being implemented in session 18/19.</li> <li>• Approaches to promoting a self-improving school system: within, between and across schools have been implemented.</li> <li>• Cluster capacity building programme focusing on cluster unpacking of core QIs, cluster attainment reviews and cluster review of PEF outcomes/impact has been implemented.</li> <li>• The first phase of improvement partnerships and VSE have been developed.</li> </ul>
<ul style="list-style-type: none"> <li>• Implement Parental Involvement Strategy.</li> <li>• Develop materials to support skills for learning at home.</li> <li>• Develop opportunities for Family Learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Big Conversation engagement undertaken and returns analysed to: inform amendment to Parental Engagement Strategy; support the creation of an Aberdeenshire Parent's Charter; feedback to Head Teachers/ Parent Councils/ Parents.</li> <li>• Parental Engagement Support Hub working with Community Learning and Development to develop training to support parents on: - Learning at Home; Home/School Partnerships; Parental Representation.</li> <li>• Revised constitution drafted for Parent Council use– to encourage engagement with wider parent forum.</li> <li>• Work underway through CLD Family Learning team on creation of Parental Voice Reference Group with representation from the six areas of Aberdeenshire.</li> <li>• The Home Learning working group have identified areas for development and also materials to support parents.</li> <li>• Research Café held for Early Years Team, facilitated by Education Scotland, to share research and resources on learning at home and family learning.</li> <li>• Good practice in family learning being gathered and shared through GLOW tile on Parental Engagement.</li> </ul>

ACTION	PROGRESS
<ul style="list-style-type: none"> <li>• Provide introduction to Hattie's visible learning research to all interested schools.</li> <li>• Practitioner enquiry to support visible learning approach &amp; improve learning.</li> <li>• Support schools to evaluate progress in academic work using existing data and effect size.</li> <li>• Develop a common language for learning across the school community with a focus on making learning skills and concepts visible, growth mind-set and developing metacognition.</li> </ul>	<ul style="list-style-type: none"> <li>• Materials to provide an introduction to Hattie's work are almost complete and will be uploaded to ALDO. Plan to offer a face to face introduction and support for schools to use as part of their raising attainment/closing the gap strategy.</li> <li>• Tools to gather evidence of progress for individuals and groups are being created and shared including effect size and use of standardised assessments.</li> <li>• Developing a common language for learning is central to the work schools are doing on Visible Learning. A flexible multi-level CLPL toolkit is being developed to build capacity with practitioners to understand the power of feedback and metacognition to compliment the work done on cognitive approaches in the early years.</li> <li>• Three practitioner enquiry sessions have supported staff to define their area for enquiry and how to gather data to evaluate impact. Final session was used to evaluate impact and use resulting information to further plan as appropriate. Participating schools completed a brief summary of their enquiry area.</li> </ul>

## NIF THEME 2 – CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

ACTION	PROGRESS
<ul style="list-style-type: none"> <li>• Pupil Equity Fund (PEF) to support improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Head Teachers are implementing their project bids</li> <li>• Cluster leads have supported HTs through Cluster meetings</li> <li>• QIM Primary supporting through PHTC</li> <li>• Updated guidance issued to all HTs.</li> <li>• Clear guidance given to all HTs on use of PEF and support available from SSSCs and BSOs.</li> <li>• SSSCs and BSOs engaging with clusters to support finance and procurement activity.</li> <li>• Monitoring of impact of PEF funding done on a school and cluster basis.</li> <li>• Updated plans developed for 2018/19 PEF money.</li> </ul>
<ul style="list-style-type: none"> <li>• Deliver service design and development to strengthen (ASN) targeted and specialist offer to ensure children and young people get the right support, in the right place, at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing school-level capacity building to individual Enhanced Provision Centres (EPC) and Community Resource Hubs (CRH) through specialist provider support.</li> <li>• Ongoing building capacity of Local Management Groups and EPC/CRH forums to strengthen relationships and processes, and ensure efficient and equitable local resource deployment.</li> <li>• Ongoing development of Learning Pathways Plus framework including services and legal framework.</li> </ul>
<ul style="list-style-type: none"> <li>• Strengthen local management/governance of (ASN) resources to ensure creativity and innovation in meeting needs/closing the gap</li> </ul>	<ul style="list-style-type: none"> <li>• Initial scoping and consultation of pilot project to bundle and devolve central ASN resources to LMG.</li> <li>• Pathfinder clusters identified and involved in planning and preparation.</li> <li>• Operational model co-produced through series of workshops and ASN resources to be devolved from start of Financial Year 2018/19.</li> </ul>
<ul style="list-style-type: none"> <li>• Focus on evidence based approaches to improve learning and teaching, delivered by relevant guidelines, support materials and CLPL.</li> </ul>	<ul style="list-style-type: none"> <li>• Bennachie Campus's website provides a vehicle for sharing case studies, approaches and CLPL activities. The 'Bennachie Toolkit' section is being developed to provide support for individuals, professional learning communities and clusters as they explore effective learning and teaching. The Education Psychology Service provide guidance and support to officers and class-based practitioners who are developing support resources for school and establishment-based colleagues. 'Digging Deeper', a core on-line resource for individuals and professional learning communities, is in development. The first set of modules on Feedback, providing sufficient materials for 5 sessions, are now available. Further modules will be developed in Session 2018/19.</li> </ul>
<ul style="list-style-type: none"> <li>• Support schools and settings to focus on the development of learning conversations, metacognitive teaching strategies, sharing developments with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Existing materials to support schools to explore and develop learning conversations have been reviewed and updated in consultation with Educational Psychology colleagues. Schools identified as having very good practice have been engaged with, with the intention of providing case studies on Bennachie Campus's website to exemplify the guidance and support materials.</li> </ul>

