

CLACKMANNANSHIRE COUNCIL

Report to: Council

Date of Meeting: 10 August 2023

Subject: National Improvement Framework Plan 2023 -2024

Report by: Catriona Scott, Senior Manager, People

1.0 Purpose

- 1.1. This report presents Clackmannanshire Council's National Improvement Framework (NIF) Plan 2023/24. (**Appendix 1**)

2.0 Recommendations

- 2.1. It is recommended that Council approves this Plan.

3.0 Considerations

- 3.1. Education authorities must prepare and publish annual plans describing the steps they intend to take during the planning period, to achieve the five key priorities of the National Improvement Framework:

NIF Priorities

- Placing the human rights and needs of every child and young people at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

- 3.2. The National Improvement Framework Plan is focused on:

- Empowering families and communities
- Sustainable Inclusive Growth
- Health and Wellbeing

- 3.3. The actions contained within the NIF Plan will ensure that improved outcomes are delivered for children and young people, families, individuals and communities, so that every young person can reach their full potential, both within and outwith school.

3.4 The service is committed to progressing workforce development and leadership plans to support the transformation of services.

4.0 Sustainability Implications

4.1. None

5.0 Resource Implications

5.1. *Financial Details*

5.2. None

5.3. *Staffing*

There are no implications for staffing arising from the NIF Plan and Report. The reduction in Scottish Attainment Challenge funding will have implications for staff and this will be progressed in line with Council policy.

6.0 Exempt Reports

6.1. Is this report exempt? Yes (please detail the reasons for exemption below) No

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box)

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all	<input checked="" type="checkbox"/>
Our families; children and young people will have the best possible start in life	<input checked="" type="checkbox"/>
Women and girls will be confident and aspirational, and achieve their full potential	<input checked="" type="checkbox"/>
Our communities will be resilient and empowered so that they can thrive and flourish	<input checked="" type="checkbox"/>

(2) **Council Policies** (Please detail)

8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes

9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes No

10.0 Appendices

(Appendix 1) NIF Plan 2023/2024

11.0 Background Papers

11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

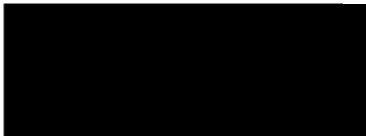
Yes (please list the documents below)

- People Directorate Business Plan 23-24
- Clackmannanshire Family Wellbeing Partnership Strategic Plan 23-24
- The Promise Plan 23-24

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	



Education Service

National Improvement Framework Plan 2023-
24



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Introduction

What is the National Improvement Framework?

Since its launch in January 2016, The National Improvement Framework (NIF) and its subsequent annual reviews have reflected the Scottish Government's pledge to deliver excellence and equity, whilst closing the attainment gap between the most and least disadvantaged children; a goal which continues to be at the core of government policy, to make Scotland the best place to grow up and learn.

The NIF states what is required to improve Scottish education so that every young person can reach their full potential, both within and outwith school. The framework uses information from schools and ELCs, local authorities and national organisations, in order to identify actions that have a positive impact on learning and the health and wellbeing of children and young people.

This information, alongside the experiences of children and parents/carers regarding Scottish education, is published annually in the National Improvement Evidence Report. The National Improvement Framework and Improvement Plan then uses this information to make recommendations each year for how to best meet the aims of the NIF.

Education authorities must prepare and publish annual plans describing the steps they intend to take, during the planning period, to achieve the five key priorities of the National Improvement Framework. Integral to this is the involvement of a wide range of stakeholders.

Our identified improvement outcomes have been based on the evaluation of the NIF 2022-2023 Report. Progress, performance data, Standards and Quality Reports, School Improvement Planning and evidence collected from the Clackmannanshire Empowerment groups have informed the key actions and associated impact measures. We have also taken into account youth and parent/carer voice, national surveys, local authority self-evaluation information and planned quality improvement visits, including any new and emerging priorities.

