

The National Improvement Framework (NIF) sets out the vision and priorities for progress in learning. The NIF is about driving continual improvement in Scottish education and closing the attainment gap ensuring delivery of both excellence and equity.

The National Improvement Framework (December 2020) detailed the following priorities:

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

The Drivers for Improvement are as shown:



The Education (Scotland) Act 2016 requires schools and the local authority to report on the strategic priorities in the National Improvement Framework.

Education authorities must prepare and publish annual plans describing the steps they intend to take during the planning period:

- in pursuance of the NIF for Scottish education;
- to reduce the inequalities of outcome experienced by children and young people as a result of socio-economic disadvantage and the ways in which they will consult key partners when deciding how this should be achieved; and
- the plan must also set out any educational benefits the authorities consider will result from taking all of these steps.

Education authorities must prepare and publish annual reports setting out the steps they have taken, over the course of the planning period.

Implications for School Improvement Planning and reports

School Improvement Plans (SIP) must be produced on an annual basis taking account of the Education Service Plan. This has to be underpinned by effective self-evaluation which is clearly focused on ensuring that every child makes progress in their learning. The new How Good is our School 4 and How Good is our Early Learning and Childcare should be used to carry out focused self-evaluation in order to inform school improvement priorities. The authority's, Quality Improvement and Self Evaluation Policy should inform this process. Schools should look inwards, outwards and forwards as part of this self-evaluation process. This will require collaboration within clusters, within the authority and out with East Dunbartonshire.

The plans must be underpinned by consultation with:

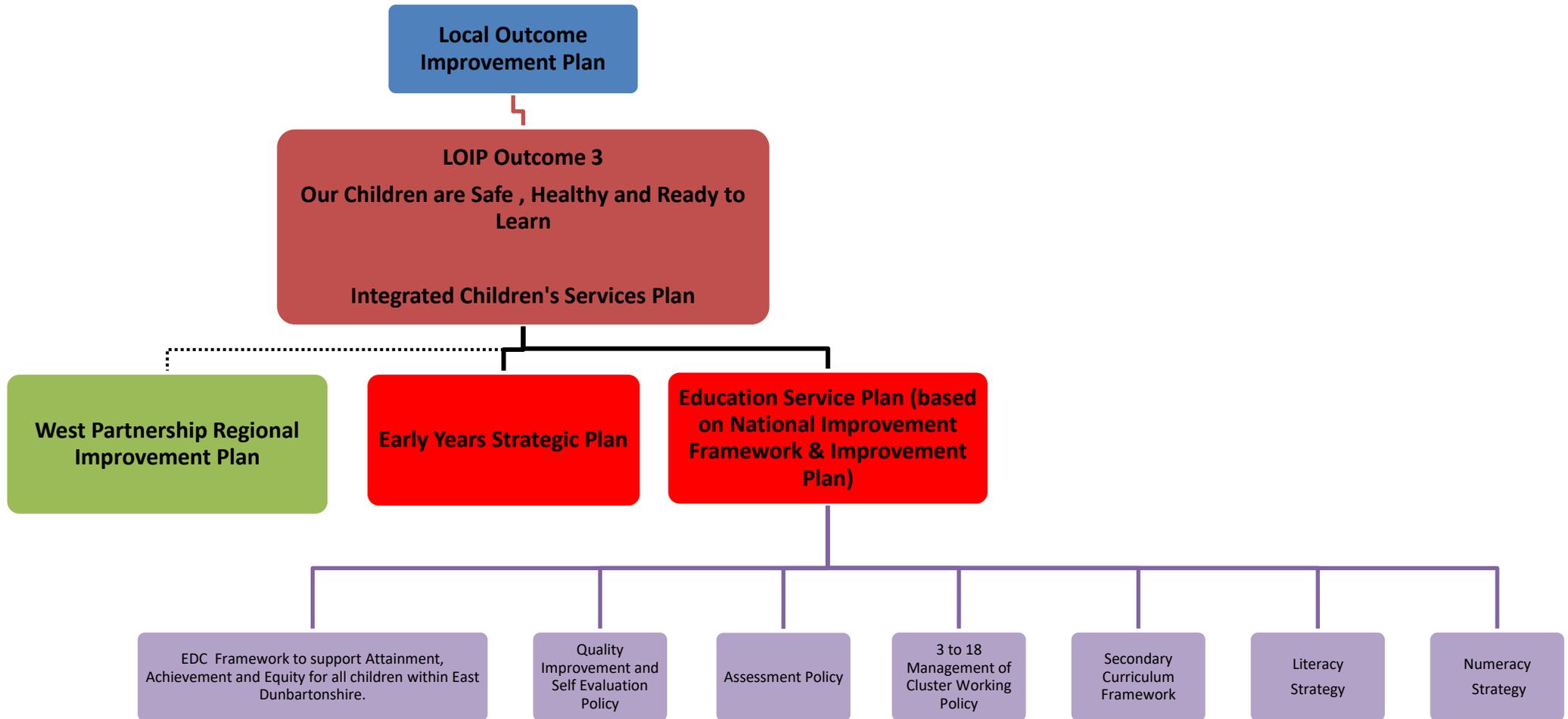
- children and young people;
- any Parent Council or combined Parent Council established for the school;
- teachers employed in the school;
- any volunteers working in the school; and
- local bodies representing teachers and parents of children and young people in attendance at the school.

