

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	23 September 2021
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Senior Phase
REPORT NUMBER	OPE/21/218
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Alex Duncan
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 The Education Operational Delivery Committee of 26th November 2020 considered a report on the Senior Phase and asked Officers to report progress within 3 Committee cycles. This report aims to share progress to date.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 note the progress made since November 2020;
- 2.2 note the proposed use of the Education Recovery Grant;
- 2.3 endorse the establishment of a yearly 'Lift Off' event to support young people in the senior phase;
- 2.4 instruct the Chief Education Officer to report on-going progress to Committee through the Education Improvement Journey reports; and
- 2.5 instruct the Chief Education Officer to routinely update Committee of proposed local changes in light of changes to national policy resulting from the Scottish Government response to the Organisation for Economic Co-operation and Development (OECD) report.

3. BACKGROUND

- 3.1.1 Secondary schools operate two broad curriculum stages. A Broad General Education is provided for those in S1 and S3 with a more personalised Senior Phase offering made to young people from S4. In real terms secondary schools start to include an element of choice into the S3 curriculum to ensure that young people are well prepared for the Senior Phase.
- 3.1.2 The report of 26th November 2020 appended an analysis of performance across the Senior Phase and identified a number of vulnerabilities to be addressed in the short, medium and longer term. Officers worked with head teachers to identify how best to proceed given the rapidly changing situation resulting from the pandemic. This was important to ensure that school staff were able to manage and implement the changes given the challenges of implementing the

Alternative Certification Model, movement between traditional educational delivery and remote delivery and the on-going management of Public Health investigations and subsequent periods of self-isolation for pupils. Despite the challenges of the last year a number of areas identified in the report of November 2020 have been progressed. These changes have aided improvement in attainment in 2021.

3.2 **THE DEVELOPMENT OF ABZ WORKS** [ABZ WORKS – Your route to skills, training and work.](#)

- 3.2.1 The COVID-19 pandemic continues to have a significant impact on the local economy with the loss of employment opportunities. The opportunities available to young people in some sectors continues to change and this uncertainty presents a number of challenges for young people, their families and for staff working to support young people into a positive destination. Head teachers and central staff were keen to develop a, 'single point of truth' to enable young people to make choices with more confidence.
- 3.2.2 Head teachers and Officers from across education and City Growth have collaborated with a range of partners to develop a one-stop-shop website, known as ABZ Works. The website provides local accessible information and was launched officially in August 2021 after soft market testing with young people in June 2021 and direct development with some of our Care Experienced young people.
- 3.2.3 In response to Skills Development Scotland's Regional Skills Assessment data for Aberdeen, as well as local drivers, the following sectors were identified for the first phase of the website; Care and Early Learning and Childcare, Life Sciences, Tourism, Hospitality, Energy, Construction and Digital.
- 3.2.4 Aberdeen City Council has worked in partnership with NorthEast Scotland College (NESCol), Skills Development Scotland (SDS), Bon Accord Care, The Developing the Young Workforce Board, universities and other training providers to show pathways into these sectors through apprenticeships, college and university courses and other work-based qualifications. These career pathways, represented through animations and graphics have been developed with our website users clearly in mind.
- 3.2.5 As a dynamic platform, the website will be continually refreshed allowing Officers to add and change content. Resource has been allocated to help maintain the site in the longer term.
- 3.2.6 One of the other key functions of the website is to communicate the additional skills that will be required to succeed in any future jobs including meta-skills or future skills to ensure that young people can thrive within a shifting labour market. Skills like emotional intelligence, the ability to collaborate within a team and critical thinking are even more desirable now and it is important that our learners recognise the importance of these skills.
- 3.2.7 The third key function is to take an eco-system approach with employers, training providers, universities and wider support services with the young

person at the centre. This area will continue to be developed over the coming months and years to ensure that we work as a wider system to support our young people.

- 3.2.8 The website and our collaborative social media efforts reflect our focus on producing content that resonates with our key users. Young people have been able to co-produce content and provide direct feedback on the navigation, content, visual identity and design elements of the website.

3.3 ACCESSING ACCURATE AND TIMELY DATA

- 3.3.1 The Senior Phase Committee report, 26 November 2020 highlighted how data releases at different times of the year and a lack of a citywide data system can present challenges as issues become apparent too late and remedial action cannot be taken. This is partly due to data being sent directly by assessment centres (schools) to the Scottish Qualifications Authority.

