Education Service

National Improvement Framework Plan 2023-24

Be the FUTURE

Introduction

What is the National Improvement Framework?

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

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

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

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

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

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

Clackmannanshire National Improvement Framework Plan

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

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

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

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

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Clackmannanshire Empowerment Groups

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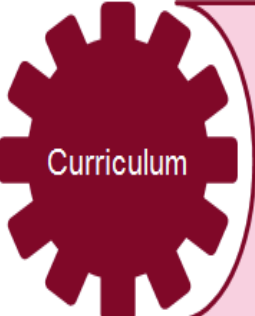
The priorities noted below were developed by our Empowerment Groups and have informed some of the strategic actions in our NIF Plan.

Pedagogy

* Effective partnership collaboration and consultation
* Agreed definition and principles

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

Curriculum

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

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

Quality Assurance

We will create:
- a safe space
- reflective thinking time
- a structure

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

Performance

Senior leaders will have access to an attainment cycle that provides a performance focus on attainment:
Year one:
Attainment cycle
Example framework
Future:
CLPL opportunities
Quality assurance

Health Wellbeing and Inclusion

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

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

Core Stretch Aims

The Scottish Attainment Challenge Framework for Recovery and Accelerating Progress introduced a requirement for local authorities to set ambitious, achievable stretch aims for progress in overall attainment and towards closing the poverty-related attainment gap.

In setting Stretch Aims, the local authority has been supported and challenged through professional dialogue with colleagues from Education Scotland to drive improved outcomes for children and young people impacted by poverty across Clackmannanshire.

We have also considered:

- Evidence based self evaluation
- Collaboration between and across school planning
- Previous years' ACEL data, Insight and Annual Participation Measure data, considering
  - ACEL data since 2016/17
  - Insight data since 2017/18
  - APM data since 2016
- Considered average annual improvements and best annual improvements.
- The different approaches to certification employed by the SQA during the Covid-19 pandemic.
- The existing stretch aims for 2022/23 and how progress over three years can be made.
- The impact of Covid-19 on data and on children and young people.
- The impact of the cost of living crisis on children, young people and their families.
- The increased impact that local approaches and interventions for equity are expected to have on children and young people's attainment and health and wellbeing.
- Virtual comparators and/or progress/ambitions of comparable local authorities; or neighbouring local authorities in RICs.
- A range of local contextual factors including specific cohort information, etc.

ACEL Literacy combined P1, P4 and P7				
Annual Trajectory	**Overall levels**	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
2023/24	69%	63%	78%	15pp
2024/25	70%	64-65%	79%	15-14pp
2025/26 Stretch aim	71%	67%	80%	13pp

Our ACEL Literacy combined P1, P4 and P7 stretch aims for 2026 are ambitious and reflect the aspirations we have for our younger learners. In 2022/23, our stretch aims for Literacy were achieved in overall levels and in Quintiles 1 and 5.
Pre-pandemic figures saw an upward trajectory in attainment, however post pandemic saw the results decreasing to 60% in 2020/21. The poverty related attainment gap was 22pp pre pandemic and has been reduced to 18pp.Through participation in the National Improving Writing programme, in collaboration with the Children and Young People's Improvement Collaborative (CYPIC) and Education Scotland, we aim for 75% of pupils to achieve First Level Writing. This will impact positively on the Combined Literacy Levels, as historically there has been a decline at P4. Senior leaders across all schools and ELCs are creating and implementing collaborative action plans to support aspects of school improvement which will raise standards of learning. If our levels of

attainment continue to increase, our overall stretch aim of 71% for 2025/26 will see a 7% increase in Literacy levels over five years.

ACEL Numeracy combined P1, P4 and P7

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	74%	66-68%	81-82%	16-13pp
2024/25	745%	68-70%	82-83%	15-12pp
2025/26 Stretch aim	76%	72%	84%	12pp

The ACEL Numeracy combined P1, P4 and P7 stretch aims for 2026 are ambitious, whilst recognising the fact that in 2022/23, we achieved 72% overall, which was below the stretch aim of 75%. We did meet the stretch aim in 2022/23 for Quintile 5 learners, highlighting that the pandemic had a bigger impact on learners in Quintile 1. Through the launch of a new Early Numeracy Framework alongside professional learning to support implementation, we aim to ensure that all practitioners working across early level are skilled in building developmentally appropriate learning experiences in numeracy. This will support the delivery of a curriculum with clear progression of knowledge and skills, leading to an increase in attainment. Senior leaders across all schools and ELCs are creating and implementing collaborative action plans to support aspects of school improvement which will raise standards of learning.

