WEST LOTHIAN COUNCIL

RAISING EDUCATIONAL ATTAINMENT STRATEGY

2023/28

West Lothian Council

Introduction

Lawrence Fitzpatrick
Leader of the Council

The Raising Educational Attainment Strategy sets out the key outcomes, activities and behaviours that the council will pursue in support of our corporate priorities and a culture of continuous improvement

Increasing attainment and achievement for all learners in West Lothian has been a key priority for the council in the last ten years and the council has invested in our schools and provided additional, specialist support to improve the quality of teaching. West Lothian has a strong track record of delivering positive outcomes for young people and we want to build on this outstanding record and continue to develop a culture of aspiration for all our young people.

The Raising Educational Attainment Strategy is designed to support transformation and growth in our schools that is working to improve lives and make West Lothian a great place to live, work, learn and do business.

The strategy reaffirms our commitment to raise educational attainment in the West Lothian Corporate Plan. Continued improvement in raising attainment will also contribute to the outcomes of others by aiming to ensure that children and young people are well placed to move into adult life and employment or further/higher education. Schools in West Lothian have consistently demonstrated their capacity to improve attainment.

Graham Hope
Chief Executive

The strategy sets out how we will deliver our commitment to helping West Lothian's young people to make the most of their opportunities, so that they can go on to achieve positive outcomes in their lives. Raising educational attainment increases personal, social, cultural and economic opportunities and helps our young people to fulfil their potential. By the end of the strategy, we aim to have achieved further improved outcomes for all our children and young people in West Lothian.

Contents

1. Strategy Purpose

Scope of the Strategy

The Raising Educational Attainment Strategy is a corporate strategy and coordinates council-wide resources, skills and knowledge to support the delivery of the corporate priority to improve attainment. It has been subject to consultation with the key stakeholders and approval by Education Executive.

The strategy covers the period 2023/24 to 2027/28, which is also the duration of the Council's Corporate Plan. The Raising Educational Attainment Strategy has been developed in support of this plan and the other key plans and strategies.

Outcomes

The Raising Educational Attainment Strategy is part of a suite of strategies that are helping the council to transform and improve in a smart, flexible and efficient way.

There are two outcomes in the Raising Educational Attainment Strategy and these are:

Learning and Curriculum

Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all 4 capacities to thrive and be equally valued.

Wellbeing, Inclusion and Attendance

Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all.

Purpose

The purpose of this strategy is to ensure that all of our children and young people develop the values, attitudes, knowledge and skills necessary to shape a future for themselves.

This will be possible through building their capacity as successful learners, confident individuals, responsible citizens, and effective contributors embracing all social circumstances, additional needs and protected characteristics.

Ensuring that children and young people are at the heart of educational decisions, self-evaluation and school improvement is fundamental to our strategy.

Reporting on Progress

The Raising Educational Attainment Strategy will be progressed under the direction of Education Executive. An annual update on progress on the outcomes and actions will be reported to Education Policy Development and Scrutiny (PDSP) and scrutinised by its members. An end of strategy report will be reported to Education PDSP in 2028 and scrutinised by its members.

The Raising Educational Attainment Strategy is compatible with the Council's National Improvement Framework, and reporting will be supplemented by the publication on the National Improvement Framework Annual Report and Plan, which will be scrutinised by Education PDSP, and approved by Education Executive.

The objectives and actions contained in the Raising Educational Attainment Strategy are reflected in the Education Services three year improvement plan, which will be reviewed by senior officers of the council.

OUR WLC
TRANSFORMATION
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2. Strategy Overview

	Strategy Outcome	Strategy Outcome
Description	To ensure every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities to thrive and be equally valued	To improve wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all
Challenge	• Ensuring high quality learning, teaching and assessment • Delivering a curriculum which develops the four capacities in every child and young person	• Improving health and well-being • Embedding the presumption of mainstream • Maximising attendance for all pupils • Tackling the poverty related attainment gap •
Opportunity	• Provision of improved learning experiences which are fundamental to raising attainment • Development of the four capacities will enable children and young people to broaden and deepen their learning • Development of skills for learning life and work, ultimately supporting young people to a positive destination.	• Improved health and well-being • All pupils being part of their local community • Maximising attendance will contribute to raised educational attainment and achievement
Action	Actions associated with this outcome are set out in pages 12 to 13 of this strategy.	Actions associated with this outcome are set out in pages 16 to 17 of this strategy.

