



Education Improvement Plan

2023-2027



EDUCATION AND LEARNING IMPROVEMENT PLAN – 2023-2027

National Improvement Framework Priorities	Education Statement from Dumfries and Galloway Council Plan 2023-28	Education & Learning Strategic Outcomes
<ul style="list-style-type: none"> • 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 the 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. 	<p>The Council will improve education and learning opportunities to help all our children, young people and citizens fulfil their potential. This starts with pre-school, then school, before progressing into further or higher education or transition into work. We will work with our partners to create and promote lifelong learning opportunities so everyone in the region can live a meaningful and fulfilling life.</p>	<ul style="list-style-type: none"> • Places of learning are inclusive, sustainable and meet the needs of local communities. • We get it right for every child. • Children, young people and adults transition successfully through all life stages. • Young people and adults succeed in what they want to achieve. • Participation in creativity and play is part of early and lifelong learning experiences. • Local people can build their skills and confidence.



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<p>Scottish Attainment Challenge Mission</p> <ul style="list-style-type: none"> to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap. Support education recovery, increase pace of, and reduce variation in progress. 	<p>Scottish Attainment Challenge Stretch Aims: (<i>Three year aims with annual trajectory</i>)</p> <ul style="list-style-type: none"> Achievement of Curriculum for Excellence Levels (literacy combined and numeracy combined) The proportion of school leavers attaining 1 or more pass at SCQF level 5 based on the “Summary Statistics for Attainment and Initial Leaver Destinations” publication The proportion of school leavers attaining 1 or more pass at SCQF level 6 based on the “Summary Statistics for Attainment and Initial Leaver Destinations” publication The proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland
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Scottish Attainment Challenge Stretch Aims

Local Authority stretch aims are created at local level using local authority and national data, local authority contextual information and self-evaluation processes to improve outcomes for all while closing the poverty-related attainment gap.

Throughout this plan, improvement and development priorities linked and contributing to achieving SAC stretch aims are highlighted SAC



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Dumfries and Galloway Council is committed to developing a culture and ethos of excellence, equity and inclusion.

To this end, a local authority produced 'Framework for Inclusion' drawing on the themes from 'All Our Children, All Their Potential' (Morgan Report) was created in session 2022-2023. This now provides the strategic core and underpinning organisational framework through which National Improvement Priorities, the Scottish Attainment Challenge Priorities and the priorities of the South West Education Improvement Collaborative (SWEIC) will be incorporated and improvements planned for as described here in the Dumfries and Galloway Education Plan 2023-2027.

Framework for Inclusion is a strategic approach through which to cultivate system wide and deeply embedded inclusion of all children and young people and an organisational scaffold to foster empowerment amongst education professionals to achieve this. It is not comprised of a series of tasks and activities to be completed, but articulates a way of working, thinking and prioritising actions and resources to meet the needs of all learners.





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Priority One: Placing the human rights and needs of every child and young person at the centre of education.

Improvement Outcome	Improvement Action	Improvement Measure	Council Plan link
Children's Rights are realised in all schools and early years centres. SAC 	Develop a strong ethos & culture of rights & respect based on UNCRC.	All schools and ELC settings will be compliant with the articles of the UNCRC as incorporated into Scottish law. Increasing percentage of schools including UNCRC in Standards and Quality Reports and School Improvement Planning.	Places of learning are inclusive, sustainable and meet the needs of local communities. We get it right for every child.
	Work with schools, ELC settings, Pupil Councils, Parent Councils, Parent Forum and young people to further develop a shared understanding of UNCRC and the role stakeholders and partners play in ensuring its successful incorporation into the culture, ethos and life of the school or setting.	Increasing percentage of schools referencing (explicitly or implicitly) UNCRC in Vision, Values and Aims. Pupil Council and Parent Council increase in policy and decision making.	Places of learning are inclusive, sustainable and meet the needs of local communities. We get it right for every child.
	Ensure all schools registered for the UNICEF UK Rights Respecting Schools Programme by August 2024 and all attaining a minimum of Bronze level award by August 2025.	Increasing percentage of schools registered for, and achieving levels of, UNICEF UK RSS accreditation.	Places of learning are inclusive, sustainable and meet the needs of local communities. We get it right for every child.
	Fostering and developing 'values based leadership' (social justice, equity & inclusion) and decision making at all	Evidence from Inclusive Practice Self Evaluations. Views of young people.	Places of learning are inclusive, sustainable and meet the needs of local communities.