- 3.3.2 Head teachers and Officers agreed that investing time in the development of a citywide system would aid our work to deliver the Alternative Certification Model in the short term and in raising attainment in the longer term by taking advantage of visual representations to highlight improvement trends and any emerging risks. Having a platform to highlight risks enables the provision of appropriate interventions.

- 3.3.3 Officers in Data and Insight have collaborated with representative head teachers to develop a PowerBi dashboard. The PowerBi platform has enabled the analysis of;

- whole school data (breadth and depth),
- subject by subject historical data, and
- pivot table analysis with individual pupil data sets.

- 3.3.4 In the words of one of the representative head teachers, '*this is the game changer*'.

- 3.3.5 The graphical trend data has helped schools and the Central Team to carry out moderation and quality assurance process as part of the wider ACM and this has helped address some of the issues raised in the November report. The presentation of data has enabled groups of specialists across all secondary schools to come together and share expertise and best practice. This collaborative approach will be maintained.

- 3.3.6 Breadth, depth and subject data has enabled the identification of trends around A-D awards, presentation rates and no awards. Having access to this data at a school level enabled anomalies to be quickly identified and addressed and resulted in more robust and quality assured data being submitted.

- 3.3.7 The data has supported informed discussions and helped pose questions, resulting in a rich and purposeful interrogation of the data and ultimately helping to inform a narrative around each schools' set of results. These discussions will inform quality improvement activity over academic session 2021/22.

- 3.3.8 The accessibility of the PowerBi data, along with its user-friendly platform, opens up wider possibilities. There is the potential to incorporate wider achievement data, as well as using the platform to track and analyse data throughout the academic session. This development has the potential to aid curricular design and monitoring of student achievement as outlined in the OECD report. The Quality Improvement Manager – Raising Attainment will support this development to ensure that we achieve the ultimate aim of one single system from 3-18.
- 3.3.9 A Power BI licence is now in place for all Education staff. This will help individual staff members see how their class data impacts on department, school and Local Authority data.
- 3.3.10 The Power Bi platform has capability to inform, analyse and improve practice at all levels of the school system from class teacher, Principal Teachers and Senior Leadership Teams as well as the Central Officers. It has helped address many of the issues raised in the November report and head teachers and central education officers are extremely grateful of the significant time investment in this process by colleagues in Data and Insights.

3.4 WORKING IN PARTNERSHIP WITH FURTHER EDUCATION

- 3.4.1 An automatic pathway to a full-time college course has been offered to young people across the city who were unable to complete courses at college over session 20/21. This offer is made regardless of the outcome of their results at the end of 20/21.
- 3.4.2 NESCol have pledged to work with every pupil to find the right place at College for them in their chosen field. That may be through a full-time place at College or, if a pupil intends to remain at school, a further School Links course.
- 3.4.3 Analysis of the data shows clear evidence of improvement emerging at Northfield Academy. Despite the significant changes in approach to supporting wellbeing, the Head teacher is clear that the curriculum requires a more significant restructure to help break some historic cycles. It is thought that this can be realised by working more closely with NESCol and other partners.
- 3.4.4 A Strategic group is being established to consider more fully the aspirations of the community at Northfield (young people and parents and carers) to help design an offer more suited to their interests and ambitions.
- 3.4.5 A Co-design approach is being proposed to ensure that stakeholders are more directly involved in decision making with governance moving away from more traditional approaches to ensure that the community itself has the opportunity to drive the changes. The Northfield project will provide an opportunity to formalise curriculum review based on data and in keeping with the OECD recommendations for a national cycle of curriculum review.
- 3.4.6 This is likely to lead to a gap analysis driving the offer from August 2022 and changes in how school-based courses are delivered, it could also inform how finance is used, how education across the senior phase is structured and help

provide direct pathways into employment and further training. Other parties including the NHS Youth Academy are interested in collaborating around a potential health and care pathway and this work is being progressed at pace.

- 3.4.7 As a result of external verification in May 2019 the SQA have confirmed that Northfield Academy will be used as an example of good practice, based on the digital delivery of Northfield's Creative Industries course, and has now been published on the SQA website.

