

NATIONAL IMPROVEMENT FRAMEWORK IMPROVEMENT PLAN

WEST LoTHIAN COUNCIL

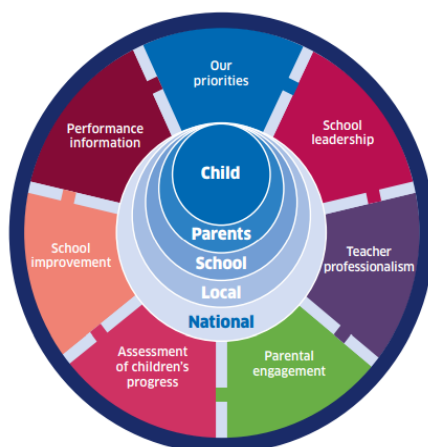
SESSION 2019-20

ACHIEVING EXCELLENCE AND EQUITY



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WEST LoTHIAN PERSPECTIVE



This West Lothian National Improvement Framework Improvement Plan (NIFIP) represents West Lothian Council's annual statement of improvement objectives. As such, it is consistent with the [Council's Corporate Plan](#) and the Community Planning Partnership's Single Outcome Agreement. It will provide the mechanism by which the Service will fulfil the objectives and meet the targets in these plans and will link directly with the [West Lothian Raising Attainment Strategy](#).

Our mission to ensure excellence and equity for all our children and young people is strongly reflected within the Vision, Values and Ambition of West Lothian Council, as well as the Single Outcome Agreement and Corporate Priorities.

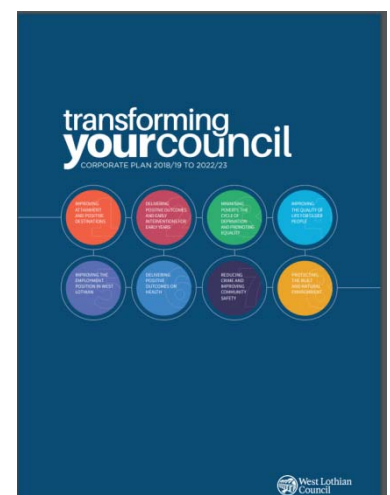
In support of the Council's Corporate Plan 2018/23 and the eight priorities, the Raising Attainment Strategy and the West Lothian NIFIP will directly influence and impact on the delivery of the Council's number one priority of improving attainment and positive destinations. It aims to ensure that children and young people are well placed to move into adult life and employment or further/higher education. There is an expectation by West Lothian Council that effective learning and teaching throughout each young person's school experience enables them to maximise their potential.

West Lothian Council is committed to improving attainment for all children and young people in line with the National Improvement Framework and through the effective delivery of Curriculum for Excellence. Schools in West Lothian have consistently demonstrated their capacity to improve attainment. Within this strategy, the overarching themes are to raise the attainment of all in achieving excellence, and to ensure equity through closing the gap in education outcomes between children from the most and least deprived backgrounds.

Vison, Values and Ambition of West Lothian Council

West Lothian Council Education Services, working with key partners, will:

- promote the expectation that every child matters and has the capacity to learn
- intervene systematically to break the cycle of disadvantage at all stages, and with an emphasis on the early years and subsequent sustained intervention
- create a collaborative culture which enables strong leadership of learning and which values visionary leaders who are focused on improved outcomes for all learners
- expect and support the development of effective and reflective teachers and leaders through robust quality improvement
- expect and support the development of effective programmes which lead to improved learning and teaching in every classroom
- improve the quality of the evidence which demonstrates the link between learning and teaching and sustained life outcomes for school leavers.
- create effective performance management systems for all leaders and practitioners which draw on rich and robust data



West Lothian Council has a relentless focus on improving the attainment, achievement and life chances of our children and young people. Our mission to ensure excellence and equity for every child we have the privilege of teaching in our early learning centres and schools, will be achieved through:

- rigorously improving attainment, particularly in literacy and numeracy - a priority in which we have already had significant success
- relentlessly and creatively embracing effective interventions to close the attainment gap between the most and least disadvantaged children
- uncompromisingly focussing on improving children and young people's health and wellbeing
- persistently pursuing ongoing improvement in employability skills and sustained, positive school-leaver destinations for all young people

In order to achieve these outcomes, the strategy will focus on the delivery of specific actions and activities directly linked to the six **National Improvement Framework drivers**:

- **School Improvement:** Collaborative quality improvement activities across West Lothian Education Services will continue to drive improvement in outcomes for learners. School improvement planning will focus on raising attainment and actively address the equity gap.
- **School Leadership:** Strategic leadership will continue to develop leaders at all levels in order to further develop capacity and improve outcomes. This will be achieved through the implementation and expansion of leadership Career Long Professional Learning (CLPL) pathways.
- **Performance Information:** Intelligent use of data ensures the identification of gaps in learning resulting in assertive target setting with schools. Targets will be aspirational, challenging and relevant with progress tracked.
- **Teacher Professionalism:** Authority and school activities will be focussed on delivering excellent learning, teaching and assessment. School leaders will work with their staff teams to ensure that lessons are motivating, engaging, well-planned and differentiated to meet the needs of all learners, based on the West Lothian statement of expectation for all practitioners.



- **Assessment of Children's Progress:** West Lothian Progression Pathways for Literacy and Numeracy will be used to ensure further improvement in literacy and numeracy levels. Transition arrangements will focus on curricular transition and continuous progression in learning with schools making effective use of the monitoring and tracking information.

- **Parental Engagement:** The quality of engagement that parents have with their child's learning is a key factor to ensuring successful outcomes. School leaders will improve and increase ways in which parents and families can engage in partnership with schools to support their children.

The Socio-Economic Duty

West Lothian Council has a deep commitment to ensuring equality of outcome for those pupils impacted by socio-economic disadvantage. This has been addressed in numerous ways. Time limited expenditure has been given to secondary schools whose pupils live within areas of deprivation to support efforts to raise attainment. Additional resources have been allocated to those schools with pupils living in the most deprived areas, including additional staffing to support the establishment of a nurture approach. Schools within West Lothian have participated in the Scottish Attainment Challenge. Other actions include the establishment of Breakfast Clubs in all primary schools, Holiday Lunch and Activity Clubs, the payment of a high level school clothing grant, the establishment of school clothing stores, and implementation of the Council's Anti-Poverty Strategy.

West Lothian Council has well established mechanisms for consulting, involving and collaborating with Headteachers, pupils, parents, teaching unions and partners including those on the Community Planning Partnership. Discussion and collaboration in relation to the establishment and improvement of services which will help those pupils impacted by socio-economic disadvantage takes place through these mechanisms as a matter of routine.

In order to ensure that consideration of the Socio-Economic Duty is given due weight when strategic decisions regarding education provision are taken, reference to the Socio-Economic Duty will be made in all reports submitted by officers of Education Services to the Education Executive.



COLLABORATIVE PRACTICES

West Lothian Education Services has an ongoing commitment to promoting and embedding a culture of professional collaboration within and between schools. This also extends to having a clear desire to work with, learn with and influence improvements across our Regional Improvement Collaborative and at a national level. Well established and effective collaborations are in place, which lead to continuous improvement in West Lothian schools.