The 2023-2024 Plan considers the totality of Attainment Scotland Funding (Strategic Equity Funding (SEF), Pupil Equity Funding (PEF) and Care Experienced Children and Young People (CECYP) funding) so that there is alignment between priorities of the NIF and the planned outcomes for children and young people affected by poverty.

Clackmannanshire National Improvement Framework Plan

The National Improvement Framework Plan (NIF) 2023-2024, sets out a clear vision for Clackmannanshire based on delivering Excellence and Equity across the five national priorities:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

To deliver this improvement, six 'drivers' are identified. These are:


- **School and ELC Leadership:** how we develop and support our head teachers and how we develop leadership across all parts of our school community
- **Teacher and Practitioner Professionalism:** how we support teachers and practitioners in their professional development
- **Parent/Carer Involvement and Engagement:** how we ensure the maximum benefit of parent and carer involvement and engagement in children's learning and in the life of the school
- **Curriculum and Assessment:** how we gather information about children's progress and how we use this information to support improving outcomes for all
- **School and ELC Improvement:** every school and ELC has a responsibility to evaluate how well it is doing against the National Improvement priorities and other performance measures. These are evaluated by the schools themselves, by the local authority and by HMI inspections
- **Performance Information:** how we gather data and analyse information to help us target areas for improvement, show where we have been successful and where we may need to do more



Clackmannanshire Empowerment Groups

In 2022, colleagues from Clackmannanshire Council, Education Scotland, ADES and Forth Valley and West Lothian Regional Improvement Collaborative engaged in professional discussion as part of collaborative improvement, with a specific focus on data for analysis, quality assurance and recovery approaches. One of our emergent priorities was to develop an empowered system by building capacity in our Headteachers and Centre Teams and to strengthen partnerships with the Regional Improvement Collaborative and Education Scotland. This has continued throughout 22/23 through the establishment of Collaborative Empowerment Groups.

The priorities noted below were developed by our Empowerment Groups and have informed some of the strategic actions in our NIF Plan.



Pedagogy

- * Effective partnership collaboration and consultation
- * Agreed definition and principles

1. [Agreed Definition](#)
2. [Clackmannan Pedagogy Principles](#)
3. Engagement in National Writing Programme
4. Provide examples of principles in practice
5. Build capacity in the system with middle leaders and curriculum leaders



Curriculum

Partnership working to establish a curriculum promise that all children and young people of Clackmannanshire deserve

- [Draft rationale](#) created and out for consultation
- Virtual consortium arrangement planned for session 2023-24
- CLPL agreed for Senior Leaders for session 2023-24 and planned in conjunction with the RIC



Quality Assurance

We will create:

- a safe space
- reflective thinking time
- a structure

Senior Leaders to engage collaboratively to inform future professional learning and improvement to improve outcomes for learners.




Performance

Senior leaders will have access to an attainment cycle that provides a performance focus on attainment:

Year one:
Attainment cycle
Example framework

Future:
CLPL opportunities
Quality assurance



Health Wellbeing and Inclusion

[Through R4L principles and practice, increase knowledge and skill of Clacks educators to include and meet the needs of all learners.](#)

- [R4L mandatory CLPL for all staff](#)
- [R4L included in VSE and School Self Evaluation framework](#)
- [R4L Accreditation pathway open to all establishments](#)

Stretch Aims

The Scottish Attainment Challenge programme was refreshed with a view to supporting education recovery and accelerating progress in closing the poverty-related attainment gap, building on the progress made over the course of the previous parliamentary term and the 2021/22 academic year. The Scottish Attainment Challenge Framework for Recovery and Accelerating Progress introduced a requirement for local authorities to set ambitious, achievable stretch aims for progress in overall attainment and towards closing the poverty-related attainment gap in the 2022/23 academic year.