1+ @ Level 5 (all SCQF)

Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	92%	88%	97%	9pp
2024/25	92-93%	89-90%	99-98%	9-7pp
2025/26 Stretch aim	94%	92%	98%	6pp

With the updated Framework for stretch aims now including all SCQF 1+ @ Level 5 awards data, our three year aims now reflect this. If progress continues to increase on the current trends, as shown above, we predict that continued progress will be seen in both Q1 and Q5 data resulting in the gap being closed by 3pp. This reflects the ongoing commitment of our schools to increase the curricular offering at SCQF Level 5, whilst implementing recovery measures to mitigate against learning which may have been lost throughout the pandemic.

1+ @ Level 6 (all SCQF)				
Annual Trajectory	**Overall levels**	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
2023/24	65-67%	51-53%	77%	26-24pp
2024/25	67-69%	53-55%	78%	25-23pp
2025/26 Stretch aim	70%	57%	79%	22pp

Again, with the updated Framework, our 1+ @ Level 6 data shows improved levels of attainment with a significant increase in attainment in Q1. If we achieve our stretch aim of 57% for Quintile1 in 2025/26, we will see a 7% improvement in this measure since 2022/23. If we continue our trajectory, as suggested above, we will see a reduction in our gap to 22pp by 2025/26. Having moved to the updated framework this will be an 18pp reduction from the 2022/23 figure.

Annual Participation Measure				
Annual Trajectory	**Overall levels**	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
2023/24	92%	87-89%	97%	10-8pp
2024/25	92-93%	89-91%	97-98%	9-6pp
2025/26 Stretch aim	93%	92%	98%	6pp

The local authority has set a stretch aim target of 93% for 2025/26. We also aim to narrow the gap between the most and least deprived young people (16-19 year olds) participating in education, training or employment to 6% by 2025/26, which is 4.2pp improvement on the gap of 10.2pp recorded in 2021/22.

Attendance - Primary				
Annual Trajectory	**Overall levels**	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
2023/24	92-93%	91-92%	96%	5-4pp
2024/25	93-94%	92.5%	96.5%	4pp
2025/26 Stretch aim	94.3%	94%	96.6%	2.6pp

In 2021/22 we achieved 92.2% attendance for primary children, which was slightly below the stretch aim of 94%. The gap is currently 4.6pp. Our 2025/26 stretch aim would return our attendance to pre pandemic level.

Attendance - Secondary				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	90-91%	88-89%	93.5%	5.5 - 4.5pp
2024/25	91-92%	89-90%	93.8%	4.8 - 3.8pp
2025/26 Stretch aim	92.3%	90.5%	94.1%	3.6pp

We never met our overall stretch aim and those for Quintiles 1 and 5 in 2022/23, however we did narrow the gap. With the projected figures noted above, we will be more than halving the gap by 2025/26.The impact of the RIC Attendance Campaign will be monitored and there will be a continued focus on weekly attendance figures, with a report from our improvement analyst, shared with each establishment and appropriate interventions implemented.

Attendance – Overall (primary, secondary and special provision)				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	92-93%	90-91%	95%	5-6pp
2024/25	93-94%	91-92%	95.2%	4.2 - 3.2pp
2025/26 Stretch aim	94%	92.7%	95.4%	2.7pp

Attendance since 2018 had been on a downward trend until 2022/23, which saw an upturn of 1%. Our projections above would close the gap to 2.7 in 2025/26, which is marginally narrower than pre pandemic figures in 2019.

Core Plus Stretch Aims

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

Our Clackmannanshire Promise Plan sets out our actions and commitments to Keep the Promise for care experienced children, young people and their families and contributes to our ambition to ensure care experienced children and young people from Clackmannanshire have the very best support, life chances and opportunities possible so they can lead loving, settled and fulfilled lives, well into adulthood.