Measures	Key measures of the success of this outcome are set out on pages 14 to 15 of this strategy. These include: • The percentage of school leavers achieving awards at levels 6 and 7 • The percentage of school leavers entering a positive destination • The percentage of primary pupils achieving the expected Curriculum for Excellence Levels in Literacy and Numeracy • The percentage of schools receiving good or better in HMI inspections in Learning, Teaching and Assessment, and in Raising Attainment and Achievement	Key measures of the success of this outcome are set out on page 18 of this strategy. These include: • Attendance levels in primary and secondary schools • Exclusion rates for primary and secondary pupils • The percentage of schools self-evaluating as good or better in Ensuring Wellbeing, Equality and Inclusion

3. Supporting the Corporate Priorities

The new Corporate Plan and Budget Strategy were created to address the most pressing issues and challenges for the council in the next five years, ensuring that the council meets its statutory obligations sustainably and protects the most vital and impactful services for local people.

Looking ahead, 2023/24 to 2027/28 is expected to bring fundamental change to council services as we seek to transform council services to continue to meet customer needs, take advantage of opportunities, such as new technology, and bridge a funding gap of £47.6 million.

This strategy will help the organisation develop the capabilities and knowledge to transform the council for the future. The following factors reflect the challenges and opportunities that the council is likely to face and the strategy will address.

Corporate Priorities

The council has identified five priorities for the period 2023/24 to 2027/28. These reflect the areas that are the most important for the community and improving the quality of life for all living, working and visiting West Lothian.

The priorities have been set through consultation with our community, staff and partner agencies and identify and address the most pronounced, collective needs of the local area. They will also provide a focus for decision making and resource prioritisation in the next five years, ensuring that we target our efforts towards the issues that matter most to the community.

In the next five years, the council will focus on achieving outcomes in each priority.

The Raising Educational Attainment Strategy has been developed to deliver improvement in a key priority area for the Council and the West Lothian community and will have a significant bearing on the future health, wellbeing and prosperity of the area. In particular, it addresses: council's priority to raise educational attainment.

It will contribute towards the achievement of other council priorities:

- Care and support for children will be enhanced through Children's Services Planning and GIRFEC (Getting it Right for Every Child), improving wellbeing and inclusion, providing effective and robust multi-agency support, early intervention to support vulnerable groups, supporting the aspirations of The Promise, and supporting parents and carers,
- Investment in skills and jobs will be enhanced through partnerships with Developing Young Workforce Teams, West Lothian College, other education providers and employers to increase choices for young people.
- The strategy will help to create strong and sustainable communities by promoting open, positive and supportive relationships, promoting confidence and resilience, and creating a learning for sustainability cross curricular approach.

- The strategy will help to tackle poverty and inequality by ensuring every child and young person has the same opportunity to succeed, with a particular focus on tackling the poverty related attainment gap.

Further detail of these linkages to the council's five priorities are set out throughout the strategy.

4. Operating Context

In seeking to raise educational attainment, the strategy takes account of key challenges and opportunities we face on our operating environment.

Societal Trends and Customer Needs

Education Services is increasing emphasis on Health and Wellbeing, reflecting the increased demand for support experienced during and after the pandemic, in particular from children and young people.

Education Services places high emphasis on equity, in particular closing the gap in education outcomes between children from the most and least deprived backgrounds.

The service emphasises meeting the needs of all pupils as individuals, taking account of all factors which may give rise to these needs, including 'protected characteristics' set out in the Equality Act 2010, and in line with the Public Sector Equality Duty. This will be achieved through adapting the curriculum to meet each pupil's needs, and bespoke and targeted interventions, where appropriate.