Stretch aims are to be embedded in local authority education service improvement plans. The core **stretch aims**, highlighted below, continue to focus on improving outcomes for all children and young people while closing the poverty-related attainment gap. They articulate both ambitious and achievable aims and take into account evidence-based self-evaluation, collaboration between and across school planning and have been supported and challenged through professional dialogue with Education Scotland to drive improved outcomes for children and young people impacted by poverty across Clackmannanshire.

- Increase attainment in Literacy (P1, P4 and P7 combined) to TBC
- Increase attainment in Numeracy (P1, P4 and P7 combined) to TBC
- Reduce the poverty related attainment gap in Literacy (P1, P4 and P7 combined) to TBC
- Reduce the poverty related attainment gap in Numeracy (P1, P4 and P7 combined) to TBC
- Increase the percentage of school leavers attaining 1 or more passes at SCQF level 5 to TBC
- Increase the percentage of school leavers attaining 1 or more passes at SCQF level 6 to TBC
- Increase percentage of 16-19 years olds participating in education, employment or training to TBC
- Increase attendance across all establishments by % percentage points from 94% to TBC
- Recognising the importance of wider achievements and a range of other factors that underpin positive outcomes for children and young people, stretch aims should also be detailed for a range of further local priorities, using local measures.

Core Plus Stretch Aims

Recognising the importance of wider achievements and a range of other factors that underpin positive outcomes for children and young people, stretch aims have also been detailed for a range of further local priorities, using local measures. These are our **Core Plus Stretch Aims**.

The focus on the attendance of Care Experienced Children and Young People especially the historical difference between Looked After at Home and Looked After Away continues to be a priority Annual Participation Measures (APM) will continue to be monitored and reviewed to ensure that by narrowing the gap between initial and follow up destinations our APM will improve.

Progress will continue to be monitored through existing governance across Education Services and within the Children and Young People Strategic Group, People Committee, Strategic Equity Fund Board, Education Scotland and Scottish Government Service improvement continues to take into account focused improvements for children and young people across Clackmannanshire with a particular emphasis on:

- Robust data analysis and review
- Targeted support to close the poverty related attainment gap
- Strengthening of partnerships

- Alignment of NIF with wider strategic planning

Robust contextual analysis has allowed us to continue to focus on ambitious but achievable stretch aims for raising attainment and closing the poverty related attainment gap in Literacy and Numeracy at P1, P4 and P7. This has included the analysis of historical ACEL data, scrutiny of ACEL data for children affected by poverty, Quintiles 1 and 5, determining the percentage of children 'off track' and using knowledge and impact of interventions benchmarking against national measures. **(Appendix 2)**

Progress during session 2022/23 with our priorities

Progress made with the main drivers for the Education Service between August 2022 and June 2023 are set out in NIF 2022-2023 Report, highlighting what has been achieved and areas where further progress is needed*. This will be presented at Audit and Scrutiny Committee in August 2023.

The Standards in Scotland's Schools, etc. Act 2000 places duties on education authorities in relation to the delivery of school education, to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage. This Act requires Clackmannanshire to prepare and publish an annual report setting out the steps taken to secure improvements in education provision and outcomes set out in the National Improvement Framework Improvement Plan and those identified by the Service.

The Scottish Government expects every education authority to prepare and submit a National Improvement Framework Plan and Progress Report by the end of August, annually.

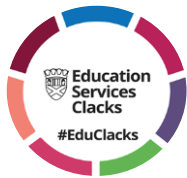
This Education Service Improvement Plan continues to take account the priorities set out in the Scottish Government's 2020 National Improvement Framework and Improvement Plan, Clackmannanshire People Business Plan, Clackmannanshire Children's Services Plan and the refreshed Local Outcome Improvement Plan.

While the continued reduction in Attainment Challenge funding has impacted on the finance available for the Clackmannanshire Programme Plans, interventions planned to support closing the poverty related attainment gap and ensuring equity and excellence have been reviewed with those having the greatest impact being the focus of this Plan.

As part of a wider People Service, the aim is to continue to ensure that as an integrated service we continue to seek to get it right for all of our children, living and learning in Clackmannanshire through the actions taken across our Service areas and in our establishments.