This consultation should focus on:

- What is currently working well in schools or nurseries?
- What areas could be improved?

This consultation process is an integral part of self-evaluation.

Policy and Planning within the Education Service



East Dunbartonshire Education Service Plan 2020-23

The Integrated Children's Services Plan details how Local Improvement Outcome 3 : Our Children are Safe, Healthy and Ready to Learn will be delivered through partnership working between education, health, social work and the police. This is part of the Council's Business Improvement Plan.

Within the Education Service, there is a clear policy and planning structure linked to the Council's Business Improvement Plan. These policies provide clear guidance to schools and centres:

- The Framework to support Attainment, Achievement and Equity for all children within East Dunbartonshire provides very clear guidance to schools in implementing the National Improvement Framework within EDC (2016);
- The Quality Improvement and Self Evaluation Policy has been updated to reflect the National Improvement Framework and the new How Good is our School 4. This should be used by schools to develop their self-evaluation processes (2016);
- Assessment within the Broad General Education Policy (2016);
- The 3 to 18 Management of Cluster Working Policy (2010);
- The Secondary Curriculum Framework (2012);
- The Literacy Strategy (2017) and
- The Maths Strategy (2019).

The Strategic Plans within the Education Service are:

- Education Service Plan derived from the National Improvement Framework and Improvement Plan. It provides guidance to schools and centres on the authority targets in relation to the strategic priorities contained in the national NIF.
- Early Years Strategic Plan

These plans rely on robust partnership working with a range of agencies.

Reporting will be through the Corporate Reporting Framework and, How Good is Our Service?. The Education Service's Standards and Quality Report will give more qualitative data on an annual basis.

East Dunbartonshire Council works as part of the West Partnership: Glasgow City Regional Education Improvement Collaborative. The Improvement Plan for the West Partnership details strategic actions that complement the actions in the Education Service Plan.