There are an increasing number of children with identified additional support needs in our schools. The council will respond to this growing need by planning for inclusion in our schools, and supporting schools to be inclusive.

Education Services places high importance on the rights of children and young people.

Economic and Market factors

Education Services aims to improve skills amongst school leavers, and increase the percentage of school leavers entering positive destinations, and as such will support the local and national economies. Education Services will work with employers and other education providers to ensure that pupils have access to choices and pathways which are relevant and aligned to labour market demand.

By providing flexibility and choice in Early Learning and Childcare, Education Services will support the principle of supporting more parents/carers in work, training or study, through greater choice.

Demographic Diversity

The improvement plan will be delivered in a time of demographic change, resulting in challenges for the council as it seeks to meet customer need with reduced resources.

Numbers of children and young people in many parts of West Lothian are forecast to decline, resulting in surplus school accommodation in these areas, although in core development areas, large increases will require investment in new facilities.

The demographic diversity of West Lothian will continue to be reflected in the school population, with new pupils arriving from around the world and being integrated into learning communities. This diversity also highlights the continued requirement of English for speakers of other languages (ESOL) provision for both parents/carers and children and young people.

Technology, Automation and the Demand for Technical Skills

Digital learning continues to be a priority to ensure learners access relevant learning experiences which are aligned to the digital world we live in. On-going investment in digital infrastructure and improved access to a range of resources will help to build the digital skills required for life and work. This will include access to learning experiences across the wider school network, offering increased opportunities for personalised and independent learning pathways.

Continued development of digital solutions will also contribute to efficiencies in school and central administration, for example the development of an automated pupil placement admission system in partnership with the Scottish Government.

The development of a digital learning platform within the Adult Learning Service will help allow Education Services to adapt to customer needs and growing demand.

Legislation and Regulation

Delivering new and expanded services to meet new legislative requirements and national policy aspirations can be expected to continue to be a significant challenge.

This is likely to include further expansion of early learning and childcare services, and out of school care for school-aged children, both of which will require an expanded workforce and access to appropriate accommodation across West Lothian.

Climate Change and Sustainability

The Learning for Sustainability cross curricular approach will link sustainable development education and climate education with global citizenship, with the aim of ensuring that children and young people gain the understanding necessary to live in a sustainable way.

Scarcity of Resources

Delivering high quality education with a strong focus on excellence and equity within the context of the ongoing funding gap can be expected to continue to be a significant challenge for the council as budget reductions will continue to affect not just schools, but the central services and partners which support and work with them.

At the same time, the impact of the 'cost of living crisis' on children and families can be expected to increase demand for services and support, and to increase the challenge of achieving excellence and equity for all.

5. Outcomes

The West Lothian Council Raising Educational Attainment Strategy provides an increased strategic focus to Education Services' activities in raising attainment. The strategy was developed taking account of best practice in West Lothian schools, the views of children and young people, the professional knowledge and experience of school and centrally based staff, partners (including parents), national practice and international perspective and recommendations.

Our vision for education is achieving excellence and equity. Through this we will ensure that all of our children and young people develop the values, attitudes, knowledge and skills necessary to shape a sustainable future for themselves. 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.

Central to this strategy is the respect, protection, and fulfilment of the rights of every child and young person within an empowered and collaborative system, where young people have an equal voice and everyone's contribution is heard and valued.

In order to achieve these outcomes, the strategy will focus on the delivery of the five National Improvement Framework 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.

Specific actions and activities will be linked to the six National Improvement Framework drivers:

- School and Early Learning and Childcare (ELC) leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

The strategy has two outcomes, that we will work to advance over the next five years.

The Council will monitor success in each objective with appropriate performance indicators and targets set to encourage performance improvement.

Outcome 1 – Learning & Curriculum

Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

This outcome aims to increase attainment and achievement across all West Lothian Schools, and for all West Lothian learners from early years to S6. Ensuring high quality learning experiences is fundamental to raising attainment. Learning and teaching should be delivered through a curriculum which develops capacities in **every** child and young person for now and in the future. This will enable young people to broaden and deepen their learning and continue to develop skills for learning, life and work, through learning pathways and qualifications as well as a range of opportunities for personal achievement and development. It ultimately supports young people in moving on to a positive destination.