ACTION	PROGRESS
<ul style="list-style-type: none"> <li>Further embed a provision to identify wellbeing concerns and ensure early intervention and prevention.</li> </ul>	<ul style="list-style-type: none"> <li>A rapid improvement event was held in September 2017 to consider developing support to the Named Person Service. This focussed on identification and intervention in cases where elements of toxic trio factors (<i>mental health, domestic abuse, substance misuse</i>) are found. A proposal to introduce a 'named person safe space' has been road-tested in Turriff &amp; Fraserburgh with draft guidance/documentation produced. Feedback was gathered from practitioners in February 2018, which will help inform next steps.</li> <li>This forms part of wider ongoing Named Person Service development in Aberdeenshire (and nationally). This will take place in line with Scottish Government GIRFEC updates on legislative status of Part 4 of the Children &amp; Young People (Scotland) Act 2014, and the Information Sharing (Scotland) Bill.</li> <li>A GIRFEC presentation for delivery in schools has been developed focussed on early intervention, use of the National Practice Model and role of the Named Person. This now forms part of annual Head Teacher presentations in every Aberdeenshire School, as from start of the 2018/2019 session.</li> <li>Head Teacher Handbooks have been updated to include more explicit focus on the GIRFEC approach and early intervention (including links to Aberdeenshire GIRFEC resources).</li> <li>A GIRFEC ALDO E-learn for education staff is currently under development.</li> </ul>
<ul style="list-style-type: none"> <li>Robust use of National Practice Model to inform assessment of Wellbeing/ Child's Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Initial training completed. Further roll out plan is in place to have all schools using the system by January 2019.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure effective and structured use of teacher professional judgements in relation to data analysis and curriculum design.</li> </ul>	<ul style="list-style-type: none"> <li>SNSA training offered and undertaken.</li> <li>QAMSOs continue to work with Assessment Coordinator to support schools.</li> <li>Aberdeenshire Assessment &amp; Moderation Hub created to provide support, guidance and materials to all teaching staff via GLOW.</li> <li>Cluster &amp; establishment dialogue is supporting HT understanding of data analysis.</li> <li>Officers have offered Area sessions to support HTs/DHTs with assessment, tracking, monitoring and data analysis.</li> <li>Systems in place to support officers to track patterns and focus areas for development work and support.</li> </ul>
<ul style="list-style-type: none"> <li>Further develop the use of moderation and consistency across clusters/schools through QAMSOs.</li> </ul>	<ul style="list-style-type: none"> <li>Cluster dialogue between HTs and officers supports understanding of assessment and moderation to develop a shared understanding of standards with regards to ACL.</li> <li>QAMSOs continue to support schools to develop their approaches to moderation within and across schools.</li> <li>Aberdeenshire Assessment &amp; Moderation Hub available via GLOW to provide support, guidance and materials for schools to use in relation to assessment and moderation.</li> </ul>