Our collaborations include the use of research to inform practice, ensuring we use a variety of research and evaluative tools to inform future improvement and to help promote innovation. In addition to using performance data and VSE evaluations to support improvement, we will continue to:

- further develop the use of practitioner enquiry in schools, in partnership with the Educational Psychology Service
- establish further Teacher Learning Communities, in partnership with Tapestry
- use quantitative data sets including the Scottish National Standardised Assessments, Scottish Qualifications Authority results, Realigning Children's Services data and Health and Wellbeing Survey, Achievement of Curriculum for Excellence Levels – Teacher Professional Judgement data
- use national and international evidence eg the National Improvement Hub, the Education Endowment Foundation, the Organisation of Economic Co-operation and Development Reports
- share examples of excellent improvement practice throughout West Lothian
- hold another authority-wide conference to highlight examples of Pupil Equity Funding which is clearly demonstrating improvement
- continue to develop on-line resources to support school improvement
- continue to work in partnership with academic partners eg University of Strathclyde, University of Edinburgh, University of Stirling

West Lothian's Quality Improvement and Performance Teams provide support, challenge and guidance to all of the established collaboration models, ensuring that our schools are very well placed to continually improve and achieve the targets set by the local authority.

This role includes:

- working to build capacity amongst senior school leaders and their staff for robust and accurate self-evaluation and identifying the need for high quality career long professional learning which leads to effective school improvement;
- promoting the cycle of improvement through professional dialogue, advice, and support around school evaluations and improvement plans;
- holding regular attainment meetings and professional dialogue with head teachers (and extended leadership teams) using robust data analysis from Curriculum for Excellence attainment information, SQA results and standardised testing provided by the Performance Team to agree action for improvement;
- engaging directly with schools, as needed, to support in-school monitoring and self-evaluation, where identified action is required and with those schools involved in Education Scotland inspections;
- bringing evidence from ongoing dialogue, in-school observations and school submissions to identify schools for strategic interventions or authority support. A programme of council supported VSE will involve the Quality Improvement Team and Senior Education Managers working with schools, other service staff and partners;
- advising Senior Education Services' Managers timeously of challenges facing schools affecting their capacity for continuous improvement.

Moving Forward in Learning

[Moving Forward in Learning \(MFIL\)](#), established in 2013, is a steering group comprising of senior officers, senior school leaders and partners, which centres on collaboration and networking to achieve effective school improvement and raise attainment, supporting the principle of improvement as a shared responsibility. Collaboration strategies include practices which increase the capacity of schools and their partners to implement the changes necessary to secure improvement.

https://www.westlothian.gov.uk/media/21362/Moving-Forward-in-Learning-Overview-2019/pdf/Moving_Forward_in_Learning_Overview_2019.pdf

Validated Self-Evaluation Programme

The success of West Lothian's authority supported [Validated Self-Evaluation programme](#), introduced in 2013, has built capacity and capability in our education system, leading to effective collaboration within and between schools.

The focus of the authority supported VSE process is to support improvement and evaluate the quality of Leadership and Management, Learning Provision, and Successes and Achievements.

VSE involves collaboration between the school, its Quality Improvement Partners (QIPs) and Education Officers (EOs) to support wider challenge and enhance the school's own self-evaluation processes for continuous improvement. VSE is led by the school and is:

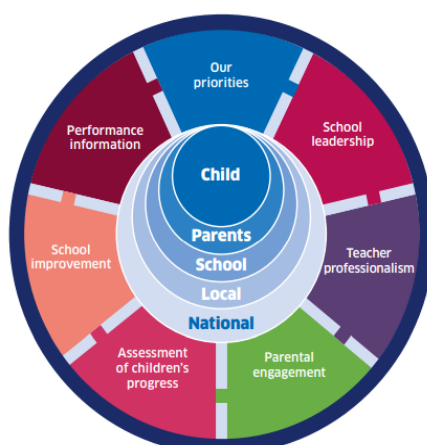
- Focused on outcomes
- Proportionate to need
- Flexible, with scope to recognise differences in school contexts
- Rigorous and transparent

Cluster / Learning Communities / HUBs

Clusters and Learning Communities are groups of schools linked by associated secondary schools. This collaboration allows for schools to work together in the context of their local communities and enhance continuity in learning from early years to primary to secondary and then beyond. HUBs are groups of 3 or 4 Clusters/Learning Communities linked to provide enhanced collaboration on a wider network, giving scope for in-depth engagement.

Quality Improvement Partnerships (QIPs)

QIPs enable groups of schools to work together at all levels to support collaborative improvement. Schools consider their own context, profile, improvement priorities, leadership development needs and staff development needs when forming their aims for the year. The purpose of these groups are to develop collaborative, improvement-focussed activity which is owned and driven by Headteachers.



Getting It Right for Every Child (GIRFEC)

In West Lothian, we have a particular focus on Nurture and the importance of early attachment relationships which enables schools to create the context for learning. This approach incorporates both traditional Nurture Groups and, more recently, whole school nurture practice. We are particularly focused on the health and wellbeing of our Looked After Children and on supporting our Young Carers. There are a range of activities aimed at supporting staff to support our Looked After Children effectively as part of the Council's Corporate Parenting Plan.

The ability of children and young people to form and sustain positive and respectful relationships is at the heart of health and wellbeing. Schools and their partners have a responsibility to create the right environment for effective learning and teaching where children and young people are active and achieving, safe, healthy and nurtured, respected, responsible and included. Opportunities for children's achievements and contributions to be valued and celebrated will enable them to develop self-confidence, resilience and readiness to learn.

We have significant work being undertaken in the GIRFEC agenda. This involves 3 key groups working collaboratively with partners both across and outwith West Lothian to drive forward the GIRFEC agenda in order to 'close the gap' and improve the health and wellbeing of our children and young people.

Our *MFIL Leadership for Health and Wellbeing* group work in conjunction with our Inclusion and Wellbeing Service, [Educational Psychology Services](#) and partners from CLD, Social Policy and Health, and next session will focus on Improving Attendance, Mental Wellbeing and using the Wellbeing Indicators to track progress. Our *Inclusion and Wellbeing Service* will focus on the development of the Continuum of Support, Corporate Parenting (Quality Assurance Focus), Transitions and CLPL for health and wellbeing. Our *Educational Psychology Service*, will focus on Nurture, Early Years / Early Intervention, Learning and Teaching through evidence based approaches, Corporate Parenting (staff development focus) and Health and Wellbeing interventions (loss and bereavement, attachment, anxiety).

Early Learning and Childcare

West Lothian Council will use the Early Learning and Childcare (ELC) Expansion Plan to ensure that the provision of ELC contributes to excellence and equity for all. Equity of outcome will best be delivered through a universal, comprehensive service, ensuring real integration of early learning, and continuity of delivery of curriculum for excellence at early level. We will work with partners to ensure effective transitions from ELC to Primary 1.