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	levels throughout the system to reflect inclusive practice.		We get it right for every child.
	All staff recognise and realise children's rights, shared language and values, and work to improve range of measures, self-evaluation and information sharing	Reflections/evaluations following Professional Learning.	Places of learning are inclusive, sustainable and meet the needs of local communities. We get it right for every child.
<p>Measure impact of Framework for Inclusion. SAC</p>  	Identify, agree and implement robust performance measures to review progress & impact of the Framework for Inclusion, key themes, workstreams, strategic and operational implementation aligned to NIF Priorities and drivers, council priorities and commitments.	<p>Evidence from Inclusive Practice Self Evaluations.</p> <p>Requests for additional resources (RFA's) reflect Stages of Intervention.</p> <p>Requests for assistance from specialist services reflect Stages of Intervention.</p> <p>Increase in front line school resolution of complaints and reduction of complaints overall.</p> <p>Day placements and inclusion base placements effectively reflect children and young people's needs in line with Stages of Intervention.</p>	<p>Places of learning are inclusive, sustainable and meet the needs of local communities.</p> <p>We get it right for every child.</p>

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		<p>Quality assurance of ASN pupil education planning (such as IEPs and CSPs).</p> <p>Timely and accurate reporting of Team Teach intervention and accident/incident reports.</p> <p>SAC LA Stretch Aim measures- attainment, attendance, exclusions.</p> <p>Views of young people.</p>	
<p>Effective use and deployment of resources to deliver Framework for Inclusion workstreams under key themes.</p> <p>SAC</p>  	<p>Continued investment in the Learning Estate to improve the learning environment.</p>	<p>Learning Estate Strategy provides a plan for investment.</p>	<p>Places of learning are inclusive, sustainable and meet the needs of local communities.</p> <p>We get it right for every child.</p>
	<p>Continued review of management arrangements of our schools.</p>	<p>All schools are managed effectively.</p>	<p>Places of learning are inclusive, sustainable and meet the needs of local communities.</p> <p>We get it right for every child.</p>
	<p>Resources are deployed to meet the needs of all learners.</p>	<p>Appropriate staffing and infrastructure is in place.</p> <p>Clarity of processes and procedures for schools and ELCs to effectively evaluate the impact of</p>	<p>Places of learning are inclusive, sustainable and meet the needs of local communities.</p>



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		resource allocation of attainment and achievement.	We get it right for every child.
	Career Long Professional Learning for all staff working with children and young people to support all key themes of Framework for Inclusion in all sectors.	Range and participation rate in Career Long Professional Learning linked to Framework for Inclusion.	Places of learning are inclusive, sustainable and meet the needs of local communities. We get it right for every child.

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Priority Two: Improvement in attainment, particularly in literacy and numeracy

Improvement Outcome	Improvement Action	Improvement Measure	Council Plan link
<p>Improve the accuracy and confidence of teacher and practitioner professional judgement of pupil need. SAC</p> 	<p>Understanding and recognition of learners needs, including those who require additional support with meaningful learner participation and voice for all learners.</p>	<p>Consistent use of Stages of Intervention.</p> <p>Impact data from educational psychology virtual consultation.</p> <p>Impact data from educational visitor consultation.</p>	<p>Young people and adults succeed in what they want to achieve.</p>
<p>Increase the percentage of children and young people achieving expected Curriculum for Excellence levels and improve levels of attainment for all young people in the senior phase. SAC</p> 	<p>Support high quality professional learning for staff at all levels with a particular focus on literacy, numeracy, health & wellbeing and digital skills.</p>	<p>Range and participation rate in Career Long Professional Learning.</p>	<p>Young people and adults succeed in what they want to achieve.</p>
	<p>Continue to provide bespoke support and CLPL to individual establishments and practitioners on aspects of Literacy and Numeracy, health and wellbeing and digital skills.</p>	<p>Range and participation rate in Career Long Professional Learning.</p> <p>Intervention impact evaluation reports.</p>	<p>Young people and adults succeed in what they want to achieve.</p>
	<p>Further embed & extend evidence-based approaches to the teaching of Literacy and Numeracy as highlighted by Excellence and Equity in Literacy and Numeracy Groups.</p>	<p>SAC LA Stretch Aim measure-attainment.</p> <p>Intervention impact evaluation reports.</p>	<p>Young people and adults succeed in what they want to achieve.</p>
	<p>Develop digital skills and Digital Leader programmes to ensure the growth, expansion and embedding of digital skills and competencies and digital opportunities amongst education</p>	<p>Range and participation rate in Career Long Professional Learning.</p>	<p>Young people and adults succeed in what they want to achieve.</p>