ACTION	PROGRESS
<ul style="list-style-type: none"> <li>Establish up to 10 trial sites for 1140.</li> </ul>	<ul style="list-style-type: none"> <li>9 'Key to Success' sites are delivering extended 1140 hours, 4 Foundation sites have EYSPs appointed and will be up and running by OCT 18. An EYSP forum has been established as has an EYSP handbook. Indoor and outdoor audit tools have been developed to support and maintain quality learning environments.</li> <li>Workforce development includes MA and BA partnership programmes with University and foundation/modern apprenticeships and trainee practitioners.</li> </ul>
<ul style="list-style-type: none"> <li>Establish trial sites for partner providers.</li> </ul>	<ul style="list-style-type: none"> <li>Network meetings with Partner Providers have been undertaken and a forum established. A communication strategy is in place. Financial implications for partner providers have been modelled.</li> </ul>
<ul style="list-style-type: none"> <li>Establish up to 10 family nurtures sites based on a collaborative understanding of family nurture.</li> </ul>	<ul style="list-style-type: none"> <li>Family nurture is being embedded in the Key to Success sites and a further 5 family nurture sites are being developed.</li> </ul>
<ul style="list-style-type: none"> <li>Development of Family Learning practice within other strategic objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Development of family leaning engagement sessions undertaken and piloted in Aberchirder Primary School with a focus on learning around literacy, numeracy and working together.</li> <li>Understanding our children's learning programme has been developed, targeting parents with English as a second language to understand the Curriculum for Excellence and how to support their children's learning at home.</li> <li>CPD for CLD staff delivered on Strengthening Families (an evidence-based family learning programme), to support young people and parents during key transition stages.</li> <li>Developing accreditation opportunities within the family learning offer, such as the Adult Achievement Award and SQA.</li> </ul>
<ul style="list-style-type: none"> <li>Further develop accreditation of wider achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Now offering a wider range of accreditation for adult learning, including AAA and NAT 2 &amp; 3 Level ESOL programmes.</li> <li>CLD staff have progressed completion of the Assessor Award for SQA – to increase capacity for accredited learning</li> <li>CPD undertaken to support wider access to DYA &amp; YAA.</li> <li>YOYP Award introduced.</li> </ul>
<ul style="list-style-type: none"> <li>Deliver innovative service design and development to strengthen targeted and specialist earlier intervention for children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>2 Home/School Partnership posts recruited to – jointly funded by schools and CLD.</li> <li>Study visit undertaken to North Lanarkshire to learn from experience and practice there. Positive impact of Peterhead post reflected in recent HMIE Inspection reports for school and Learning Community.</li> <li>Agreement to proceed with introduction of PeterDeen Scholarship programme – unique partnership between 2 Scottish Professional Football League teams (Aberdeen FC and Peterhead FC), Aberdeenshire Council ( in particular Peterhead Academy, Community Learning &amp; Development) and local business – to deliver a bespoke curriculum targeted at those at risk of disengaging.</li> </ul>

ACTION	PROGRESS
<ul style="list-style-type: none"> <li>• Develop an Aberdeenshire model of Nurturing Schools and associated CLPL pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• Training pathways, guidelines and resources have been developed and will be launched early 2018/19.</li> <li>• Evaluation will then take place through an action research/practitioner enquiry model with pathfinder establishments.</li> </ul>