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NIF Strategic Priority: Improvement in attainment in literacy			
Areas for improvement	Action at authority level	Action at school / establishment level	Performance Measures
<ul style="list-style-type: none"> • Continue to raise attainment in writing. • Continue to raise attainment in reading. • Begin research into listening and talking skills and improve understanding of standards and expectations within CfE Levels. • Develop moderation processes in literacy across levels • Support Secondary Schools to develop enhanced opportunities for literacy across learning. • Support Secondary schools to have an effective process for monitoring and tracking literacy in the broad general education. 	<ul style="list-style-type: none"> • Continue development and implementation of the literacy strategy 3-18 with particular focus on reading and writing at early, first and second level and listening / talking at early level. • Collaborative work with the West Partnership to develop networks in literacy and assessment / moderation processes. • Deliver Career Long Professional Learning (CLPL) in reading, writing, listening and talking for literacy champions. • Delivery of Professional Learning Communities to enhance knowledge and understanding and share practice in literacy. • Focused support in identified schools in relation to raising attainment in literacy. • Support for schools to develop their tracking process in the broad general education. • Continue to develop the strategic direction and research methodology of the Literacy Strategic Learning Group. 	<ul style="list-style-type: none"> • All schools and early years' centres continue to develop a literacy strategy to raise attainment. This should include a clear curricular framework for development and progression of literacy skills, effective learning, teaching and assessment. • All schools and early years' centres review and develop their parental engagement strategy to support literacy learning within the home. • Continue to develop partnership groups and cluster working through the use of Glow Teams for the moderation of reading and writing. • All schools and early years' centres continue to develop moderation processes within and out with the school to build teachers' professional judgement. • Self-evaluation and quality assurance processes should be clearly focused on the use of the benchmarks and tracking of progress to ensure that children are making very good progress in their learning. • Secondary schools review and further develop their processes for tracking. 	<ul style="list-style-type: none"> • Refer to Appendix 1 for qualitative measures. • Evaluation of Professional Learning. • Analysis of Education Scotland inspection reports. • Analysis of Quality Reviews and improvement visits to schools and centres. • Analysis/reporting about the use of Pupil Equity Funding and school based interventions. • Outcomes from Validated Self Evaluation (VSE) in Literacy informs practice and next steps for the EDC Literacy Strategy.

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NIF Strategic Priority: Improvement in attainment in numeracy			
Targets	Action at authority level	Action at school / establishment level	Performance Indicator
<ul style="list-style-type: none"> • Continue to raise attainment in numeracy and mathematics across all levels. • Raising attainment in numeracy in targeted primary schools where there is a negative trend. • Secondary schools have an effective process for monitoring and tracking numeracy in the broad general education. 	<ul style="list-style-type: none"> • Implementation of the revised numeracy strategy 3-18, with a focus on skills development across all levels. • Continue to support schools to develop progression pathways that incorporate a range of mental calculation strategies. • Support schools to develop their tracking process for numeracy across all levels. • Provision of professional learning programme to improve staff confidence and enhance professional practices in teaching maths and numeracy. • Continue to support schools to identify, apply and assess numerical skills across other curriculum areas, including STEM and DYW. <p>Not sure why we have highlighted these 2 areas?</p> <ul style="list-style-type: none"> • Target interventions in identified schools in relation to raising attainment in numeracy. • Continue to develop numeracy and mathematics moderation and assessment approaches in collaboration with the West Partnership. 	<ul style="list-style-type: none"> • All schools and early years' centres continue to develop a numeracy strategy to raise attainment. This should include a clear curricular framework for development and progression of numeracy skills, effective learning, teaching and assessment. • All schools and early years' centres review and develop their parental engagement strategy to enable parents to support their child's numeracy skills. • All schools and early years' centres continue to develop moderation processes within and out with the school/centre to build teachers' professional judgement. • Continue to raise attainment in numeracy using maths recovery assessment for targeted intervention groups. • Self-evaluation and quality assurance processes should be focused on the use of the benchmarks and tracking of progress to ensure that children are making very good progress in their learning. • Secondary schools review and further develop their processes for tracking learners' progress in numeracy, particularly at the point of transition from primary. 	<ul style="list-style-type: none"> • Refer to Appendix 1 for qualitative measures. • Evaluation of Professional Learning. • Analysis of Education Scotland inspection reports. • Analysis of Quality Reviews and improvement visits to schools and centres. • Analysis/reporting about the use of Pupil Equity Funding and school based interventions.