Quality Frameworks, such as How Good is Our School? (4th edition) and the Quality Improvement Framework continue to support the Education Service to benchmark the Service provision, including feedback from key stakeholders. Overall, progress has been made to deliver on almost all of the key priorities and objectives set out in the 2022-2023 Plan.

*New data is not yet available. ACEL (Curriculum for Excellence) data will be published in December 2023, and Insight data will be published in February 2024. We are not permitted to share this data until that time.



National Improvement Framework Delivery Plan 2023/24

Key	
NIF Priorities <ol style="list-style-type: none"> 1. Placing the human rights and needs of every child and young people at the centre of education 2. Improvement in children and young people’s health and wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in skills and sustained, positive school-leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy. 	NIF Drivers <ol style="list-style-type: none"> 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment: 5. School and ELC Improvement 6. Performance Information

NIF Code	Improvement Outcome	NIF Priorities	NIF Drivers	Strategic Actions	Responsible
1.1	All staff are cognisant of the need to ensure that they are acting in a manner that is compatible with UNCRC requirements. Increased number of families conversant with expectations of the UNCRC Bill.	1	1 2 3	A. Further develop work with partners, staff, young people and families to ensure that UNCRC legislation is understood to inform practice.	Senior Manager Secondary and Communities
1.2	Enhanced opportunities through ‘The Promise’ for children and young people to actively participate in decision making which impacts on them.	1	1	A. Increase number and diversity of children and young people engaging and participating in the youth voice network across services, schools and wider community. B. Development of a Youth Charter across all schools and ELCs. C. Achieve authority Promise award. D. Ensure the NIF Plan aligns with the Family Wellbeing Partnership Plan.	Senior Manager Secondary and Communities
1.3	Improved transitions for children and young people with Additional Support Needs and their families.	1	1 5	A. Review and update transitions guidance following consultation with children/young people, parents/carers and staff/other professionals.	Quality Improvement Officer ASL

NIF Code	Improvement Outcome	NIF Priorities	NIF Drivers	Strategic Actions	Responsible
				B. Provide CLPL for establishments relating to process. C. Develop and monitor database of transitions.	
1.4	Improved strategy for Additional Support for Learning across Clackmannanshire.	1	1 5	A. Revise and update ASL Strategy. B. Work with self identified establishments to improve practice in ASL.	Quality Improvement Officer ASL
1.5	Improved pupil participation of children/young people with ASN in decisions affecting them, their school and their community.	1		A. Develop resource bank of resources to support pupil participation (ASN). B. Develop and deliver CLPL for staff. C. Support schools to include children/young people with ASN to actively participate in pupil groups.	Quality Improvement Officer ASL
2.1	Improved confidence and skill of staff in schools and ELCs to support children and young people's health and wellbeing.	2	2 4	A. Continue to implement the Icelandic Prevention Model B. Embed Scottish Government's 'Equally Safe at School' strategy in partnership with 'Clackmannanshire Violence against Women and Girls Plan'. C. Embed approaches to promote positive relationships, diversity equality and inclusion; including the consistent recording of incidents. D. Develop an enhanced system of data collection and improvement across our ELCs to ensure children from age 2 and beyond reach their developmental milestones as part of a 3 year plan. (Developmental milestones are a set of goals or markers that a child is expected to achieve during maturation)	Quality Improvement Officers Seconded EY Head
2.2	Improved outcomes for children and young people, with a focus on those living in SIMD Q1, to support their health and wellbeing.	2 3	3 4	A. Extend the scope of the Wellbeing Service to ensure that there is a continuum of specialist and targeted support to align with the Clackmannanshire Driving Change in Mental Health for Children, Young People and their Families Transformational Project.	Quality Improvement Officers
2.3a	Health and Wellbeing Improved health and wellbeing for children and young people with increased opportunities to engage in physical activities.	2 4	4 5 6	A. Develop strategies to promote water confidence. B. Implement Clackmannanshire's Health and Wellbeing Strategy.	Team Leader – Sport & Leisure
2.3b	Mental Health and Wellbeing Improved mental health and wellbeing for children and young people with increased opportunities to engage in a broad range of activities that meet individual needs.	1 2	5 6	C. Extend Clackmannanshire's FWB partnership Community around the school approach D. Increase children and young people's voice within ASN	Principal Educational Psychologist Senior Manager Partnerships and Inclusion