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	professionals, children and young people.	Engagement with Digital Schools Award programmes.	
	In delivering the Digital Strategy for Schools ensure the digital infrastructure supports curriculum delivery; support leadership to deliver in a local context ensuring digital is embedded in improvement planning; and support schools to enhance curriculum and assessment opportunities through sharing practice, and the use of digital tools to enhance learning opportunities.	Delivery of Strategy document managed by Schools' Digital Group reporting to HT Strategy Groups.	Young people and adults succeed in what they want to achieve.
	Build on existing work and progress to further support all establishments to be data literate to improve learning & teaching.	Evaluative comments and gradings based on effective self-evaluation in Standards and Quality Reports.	Young people and adults succeed in what they want to achieve.
	Work with schools and ELC settings to ensure that high quality approaches and effective use of data is being used to successfully impact on pupil attainment.	SAC LA Stretch Aim measure. Evidence within Education Scotland reports and Collaborative Review Feedback.	Young people and adults succeed in what they want to achieve.
	Ensure that parents/carers are provided with opportunities to access relevant support, advice and information to enable them to be involved and participate in their child's learning.	Qualitative comments and wider evidence within Education Scotland reports and Collaborative Review Feedback. Impact data from educational psychology virtual consultation.	Young people and adults succeed in what they want to achieve.



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		Impact data from educational visitor consultation.	
	Support and improve approaches to assessment & moderation to improve consistency across the local authority and to further develop teacher skills in planning, assessment and accuracy of teacher ACEL judgements.	Feedback from QAMSOs/ assessment & moderation activities.	Young people and adults succeed in what they want to achieve.
	Provide career long professional learning (CLPL) opportunities for practitioners to further develop understanding of the moderation process.	Participant evaluations of CLPL moderation activities.	Young people and adults succeed in what they want to achieve.
	Education professionals and practitioners at all levels to build understanding of key performance information / data required to evaluate provision in the BGE and Senior Phase and inform planning for the future - incorporate input and engagement of agreed governance structures ie – SMT, ESMT, HT Strategy Groups, Curriculum and School Improvement Group (CSIG) and input from partners eg Community Learning & Development (CLD), Skills development Scotland (SDS) , Developing the Young Workforce (DYW).	SAC LA Stretch Aim measures.	Young people and adults succeed in what they want to achieve.
Using 'Framework for Inclusion' to implement transformational change to more effectively meet the	Explore options and approaches, including potential funding sources, to further enhance resourced provision in line with Framework for Inclusion	Requests for additional resources (RFA's) reflect Stages of Intervention.	Young people and adults succeed in what they want to achieve.