A visualisation for improving education experiences and outcomes is imagined in this link: https://youtu.be/W9mELk6qS-U

The council will:

▼ Ensure that individual school improvement plans and activities focus on the quality of learning, teaching, assessment and curriculum. Effective assessment approaches must be in place to ensure that all pupils make appropriate progress in their learning in the Broad General Education and the Senior Phase.

▼ Ensure strategic improvements continue to refine systems, frameworks and guidance to support and challenge schools to build on and improve curriculum design and delivery.

▼ Develop and implement professional learning programmes based on local, national and international research to further improve pedagogy and curriculum co- design. There should be a particular focus on increasing challenge and aspiration for all young people and building staff capacity in addressing barriers to learning and providing equity.

▼ Develop and implement high quality professional learning programmes and collaborative experiences that further build capacity of staff at all levels as leaders of learning, taking cognisance of relevant frameworks.

▼ Continue to use Pupil Equity Funding and Strategic Equity Funding to ensure every child and young person has the same opportunity to succeed, with a particular focus on tackling the poverty related attainment gap.

◤ Continue to build staff capacity to ensure that every child and young person in West Lothian is supported to develop Literacy and Numeracy skills which enable them to thrive, and prepare them for life, future learning and work.

◤ Embed the engagement of parents and carers as partners in their child's learning through family learning programmes and support. Education services will further develop plans in line with Education Scotland's Strategic Framework for Parental Involvement, Parental Engagement, Family Learning and Learning at Home, including provision of adult learning programmes.

◤ Work with schools to ensure the curriculum is co-designed with learners, parents, carers and partners, with engaging and motivating pathways from Early Learning, through Primary and the Broad General Education and into the Senior Phase. Well researched plans, taking cognisance of national developments, should be developed to support this across schools and clusters, with meeting the needs of all learners as a central focus.

◤ Local partnerships with Developing Young Workforce Teams, West Lothian College, other education providers and employers should continue to be developed to increase the range of choices and relevant pathways available to young people at all levels.

◤ Ensure that effective planning, tracking, monitoring and target-setting is in place at school and cluster level to ensure learners are making good progress from prior levels of attainment. There will continue to be a clear focus on planning interventions to address gaps identified. The practice which already exists in individual schools will now be extended across clusters. Interventions will be continually evaluated for impact on learner progress and attainment in order to take further action where needed. Continuity of progression at transition points will be a focus for cross sectoral planning.

◤ Embed digital learning to support pedagogy, curriculum and inclusion.

◤ Ensure all establishments effectively use self-evaluation frameworks, approaches and performance information to ensure educational outcomes are improving. This includes supporting young people's and partners' participation in self-evaluation and school improvement and curriculum co-design.

◤ Undertake analysis of young people's outcomes by gender, implementing recommended actions and considering implications for curriculum rationale and design.

◤ Create a Learning for Sustainability cross curricular approach that weaves together distinct but closely related themes of sustainable development education, climate education, global citizenship, children's rights and outdoor learning. This is key to ensure children and young people value the importance of connection and care to the

natural world and the significance of their choices, now and in the future, to live in a sustainable way.

Identified key measures of success for this outcome will be tracked, monitored and reported on throughout the lifetime of the strategy. It should be noted that detailed analysis of specific target groups within each measure will also be undertaken by Education Services as appropriate to context.

The SCQF (Scottish Credit and Qualifications Framework) is the national qualifications framework for Scotland, and is a way of highlighting the wide range of Scottish qualifications. SCQF covers achievements from school, college, university, and many work-based qualifications.

In making sense of the multiple measures used to indicate the quality of learners' experiences and outcomes it is essential to understand that each contributes one part of the whole. Each measure should not be viewed in isolation but can be used to develop understanding around the provision and outcomes for young people.