The provision of a universal service recognises the importance of effective early intervention to both raising attainment, in particular literacy and numeracy, and to closing the attainment gap resulting from socio-economic deprivation. Within this service, children will benefit from the strong multi-agency partnerships, involving Community Planning Partners, that already exist in each school to ensure that the most vulnerable children receive appropriate support.

This approach is consistent with the requirement of the Socio Economic Duty (Standards in Scotland's Schools etc Act 2000) that education authorities must continually consider whether they can do more to help those pupils impacted by socio economic disadvantage, to achieve equality of outcome and to give due weight to the outcome of these considerations when delivering school education. This duty applies to children receiving ELC. West Lothian Council, in considering the application of the Socio-economic duty to the provision of ELC, will plan for the delivery of a service that emphasises excellence and equity for all, and where investment in ELC will be targeted clearly at those experiencing socio-economic disadvantage.

Community Learning & Development

The National Improvement Framework Improvement Plan (NIFIP) and the three year Community Learning and Development Plan will present a coherent, co-ordinated approach to improving attainment, particularly literacy and numeracy; closing the attainment gap between the most and least disadvantaged; improving health and wellbeing; and improving employability skills and sustained positive destinations, in relation to school age learners and their families.

To raise the attainment of the most disadvantaged, it is appropriate that there is greater partnership working between schools and Community Learning and Development, with a greater emphasis on targeted interventions. Forming and enhancing relationships at school level with partner organisations will increase the co-ordination of these interventions, and ensure that they are targeted at the most disadvantaged pupils utilising the intelligence available to schools.

The CLD Plan sets out how we will co-ordinate provision of CLD through the Community Development Learning Partnerships which have been set up within the catchment area of each non-denominational secondary school; how CLD provision as it relates to school age children and their families, will be led by schools forming appropriate partnerships with providers in their area; and how it will be targeted at the most disadvantaged pupils and their families, utilising intelligence available to the schools. The provision will include youth work, family learning and other early intervention work with pupils and their families.

This co-ordinated approach will ensure that the specific focus of CLD, improved life chances for people of all ages through learning, personal development and active citizenship, and stronger, more resilient, supportive, influential and inclusive communities, is met in West Lothian.



Targets for Improvement

West Lothian Council's National Improvement Framework Plan for Session 2018-19 has the following targets for improvement, based on performance to date and with the intention of meeting the stretch aims set by the national agenda. Targets will also be set for individual schools. The targets represented below are in line with the West Lothian Council Raising Attainment Strategy 2018 - 2023:

OUTCOME 1 – RAISING ATTAINMENT FOR ALL IN THE BROAD GENERAL EDUCATION (BGE)						
Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage of Primary Pupils Achieving Expected Curriculum for Excellence (CfE) Level in Literacy	74%	75%	77%	79%	81%	83%
Percentage of Primary Pupils Achieving Expected CfE Level in Numeracy	80%	81%	82%	83%	84%	85%
Percentage of Secondary Pupils Achieving Expected CfE Level in Literacy	89%	90%	91%	92%	93%	93%
Percentage of Secondary Pupils Achieving Expected CfE Level in Numeracy	92%	93%	93%	94%	94%	94%
Percentage of primary, secondary, special schools and pre-school establishments receiving an Education Scotland inspection evaluation of 'good' or better for Raising Attainment	60%	70%	80%	90%	100%	100%

OUTCOME 2 – CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE BGE						
Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Literacy	22%	21%	20%	16%	14%	12%
Percentage point difference between the most and least deprived 20% of Primary Pupils Achieving Expected CfE Levels in Numeracy	19%	18%	16%	13%	12%	10%
Percentage point difference between the most and least deprived 20% of Secondary Pupils Achieving Expected CfE Levels in Literacy	12%	11%	10%	9%	8%	7%
Percentage point difference between the most and least deprived 20% of Secondary Pupils Achieving Expected CfE Levels in Numeracy	7%	7%	7%	6%	6%	6%

OUTCOME 3 – RAISING ATTAINMENT FOR ALL IN THE SENIOR PHASE						
Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 5 or above	64%	64%	65%	66%	68%	69%
Percentage of School Leavers Achieving 5 or more Awards at SCQF Level 6 or above	38%	39%	39%	40%	41%	42%
Percentage of S5 Students Achieving 1 or more Awards at SCQF Level 6 or above	66%	71%	72%	72%	73%	73%
Percentage of S5 Students Achieving 3 or more Awards at SCQF Level 6 or above	46%	53%	54%	54%	55%	55%
Percentage of S5 Students Achieving 5 or more Awards at SCQF Level 6 or above	29%	33%	34%	34%	35%	35%
Percentage of School Leavers entering a Positive Destination	94%	94%	94%	95%	95%	95%

OUTCOME 4 – CLOSING THE POVERTY RELATED ATTAINMENT GAP IN THE SENIOR PHASE						
Indicators	Baseline Performance 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21	End of Strategy Performance Target 2021/22
Percentage point difference between the most and least deprived 30% of School Leavers Achieving SCQF Level 5 Literacy	25%	24%	23%	22%	21%	19%
Percentage point difference between the most and least deprived 30% of School Leavers Achieving SCQF Level 5 Numeracy	27%	26%	25%	24%	22%	20%
Percentage point difference between most and least deprived 30% of School Leavers Achieving 1 or more Awards at SCQF Level 6	30%	29%	27%	25%	23%	21%
Percentage point difference between the most and least deprived 30% of School Leavers entering a positive destination	7%	6%	6%	6%	5%	5%

PRIORITY 1: IMPROVEMENTS IN ATTAINMENT

Our vision is to help West Lothian's young people make the most of their opportunities and to go on to achieve positive outcomes in their lives. We believe that the quality of learning and teaching that our young people receive in schools, pre-schools and nurseries is a critical factor in their ability to succeed. In the last Corporate Plan 2012/17, the council invested in our schools and provided additional, specialist support to improve the quality of teaching and embed the Curriculum for Excellence. During this period pupils achieved the best exam results ever recorded in West Lothian. We want to build on these outstanding results and continue to develop a culture of aspiration for all our young people.