Our first core plus stretch aim focusses on the attendance of Care Experienced Children and Young People, especially the historical difference between Looked After at Home and Looked After Away. Our second core plus stretch aim is to narrow the gap between initial and follow up destinations for care experienced young people

Care Experienced - Attendance				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	90%	87-88%	95%	8-7pp
2024/25	92%	88-89%	95.2%	7.2 - 6.2pp
2025/26 Stretch aim	94%	91.7%	95.4%	4.7pp

We have modified our stretch aim to compare Care Experienced Young People in Quintile 1 with overall attendance for all in Quintile 5. As we have a very small data set and no care experienced young people in Quintile 5.

Care Experienced - Improve the Care Experienced Destination Rate Gap				
Annual Trajectory	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023/24	7pp	20-14pp	2pp	18-12pp
2024/25	5pp	14-0pp	1pp	13-0pp
2025/26 Stretch aim	2pp	0pp	0pp	0pp

The range in SIMD Quintile 1 is to take cognisance of the different cohort size of Care Experienced Young People. We have modified our stretch aim to compare Care Experienced Young People in Quintile 1 with overall National in Quintile 5.

Monitoring Progress

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

- Robust data analysis and review
- Targeted support to close the poverty related attainment gap
- Strengthening of partnerships
- Alignment of NIF with wider strategic planning

Progress during session 2022/23 with our priorities

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

The Standards in Scotland's Schools, etc. Act 2000 places duties on education authorities in relation to the delivery of school education, to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage. This Act requires Clackmannanshire to prepare and publish an annual report setting out the steps taken to secure improvements in education provision and outcomes set out in the National Improvement Framework Improvement Plan and those identified by the Service.
The Scottish Government expects every education authority to prepare and submit a National Improvement Framework Plan and Progress Report by the end of August, annually.
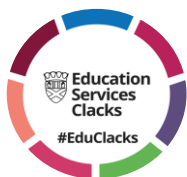
This Education Service Improvement Plan continues to take account the priorities set out in the Scottish Government's 2020 National Improvement Framework and Improvement Plan, Clackmannanshire People Business Plan, Clackmannanshire Children's Services Plan and the refreshed Local Outcome Improvement Plan.

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

As part of a wider People Service, the aim is to continue to ensure that as an integrated service we continue to seek to get it right for all of our children, living and learning in Clackmannanshire through the actions taken across our Service areas and in our establishments.
Quality Frameworks, such as How Good is Our School? (4th edition) and the Quality Improvement Framework continue to support the Education Service to benchmark the Service provision, including feedback from key stakeholders. Overall, progress has been made to deliver on almost all of the key priorities and objectives set out in the 2022-2023 Plan.

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

National Improvement Framework Delivery Plan 2023/24

Key	
NIF Priorities	**NIF Drivers**
1. Placing the human rights and needs of every child and young people at the centre of education 2. Improvement in children and young people's health and wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in skills and sustained, positive school-leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy.	1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment: 5. School and ELC Improvement 6. Performance Information

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

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

NIF Code	Improvement Outcome	NIF Priorities	NIF Drivers	Strategic Actions	Responsible
2.4	Improved wellbeing, equity and inclusion	1 2	6	A. Through the use of the self-evaluation toolkit, identify potential reasons for non-attendance and further establish systems to support children and young people at risk of non-attendance / late coming in schools and ELCs to ensure they are working effectively. B. Virtual Headteachers to continue rigorous attendance tracking using new Care Experienced Young People (CECYP) dashboard to analyse attendance patterns alongside establishment, providing support and challenge to ensure appropriate interventions and achieve Core Plus Stretch Aim. C. Implement Wellbeing and Inclusion Empowerment Group Action Plan 23/24 (**see page 4**)	RIC Coordinator Data Coach Improvement Analyst Lead Heads
2.5	Increased opportunities to engage in a broad range of targeted health and wellbeing activities that meet the individual needs of all children and young people	2	1	A. Develop strategies to put young people at the heart of decision making, planning and implementation of extra-curricular school sport. B. Continue to work with Sportscotland to deliver agreed actions within the Partnership Agreement 2023-2027. C. Identify wider opportunities for children and young people to be active in the community through the refresh of the Sports and Active Living Framework. (SALF)	Team Leader – Sport & Leisure