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NIF Strategic Priority: Closing the attainment gap between the most and least disadvantaged			
Targets	Action at authority level	Action at school / establishment level	Performance indicators
<ul style="list-style-type: none"> • Raise attainment in literacy, numeracy and health and wellbeing through focused interventions and pupil equity funding. • Further enhancement of family learning programmes to enhance children's learning and development. • Enhancing experiences and wellbeing of learners through implementation of Including Every Learner – promoting positive relationships and managing behaviour that challenges. • Secondary schools offer appropriate pathways in the senior phase to continue to sustain positive leaver destinations for identified pupils. 	<ul style="list-style-type: none"> • Support leaders and practitioners to use data effectively to track and provide effective intervention to raise attainment and close the gap. • School visits monitor the expenditure and associated impact of PEF interventions to support learners. • Work at early level continues to focus on raising attainment in literacy and numeracy through development work in areas of deprivation. • Develop targeted support for families through parenting and family learning. • ASN leadership seminars highlight new policy and practice and support implementation within schools. • Continue to raise awareness and support schools to implement recommendations in relation to the Cost of the School Day. • Further develop self-evaluation and professional learning in inclusive practice through newly established Inclusion Advisors and targeted Wellbeing and Inclusion Groups • Support schools to develop teaching and learning approaches that develop skills for learning, life and work. • Support secondary schools to continue to develop their Tier 1 ASN resource and associated curriculum for learners. 	<ul style="list-style-type: none"> • Schools effectively analyse a range of data to improve attainment and achievement through targeted support. • PEF interventions, targets and spends are included within the School Improvement Plan and have a positive impact for learners. • Schools and early years' centres make use of the EDC toolkit for parental engagement to enhance family learning opportunities. • Schools and early years' centres continue to work with parents to review ASN policies and guidelines with reference to Including Every Learner. • Schools work with Inclusion Support Officers and outreach services to develop targeted support for children with ASN or at risk of exclusion. • Implementation of revised exclusion procedures with termly tracking and interventions to address wellbeing are actioned. • Schools continue to develop plans relating to the Cost of the School Day • Inclusion Advisors and Wellbeing Inclusion groups identify areas for development and work collegially within and across schools to develop inclusive practices. • Secondary schools offer appropriate pathways in the senior phase that meet the needs of all learners. • Support for learners requiring intervention is provided through the provision within the 	<ul style="list-style-type: none"> • Refer to Appendix 1 for qualitative measures. • Evaluation of Professional Learning. • Analysis of Education Scotland inspection reports. • Analysis of Quality Reviews and improvement visits to schools. • Analysis of attainment • Analysis of attainment linked to interventions of PEF. • Reduction in the number of exclusions and analysis of attendance. • Quarterly review of Child Poverty Action plan at authority level. • Analysis of vocational and academic pathways available to pupils in the senior phase.