NIF Code	Improvement Outcome	NIF Priorities	NIF Drivers	Strategic Actions	Responsible
2.4	Improved wellbeing, equity and inclusion	1 2	6	<p>A. Through the use of the self-evaluation toolkit, identify potential reasons for non-attendance and further establish systems to support children and young people at risk of non-attendance / late coming in schools and ELCs to ensure they are working effectively.</p> <p>B. Virtual Headteachers to continue rigorous attendance tracking using new Care Experienced Young People (CECYP) dashboard to analyse attendance patterns alongside establishment, providing support and challenge to ensure appropriate interventions and achieve Core Plus Stretch Aim.</p> <p>C. Implement Wellbeing and Inclusion Empowerment Group Action Plan 23/24 (see page 4)</p>	<p>RIC Coordinator</p> <p>Data Coach</p> <p>Improvement Analyst</p> <p>Lead Heads</p>
2.5	Increased opportunities to engage in a broad range of targeted health and wellbeing activities that meet the individual needs of all children and young people	2	1	<p>A. Develop strategies to put young people at the heart of decision making, planning and implementation of extra-curricular school sport.</p> <p>B. Continue to work with SportsScotland to deliver agreed actions within the Partnership Agreement 2023-2027.</p> <p>C. Identify wider opportunities for children and young people to be active in the community through the refresh of the Sports and Active Living Framework. (SALF)</p>	Team Leader – Sport & Leisure
2.6	Improved attendance of children and young people living in Quintile 1	1 2	6	<p>A. Collaborate with our RIC on the renewed focus on promoting attendance at school through their campaign across Forth Valley and West Lothian: Be INspired. Be INInvolved. Be IN school</p> <p>B. With the support of our RIC look inwards and outwards to share effective practice to improve attendance by:-</p> <p>(i) Linking establishments with similar challenges to work collaboratively on improving attendance, as identified through the self-evaluation toolkit.</p> <p>(ii) Develop a cluster based approach to improving attendance using frontline staff from the People Directorate</p>	Quality Improvement Officers
3.1	Improved arrangements for tracking, monitoring, moderating and quality assuring attainment and progress with a focus on narrowing the gap for identified groups	3	1 2 5	<p>A. Support schools and ELCs to focus on effective self-evaluation of Q12.3 for continuous improvement.</p> <p>B. Develop a Strategic Equity Plan 23/24 to ensure that</p>	