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<p>needs of children and young people with Additional Support Needs (ASN). SAC</p> 	<p>philosophies and exemplification of effective practice with particular regard to Learning Centres, Inclusion Bases and additional specialist provision.</p>	<p>Requests for assistance from specialist services reflect Stages of Intervention.</p> <p>Increase in resolution of complaints at school level.</p> <p>Reduction in day placements and inclusion base placements.</p> <p>Quality assurance of ASN pupil education planning (such as IEPs and CSPs).</p> <p>Timely and accurate reporting of Team Teach intervention and accident/incident reports.</p> <p>SAC LA Stretch Aim measures- attainment, attendance, exclusions.</p>	
	<p>Increase practitioner and parental understanding of the allocation processes.</p>	<p>Increased understanding of Stages of Intervention -set benchmark from local information and measure in 12 months.</p>	<p>Young people and adults succeed in what they want to achieve.</p>
	<p>Improve ease of access to resources and engagement with clearly understood equitable processes.</p>		<p>Young people and adults succeed in what they want to achieve.</p>



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	Measuring impact, data informed planning & evaluation to drive resource development and allocation.	Increased understanding of Stages of Intervention -set benchmark from local information and measure in 12 months.	Young people and adults succeed in what they want to achieve.
	Provide CLPL to increase understanding of additional support needs.	Participant evaluations of CLPL activities.	Young people and adults succeed in what they want to achieve.
	Further embed the implementation of the Stages of Intervention Framework.	Increased understanding of Stages of Intervention -set benchmark from local information and measure in 12 months.	Young people and adults succeed in what they want to achieve.
<p>Strengthen strategic leadership to support and challenge schools' and ELC settings.</p> 	Develop continuous improvement through an empowered and sustained self-improving Raising Attainment / Quality Assurance Framework for Improvement that includes Collaborative School Reviews, local authority central officer engagement and ELC engagement.	<p>Qualitative comments within Education Scotland and Care Inspectorate reports and Collaborative Review Feedback.</p> <p>Evaluative comments and gradings in Standards and Quality Reports.</p>	Young people and adults succeed in what they want to achieve.
<p>Develop robust workforce strategy which responds to leadership needs.</p> 	Providing and signposting relevant Professional Learning for leaders/potential school leaders and further developing leadership opportunities across the South West Educational Improvement Collaborative.	Range and participation rate in Career Long Professional Learning.	


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Priority Three: Closing the attainment gap between the most and the least disadvantaged children and young people

Improvement Outcome	Improvement Action	Improvement Measure	Council Plan link
<p>Needs led approaches and presumption of Mainstream for most as default policy position and embedded in practice. SAC</p> 	<p>Implement and embed the Stages of Intervention framework as part of Framework for Inclusion implementation.</p>	<p>Increased understanding of Stages of Intervention -set benchmark from local information and measure in 12 months.</p> <p>High quality inclusive learning and teaching in 80% of the schools sampled.</p> <p>Impact measures from specialist services.</p>	<p>Places of learning are inclusive, sustainable and meet the needs of local communities.</p> <p>We get it right for every child.</p>
<p>Improve attendance and reduce exclusions. SAC</p> 	<p>Use data and implementation of inclusive practices to support and challenge schools to reduce exclusions and improve engagement, include support and challenge.</p> <p>Develop attendance framework including pathway and appropriate interventions.</p> <p>Use data and implementation within an attendance framework to support and</p>	<p>SAC LA Stretch Aim measure-attendance, exclusion.</p> <p>High quality learning and teaching in 80% of the schools sampled.</p> <p>SAC LA Stretch Aim measure-attendance.</p> <p>SAC LA Stretch Aim measure-attendance.</p>	<p>Places of learning are inclusive, sustainable and meet the needs of local communities.</p> <p>We get it right for every child.</p> <p>Places of learning are inclusive, sustainable and meet the needs of local communities.</p> <p>We get it right for every child.</p> <p>Places of learning are inclusive, sustainable and</p>