The aims of Session 2019/20 will be:

- To implement a strategic approach to improving understanding of the what it means to achieve very good for Quality Indicator 2.3 Learning, Teaching & Assessment
- To provide leadership development to drive improvements in Learning, Teaching & Assessment
- To provide leadership development on evaluation of Learning, Teaching & Assessment
- To introduce a new model of Validated Self Evaluation (VSE) in order to have a greater focus on Learning, Teaching and Assessment
- To support Professional Learning to improve Learning & Teaching through bitesize videos. This should provide a framework for standards for reflection
- To implement a programme of understanding, improving and evaluating assessment & moderation
- To focus cluster activity on driving improvements in Learning, Teaching & Assessment
- To introduce Empowering Leaders Sessions which focus on Learning, Teaching and Assessment – using data to drive improvement within a school context
- To ensure all schools refer to curriculum developments in their School Improvement Plans (SIP) as per their own context
- To continue to ensure that all schools embed the progression pathways.
- To continue to ensure that schools audit, refresh and update their curriculum in line with the themes within HGIOS 4 QI 2.2. This should include considering the rationale, flexible pathways, contexts for learning and the DYW agenda.
- To work with all schools continue to embed 1 + 2 languages towards full implementation by August 2021
- To establish a West Lothian STEM Steering Group
- To embed the recommendations of the S1 – S3 BGE Curriculum Review *'From Good to Very Good'*
- To ensure the effective implementation of the subject network leaders programme in secondary schools
- To work with the Regional Improvement Collaborative (RIC) to support curriculum developments and assessment and moderation practice
- To improve assessment processes for P7 pupils requiring support at Secondary transition through joint work with IWS (central team) to develop the transition assessment process

- To provide CLPL to improve quality of staff interactions to develop early language and to challenge and support learning through creating CLPL and a Network session for all ELC practitioners
- To equip practitioners with the necessary skills to support and challenge with ASN across the early level. Actions will be to organise a ASN in ELC conference and follow up CLPL to support children with ASN in ELC settings
- To extend Froebel training to the next 60 practitioners resulting in 90% of ELC settings having a Froebelian trained practitioner
- To rolling out video and parent leaflet to support parents understanding of outdoor learning goals and to extend family engagement

IMPROVEMENTS IN LITERACY

Our vision is for every child and young person in West Lothian to develop Literacy and English skills which enable them to thrive, and prepare them for life, future learning and work.

In order to realise our vision for the children and young people of West Lothian, we have the following aims:

- All staff will provide excellent and equitable, high quality experiences to engage, motivate and inspire all learners to meet their individual needs in Literacy and English.
- The curriculum will ensure that all children and young people achieve their potential through clear progression in their learning from early years through to senior phase.
- All partners work in collaboration to develop and enrich Literacy and English experiences for all children and young people in school and beyond.

A [Literacy Action Plan 2018-2023](#) has been developed as the basis for future collaboration between schools, and to drive forward the above aims.

The aims and actions for Session 2019/20 are contained in Appendix 1.



IMPROVEMENTS IN NUMERACY

Our vision is for every child and young person in West Lothian to develop effective Numeracy and Mathematics skills to enable them to thrive, and prepare them for life, future learning and work.

In order to realise our vision for the children and young people of West Lothian, we have the following aims:

- All staff will provide excellent and equitable, high quality experiences to engage, motivate and inspire all learners to meet their individual needs in Numeracy and Mathematics.
- The curriculum will ensure that all children and young people achieve their potential through clear progression in their learning from early years through to senior phase.
- All partners work in collaboration to develop and enrich Numeracy and Mathematics experiences for all children and young people in school and beyond.

Following collaboration with schools, a [Maths Action Plan 2018-2023](#) has been developed. Individual school improvement plans 2018/19 will reflect key drivers and deliverables from the action plan.

The aims and actions for Session 2019/20 are contained in Appendix 2.

PRIORITY 2: CLOSING THE GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

Our vision is to work collaboratively and collectively to interrupt the cycle of inter-generational poverty in order to improve the life chances of children and young people in communities in West Lothian.

The aims of Session 2019/20 will be:

- To ensure that Headteachers continue to make best use of local data to understand which children and young people would benefit from targeted support, and to monitor and track learners' progress over time. Interventions may also be supported by Pupil Equity Funding (PEF) in a way deemed appropriate by the schools in conjunction with pupils, staff, Parent Council and the wider parent body. Information on PEF is included in their annual School Improvement Plans and schools report on progress in their Standards and Quality Reports. These plans and reports are accessible on school websites.
- To continue to improve Learning, Teaching and Assessment across every school
- To continue to ensure equity for all through quality improvement activities
- To continue attainment meetings and CLPL with all sectors with central support staff with a clear focus on using data to drive improvement with the performance of Quintile 1 children and young people.
- To ensure that secondary attainment meetings focus on earlier identification and intervention of young people who are at risk of achieving few qualifications at point of exit, as well as those without the appropriate level in Literacy and Numeracy.
- To work across secondary schools to develop strategies to maximise attainment of young people who leave school at Christmas.
- For every school to produce a poverty proofing statement by June 2020. Work is being done on the use of a "Cost of the School Day" toolkit to support this. The aim of this is to give school staff, pupils and parents the tools to take action to address identified problems and barriers arising from the cost of the school day. Work is also being done on a "Cost of the Nursery Day" survey.
- For appropriate curriculum pathways, ensuring equity for all, to continue to be implemented in schools, with partners.

Information on improvement actions in Session 2019/20 to close the gap in literacy and numeracy are contained in Appendices 1 and 2.

Information on improvement actions Session 2019/20 to close the gap in Health and Wellbeing is contained in Priority 3.

Information on improvement actions Session 2019/20 to close the gap in positive destinations is contained in Priority 4.

Information on improvement actions in Session 2019/20 to close the gap in Early Learning and Childcare is contained in Appendices 3.

In addition to work done around the use of Pupil Equity Funding, the following plans are in place for improvements in closing the Gap led by the **Inclusion and Wellbeing Service (IWS)** and **Educational Psychology Service (EPS)**:

- To support the ongoing development of the Scottish Attainment Challenge (SAC) Looked after Children (LAC) project in collaboration with social policy colleagues.
- To further consider the P7-S1 transition process in light of feedback from 2018-2019 session.
- To consider the wider dissemination of MAPA Training across mainstream schools.
- To identify the Autism Development Team in order to review ASD resources and provision. This will link in with Autism Strategy Steering group.
- To provide support to Secondary Schools in line with the development of small group settings to support children with ASD at transition to secondary school.
- To increase whole school capacity to support the impact of trauma on learning through development work in identified schools on Compassionate Connected Communities (CCC) In addition there will be further development of the use of the SAC funding for project development for Looked After Children.
- To increase joint working with partners to support improved mental health. This will include the development of joint working with partners on anxiety and Give Us A Break (loss and bereavement groupwork) using the screening group to identify children and young people for these groups to more effectively target resources. In addition there will be the continued development of joint working with IWS and the MFIL HWB working group.

Community Learning & Development (CLD) will support the work being done to Close the Gap through:

- The provision of a CLD collaborative CLPL offer across the Forth Valley & West Lothian RIC for secondary schools and CLD. This will focus on Recognising Participation and Wider Achievement and will involve co-production with young people and partners to improve approaches to tracking participation and wider achievement

*"Promoting
equity of success
and achievement
for all our
children and
young people"*

*(How Good is Our
School? 4 2016)*



PRIORITY 3: IMPROVEMENTS IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING

Our vision is that every child and young person will experience an inclusive culture with highly effective systems and practice for wellbeing in every school which equips them with the skills, knowledge, attitudes and dispositions to lead healthy, happy lives and to respect others.