<https://www.sqa.org.uk/sqa/98437.html>

3.5 BROADENING THE OFFER AVAILABLE

- 3.5.1 Secondary schools continue to develop and expand the senior phase curricular offer and work with partners to develop appropriate curricular pathways for all students. St Machar Academy, for example, have realised a significant improvement in attainment by using pupil tracking data from the Broad General Education (S1-S3) to inform the development and creation of appropriate curriculum pathways in S4 and the senior phase.
- 3.5.2 This approach has brought the introduction of the Employability Pathway in S4 and the first Foundation Apprenticeship partnership in Early Education & Childcare with Aberlour.
- 3.5.3 The Employability Pathway targets learners who plan to leave school following S4 and builds in additional opportunities to develop skills for life, learning & work.
- 3.5.4 The Foundation Apprenticeships delivered in St Machar Academy break traditional boundaries and in agreement with SDS and Aberlour the school delivered the traditional two-year programme within one year. This required careful planning, a creative school timetable and targeting the correct learners. This format has been extremely successful and is now the blue-print for all Foundation Apprenticeships at St Machar Academy. These approaches will be shared with all secondary schools to ensure that we spread this excellent practice.
- 3.5.5 St Machar Academy are also piloting an innovative construction pathway for students who wish to pursue a career in the construction industry through a Level 5 Construction Foundation Apprenticeship. St Machar Academy, NESCOL and Robertson's Construction are partnering to offer a 1-year construction pathway for students in their final year of secondary school. Participation in the pathway will provide a range of certificates and qualifications that will make successful students some of the most employable young people within Aberdeen City.
- 3.5.6 In addition to the partnership work at individual school level, collaboration continues city wide with Community Planning Partners. A Senior Phase Curriculum Mapping group is being established to coordinate the curricular requirements and offers from partners in line with secondary school subject choice processes. A representative group of secondary school senior leaders

will meet on a regular basis between August and December 2021 to determine the course demand from students and provide informed data to partner providers to plan accordingly for session 22/23.

3.5.7 The AspireNorth programme has been operational for a number of years at Northfield, Lochside and St Machar Academies. Cohorts of 15 - 30 pupils from each year group (S3 to S6) are identified to participate as having the potential to achieve Higher Education entry but are at risk of not achieving this potential or do not recognise their potential for progression to Higher Education.

3.5.8 The programme offers:

- one-to-one action planning for pupils
- campus visits and taster days
- graduate workplace links
- residential events
- preparation for application to Higher Education
- interview preparation
- development of study skills
- preparation for student life

3.5.9 50% of pupils who take part in the programme are progressing to Higher Education directly from school with a further 25% to Further Education as a stepping stone to Higher Education.

3.5.10 The programme is to be extended to Harlaw and Hazlehead Academies in session 2021/22 and will then be further extended to all young people across the city fulfilling the criteria from session 22/23.

3.6 SUPPORTING A POSITIVE TRANSITION

3.6.1 The Senior Phase Committee report, 26 November highlighted concerns that young people were being impacted by the negative terminology being used around, 'loss of learning' and being the 'lost generation'.

3.6.2 All head teachers and officers agreed that this area required to be prioritised to ensure that young people could feel more optimistic about their future. It was agreed that a senior phase transition event would be most helpful. With the support of Developing Young Workforce NE Board (DYWNE), Skills Development Scotland and a variety of keynote speakers including Carl Walz, former NASA astronaut, 50 employers and providers provided an extensive menu of recorded presentations for young people to engage with over two virtual induction days.

3.6.3 'Lift Off!' was our first online induction event for the senior students of Aberdeen City and who now, more than ever, need us to work together to help them prepare for this next phase in their journey. The on-line event promoted post-school pathways for new S5 and S6 pupils from across Aberdeen and highlighted the unique skills young people have acquired over the 18 months and led young people to consider their CV more fully. The event was used not only to promote career pathways, but also to identify additional support services

available to young people as they move on from school and to build on employer engagement and relationships.

The approach taken to the development and further improvement of Lift Off is in keeping with the recommendation from the OECD report around consultation and engagement with stakeholders.