NIF Code	Improvement Outcome	NIF Priorities	NIF Drivers	Strategic Actions	Responsible
			6	<p>Strategic Equity Funding is effectively targeted to those in greatest need.</p> <p>C. Embed systematic data upload processes ELC-S3 (Performance Uplift)</p> <p>D. Implement QA and Performance Groups Action Plans 23/24</p> <p>E. Implementation of Literacy and Numeracy Frameworks - Year 2</p> <p>F. Appoint a seconded Quality Improvement Officer through the Regional Improvement Collaborative to support Learning, Teaching and Assessment (QI 2.3)</p>	Lead Heads Quality Improvement Officers
3.2	Increased capacity and flexibility of wraparound childcare offer and ELC to enable families to engage in skills improvement, training, pre-employment and employment.	3	3	<p>A. School aged childcare (Child Wellbeing Project) is delivered.</p> <p>B. Further support families to access supports and services through the family wellbeing partnership.</p> <p>C. Continue to promote and support uptake of eligible ELC 2 year old places.</p>	Senior Manager Partnerships and Inclusion
3.3	Increased participation and confidence of parents and carers in supporting their child/ren's learning and development	3 5	3	<p>A. Development of an authority approach to inform parents/cares of their child's progress towards developmental milestones.</p> <p>B. Share best practice of parental engagement and involvement across Clackmannanshire.</p>	Senior Manager Partnerships and Inclusion Senior Manager ELC, Primaries and Libraries
3.4	Enhanced opportunities to work with Community Learning and Development to close the poverty related attainment gap.	3	3	<p>A. Implement the re-design of the CLD team to a locality model, which reflects a 'Flourishing Lives' approach, whilst adhering to Organisational Change processes.</p> <p>B. Develop the role of school based youth workers in the new model to support partnership working</p> <p>C. Develop outdoor learning as part of the Ranger Service</p> <p>D. Strengthen partnerships in the delivery of Bowmar Bookies and family learning/ family engagement programmes.</p> <p>E. Implement the CLD Partnership Plan.</p> <p>F. Link CLD with Family Wellbeing Partnership.</p>	Senior Manager Secondary and Communities
3.5	Equity of access to digital devices, so that all young people are able to access learning and are included, engaged and involved.	3	3 4	<p>A. Roll out the revised Digital Learning Strategy 2023-2025</p> <p>B. Continue Digital Device Deployment Programme and</p>	Senior Manager Secondary and Communities

NIF Code	Improvement Outcome	NIF Priorities	NIF Drivers	Strategic Actions	Responsible
				evaluate.	
4.1	Increased awareness and improved understanding of skills development with and established skills framework for schools and ELCs	4	4 5	<p>A. Further collaborate with partners from the Local Employability Partnership, with a specific focus on learner demographics relating to the City Region Deal's target groups of:</p> <ul style="list-style-type: none"> • <i>Women and girls</i> • <i>People with a disability</i> • <i>Those living in areas experiencing the highest levels of deprivation (top 20%)</i> <p>B. Ensure parity of esteem between vocational and academic routes.</p> <p>C. Take forward the findings of the Withers review to address how workforce skills development could allow all learners to enjoy rewarding careers, and contribute to efforts to move the economy towards a net-zero basis.</p> <p>D. Continue to embed Learning for Sustainability in the curriculum.</p>	Senior Manager Secondary and Communities
4.2	Enhanced arrangements for tracking progress of vulnerable groups of children and young people	1 2	2 4	<p>A. Keep 'The Promise' to the care experienced community by enabling all staff within the professional network to have a single point of access to all information relating to the child, leading to a more cohesive approach to supporting all children and young people.</p> <p>B. The Virtual Headteachers will monitor progress within this and engage in dialogue with educational establishments to offer both support and challenge.</p>	Virtual Headteachers
4.3	Increased number of children and young people securing and sustaining a positive destination.	4	4 5	<p>A. Continued partnership with Academies, Local Employability Partnership and Skills Development Scotland to ensure all young people enter an initial positive destination.</p> <p>B. Work with Clackmannanshire Partners Participation Group to improve sustained destinations (six months after school leaving date and specifically targeting those at risk.</p>	Senior Manager Secondary and Communities
4.4	Increased number of school leavers attaining SCQF and wider achievement qualifications.	3	4	<p>A. Work with school senior leadership teams and improvement analyst to scrutinise the attainment gap, determine stretch aims and to ensure robust tracking and monitoring is in place.</p>	Senior Manager Secondary and Communities