Our desired outcomes for Session 2019/20 are that:

- Our children and young people experience high levels of support and challenge for wellbeing and particular for their social, emotional and mental wellbeing.
- Our children and young people report on their wellbeing and are fully engaged in planning next steps. Pupil profiles help children to recognise their progress and celebrate achievements in wellbeing
- Our schools continue to implement trauma informed practice and support children and families to develop resilience strategies to combat adverse childhood experiences
- Our roll out of professional learning and training builds capacity in staff to support children and young people and staff to be well and do well in school and in life.
- School leaders are supported to take a holistic approach to wellbeing through improving cultures, systems and practice that lead to evaluations of very good and above for HGIOS indicator 3.1
- The recommendations from the PSE review are widely shared and implemented through the PSE working group. Our children and young people will increasingly understand the importance of respectful relationships to ensure all groups are respected, responsible, included and safe.

What will we do?

- Create a Wellbeing group comprising of one senior leader from each cluster to provide a toolkit for improving indicator 3.1 in all schools. (Wellbeing Outcomes)
- Provide further joint training and professional learning with a focus on social, emotional and mental wellbeing. This will include: roll out of one trusted adult; bespoke mental health and resilience training provided by WL trainers; brief interventions for mental health
- Review and refresh our anti-bullying policy to reflect the National Guidance from Respect Me. Raise awareness and expectation that all schools will have their own policy
- Create a Personal and Social Education group to implement the above policy and improve practice in schools in line with recommendations from the national PSE review
- Ensure schools are consistently using Seemis to record bullying and to record important aspects of wellbeing in pastoral notes
- Continue to develop assessment of wellbeing and tracking and monitoring of well-being
- Focus on mental health and wellbeing for the wellbeing champion network to highlight training, guidance and resources to enable greater consistency across all schools
- Implement new Personal Plans in ELC to meet the welfare, health and safety needs of all children across all settings through the provision of advice and format, supported by training.
- Continue joint working to secure a robust process for the management of specialised equipment.
- Through CLD, target inputs to identified young people through small group work activity focused on building self-esteem, confidence and resilience, anti-stress inputs, addressing risk taking behaviours, cyber and personal safety. The target is that 75% of young people agree or strongly agree that their health and well-being has improved as a result of participating in a youth work in school programme.

IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL-LEAVER DESTINATIONS FOR ALL YOUNG PEOPLE

Our vision is to develop a young workforce that has the skills, confidence and aspiration to achieve their goals and ultimately reach their full potential.

The aims of the Developing West Lothian's Young Workforce team, throughout Session 2019/20 will be:

- To further develop LAC specific courses with additional support to build confidence, resilience, employability and vocational skills. Offering a wider variety of LAC specific courses
- To expand the Schools Vocational Programme to offer a wider variety of programmes
- To continue to support implementation of Careers Education Standard and the Work Placement Standard
- To launch the DYW targets for 2019/20
- To increase the number of young people undertaking the West Lothian Employability Award
- To develop long term and sustainable partnership work with the business community led by Business Partnership Post Holders. Support Primary Clusters with Business engagements. All partnership activity will be recorded on WorkIT
- To roll out P1 STEM Kits to all primary schools
- To continue to ensure all secondary school are using SEEMiS Risk Matrix effectively to identify pupils at risk of negative destinations
- To continue to promote the West Lothian Council DYW Award Scheme to recognise DYW work in every Nursery, Primary and Secondary - Bronze, Silver, Gold and Platinum Awards will be available with different criteria for each
- To continue to promote gender equality
- To review of Internal Hubs and sharing of good practice
- To continue to provide intensive 1:1 Keyworker support through CLD to address barriers to learning. This will increase accredited learning offer through the youth work in schools programme, where appropriate. Target - 250 young people, 92% positive destinations, 84% sustained positive destinations

Post-school transitions will continue to be a focus for improvement for the Inclusion and Wellbeing Service next session. This will involve linking with key contacts in adult services and social policy colleagues working with children and young people including the development of the joint approach to post 16 transition planning for children and young people with a disability. In addition the focus on improvement in employability skills and sustained, positive school leaver destinations for Looked After Children will continue to be addressed through the SAC funding. There will also be the development of a quality assurance framework across residential school providers.



MOVING FORWARD IN LEADERSHIP:

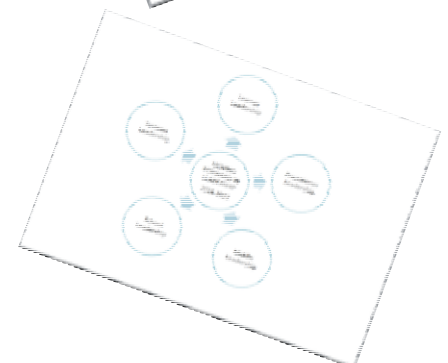
In Session 2019-2020 we will continue to support improvement in the 4 national priorities through the development of a strategic Moving Forward in Leadership 5 year Action Plan. This will support Career Long Professional Learning (CLPL) pathways programmes at all levels.

Our leadership pathways opportunities will include both internally developed opportunities as well as the promotion of engagement of staff in national initiatives.



In Session 2019-2020 we will:

- Establish the MFIL Pedagogy Learning and Teaching group that will engage with the University of Stirling to develop pedagogical understanding through the creation of high quality professional learning videos and resources around key aspects of HGIOS QI 2.3
- Build upon the Middle Leader Forum (MLF) in Year 2 with the regular participation of over 100 primary PTs and DHTs to include engagement with secondary middle leaders. Key strategic themes explored in line with MFIL and national improvement agendas including system leadership, self-evaluation, empowerment and raising attainment and pedagogical leadership
- Further refine of HT led MFIL workstreams including specific focus on Building the Curriculum 5 in primary schools and Leadership for Improvement
- Continue to engage in the MSc programme with University of Stirling with a new year one cohort of 32 applicants part funded by West Lothian
- Continue to engage with the 2019/20 SCEL Into Headship programme with 11 new participants. 3 HTs will be engaging in the In Headship programme and 5 in the Excellence in Headship programme
- Continue to invest in the Tapestry Partnership programme developing teacher pedagogy leadership that directly impacts on classroom learning and teaching
- Continue with the GTCS accredited West Lothian Leadership programme for aspiring school leaders, focusing on 'Coaching and Mentoring'
- Seek accreditation for the WL Pedagogical leadership at the early level for middle leaders programme
- Continue to provide a full programme of CLPL opportunities linked to priorities as identified by National Improvement Framework and the Moving Forward in Learning agenda
- Extend the programme of CLPL from Regional Improvement Collaborative partners
- As appropriate, develop the proposed introduction of new software infrastructure to align all aspects of CLPL, streamline procedures for all users and enable more robust tracking of impact of CLPL



PARENTAL ENGAGEMENT/FAMILY LEARNING:

In Session 2019-2020 we will:

- Implement the West Lothian Parental and Involvement Framework in all schools.