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		Wellbeing Base/ASN provision and other school based resources.	
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NIF Strategic Priority : Improvement in children and young people's health and wellbeing			
Targets	Action at authority level	Action at school / establishment level	Performance indicators
<ul style="list-style-type: none"> • All children and young people in primary and secondary schools are supported through inclusive practices to support wellbeing. • All children and young people are supported through implementation of Including Every Learner Policy Framework. • Professional Learning in de-escalation and interventions is delivered to all establishments on a rolling programme. • Development of mental health and wellbeing strategy for EDC in line with National Policy. <p>Children with Autistic Spectrum Disorders are supported effectively in educational establishments</p> <ul style="list-style-type: none"> • Increased uptake of physical activity in all sectors 	<ul style="list-style-type: none"> • Support all primary and secondary schools including the Enhanced Learning Resources through delivery of Compassionate, Connected Community CLPL. • Revise and implement Sexual Health, Relationships and Parenthood Programme in all establishments through consultation with Parent Forums and professional learning. • Develop an authority Mental Health & Wellbeing strategy in consultation with stakeholders. • Develop and implementation of an EDC School Counselling Programme across all clusters for pupils aged 10-18. • Continue to provide CLPL programme on Including Every Learner for staff at all levels. • Continue to deliver a range of professional development at all levels, to include: <ul style="list-style-type: none"> ○ Child Protection; ○ Adverse childhood experiences – online CLPL module; ○ Trauma informed practice (including de-escalation); ○ Pupil and staff wellbeing; and ○ ASN Learning interventions (including Autism Support) • Continue to deliver support to schools on Equality Act compliance. • Strategic Learning Group for health and wellbeing will evaluate and inform strategic direction for: <ul style="list-style-type: none"> ○ Family Learning & Parental Engagement; ○ Trauma Informed Practice (Nurture); and ○ Mental Health and Wellbeing Strategy. 	<ul style="list-style-type: none"> • Inclusion Advisors to implement trauma informed interventions within their establishment using practitioner enquiry approach. • Delivery of new RSHPE – should replicate previous column programme across all schools (Early Years - Early Protective Measures). • Implementation of, 'Including Every Learner', Policy and Provision for Children and Young People's with additional support needs. • Secondary wellbeing teachers to continue to implement, 'Let's Introduce Anxiety Management', (LIAM). • Schools use de-escalation strategies as part of trauma informed practice. • Use benchmarks for assessing progress in HWB across all sectors and continue to develop the tracking of wellbeing. • Revise and monitor Anti-Bullying Policy in line with updated EDC Strategy. Report and record incidents and take appropriate actions. • Continue to Review Child Protection processes in line with authority guidance. • Autism Advisers continue to support practice to meet the needs of pupils with social, language and communication needs. • Develop approaches to support and protect the mental health of children and young people. • All schools act on recommendations of the strategic group to meet the mental health needs of children and young people. 	<ul style="list-style-type: none"> • Evaluation of revised programme. • GIRFEC Liaison Group and Locality Liaison Group to track placements and identify appropriate actions for learners and young people. • Evaluation of Professional Learning. • Improved mental health and wellbeing in children and young people (qualitative and quantitative measures). • Recording and response to incidents of allergic reactions in schools. • Analysis of Education Scotland inspection reports. • Analysis of Quality Reviews and visits to schools.

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	<ul style="list-style-type: none">• Support schools in implementation of nutritional guidelines and EDC Food Allergy and Intolerance Policy (2020).• Continue to provide CLPL programme on outdoor learning at all levels.	<ul style="list-style-type: none">• Schools to follow EDC guidance on allergens and include in annual training.• Continue to promote healthy eating through curriculum guidance on good food choices, cooking practices and food knowledge and extend to family learning.• All schools and Early Years Centres continue to develop opportunities for Outdoor Learning (including daily mile where appropriate).	
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NIF Strategic Priority : Improvement in employability skills and sustained, positive school leaver destinations for all young people			
Targets	Action at authority level	Action at school / establishment level	Performance Indicator
<ul style="list-style-type: none"> • Increase the uptake of vocational qualifications available to those in the senior phase. • Sustain the percentage of young people in positive leaver destinations. • Ensure that all schools have an approach to careers education in place. 	<ul style="list-style-type: none"> • Strategic Curriculum Design group to take account of broadening the curriculum offer ensuring this links to progression, within the Senior Phase. Support schools to implement any changes to practice. • Continue to increase awareness of wider accreditation opportunities within the Senior Phase. • Provide support to all primary schools for careers education linked to the Careers Education Standard. • Continue to develop further the current vocational programme to enhance the number of courses to create clear progression routes from school to positive destinations. • Continue to work with the colleges to deliver a wider range of senior phase courses in partnership with SDS and making use of Labour Market Intelligence (LMI). • Support and promote foundation and modern apprenticeships. • Youth workers deployed in all secondary schools through a bespoke programme agreed with each school. 	<ul style="list-style-type: none"> • All primary schools establish practice in line with Careers Education Standard. • Secondary schools will continue to review the careers education support the local authority provides and consider how they will implement this in line with the Careers Education Standard. • Continue to provide clear careers advice/learner pathways for all young people and in particular those at risk of a negative destination. • Extensively promote senior phase college options to children and young people, parents and staff. • Support young people in vulnerable groups to access appropriate vocational pathways. • Ensure the post school transitions policy is implemented for vulnerable school leavers. • Continue to implement revised work placement policy to ensure that well planned work placements are part of the curriculum for young people within the senior phase. • Promote uptake of foundation/modern apprenticeships. • Review and update anticipated leaver date, preferred occupation and preferred job for senior phase pupils. 	<ul style="list-style-type: none"> • The number of young people involved in the Senior Phase Partnership programme has increased. • Review of college course uptake in line with the Local Labour Market Information. • Evidence from schools of well-planned work placements as an integral element of the senior phase. • Analysis of Education Scotland inspection reports. • Data analysis using the annual participation measure from Scottish Government. • Review of Foundation / Modern Apprenticeships uptake.