NIF Code	Improvement Outcome	NIF Priorities	NIF Drivers	Strategic Actions	Responsible
				<p>to achieve this.</p> <p>B. Work in partnership with Forth Valley College to ensure there is a wider curricular offer for young people.</p> <p>C. Ensure parity of esteem between vocational and academic qualifications in school subject choice programmes.</p> <p>D. Strengthen partnership with FIDA (Futures Institute at Dollar Academy) to offer additional qualifications.</p> <p>E. New Clackmannanshire Academy is scoped and delivered, focused on children and young people thriving and developing their capabilities.</p>	
4.5	Improved understanding of Educational Reform proposals from Muir, Hayward and Withers reviews.	3	1 2 4	<p>A. Ensure all stakeholders are fully appraised of the latest developments within Scottish education, informed by OECD, Muir, Hayward and Withers reviews.</p> <p>B. Ensure that the voices of our learners, practitioners and communities are pivotal to our trajectory and respond to national educational developments in a way which best meets the needs of the Children and Young People in our Clackmannanshire context.</p>	Senior Manager Secondary and Communities
5.1	Improved self-evaluation and moderation through enhanced collaboration, empowered leadership and teacher/practitioner professionalism.	5	2 4	<p>A. Continue to embed and enhance approaches to school and ELC improvement planning, standards and quality reporting and self-evaluation</p> <p>B. Embed validated self-evaluation and quality assurance systems and processes across schools and ELCs.</p> <p>C. Deliver actions of the Performance and QA Empowerment Groups (see page 4).</p> <p>D. Plan a cross authority moderation event.</p>	Lead Heads Senior Manager ELC, Primaries and Libraries
5.2	Improved experiences in schools and ELCs to meet the needs of children and young people leading to increased attainment	5	1 2 5	<p>A. Pedagogy Empowerment Group – Implement Writing programme in partnership with EdScot CYPIC</p> <p>B. Implement year 2 Literacy Framework</p> <p>C. Implement year 2 Numeracy Framework</p> <p>D. Continued revision of early level progression pathways</p> <p>E. Development of an Early Level network (ELCs and Primary 1 Practitioners)</p> <p>F. Increased partnership working between primary</p>	Lead Heads Quality Improvement Officers Senior Manager ELC Primaries Libraries

NIF Code	Improvement Outcome	NIF Priorities	NIF Drivers	Strategic Actions	Responsible
				schools and Librarians (Education and Libraries partnership plan 23/24)	
5.3	Improved systematic approaches to assessment and moderation of children’s progress and achievements including the enhanced use of rich data to track progress	5	4	<ul style="list-style-type: none"> A. Embed validated self-evaluation and quality assurance systems and processes across schools and ELCs B. Performance and QA Empowerment Groups (see page 4) C. Consistent use of data collection tools. D. Develop an enhanced system of data collecting and improvement across our ELCs to ensure children achieve their developmental milestones as part of a three year plan E. Continued revision of early level pathways 	<p>Lead Heads</p> <p>Quality Improvement Officers</p> <p>Senior Manager ELC, Primaries and Libraries</p>
5.4	Enhanced use of rich data to inform improvements and track and monitor progress.	5	5 6	<ul style="list-style-type: none"> A. Embed Inspiration Hub and Connecting Clacks Educators website. B. Develop and deliver a Performance and Improvement Professional Learning Programme to upskill and support senior leadership teams. 	<p>Senior Manager ELC, Primaries and Libraries</p> <p>RIC</p>
5.3	Improved systematic approaches to assessment and moderation of children’s progress and achievements including the enhanced use of rich data to track progress	5	4	<ul style="list-style-type: none"> F. Embed validated self-evaluation and quality assurance systems and processes across schools and ELCs G. Performance and QA Empowerment Groups (see page 4) H. Consistent use of data collection tools. I. Develop an enhanced system of data collecting and improvement across our ELCs to ensure children achieve their developmental milestones as part of a three year plan J. Continued revision of early level pathways 	<p>Lead Heads</p> <p>Quality Improvement Officers</p> <p>Senior Manager ELC, Primaries and Libraries</p>
5.4	Enhanced use of rich data to inform improvements and track and monitor progress.	5	5 6	<ul style="list-style-type: none"> C. Embed Inspiration Hub and Connecting Clacks Educators website. D. Develop and deliver a Performance and Improvement Professional Learning Programme to upskill and support senior leadership teams. 	<p>Senior Manager ELC, Primaries and Libraries</p> <p>RIC</p>