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	<p>challenge schools to increase attendance.</p>		<p>meet the needs of local communities.</p> <p>We get it right for every child.</p>
	<p>Build capacity of staff and partners in identifying and meeting the needs of care experienced and looked after children and young people in collaboration with social work, health and other relevant partners.</p>	<p>Feedback from CEET and school staff on changes in practice.</p> <p>Feedback from Care Experienced young people.</p>	<p>Places of learning are inclusive, sustainable and meet the needs of local communities.</p> <p>We get it right for every child.</p>
<p>Improved Early Intervention & intensive / focused support as necessary to meet the needs of all learners. SAC</p> 	<p>Use a range of communication platforms, approaches and media to ensure timely, appropriate communication using plain English and parent-friendly-language to support awareness of services and opportunities for parents and families to support children and young people.</p> <p>Further build capacity of Headteachers, senior leaders and education practitioners in gathering, interrogating and employing data effectively to identify gaps and measure the impact of interventions to improve outcomes for children and young people.</p>	<p>New accessible information platforms created and supported at authority and school level.</p> <p>SAC LA Stretch Aim measure-attainment.</p> <p>Quantitive and qualitative comments within Education Scotland reports and Collaborative Review Feedback.</p> <p>Intervention impact evaluation reports.</p> <p>Evaluative comments and gradings in Standards and Quality Reports.</p>	<p>Places of learning are inclusive, sustainable and meet the needs of local communities.</p> <p>We get it right for every child.</p> <p>We get it right for every child.</p> <p>Young people and adults succeed in what they want to achieve.</p>

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	Further promote access to Early Learning and Childcare for eligible two year olds	Increasing percentage of eligible two year olds accessing Early Learning and Childcare.	We get it right for every child Participation in creativity and play is part of early and lifelong learning experiences.
	Use data and evidence based approaches to focus Implementation of parental involvement and engagement strategies including opportunities for volunteering in schools.	Policy and guidance created and implemented at local authority and school level. Increase in volunteers in schools.	We get it right for every child.
	Provide and share expertise on parental involvement and engagement	Best practice is identified and shared between schools and parent forums.	We get it right for every child.
	Enable young people to contribute to their individual plans.	Pupil voice recognised and represented in individual plans.	We get it right for every child.

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Priority Four: Improvement in children and young people's health and wellbeing

Improvement Outcome	Improvement Action	Improvement Measure	Council Plan link
<p>Children's Rights to wellbeing, equality and inclusion are realised in all schools and early years centres. SAC</p>	<p>Co-create and develop inclusion and inclusive practices to meet the needs of all learners with parental engagement & involvement at all stages.</p>	<p>Qualitative comments within Education Scotland reports and Collaborative Review Feedback.</p> <p>High quality inclusive learning and teaching in 80% of the schools sampled.</p> <p>Creation of parent focused materials to break down barriers to participation and engagement.</p> <p>Embedding of multiagency mental health pathway.</p>	<p>Places of learning are inclusive, sustainable and meet the needs of local communities.</p>
	<p>Build the capacity of school staff to keep children safe through ongoing professional learning and regular updates to child protection and safeguarding policies and protocols.</p>	<p>Qualitative comments within Education Scotland reports and Collaborative Review Feedback.</p> <p>Uptake of staff participating in professional learning opportunities in relation to safeguarding and child protection opportunities.</p>	<p>We get it right for every child.</p>
	<p>Build leadership and staff capacity to improve health and wellbeing outcomes for children and young people.</p>	<p>SAC LA Stretch Aim measure.</p> <p>Impact measures from Mental Health in Schools Group plan.</p>	<p>We get it right for every child.</p>
	<p>Further embed & extend evidence-based approaches to inform the Health and</p>		<p>We get it right for every child.</p>

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	Wellbeing Excellence and Equity Group to support practitioners and share effective practice around curricular health and wellbeing.		
	Use evidence based approaches, support mechanisms and resources to support mental health and wellbeing of children and young people and school / ELC staff.	Impact measures from Mental Health in Schools Group plan, including Counselling in Schools project data.	We get it right for every child.
	Ensure the provision of 2 hours of high quality PE lessons in all schools is maintained and Active Schools continue to support health and wellbeing in collaboration with schools.	100% of schools delivering 2hr PE as noted in the Healthy Living Survey. Number of teaching staff attending PE CLPL.	We get it right for every child.
	Develop understanding and knowledge of positive behaviours in school by working with <i>Respectme</i> and Parent Councils as part of schools' expectation to involve children, young people and parents/carers.	Improved monitoring of bullying behaviour incidents and a school's response to them and any identifiable trends. Reduction in the incidents of bullying behaviour. Reduction in parental complaints around bullying behaviour.	Places of learning are inclusive, sustainable and meet the needs of local communities.
	Develop approaches to responding to and managing distressed and challenging behaviours. (Relationship Rich Schools Framework)	Timely and accurate reporting of Team Teach intervention and accident/incident reports.	Places of learning are inclusive, sustainable and meet the needs of local communities. We get it right for every child.