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Drivers for Improvement

These drivers for improvement have additional actions:

	Leadership	Parental Involvement - Engagement	School and Centre Improvement
Action at authority level	<p>Deliver Teacher, Middle and Senior Leadership programme in collaboration with West Partnership and Education Scotland and associated Universities.</p> <p>Deliver Leadership programme for Early Years to include Self-Evaluation and Centre Improvement Planning.</p> <p>Deliver General Teaching Council Scotland (GTCS) programme of Career Long Professional Learning on Code of Professional Practice and Conduct.</p> <p>Deliver new professional development policy in line with GTCS MyPL.</p> <p>Revise the professional learning programme for newly appointed and qualified teachers and probationers.</p> <p>Pupil Leadership is enhanced through consultation on key developments within the Council through newly appointed Youth Council members and Pupil Councils.</p>	<p>Continue to develop the Parent Engagement strategy within schools and review implementation of Action Plans.</p> <p>Family Learning Champions share good practice with EDC schools and Early Years' centres.</p> <p>Continue to revise the Parent Forum agenda through close working with the parent forum action group.</p>	<p>Develop and implement a STEM strategy across all schools, (including Upstream Battle with West Partnership)</p> <p>Implement the digital learning strategy across all schools.</p> <p>Implement 1+2 Languages plan across all schools, including advice re British Sign Language.</p> <p>Enhance approaches to collaboration within the authority and the West Partnership.</p> <p>Continue to implement Learning Partnership Groups alongside 3 to 18 Cluster working.</p> <p>Continue to develop Strategic Leadership Groups as outlined in the professional learning framework.</p> <p>Establish self-evaluation and improvement trios with Early Years establishments to enhance learner participation and engagement.</p>
Action at School and Centre level	<p>Promote leadership opportunities at all levels through the MyPL and the new Professional Review and Development, Professional Update process.</p> <p>Facilitate opportunities for leadership at all levels within and across establishments.</p> <p>Work collaboratively with peers and colleagues to develop a supportive coaching/mentoring approach to leadership within schools.</p> <p>Fully registered teachers demonstrate their professional capacity in line with the GTCS Standard.</p> <p>Early Years establishments demonstrate their professional competences against Scottish Social Services Council's standards.</p>	<p>Devise a Parental Engagement action plan using authority toolkit to support home learning as part of a family learning approach.</p> <p>Ensure effective consultation and engagement with parents in relation to school planning and self-evaluation (including PEF).</p> <p>Continue to ensure effective consultation with stakeholders in relation to evaluation of school and centre improvements.</p>	<p>Through robust self-evaluation and analysis of data, identify clear improvement priorities and action plans in consultation with all stakeholders.</p> <p>Ensure Centre and School Improvement planning addresses workload and tackling bureaucracy</p>