## NIF THEME 3 – IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE’S HEALTH AND WELLBEING

ACTION	PROGRESS
<ul style="list-style-type: none"> <li>Develop policy and practice framework for autism-friendly schools to promote inclusion through strengthening the universal, targeted and specialist offer.</li> </ul>	<ul style="list-style-type: none"> <li>Multi-agency working group have developed suite of training courses for education practitioners to assess and meet sensory needs in schools. The online courses were launched early 2018 and longitudinal evaluation of impact is taking place during 2018/2019 .</li> </ul>
<ul style="list-style-type: none"> <li>Develop policy and practice framework for promoting inclusion through positive relationships through strengthening the universal, targeted and specialist offer.</li> </ul>	<ul style="list-style-type: none"> <li>Multi-disciplinary ECS working group established to draft proposal for policy/practice framework on Promoting Inclusion through Positive Relationships.</li> <li>Planned liaison with NHS Grampian CAMHS to progress multi-agency involvement in working group.</li> <li>Policy/practice framework for Promoting Inclusion through Positive Relationships presented to and approved by ECS Leadership Team.</li> <li>Ongoing planning for cross-authority Education Scotland CPD on restorative approaches.</li> <li>Working group established to review and revise Exclusions policy within context of wider activity on universal offer around Promoting Inclusion through Positive Relationships.</li> </ul>
<ul style="list-style-type: none"> <li>Guiding schools and settings to engage with Aberdeenshire’s Health and wellbeing Progression Framework.</li> </ul>	<ul style="list-style-type: none"> <li>Aberdeenshire’s Interim Health and Wellbeing Progression Framework is being reviewed as part of an ongoing review and update of all framework documents for all curricular areas. This review will include responding to feedback from the interim document, a moderation process and the inclusion of Education Scotland’s benchmark statements. It’s anticipated that this work will be finalised by December 2018.</li> </ul>
<ul style="list-style-type: none"> <li>Engage in relevant action planning and developments in response to the Scottish Government’s ‘Mental Health Strategy 2017-27’. In particular these will relate to ‘Prevention and Early Intervention’.</li> </ul>	<p><b>The Work of the GIRFEC Mental Health and Wellbeing Group</b></p> <ul style="list-style-type: none"> <li><b><u>Voice of Young People</u></b> Our Health Improvement Officer has had a key role in gaining pupil’s voices on issues around mental health and wellbeing via the Pupil Participation Forum, and the Young People are developing a questionnaire which will gather their views on the needs of young people around the theme of Mental Health and Wellbeing.</li> <li><b><u>Capacity Building</u></b> The GIRFEC Mental Health and Wellbeing group have a workstream focussed on capacity building and Workforce CPD – currently a group are looking at mapping learning opportunities in Aberdeenshire across multi-agency staff groups to get an idea of provision – this is informing a training matrix and an idea of any guidance to help create a standard approach this across agencies in Aberdeenshire.</li> <li><b><u>Leadership</u></b> A multi-media DVD is being developed for use across agencies to encourage building of capacity and how Leadership is critical in developing and promoting positive Mental Health and Wellbeing</li> </ul>