Performance will be monitored in this objective through:

Key Output	Key Indicator	Target
School Leavers achieving 1 or more Level 6 awards	Percentage of Secondary Leavers achieving 1+ SCQF Level 6 awards	78%
School Leavers achieving 3 or more Level 6 awards	Percentage of Secondary Leavers achieving 3+ SCQF Level 6 awards	63%
School Leavers achieving 5 or more Level 6 awards	Percentage of Secondary Leavers achieving 5+ SCQF Level 6 awards	49%
School Leavers achieving 1 or more Level 7 awards	Percentage of Secondary Leavers achieving 1+ SCQF Level 7 awards	26%
S4 pupils achieving Level 5 Literacy	Percentage of S4 pupils Achieving SCQF Level 5 Literacy	83%
S4 pupils achieving Level 5 Numeracy	Percentage of S4 pupils Achieving SCQF Level 5 Numeracy	70%
Primary Pupils achieving expected levels in Literacy	Percentage of Primary Pupils at P1, 4 and 7 Achieving Expected Curriculum for Excellence Level in Literacy	80.5%

Primary Pupils achieving expected levels in Numeracy	Percentage of Primary Pupils at P1, 4 and 7 Achieving Expected Curriculum for Excellence Level in Numeracy	86%
Schools receiving positive HM inspection evaluations for Learning, Teaching and Assessment	The percentage of primary, secondary, early learning and childcare settings and ASN schools receiving 'good' or better in HMI inspections QI 2.3 (Learning, Teaching and Assessment)	90%
Schools receiving positive HM inspection evaluations for Raising Attainment and Achievement	The percentage of primary, secondary, early learning and childcare settings and ASN schools receiving 'good' or better in HMI inspections QI 3.2 (Raising Attainment and Achievement)	90%
School Leavers entering a Positive Destination	Percentage of Secondary Leavers entering a positive destination	97.3%

Outcome 2 – Wellbeing, Inclusion & Attendance

Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all.

This outcome aims to increase attainment and achievement across all West Lothian Schools, and for all West Lothian learners from Early Years to S6. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which in turn increases personal, social, cultural and economic opportunities.

West Lothian's inclusive approach affords all children and young people the opportunity to be part of their own community, boosting their emotional wellbeing and developing skills for learning, life and work. West Lothian's approach celebrates diversity and allows children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic resilient communities.

West Lothian is committed to mainstreaming as a central pillar of our inclusive approach to education. We endeavour to improve the experiences of all our pupils within their local communities.

Maximising attendance levels for learners is essential in order for them to engage with learning, fulfil their potential and access opportunities beyond school. This means that young people will be able to flourish in society and contribute to the improved social and economic wellbeing of the community in West Lothian.

This outcome is at the heart of learning for our children and young people, and its substantial importance is reflected in this being at the forefront of the strategy.

The council will:

◤ Support all young people to achieve success through the provision of effective and robust support, using a multi-agency approach. This will highlight the importance of inclusion, through the development of the planning process across education learner and community support services and involvement of young people in decisions about how their needs should be met.

◤ Continue to embed the presumption of mainstream strategy across all establishments in West Lothian.

◤ Develop professional learning pathways for all staff which enhances their practice in the delivery of high-quality learning experiences in health and wellbeing, including mental wellbeing, for all children and young people. There will also be professional learning to support children and young people with additional support needs.

◤ Implement an early intervention Early Years, Primary and Secondary Attendance strategy. This will require a focus on ethos and relationships, targeted interventions for vulnerable groups, effective partnerships and robust policy, procedures and data analysis.

◤ Continue to support aspirations of The Promise (https://thepromise.scot) with a focus on attainment and wider achievement for our care experienced children and young people.

◤ Ensure that individual school improvement plans and activities focus on improving equity in health and wellbeing, through effective partnership working.

◤ Work with parents/carers to secure better outcomes through enabling them to support their child's health, wellbeing and attendance.

◤ Ensure all establishments promote open, positive, supportive relationships across the school community, where children and young people will feel safe and secure.

◤ Continue to use Pupil Equity Funding and Strategic Equity Funding to ensure every child and young person has the same opportunity to succeed, with a particular focus on tackling the poverty related attainment gap.

