

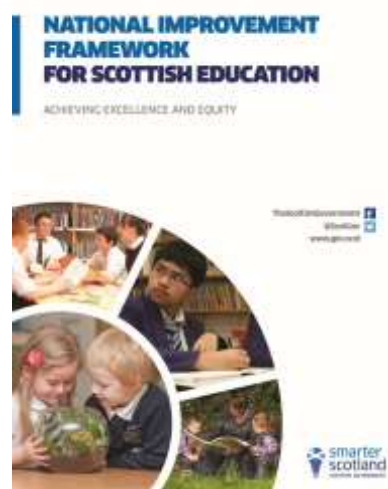
## Professional advice to schools: Improvement planning 2016/17 and the National Improvement Framework

### National Improvement Framework

As you begin to develop your School Improvement Plan for session 2016/17, this advice sets out ways in which you can consider the priorities and key drivers within the National Improvement Framework within your local planning.

The National Improvement Framework (NIF) for Scottish Education was launched by the First Minister in January 2016. The NIF will support our shared ambition to achieve excellence and equity for every child in Scotland.

Materials to support professional dialogue in your school around the NIF were issued in February 2016.



### National Improvement Framework Key Priorities

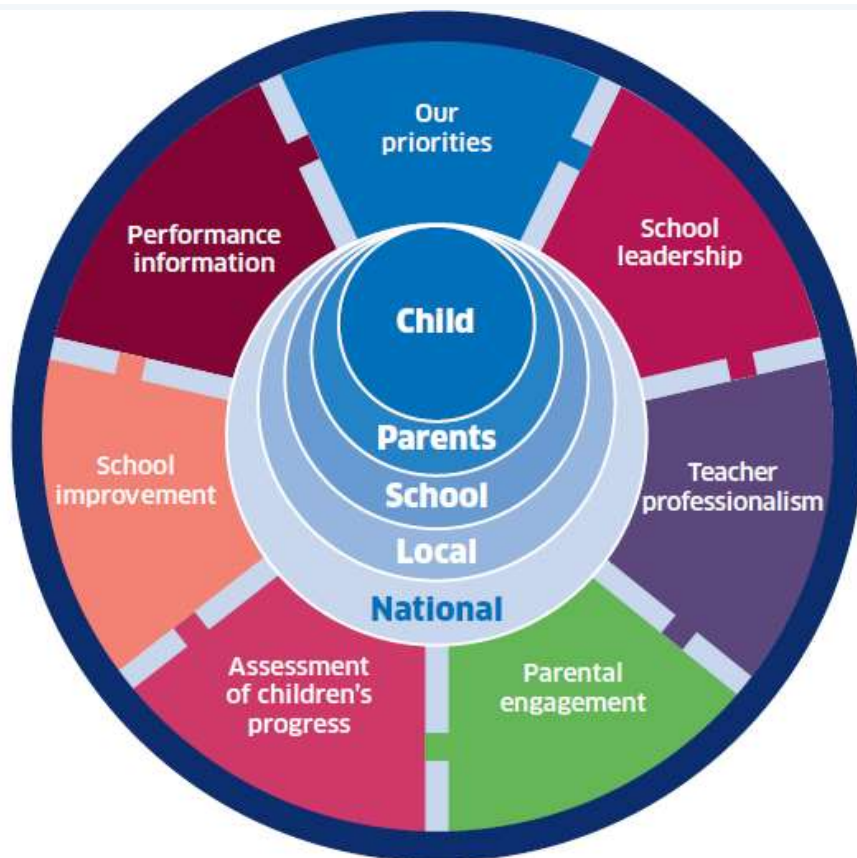
Everyone in Scottish education should be working towards:

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

### Key Drivers for Improvement

The NIF also sets out six key drivers for improvement - set out in the diagram below - adapted from the work of the OECD in their report *Synergies for Better Learning*.

These drivers for improvement exist at school, local authority and national level. We want to improve the information that moves between school, local and national level to ensure that we can improve Scottish education even further, based on what the evidence is telling us.



## Self-evaluation in schools

We have a strong and successful culture of self-evaluation in Scottish schools.

This year we published How Good is our School 4 with a streamlined set of 15 quality indicators, reflecting all of our current policies and aspirations for children's progress and achievement in Scottish schools.

Many schools are beginning to use the quality indicators to support self-evaluation and improvement planning for 2016/17.

## Questions to consider when developing your improvement plan

Please consider the following challenge questions when developing your improvement plan for 2016/2017:

- What action are we currently taking to ensure excellence and equity for all learners? Which attainment gaps exist in our school? What action do we need to take to close these gaps? What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF? How good are our children's outcomes in these areas? What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF? How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities?

Some schools and local authorities are reviewing their approach to improvement planning to reflect the NIF priorities and key drivers, as well as current local priorities.

## Support resources

Further resources to support improvement can be found on the new [National Improvement Hub](#) for Scottish education.

Each school and local context is different and your improvement plan needs to continue to be tailored towards this. You also need to take account of the findings of the *Tackling Bureaucracy* working group report and ensure that you agree a balanced programme which can be delivered within your collegiate hours plan.

You also need to plan space and time for teachers own personal professional learning priorities, identified through PRD.

## Reporting procedures

As part of the Education (Scotland) Act 2016, the reporting procedures for the National Improvement Framework have been placed on a statutory footing.

This means that from 2017 there will be a requirement to report on aspects of the NIF at school and local authority level, and Standards and Quality reporting will need to change.

We will be working with you and partners over the course of the next school year to develop this. Education Scotland Area Lead Officers and Attainment Advisors for your local authority can provide further advice and support for improvement planning 2016/17.

## Actions for you

Actions for you to take as a result of this professional advice:

- Engage your school team in the NIF using the materials which were issued in February
- Self-evaluate progress made this year with your key priorities for 2015/16
- Identify your priorities for session 2016/17, taking into account the outcomes of your own self-evaluation, NIF key priorities and drivers and your local needs.

## Mapping HGIOS4 quality indicators to the key drivers in the NIF

Highlighted quality indicators will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators
School leadership	Quality and impact of leadership at all levels within the school	1.3 Leadership of change 1.2 Leadership of learning
Teacher professionalism	Impact of collegiate working and teacher professional learning on children's progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.	2.3 Learning teaching and assessment
Parental	Impact of parents and parent	2.5 Family learning

engagement	councils in helping the school to improve. Ways in which parents are partners in their child's education. Progress towards developing a family learning programme across communities.	2.7 Partnerships
Assessment of children's progress	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children's overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning
School improvement	Success in raising attainment and achievement for all children. Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment  Overall progress with key priorities at school, local and national level	2.3 Learning teaching and assessment 3.2 Raising attainment and achievement  1.1 Self-evaluation for self-improvement 2.2 Curriculum 3.3 Increasing creativity and employability 2.4 Personalised support 2.6 Transitions

*Transforming lives through learning.*