	<ul style="list-style-type: none"> <li>• <b><u>Self-evaluation</u></b> The group have developed an operational self-evaluation document to supplement the work in the multi-agency plan, with the focus on children and young people's participation, this looks at examples of effective practice and provides challenge questions to support staff with the self-evaluation of their practice. This self-evaluation tool is to be piloted at an academy, Cluster and Area GIRFEC Group.</li> <li>• Two clusters have been identified to pilot new mental health and wellbeing training for staff working with children and young people.</li> <li>• The group are also developing workstreams which promote partnership working including ways in which parents and carers can contribute to the development of positive Mental Health and Wellbeing. In addition, they are promoting staged intervention in improving outcomes for young people and mapping out what services are available within Aberdeenshire by all sectors and how accessible these services are.</li> </ul>
<ul style="list-style-type: none"> <li>• Development of effective transition guidance across all sectors.</li> </ul>	<ul style="list-style-type: none"> <li>• A sub-group of the Numeracy Steering Group work has been established to progress work on developing transition approaches for numeracy and mathematics. This has a focus on progress in learning, rather than pastoral support.</li> <li>• Work here will begin in January 2018.</li> <li>• A review of documentation and systems has been undertaken in Early Years settings to ensure that guidance is being followed to improve outcomes for children as they move between rooms and settings.</li> <li>• Early years admissions policies and procedures have been reviewed.</li> </ul>
<ul style="list-style-type: none"> <li>• Adopt advice and guidance for care inspectorate design brief.</li> </ul>	<ul style="list-style-type: none"> <li>• EY team are developing further guidance in collaboration with the Northern Alliance to ensure that standards (particularly for the quality of learning environments) are high.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to fully implement Children and Young People Act.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part 1 – Better securing and Promoting Children and Young People's Rights and Participation/Engagement</b> <ul style="list-style-type: none"> <li>- ECS work on Children's Rights engagement and participation incorporated as part of Aberdeenshire's Children's Service's Plan 2017/2018 Annual Report.</li> <li>- Youth Participation Structure developed and promoted.</li> <li>- Development work ongoing to embed this further within education reporting processes.</li> </ul> </li> <li>• <b>Part 3 – Children's Services Planning</b> <ul style="list-style-type: none"> <li>- Reporting on high level delivery of improved wellbeing and educational outcomes for children and young people is incorporated within Aberdeenshire's Children's Service's Plan 2017/2018 Annual Report.</li> <li>- The Education Service actively participates and leads in local Children's Services Planning arrangements with review of strategic representation as required.</li> </ul> </li> <li>• <b>Part 4 – Named Person Service</b> <ul style="list-style-type: none"> <li>- Currently made available on a national policy basis - Ongoing development will take place in line with Scottish Government GIRFEC updates on legislative status of Part 4 of the CYP (Scotland) Act 2014, and Information Sharing (Scotland) Bill.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Part 5 – Child’s Plan</b> <ul style="list-style-type: none"> <li>- Currently made available on a national policy basis - Ongoing development will take place in line with Scottish Government GIRFEC updates on legislative status of Part 5 of the CYP (Scotland) Act 2014, and Information Sharing (Scotland) Bill.</li> </ul> </li> <li>• <b>Part 6 – Early Learning and Childcare</b> <ul style="list-style-type: none"> <li>- Provision of offer of full 600 hours of Early Learning &amp; Childcare provision was made to 100% of all 3, 4 and eligible 2 year olds.</li> <li>- Expansion of Early Years provision ongoing.</li> </ul> </li> <li>• <b>Part 9 – Corporate Parenting</b> <ul style="list-style-type: none"> <li>- The Education Service is progressing education service actions with progress monitored within Aberdeenshire’s Corporate Parenting Action Plan – detail incorporated within Aberdeenshire’s Children’s Service’s Plan 2017/2018 Annual Report.</li> </ul> </li> <li>• <b>Part 18 – Use of Wellbeing Indicators and National Practice Model to inform assessment/planning</b> <ul style="list-style-type: none"> <li>- As per update under NIF 2 Actions.</li> </ul> </li> <li>• <b>Free School Meals</b> <ul style="list-style-type: none"> <li>- Processes have been streamlined and improved in relation to provision of Free School Meals.</li> <li>- Work will be ongoing as part of Aberdeenshire’s LOIP – Child Poverty Plan to increase uptake.</li> </ul> </li> <li>• <b>Consultation requirements and restrictions on school closure proposals.</b></li> </ul>
<ul style="list-style-type: none"> <li>• Deliver activity to reduce alcohol use and address Aberdeenshire’s relationship with alcohol through multi-agency approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Website – A new website is in the final stages of development and is expected to go live in November.</li> <li>• The ADP North Forum recently hosted a conversation café around alcohol use among young people. This involved community members and agency representatives and will help shape some of the work with young people in the next year.</li> <li>• Aberdeenshire Youth Platform participated in a conversation café around alcohol use in April with the results being fed back to the GIRFEC substance misuse sub-group.</li> <li>• The Garioch #YOYP2018 Mind Your Health event engaged young people in workshops on alcohol misuse.</li> <li>• Active Hub Inverurie – is being piloted in Inverurie in response to concerns around alcohol and drug use among young people. This targets those at most risk and encourages healthier active lifestyles.</li> <li>• Community Safety Event - Ellon Local Learning Community Partnership supported a multi-agency community safety event in Ellon Academy which offered young people advice and information on alcohol and drugs as well as internet safety and mental health and wellbeing.</li> <li>• Stonehaven Folk Festival – An alcohol free event “Tea and Scones, Tunes and Songs” was run as part of the folk festival and saw the launch of the new ‘Alcohol Free’ kitemark.</li> <li>• <u>Three Forums, One Voice</u> event held to bring together community members from the three ADP Forums.</li> </ul>



## NIF THEME 4 – IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED POSITIVE LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE

ACTION	PROGRESS
<ul style="list-style-type: none"> <li>Performance reviews in Secondary schools to set targets and review individual circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>Two sets of attainment reviews included focus on each school's estimates of initial Positive Destinations figure for 2016-17 Leavers cohort. Indications are that there will be greater variation in the figures across schools for this cohort than previous ones, with figures varying from 100% to below 90%.</li> <li>Targets set for each school in a range of key areas for performance.</li> </ul>
<ul style="list-style-type: none"> <li>Work experience and work placement opportunities created and sustained.</li> </ul>	<ul style="list-style-type: none"> <li>Total number of placements arranged for session 2017/18 was 2948, an increase of 759 on the previous year.</li> </ul>
<ul style="list-style-type: none"> <li>Develop multi-agency/Senior Phase bridging pathways for vulnerable young people to promote employability and positive post-school destinations.</li> </ul>	<ul style="list-style-type: none"> <li>Area of improvement activity identified in Aberdeenshire Children's Services Plan, within the GIRFEC Disability Group.</li> <li>Actions identified for 2018 and 2019.</li> </ul>
<ul style="list-style-type: none"> <li>Strengthen multi-agency policy and practice for post 16 transitions, focusing on employability for vulnerable young people.</li> </ul>	<ul style="list-style-type: none"> <li>Area of improvement activity identified in Aberdeenshire's Children's Services Plan, within the GIRFEC disability Group.</li> <li>Actions identified for 2018 and 2019.</li> </ul>
<ul style="list-style-type: none"> <li>Engagement as part of Phase 2 of the Raising Aspirations in Science Education (RAiSE) programme, supported by Education Scotland/Wood Foundation.</li> </ul>	<ul style="list-style-type: none"> <li>Aberdeenshire Council withdrew from the RAiSE programme due to difficulties in recruitment. However, we have established a STEM Steering Group who have agreed an Action Plan covering the STEM subjects and DYW.</li> </ul>
<ul style="list-style-type: none"> <li>Supporting schools and settings to engage in <i>Improving Gender Balance 3-18</i> (Education Scotland) – to help practitioners identify and tackle issues of gender stereotyping in classrooms, schools and settings.</li> </ul>	<ul style="list-style-type: none"> <li>ESOs attended national training day in November 2017. They are now putting together an implementation plan, in collaboration with relevant colleagues e.g. Early Years Team.</li> <li>Training featured in the In-Service programme in February '18. The roll-out of this training is planned for session 2018/19.</li> </ul>
<ul style="list-style-type: none"> <li>Support schools with the implementation of the Aberdeenshire Council <a href="#">DYW Strategic Plan</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced strategic partnership planning and delivery through the North East Regional Collaborative Group. (DYW North East, Nescol, SDS, RGU, Aberdeen Uni)</li> <li>Development of clear focus areas and key messages for DYW Aberdeenshire project.</li> <li>Review of DYW data collection, analysis and key performance indicators (KPIs).</li> <li>Development of DYW Communication Strategy – website and social media now live <a href="http://www.dywaberdeenshire.org">www.dywaberdeenshire.org</a></li> </ul>

ACTION	PROGRESS
	<ul style="list-style-type: none"> <li>• Further development and support of 'Marketplace' in partnership with SDS and DYWNE.</li> <li>• DYW Pathway Seminars – started with Construction Seminar 22<sup>nd</sup> Nov 2017 which was very well received.</li> <li>• Continued DYW and Early Years strategic and operational planning to help deliver better and more sustainable workforce development EY outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop DYW Operational Plan for 2017-19.</li> <li>• Support schools in developing and implementing the identified 3 Key Focus Areas for 2017-18.</li> <li>• Career Education Standard</li> <li>• Skills for Learning, Life and Work</li> <li>• Partnership Development (including employer, FE, HE, parent &amp; pupil engagement).</li> </ul>	<ul style="list-style-type: none"> <li>• 2017-19 DYW Operational Plan developed.</li> <li>• Revised strategy for primary school DYW delivery in partnership with curriculum team.</li> <li>• DYW support materials produced to support Career Education in schools.</li> <li>• Support for School DYW staff including well received CLPL and support materials.</li> <li>• Planning and delivery of DYW in-service and CLPL for school staff on DYW, Career Education and Work Placement Standards.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop a plan to address the outcomes of the Education Scotland report <i>"Review of the implementation of the Career Education Standard (3-18), the Work Placement Standard and Guidance on School/Employer Partnerships - May 2017"</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations of Career Education Standard Review incorporated into DYW planning and key recommendations communicated to schools.</li> <li>• 2017-19 DYW Operational Plan developed and agreed.</li> <li>• Planning reviewed following publication of Learner Journey Review - June 2018.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop and plan support for a DYW Equalities Plan, including a plan in partnership with Aberdeenshire Council's Employability Team for care experienced young people and most vulnerable.</li> <li>• Develop a DYW plan and support for gender and minorities in partnership with Curriculum Team.</li> </ul>	<ul style="list-style-type: none"> <li>• DYW Equalities plan substantially revised and updated and incorporated within the 2017-19 DYW Operational Plan.</li> <li>• Renewed focus on Equalities through the DYW Regional Collaborative Group.</li> <li>• Strong links made with Aberdeen University through Project Search.</li> <li>• Support for 'Family Firm' for care experienced young people.</li> <li>• Joint planning with Regional Gender Group – Nae Gender Limits.</li> <li>• Gender equalities session built into DYW sessions with school staff.</li> </ul>
<ul style="list-style-type: none"> <li>• Plan and deliver appropriate DYW staff development through CLPL and In-service.</li> </ul>	<ul style="list-style-type: none"> <li>• Support for School DYW staff – Building capacity and sustainability.</li> <li>• Delivery of well received DYW support days and twilight sessions for secondary DYW PT and DHTs, DHT leadership days and new HT induction sessions.</li> <li>• Successful Primary DYW support days delivered.</li> <li>• DYW Cluster support day for primary and secondary staff December 2017.</li> <li>• Support sessions (3-18) on Labour Market Information and how it can be used.</li> </ul>