◤ Refresh the capacity and approaches that individual schools and clusters use to effectively evaluate approaches to ensuring wellbeing, equality and inclusion.

◤ Consider our approaches to gathering local and national data for the purposes of Health and Wellbeing analysis, leading to the further identification of required areas of focus.

◤ Continue to embed the vision of Active Schools & Community Sport to provide inclusive access for all and uphold pupils' right to participate in PE, physical activity and sport. The service takes a targeted approach, where necessary, to achieve that vision and to facilitate improvement in attainment, attendance, and physical and mental wellbeing.

Identified key measures of success for this outcome will be tracked, monitored and reported throughout the lifetime of the strategy. It should be noted that detailed analysis of specific target groups within each measure will also be undertaken by Education Services as appropriate to context.

Performance will be monitored in this objective through:

Key Output	Key Indicator	Target
Schools' self-evaluation of how well they are ensuring wellbeing, equality and inclusion in their setting	The percentage of primary, secondary, early learning and childcare settings and ASN schools self-evaluating as 'good' or better for Ensuring Wellbeing, Equality and Inclusion	100%
Attendance levels in Primary Schools	Attendance levels in Primary Schools	94.7%
Attendance levels in Secondary Schools	Attendance levels in Secondary Schools	91.5%
Exclusion rates in Primary Schools	Exclusion Incident rates per 1000 for Primary Pupils	2
Exclusion rates in Secondary Schools	Exclusion Incident rates per 1000 for Secondary Pupils	20

6. Performance and Transformation – Actions

Education Services will undertake a number of actions in support of the Council's Corporate Plan, Budget Strategy and other Council strategies. We will focus on actions that will improve the customer experience, increase the efficiency and effectiveness of services and advance or use of technologies that will increase choice and/or reduce costs.

Key   This action should have the following intended impact:

| | Improve services for customers | | Improve performance and/or process efficiency | | Reduce the cost of delivering our services | | Increase the use of technology |

Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
Continue to improve Literacy & Numeracy outcomes for all children and young people	To support settings in ensuring a rich literacy and numeracy curriculum underpinned by robust and reliable assessments, delivered through inclusive pedagogies	All schools to maximise literacy and numeracy attainment outcomes at each stage.	All Headteachers	April 2023	March 2028	Outcome 1
Continue to enhance professional learning framework	Promote the drivers of school leadership, teacher professionalism and school improvement, with a specific focus on improving pedagogy, leading learning and HWB	A comprehensive professional learning framework is in place and used by education staff across sectors and across the authority	Quality Improvement Officer (CLPL)	April 2023	March 2028	Outcomes 1 & 2
Enhanced curriculum planning	Support schools to co-design curriculum with partners including across clusters	Enhanced partnership working within schools, and across sectors.	Quality Improvement Managers Primary & Secondary	April 2023	March 2028	Outcome 1

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Action	Description	Planned Outcome	Responsible Officer	Start	End	Links
Continue to develop and evaluate the West Lothian Scottish Attainment Challenge (SAC) strategic approaches and impact	Annual SAC planning to support schools to address the poverty related attainment gap and use of SAC funds	Reduce the poverty related attainment gap in targeted areas	Quality Improvement Manager Secondary	April 2023	March 2026	Outcomes 1 & 2
Enhance the Health & Wellbeing (HWB) Strategic Action Plan with a focus on professional learning, self-evaluation and tracking	Plan to drive improvement across all aspects of HWB through improved data analysis, professional learning and increased capacity in self-evaluation to drive improvement	All schools improve approaches to HWB leading to 'good' or better evaluations for Ensuring Wellbeing, Equality and Inclusion.	Quality Improvement Managers Primary & Secondary	April 2023	March 2028	Outcome 2
Strategic alignment of planning with partners to improve attendance outcomes	Develop 3-18 attendance strategic approach and support model with partners	Improve attendance overall, and of targeted groups. Develop educational provision for targeted learners.	Additional Support Needs Manager	April 2023	March 2028	Outcome 2