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Priority Five: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Improvement Outcome	Improvement Action	Improvement Measure	Council Plan link
<p>Expansion of diverse and inclusive curriculum design, rationale and offer to meet the needs of all learners 2-18 including choice/menu of provision/pathways. SAC</p>	<p>Provide high quality education environments and provision throughout the BGE and Senior Phase by developing BGE to improve outcomes and meet the needs of all learners.</p>	<p>SAC LA Stretch Aim measure.</p> <p>Qualitative comments within Education Scotland reports and Collaborative Review Feedback.</p> <p>High quality learning and teaching in 80% of the schools sampled.</p>	<p>Young people and adults succeed in what they want to achieve.</p> <p>Participation in creativity and play is part of early and lifelong learning experiences.</p>
	<p>Develop deeper understanding and knowledge of the wider opportunities for accreditation offered by the SCQF framework to better shape and inform curricular provision in the senior phase taking full account of local contexts and local and national employability factors, skills information, intelligence and data.</p>		<p>Young people and adults succeed in what they want to achieve.</p> <p>Participation in creativity and play is part of early and lifelong learning experiences.</p> <p>Children, young people and adults transition successfully through all life stages.</p>
	<p>Further evolve and develop curriculum rationales curricular and extracurricular opportunities for participation and learning including opportunities for accreditation at a wide range of levels including SCQF level 3 and 4 provision and the expansion of Foundation</p>		<p>Qualitative comments within Education Scotland reports and Collaborative Review Feedback.</p> <p>Young people and adults succeed in what they want to achieve.</p> <p>Participation in creativity and play is part of early and lifelong learning experiences.</p>

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	Apprenticeship (FA) and National Progression Award (NPA) opportunities.		Children, young people and adults transition successfully through all life stages.
	Work in collaboration with regional DYW to ensure DYW School Coordinators provide in school support for young people, meeting the nationally agreed KPIs in all secondary schools.		Young people and adults succeed in what they want to achieve. Participation in creativity and play is part of early and lifelong learning experiences. Children, young people and adults transition successfully through all life stages.
	Expand development of digital learning and access to digital / online learning as a priority through SW Connects, E Sgoil, local consortia arrangements.		Young people and adults succeed in what they want to achieve. Participation in creativity and play is part of early and lifelong learning experiences.
	Create and expand local authority and SWEIC networks including the creation and consolidation of 'Digital Leaders' to share effective practice, generate and offer professional learning to practitioners and to develop creative and innovative approaches to meeting learning needs through digital and online	High quality digital learning and teaching pedagogy in 80% of the schools sampled.	Young people and adults succeed in what they want to achieve. Participation in creativity and play is part of early and lifelong learning experiences.

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	hardware, software, pedagogy and L&T approaches.		
	Support high quality professional learning for practitioners at all levels and in all sectors with a particular focus on embedding employability skills and the Career Education Standard and entitlements within the curriculum.	Range and participation rate in Career Long Professional Learning.	<p>Young people and adults succeed in what they want to achieve.</p> <p>Participation in creativity and play is part of early and lifelong learning experiences Children, young people and adults transition successfully through all life stages.</p>
	Continue to engage with local STEM organisations and partners to support schools & settings to deliver STEM learning opportunities in their local contexts.	<p>Qualitative comments within Education Scotland reports and Collaborative Review Feedback.</p> <p>High quality STEM learning and teaching in 80% of the schools sampled.</p>	<p>Young people and adults succeed in what they want to achieve.</p> <p>Participation in creativity and play is part of early and lifelong learning experiences.</p>
	Continue to meet as a D&G STEM Partnership Group to disseminate key local and national priorities, to provide networking opportunities and work together to meet the aspirations of the STEM strategy.		<p>Young people and adults succeed in what they want to achieve.</p> <p>Participation in creativity and play is part of early and lifelong learning experiences.</p>

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