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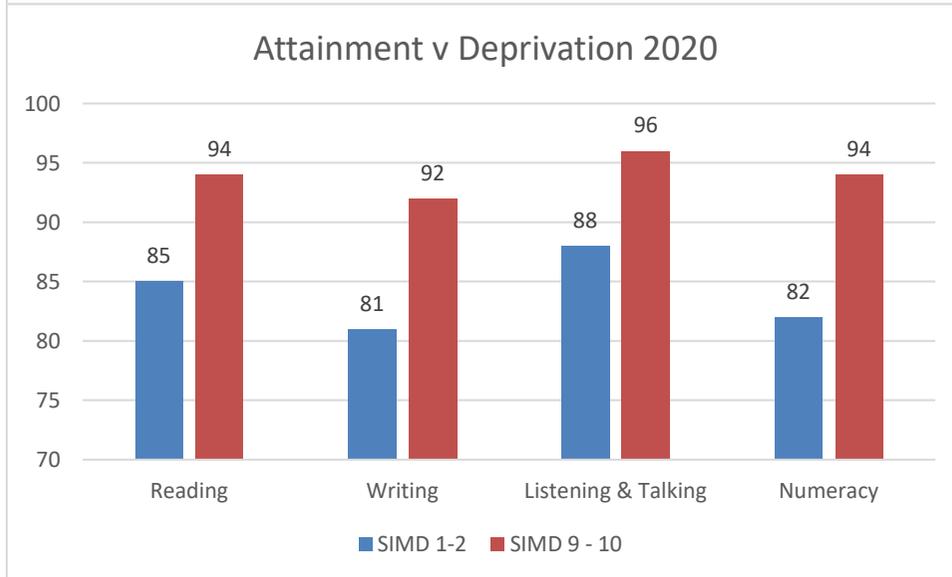
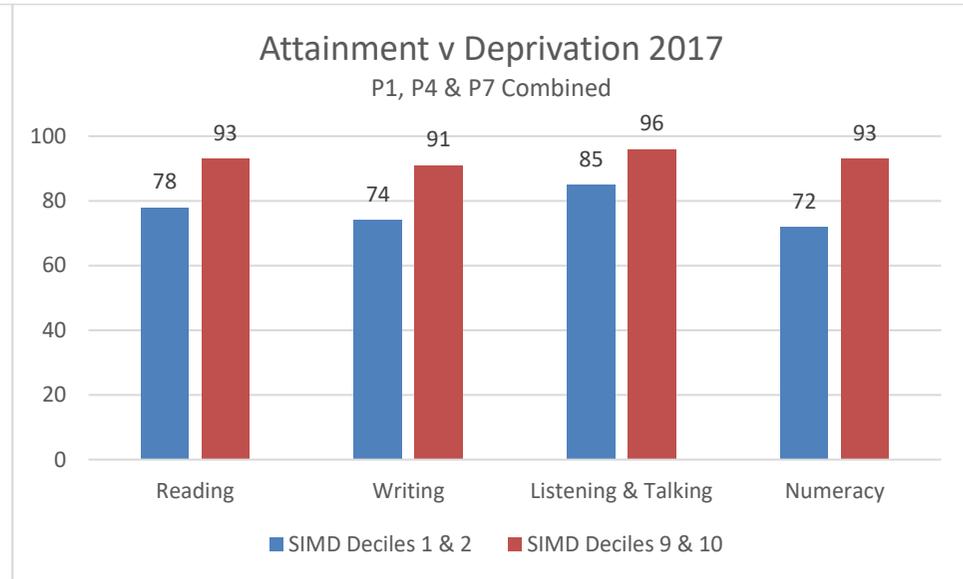
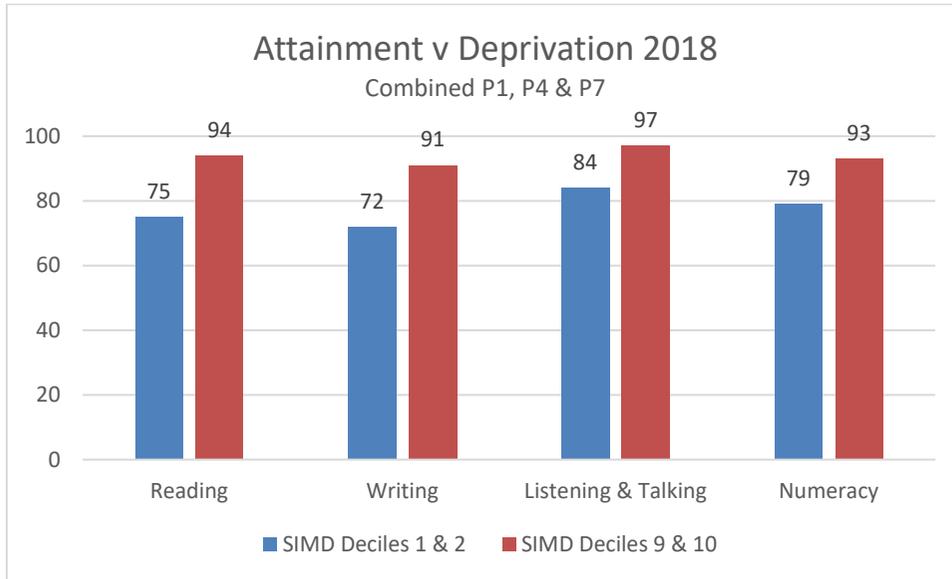
Appendix 1 Performance Measures

Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
	Value	Value	Value	Value	Target
% of Primary 1 pupils achieving expected levels or better in reading;	89%	90%	91%		91%
% of Primary 1 pupils achieving expected levels or better in writing;	86%	89%	88%		90%
% of Primary 1 pupils achieving expected levels or better in listening and talking;	93%	95%	93%		94%
% of Primary 4 pupils achieving expected levels or better in reading;	85%	88%	88%		89%
% of Primary 4 pupils achieving expected levels or better in writing;	83%	82%	84%		86%
% of Primary 4 pupils achieving expected levels or better in listening and talking;	90%	92%	93%		91%
% of Primary 7 pupils achieving expected levels or better in reading;	88%	88%	90%		91%
% of Primary 7 pupils achieving expected levels or better in writing;	85%	83%	85%		87%
% of Primary 7 pupils achieving expected levels or better in listening and talking;	93%	94%	95%		93%
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	98%	99%	99%		98%
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	81%	84%	78%		84%
% of Primary 1 pupils achieving expected levels or better in numeracy;	90%	93%	93%		94%
% of Primary 4 pupils achieving expected levels or better in numeracy;	84%	86%	87%		90%
% of Primary 7 pupils achieving expected levels or better in numeracy;	84%	85%	86%		88%
% of S3 pupils achieving third level or better in numeracy	96%	99%	99%		95%

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Indicator	2016-17	2017-18	2018-19	2019-20	2020-21
	Value	Value	Value	Value	Target
% of S3 pupils achieving fourth level or better in numeracy	76%	78%	82%		80%
% of S5 pupils achieving 1 or more awards at SCQF Level 6 or better	85%	87%	91%		87%
% of S6 pupils achieving 5 or more awards at SCQF Level 6 or better	73%	74%	73%		75%
% of school leavers achieving SCQF Level 5 Literacy and Numeracy	83% Based on 2016/17 leavers	86% Based on 2017/18 leavers	2018/19 data not yet available		82%
% of establishments evaluated as good or better for leadership of change through Education Scotland inspections, quality reviews and establishment self-evaluation	86%	95%	93%		100%
% of establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, quality reviews and establishment self-evaluation	91%	89%	88%		100%
% of establishments evaluated as good or better for raising attainment and achievement through Education Scotland inspections, quality reviews and establishment self-evaluation	88%	93%	91%		100%
% of establishments evaluated as good or better wellbeing, inclusion and equity through Education Scotland inspections, quality reviews and establishment self-evaluation	93%	99%	93%		100%
Primary exclusion rates (incidents per 1000 pupils)	2.8	3.3	4.9		1.0
Secondary exclusion rates (rates per 1000 pupils)	18.5	12.6	14.1		10.0
Primary attendance rates	96.4%	96.2%	96.2%		97%
Secondary attendance rates	93.5%	93.5%	93.2%		95%
Initial and sustained school leaver destinations of senior phase pupils (Target based on % in positive destinations)	98.3%	98.9%	2018/19 data not yet available		96%

Appendix 2 : Stretch Aims



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