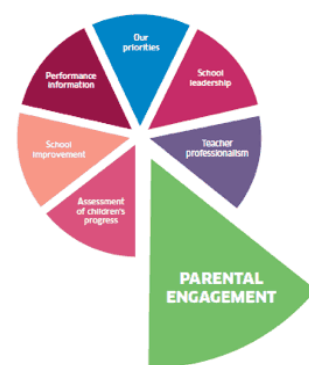
Schools are to address the key action points contained in the Parental Involvement & Engagement Framework 2018/19 – 2020/21. This includes (amongst other actions):

Ensuring schools involve parents/carers in school improvement planning including PEF

Producing a family learning programme bespoke to the school context

Evaluating QI 2.5 Family Learning by end of session 2020/21 as part of SSES

- Collaborate with Adult Learning colleagues around family learning programmes and approaches
- Continue to attend SPION, RIC and national working groups (Parental Involvement and Engagement Officer)
- Work with RIC colleagues to create a RIC Family Learning steering group and to consider how to provide ongoing professional learning for practitioners around parental involvement, parental engagement and family learning.
- Share good practice in involving parents in school improvement planning.
- Create an information leaflet for parents to explain the aim of the Parental Involvement Framework and the part they play in it.
- Signpost Parent Councils and schools to support organisations who can advise them in equalities and inclusion - such as BEMiS, Families Need Fathers, Fathers Network Scotland, Families Outside.



Ownership, Scope and Quality Assurance:

The Head of Education (Curriculum, Quality Improvement and Performance) has overall responsibility for the implementation of the National Improvement Framework Improvement Plan.

The Education Executive approves the plan and the approach to be adopted in its implementation.

Implementation of the actions necessary to raise attainment and address the equity gap are the responsibility of Headteachers and centrally based officers, as set out in the NIFIP.

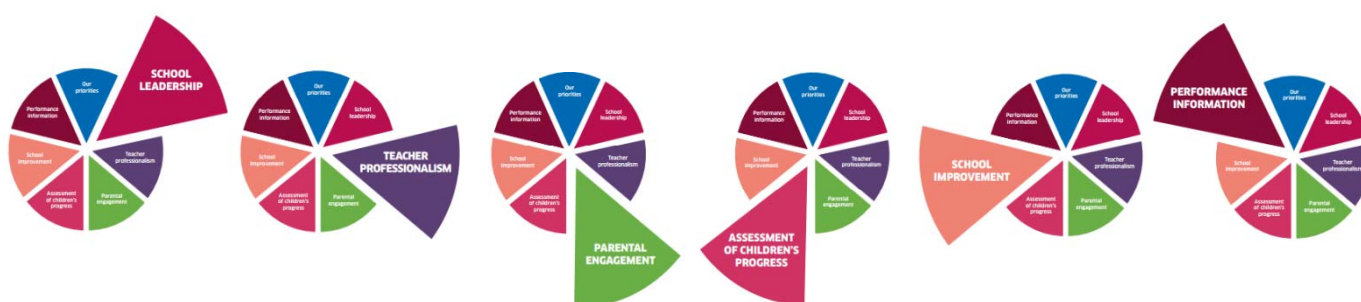
Progress and implementation of the NIFIP, including council wide attainment and quality indicators, is monitored by the Education Policy Development and Scrutiny Panel.

Performance indicators are monitored by the Education Senior Management Team, and by the Chief Executive's Scrutiny Panel through the West Lothian Assessment Model process.

Education Services Quality Improvement Team validates schools' self-evaluation of their standards and quality. A programme of Validated Self Evaluation is carried out collaboratively with Headteachers, school staff, parents/carers and community partners and, in some cases, in partnership with Education Scotland. This process is used to monitor progress of improvements in individual schools.

Schools are also subject to independent scrutiny by Her Majesty's Inspectors (Education Scotland). The Education Quality Improvement Team support and monitor the implementation of the action plan arising from each inspection.

The Education Quality Assurance Sub-Committee (EQAC) provides a focused and targeted scrutiny on quality improvement and performance of individual schools in terms of the How Good is Our School? (HGIOS) and How Good is Our Early Learning and Childcare (HGIOELC) indicators of quality and effectiveness, following an HMI inspection or authority supported VSE.

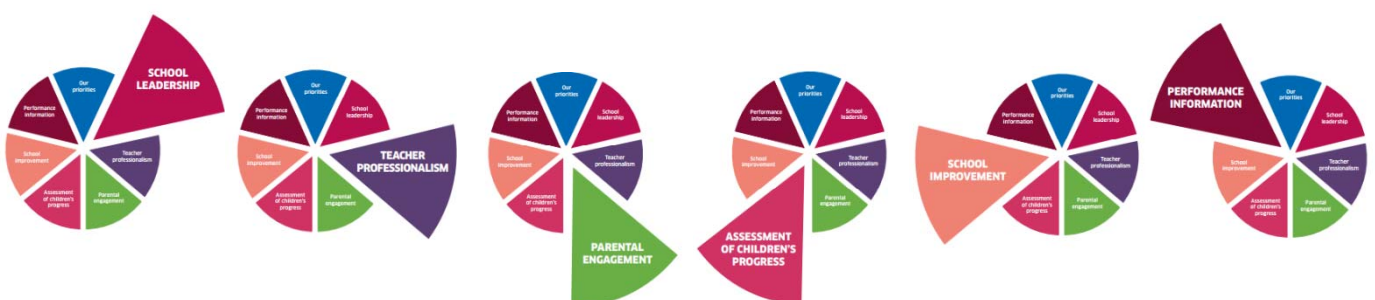


GLOSSARY

NIF Drivers:

SL	School Leadership
TP	Teacher Professionalism
PE	Parental Engagement
ACP	Assessing Children's Progress
SI	School Improvement
PI	Performance Information

BGE	Broad General Education
CLD	Community Learning & Development
CLPL	Career Long Professional Learning
ELC	Early Learning and Childcare
EPS	Education Psychology Service
FL	Family Learning
HGIOELC	How Good is Our Early Learning and Childcare?
HMI	Her Majesty's Inspections
HND	Higher National Diploma
HoS	Head of Service
IWB	Inclusion and Wellbeing
MFIL	Moving Forward In Learning
PEF	Pupil Equity Funding
QI	Quality Indicator (based on How Good is Our School 4? (Unless otherwise indicated))
QIP	Quality Improvement Partnership
QIT	Quality Improvement Team
RIC	Regional Improvement Collaborative
SCEL	Scottish Council for Education Leadership
SP	Senior Phase
SSES	School Self Evaluation Summaries
STEM	Science, Technology, Engineering, Maths
VSE	Validated Self Evaluation