ACTION	PROGRESS
	<ul style="list-style-type: none"> <li>• Wide variety of well received DYW support sessions delivered as part of Northern Alliance Learning Festival in February 2018.</li> <li>• DYW CLPL delivery plan for 2018-19 developed.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop systems for enhanced DYW Parental Engagement to deliver better and sustained DYW outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Parental support presentations and sessions updated.</li> <li>• DYW Operational Plan updated to reflect PESHA developments.</li> </ul>
<ul style="list-style-type: none"> <li>• Development of DYW Aberdeenshire Website and associated social media.</li> </ul>	<ul style="list-style-type: none"> <li>• DYW Aberdeenshire website and twitter now live.</li> <li>• DYW Aberdeenshire Website <a href="#">here</a>.</li> <li>• DYW Aberdeenshire Twitter developed <a href="#">here</a>.</li> </ul>
<ul style="list-style-type: none"> <li>• Development of a new Work Placement Policy to deliver a more flexible and meaningful link to the world or work.</li> <li>• Review of role of Work Placement Unit <ul style="list-style-type: none"> <li>- Extended work placements to be developed.</li> <li>- Review of work experience blocks for all schools.</li> <li>- Working in conjunction with DYW North East to engage employers.</li> <li>- Development of Senior Phase opportunities.</li> <li>- Promotion of work placements to parents</li> </ul> </li> <li>• Improved recording of pupil placements in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Work Placement policy and procedures developed August 2018.</li> <li>• 656 extended placements arranged between August 2017 and August 2018, up from 485 in the same period in 2016/17.</li> <li>• Increase in extended placements mainly due to expansion of work-related learning for S5/S6 pupils e.g. Ellon and Fraserburgh Academies.</li> <li>• Engagement with DYW North East is ongoing through monthly meetings and specific projects e.g. employer “taster visits” for S4/S5 pupils in south Aberdeenshire which is scheduled to commence in September and run until January 2019.</li> <li>• The Work Placement Unit is working with individual academies to encourage opportunities in the Senior Phase e.g. working with Peterhead Academy SMT to develop a pilot flexible curriculum package for a group of S4 and S5 pupils.</li> <li>• Work Placement information leaflet for parents revised in August 2018 and ready for issue.</li> <li>• Pilot for S3 Work Placement assembly presentations to be carried over into session 2018/19.</li> <li>• Our Family Firm referrals for January to July 2018 are 45 care Experience young people.</li> <li>• Reports to be sent to co-ordinators after school’s placement week in 2018/19 to identify the pupils who have not had a placement.</li> <li>• For session 2018/19 further used planned for pupil questionnaires in ‘WorkIT’. (e.g. 58 S4 pupils from Fraserburgh Academy gave feedback about their May 2018 week, with 98% rating it as “Excellent.”)</li> <li>• New paperless system for completing H&amp;S workplace assessments is now fully operational.</li> </ul>
<ul style="list-style-type: none"> <li>• Aberdeenshire Council as an employer to support DYW outcomes: <ul style="list-style-type: none"> <li>- Devise and implement an extended paid work placement/internship programme specifically targeted at under-represented</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Finalist for the ‘Inspiring the Next Generation Award’ at the Northern Star Business Awards 2017 in recognition of partnership working.</li> <li>• Awarded a ‘Certificate of School Engagement’ by DYW North East.</li> </ul>