2.6	Improved attendance of children and young people living in Quintile 1	1 2	6	A. Collaborate with our RIC on the renewed focus on promoting attendance at school through their campaign across Forth Valley and West Lothian: Be I**N**spired. Be I**N**volved. Be I**N** school
				B. With the support of our RIC look inwards and outwards to share effective practice to improve attendance by:-
				   (i) Linking establishments with similar challenges to work collaboratively on improving attendance, as identified through the self-evaluation toolkit.
				   (ii) Develop a cluster based approach to improving attendance using frontline staff from the People Directorate
					Quality Improvement Officers

3.1	Improved arrangements for tracking, monitoring, moderating and quality assuring attainment and progress with a focus on narrowing the gap for identified groups	3	1 2 5	A. Support schools and ELCs to focus on effective self-evaluation of QI2.3 for continuous improvement.	

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

NIF Code	Improvement Outcome	NIF Priorities	NIF Drivers	Strategic Actions	Responsible
3.5	Equity of access to digital devices, so that all young people are able to access learning and are included, engaged and involved.	3	3 4	A. Roll out the revised Digital Learning Strategy 2023-2025 B. Continue Digital Device Deployment Programme and evaluate.	Senior Manager Secondary and Communities
4.1	Increased awareness and improved understanding of skills development with and established skills framework for schools and ELCs	4	4 5	A. Further collaborate with partners from the Local Employability Partnership, with a specific focus on learner demographics relating to the City Region Deal's target groups of: • *Women and girls* • *People with a disability* • *Those living in areas experiencing the highest levels of deprivation (top 20%)* B. Ensure parity of esteem between vocational and academic routes. C. Take forward the findings of the Withers review to address how workforce skills development could allow all learners to enjoy rewarding careers, and contribute to efforts to move the economy towards a net-zero basis. D. Continue to embed Learning for Sustainability in the curriculum.	Senior Manager Secondary and Communities
4.2	Enhanced arrangements for tracking progress of vulnerable groups of children and young people	1 2	2 4	A. Keep 'The Promise' to the care experienced community by enabling all staff within the professional network to have a single point of access to all information relating to the child, leading to a more cohesive approach to supporting all children and young people. B. The Virtual Headteachers will monitor progress within this and engage in dialogue with educational establishments to offer both support and challenge.	Virtual Headteachers
4.3	Increased number of children and young people securing and sustaining a positive destination.	4	4 5	A. Continued partnership with Academies, Local Employability Partnership and Skills Development Scotland to ensure all young people enter an initial positive destination. B. Work with Clackmannanshire Partners Participation Group to improve sustained destinations (six months after school leaving date and specifically targeting those at risk.	Senior Manager Secondary and Communities

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

NIF Code	Improvement Outcome	NIF Priorities	NIF Drivers	Strategic Actions	Responsible
				D. Continued revision of early level progression pathways E. Development of an Early Level network (ELCs and Primary 1 Practitioners) F. Increased partnership working between primary schools and Librarians (Education and Libraries partnership plan 23/24)	Senior Manager ELC Primaries Libraries
5.3	Improved systematic approaches to assessment and moderation of children's progress and achievements including the enhanced use of rich data to track progress	5	4	A. Embed validated self-evaluation and quality assurance systems and processes across schools and ELCs B. Performance and QA Empowerment Groups **(see page 4)** C. Consistent use of data collection tools. D. Develop an enhanced system of data collecting and improvement across our ELCs to ensure children achieve their developmental milestones as part of a three year plan E. Continued revision of early level pathways	Lead Heads Quality Improvement Officers Senior Manager ELC, Primaries and Libraries
5.4	Enhanced use of rich data to inform improvements and track and monitor progress.	5	5 6	A. Embed Inspiration Hub and Connecting Clacks Educators website. B. Develop and deliver a Performance and Improvement Professional Learning Programme to upskill and support senior leadership teams.	Senior Manager ELC, Primaries and Libraries RIC