APPENDIX 1

NIF PRIORITY ACTION PLAN Session 2019/20 NIF Priorities: Raising Attainment and Closing the Gap in Literacy			
NIF driver(s): School / ELC improvement; Teacher professionalism			
Improvement Action 1: What is our desired outcome? All staff will provide excellent and equitable, high quality experiences to engage, motivate and inspire all learners to meet their individual needs in literacy and English	Link to 5 year stretch aim (if appropriate):		
	5 year stretch aim	Target for 2019/20	Actual for 2019/20
	87% of primary pupils achieving expected CfE levels	80%	
	15% gap between Q1 and Q5 primary pupils achieving expected CfE levels	19%	
	63% of S3 pupils achieving CfE 4th Level	57%	
	23% gap between Q1 and Q5 of S3 pupils achieving 4th level in literacy	29%	
	81% of S4 pupils achieving SCQF level 5 literacy	75%	
	22% gap between Q1 and Q5 of S4 pupils achieving SCQF level 5 literacy	28%	
	69% of S4 pupils achieving National 5 English	63%	
	30% gap between Q1 and Q5 pupils achieving National 5 English	36%	
53% of school leavers achieving Higher English	47%		
What will we do? <ul style="list-style-type: none"> • Share learning from RIC developments across schools • Share small tests of change from Practicum • Further develop CLPL programme to support developing our reading and writing cultures • Develop the role of the Literacy Pedagogy post-holder • Develop the roles of Literacy Learning Communities with a focus on improved learning, teaching and assessment. • Extend the role of the ELC Additional Graduates (Equity and Excellence Leads) to close the poverty-related language gap. • Reinforce the role of the Literacy Action Plan and progression pathways to drive improvement 			
Improvement Action 2: What is our desired outcome? The curriculum will ensure that all children and young people achieve their potential through clear progression in their learning from early years through to senior phase	Link to 5 year stretch aim (if appropriate):		
	5 year stretch aim	Target for 2019/20	Actual for 2019/20
	87% of primary pupils achieving expected CfE levels	81%	
	87% of primary pupils achieving expected CfE levels	80%	
	15% gap between Q1 and Q5 primary pupils achieving expected CfE levels	19%	
	63% of S3 pupils achieving CfE 4th Level	57%	
	23% gap between Q1 and Q5 of S3 pupils achieving 4th level in literacy	29%	
	81% of S4 pupils achieving SCQF level 5 literacy	75%	
	22% gap between Q1 and Q5 of S4 pupils achieving SCQF level 5 literacy	28%	
	69% of S4 pupils achieving National 5 English	63%	
30% gap between Q1 and Q5 pupils achieving National 5 English	36%		
53% of school leavers achieving Higher English	47%		

What will we do?

- Develop a self-evaluation toolkit to build staff capacity to evaluate and improve approaches to raising attainment in reading in trial with literacy champions
- Implement use of literacy self-evaluation toolkit in VSEs
- Work with QAMSOs to support moderation in reading and writing
- Work with English PTCs to improve the use of progression pathways
- Develop the Literacy Sharepoint space to support #pathwaysintopractice
- Evaluate the use and effectiveness of the Sharepoint resource in session 19/20.
- Support involvement in RIC projects.

Improvement Action 3:

What is our desired outcome?

All partners work in collaboration to develop and enrich literacy and English experiences for all children and young people in school and beyond.

Link to 5 year stretch aim (if appropriate):

5 year stretch aim	Target for 2019/20	Actual for 2019/20
87% of primary pupils achieving expected CfE levels	80%	
15% gap between Q1 and Q5 primary pupils achieving expected CfE levels	19%	
63% of S3 pupils achieving CfE 4th Level	57%	
23% gap between Q1 and Q5 of S3 pupils achieving 4th level in literacy	29%	
81% of S4 pupils achieving SCQF level 5 literacy	75%	
22% gap between Q1 and Q5 of S4 pupils achieving SCQF level 5 literacy	28%	
69% of S4 pupils achieving National 5 English	63%	
30% gap between Q1 and Q5 pupils achieving National 5 English	36%	
53% of school leavers achieving Higher English	47%	

What will we do?

- Work with partners to share effective practice from early language practicum
- Develop productive working relationships with Education Scotland colleagues
- Develop and extend working with partners to enhance Family Engagement
- Work in partnership with the Scottish Booktrust to pilot innovative approaches to reading accreditation and to support Book Bag gifting events.
- Develop innovative approaches to engaging in RIC based projects

Improvement Action 4

What is our desired outcome?

Raise attainment in reading

Link to 5 year stretch aim (if appropriate):

5 year stretch aim	Target for 2019/20	Actual for 2019/20
87% of primary pupils achieving expected CfE levels	80%	
15% gap between Q1 and Q5 primary pupils achieving expected CfE levels	19%	
63% of S3 pupils achieving CfE 4th Level	57%	
23% gap between Q1 and Q5 of S3 pupils achieving 4th level in literacy	29%	
81% of S4 pupils achieving SCQF level 5 literacy	75%	
22% gap between Q1 and Q5 of S4 pupils achieving SCQF level 5 literacy	28%	
69% of S4 pupils achieving National 5 English	63%	
30% gap between Q1 and Q5 pupils achieving National 5 English	36%	
53% of school leavers achieving Higher English	47%	

What will we do?

- Engage with FMRC self-evaluation toolkit to support building a reading culture
- Develop resources/CLPL to support the teaching of explicit reading skills
- Support schools to put reading pathways into practice by building capacity in the teaching of reading

Improvement Action 5	Link to 5 year stretch aim (if appropriate):		
What is our desired outcome?	5 year stretch aim	Target for 2019/20	Actual for 2019/20
Raise attainment in writing	87% of primary pupils achieving expected CfE levels	80%	
	15% gap between Q1 and Q5 primary pupils achieving expected CfE levels	19%	
	63% of S3 pupils achieving CfE 4th Level	57%	
	23% gap between Q1 and Q5 of S3 pupils achieving 4th level in literacy	29%	
	81% of S4 pupils achieving SCQF level 5 literacy	75%	
	22% gap between Q1 and Q5 of S4 pupils achieving SCQF level 5 literacy	28%	
	69% of S4 pupils achieving National 5 English	63%	
	30% gap between Q1 and Q5 pupils achieving National 5 English	36%	
	53% of school leavers achieving Higher English	47%	
	What will we do?		
<ul style="list-style-type: none"> • “Developing a writing culture” Year 2 • Focus on the promotion of writing across the four contexts for learning • Through CLPL and targeted support strengthen understanding of the connections between genre writing and the world of work • Continue to improve CLPL activities to support schools in developing a writing culture • Support schools with implementation of the WL Writing Targets • Develop training for support staff • PTCs to develop writing across learning strategies to support the teaching of writing from second to fourth level 			
Improvement Action 6:	Link to 5 year stretch aim if appropriate:		
What is our desired outcome?	5 year stretch aim	Target for 2019/20	Actual for 2019/20
Provide targeted support across two clusters of schools, supporting staff to analyse data and deliver targeted interventions with a focus on closing the gap between pupils in Q1 and Q5.	87% of primary pupils achieving expected CfE levels	80%	
	15% gap between Q1 and Q5 primary pupils achieving expected CfE levels	19%	
	63% of S3 pupils achieving CfE 4th Level	57%	
	23% gap between Q1 and Q5 of S3 pupils achieving 4th level in literacy	29%	
	81% of S4 pupils achieving SCQF level 5 literacy	75%	
	22% gap between Q1 and Q5 of S4 pupils achieving SCQF level 5 literacy	28%	
	69% of S4 pupils achieving National 5 English	63%	
	30% gap between Q1 and Q5 pupils achieving National 5 English	36%	
	53% of school leavers achieving Higher English	47%	
	What will we do?		
<ul style="list-style-type: none"> • Strategically support improvements in pedagogy to raise attainment in literacy for identified clusters of schools • Engage strategic school leaders and classroom practitioners in reviewing, evaluating and improving their literacy curriculum • Build teacher professionalism in literacy through modelling practice, team teaching, observing and supporting classroom practice • Develop and deliver effective CLPL at school, cluster and authority level • Work with the West Lothian Literacy Steering Group to support authority wide improvement agenda • Support the raising attainment agenda for English and Literacy across West Lothian 			