ACTION	PROGRESS
<p>groups, young care leavers/looked after young people.</p> <ul style="list-style-type: none"> <li>- Develop and deliver apprenticeship/careers and skills for work workshops for P5 - S6 pupils across Aberdeenshire.</li> <li>- Review current recruitment methodologies to identify strategies for effective selection of young people.</li> <li>- Review current apprenticeship scheme, make recommendations for improvement, and implement changes (including increasing range of MA and GLA programmes delivered in house and externally).</li> <li>- Develop a young person's recruitment campaign highlighting Aberdeenshire Council as an employer of young people, targeting S1 – S6 pupils, college, university students, and young people yet to reach a positive destination, parents, teachers and recruiting managers. Also to target groups where gender inequality is highest.</li> </ul>	<ul style="list-style-type: none"> <li>• Refresh of careers promotional materials including development of 'Start your Career with Aberdeenshire Council' careers guide and 'Apprenticeships What you need to Know' guide.</li> <li>• Development and delivery of an 'Apprenticeships with Aberdeenshire Council' workshop to approximately 800 pupils and 60 parents across Aberdeenshire to date.</li> <li>• 18 young people supported through 'Career Ready' mentoring programme.</li> <li>• 'DYW Newsletter', aimed at school pupils. Designed and developed by Resourcing Team Modern Apprentice.</li> <li>• Number of young people aged 16-19 employed has increased by 6% between 2016 and 2018.</li> <li>• Engagement with all Aberdeenshire Council Services to identify and implement apprenticeship opportunities. Now 50 apprenticeships per annum.</li> <li>• Development of new Modern Apprenticeship posts in Housing (3 to start in September 2018), Libraries (1), Transportation (1) and Support Services (2).</li> <li>• Development of 2 Graduate Level Apprenticeships in Construction and Built Environment. To start September 2018.</li> <li>• Plans for 2 Graduate Level Apprenticeship in Civil Engineering.</li> <li>• 2 places secured with RGU for the Business Management Graduate Level Apprenticeship.</li> <li>• Establishment of an 'Apprentice Forum', providing a platform for apprentices to meet, share experiences and provide peer support with apprenticeship training. Developed and run by current apprentices.</li> <li>• ECS now committed to 20 MA places in Early Years.</li> <li>• Development of an employability programme (WorkPlus), in partnership with Our Family Firm which provides employability skills training and paid work experience to young care leavers. 7 young people supported, 2 of which are now working for Aberdeenshire Council as Modern Apprentices.</li> <li>• Evaluation, promotional material and draft business case for future provision have all been developed.</li> </ul>
<ul style="list-style-type: none"> <li>• Expand accredited ELC qualifications at graduate and undergraduate level.</li> </ul>	<ul style="list-style-type: none"> <li>• Early Years Academy in collaboration with Aberdeen city and Moray has been launched.</li> <li>• Foundation and modern apprentices have been recruited for session 18/19.</li> <li>• Recruitment for trainee practitioners is at the initial stages.</li> </ul>
<ul style="list-style-type: none"> <li>• Roll out childminding project.</li> </ul>	<ul style="list-style-type: none"> <li>• Currently 22 Childminders have joined the early years' service as Partner Providers.</li> <li>• As part of the SLA Childminders have access to ALDO and training provided by the EY team.</li> </ul>
<ul style="list-style-type: none"> <li>• Deliver Opportunity for All - including development of partnership Data Hub.</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership database established with data input and updated by partners on a regular and ongoing basis.</li> </ul>

## **GLOSSARY**

### **NIF THEME 1**

PSA – Pupil Support Assistant  
ASL – Additional Support for Learning  
CLPL – Career Long Professional Learning  
BGE – Broad General Education  
VSE – Validated Self-Evaluation

### **NIF THEME 2**

PEF – Pupil Equity Fund  
PHTC – Primary Head Teacher Council  
SSSC – Scottish Social Services Council  
BSO – Business Support Officer  
ASN – Additional Support Needs  
LMG – Local Management Group  
QI – Quality Indicator  
GIRFEC – Getting It Right For Every Child  
SNSA – Scottish National Standardised Assessment  
QAMSO – Quality Assurance and Moderation Support Officer  
MA – Master of Arts  
BA – Bachelor of Arts  
ACL – Accessed Curriculum Level  
CLD – Community Learning and Development  
SQA – Scottish Qualifications Authority  
AAA – Adult Achievement Award  
ESOL – English as a Second or Other Language  
DYA – Dynamic Youth Award  
YAA – Youth Achievement Award  
YOYP – Year of Young People  
RIC – Regional Improvement Collaborative  
EYSP – Early Years Senior Practitioner

### **NIF THEME 3**

CAMHS – Child and Adult Mental Health Services  
CPD – Continuous Professional Development  
LOIP – Local Quality Improvement Plan  
ADP – Alcohol and Drugs Partnership

### **NIF THEME 4**

RAiSE – Raising Attainment in Science Education  
STEM – Science, Technology, Engineering and Mathematics  
SDS – Skills Development Scotland  
FE – Further Education  
HE – Higher Education  
SMT – Senior Management Team  
PESHA – Parental Engagement Support Hub  
Aberdeenshire  
MA – Modern Apprenticeships  
GLA – Graduate Level Apprenticeships  
ELC – Early Learning and Childcare  
SLA – Service Level Agreement