NIF PRIORITY ACTION PLAN Session 2019/20 NIF Priorities: Raising Attainment and Closing the Gap in Numeracy			
NIF driver(s): Teacher professionalism; Assessment of children's progress			
Improvement Action 1:	Link to 5 year stretch aim (if appropriate):		
What is our desired outcome?	5 year stretch aim	Target for 2019/20	Actual for 2019/20
80% of P7 pupils will achieve Second Level Numeracy by June 19/20	87% of P7 pupils achieving CfE Second Level Numeracy	80%	
Reduction in attainment gap between Q1 and Q5 of P7 pupils achieving Second Level Numeracy to 21%	18% gap between Q1 and Q5 of Primary pupils achieving Second Level Numeracy	21%	
What will we do?			
<ul style="list-style-type: none"> • Provide data to drive improvement in Numeracy across clusters - analysis • PTCs network to use Progression pathways to support moderation of level 2 at cluster level. Improvement methodology approach • CLPL programme - Numeracy pedagogy team (mathematical thinking) • Targeted support programmes at cluster level • Benchmarking group targets • Empowering leaders sessions • Early years – audit the quality of the numeracy/maths environment, experiences and the role of the adult • Extend the Early Level Progression Pathway to begin from child development equivalent to age two years old • Develop consistency in numeracy and mathematical language and vocabulary across the early level. 			
Improvement Action 2:	Link to 5 year stretch aim (if appropriate):		
What is our desired outcome?	5 year stretch aim	Target for 2019/20	Actual for 2019/20
62% of S3 pupils will achieve Fourth Level Numeracy	65% of S3 pupils achieving CfE Fourth level in Numeracy.	62%	
28% gap between Q1 and Q5 of S3 pupils achieving Fourth level in Numeracy	25% gap between Q1 and Q5 pupils achieving Fourth level in Numeracy	28%	

What will we do?

- Further develop curriculum pathways document to articulate progress from Level 3 to level 4 Numeracy
- Develop a CLPL programme for secondary staff focussed on Level 4 Numeracy - links between Level 3 Numeracy and the Senior Phase.
- Ensure representation from all schools on the RIC Manipulatives programme to develop S3 teaching and learning.
- Explore range of approaches to developing Numeracy across the curriculum in Secondary schools.

Improvement Action 3:	Link to 5 year stretch aim (if appropriate):		
What is our desired outcome?	5 year stretch aim	Target for 2019/20	Actual for 2019/20
32% of S4 pupils will achieve National 5 Maths	35% of S4 pupils will achieve National 5 Maths	32%	
33% gap between Q1 and Q5 of S4 pupils achieving National 5 Maths	30% gap between Q1 and Q5 of S4 pupils achieving National 5 Maths	33%	

What will we do?

- Continue to develop the Middle Leadership Team to ensure consistency of approach and targeting of resources including study support and masterclasses.
- Develop a CLPL programme for session 19/20 to include a wide range of opportunities for secondary maths teachers to engage with SQA best practice, online support and Mastery.
- Develop the Secondary Maths network within the local authority to ensure that best practice is easily shared and accessed by all maths teachers
- Secondary maths conference to share practice and highlight excellence in pedagogy.
- All secondary schools will ensure the delivery of the RIC project on the use of manipulatives in S3 'borderline' National 5 classes.
- Develop the use of manipulatives in the Broad General Education (2nd level into 3rd level)

APPENDIX 3

EARLY LEARNING AND CHILDCARE: BUILDING OUR AMBITION - MOVING FORWARD IN LEARNING ACTION PLAN

Desired outcomes linked to NIF priorities	NIF driver mapping <i>(check as appropriate)</i>	Proposed Actions <i>(note any external supports e.g. Cluster, authority, RIC etc.)</i>	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>Providing CLPL to improve quality of staff interactions to develop early language and to challenge and support learning.</p>	<input type="checkbox"/> School/ELC Improvement <input type="checkbox"/> School/ELC Leadership <input type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>Create CLPL and a Cluster Network session for all ELC practitioners</p>	<p>EY Team</p> <p>MFiL Group</p> <p>Sept 2019</p>	<p>Participant evaluations and feedback.</p> <p>Impact on pedagogy and practice through QI 2.3 VSE, HMle gradings and SSES evaluations and CI Quality of Staffing theme.</p>
<p>Closing the attainment gap between the most and least advantaged children</p> <p>Upskill practitioners with the necessary skills, knowledge and understanding to support and challenge children with ASN across the early level.</p>	<input type="checkbox"/> School/ELC Improvement <input type="checkbox"/> School/ELC Leadership <input type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>Organise an ASN in ELC conference</p> <p>Follow up CLPL to support children with ASN in ELC settings</p>	<p>Working group – Oct 2019</p> <p>IWB Service June 2020</p>	<p>Participant evaluations and feedback.</p> <p>Impact on pedagogy and practice through QI 3.1 VSE, HMle gradings and SSES evaluations and CI Care and Support theme.</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>Extend Froebel training to the next 60 practitioners resulting in 90% of ELC settings having a Froebelian trained</p>	<input type="checkbox"/> School/ELC Improvement <input type="checkbox"/> School/ELC Leadership <input type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	<p>Froebel practitioners to implement an improvement project in their setting</p> <p>Rolling out video and parent leaflet.</p>	<p>Froebel practitioners Feb 2020</p>	<p>Impact on pedagogy and practice through QI 2.2 VSE, HMle gradings and SSES evaluations and CI Quality of Environment theme.</p> <p>Parent/carers evaluations</p>

<p>Increase parental understanding of the benefits of outdoor learning goals and to extend family engagement.</p> <p>Improvement project on quality of outdoor learning in targeted settings.</p> <p>Implement new Personal Plans to meet the welfare, health and safety needs of all children across all settings,</p>		<p>Include these materials in all ELC settings Handbooks and enrolment processes</p> <p>Create an outdoor strategy statement. Use Improvement Methodology to focus on improving outdoor learning.</p> <p>Create advice on creating Personal Plans</p> <p>Produce a Personal Plan format</p> <p>Provide training on the use of the Personal Plans to all settings</p>	<p>MFIL Group</p> <p>MFIL Group June 2010</p> <p>ELC Area Support Managers</p> <p>Sept 2019</p>	<p>and feedback.</p> <p>Data – time spent outdoors, types of play observed</p> <p>CI grades on theme of Care and Support</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Promoting equality and diversity in ELC settings through developing gender equal play in targeted settings.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Pract Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information 	<p>CLPL sessions and train the trainer sessions</p> <p>Use CI document – Gender equal play</p> <p>Audits of current practice</p>	<p>CK</p> <p>MFIL Group</p> <p>June 2020</p>	<p>Impact on pedagogy and practice through QI 3.1 VSE, HMle gradings and SSES evaluations and CI Quality of Environment theme.</p>