- 3.6.4 A significant aim of the day was to change the narrative around the future employment prospects of young people, to reaffirm that there are still opportunities in the oil and gas industry and future opportunities in renewables, and to encourage young people that Aberdeen remains a city of opportunity for them and their families.
- 3.6.5 The event was used to test the ABZWorks website with a group of the city's young people and gather valuable feedback. A third day was built into the event and this was used to showcase the support available to young people who had left education, particularly those participating in the Young Person Guarantee, but more broadly services available from training providers across the city.
- 3.6.6 Several meetings took place with school colleagues, Skills Development Scotland, DYW partners and employers to help facilitate this event which led to the development of a website to host video presentations from a selection of employers and further education providers, as well as videos from keynote speakers.
- 3.6.7 The event was attended by 50% of all of Aberdeen's S5 and S6 pupils with an analysis of feedback available in Appendix A. Feedback is very positive from pupils, providers, and schools with evidence of a strong desire for a similar event next year. With Committee approval officers will begin preparations now for a similar event next year.
- 3.6.8 Officers from education and City Growth are exploring with DYWNE about how to re-engage with employers to support them with a return to on-site work experience. Feedback from young people is that the challenges with on-line work experience is that it does not always provide the hands-on opportunities that engages the participant.

3.7 CONSIDERING FUTURE DIGITAL DELIVERY MODELS

- 3.7.1 At the time of writing the November 2020 report, Officers suspected that a digital offer in some subject areas would be welcomed. Parents and carers and young people have since expressed concerns about how some of the restrictions of the last year have impacted their education experience. These particularly relate to the inability to access courses in other schools, at college or experience workplaces. The appetite from young people for courses not delivered on site in their local school has reduced and as a result we have developed this area with some caution.
- 3.7.2 The City Campus model provides access to selected courses which traditionally have low uptakes in single schools. These courses are offered to all city students as part of the City Campus to ensure that the opportunity is available to young people. This provision is offered on a Monday am /Wednesday pm

and Tuesday am/Thursday pm. The Northern Alliance plan to pilot a digital programme of courses to correspond to the City Campus timetabled times providing a greater breadth of choice for young people and complimenting the range of courses within the Aberdeen City Campus programme.

- 3.7.3 Further analysis and evaluation of the City Campus model will be undertaken to determine the extent to which digital delivery could be extended further and Officers are currently planning how this academic year can be used to prepare for a potentially innovative offer by exploring the new technologies which could captivate our young people through Virtual Reality. The majority of City Campus courses are delivered from Aberdeen Grammar School (AGS) and a group of staff from AGS are working with us to plan a 'Classroom for the Future'. This will see us work closely with Microsoft to ensure that we benefit from their international perspective. Officers hope that a refreshed offer will be available from the change of timetable for session 2022/23.

3.8 ANALYSIS OF DESTINATIONS DATA

- 3.8.1 Officers continue to monitor school leavers data carefully given the changes in the local economy. The School Leaver Follow Up survey is carried out by Skills Development Scotland on behalf of the Scottish Government at the beginning of June and runs through to the beginning of October and is currently ongoing. Scottish Government publish the data in mid-February.
- 3.8.2 Those in a negative destination are case managed by SDS and City Growth colleagues (No One Left Behind). SDS provide a work coach to all 16-18 year olds and beyond for care experienced young people. Additionally, those seeking work, are supported by the SDS Next Steps service.
- 3.8.3 Destinations change routinely in light of employment offers and successful enrolment in further and higher education with most change seen from August through to late September.
- 3.8.4 Although no firm conclusions can be drawn currently, there are several positives that seem to be coming through. There are already 136 young people who have moved into employment which is 10 up on where the survey finished in 2019/20. This would suggest that there are more employment opportunities available to young people than at the same point last year.
- 3.8.5 The analysis of the August data indicates an improving picture at Northfield Academy which at this point is looking at a 14% rise in positive destinations. Historically Northfield would have had more young people into employment but last year these opportunities just were not available.
- 3.8.6 There are currently a high number of school leavers who had not had a forward status recorded at the time their school leaving date was entered. 571 didn't have a forward status recorded at beginning of July but as of 9th August this has been reduced to 102 and the figure now sits at 25. This is a key learning point for future years and Officers will ensure that schools record future status when known at the same time as entering the school leaving date. This will feature in the new Pathway Planning process outlined in 3.9 below.

3.8.7 Leaver Follow Up Numbers as of August 2021 are detailed in the tables below.

	2018/19	2019/20	2020/21
Aberdeen City Leavers	1678	1453	1364

3.8.8 A reduction in leavers is evident with more young people choosing to remain in school for longer. Details of current destination status are listed below but these are likely to change over the coming weeks.

	City	City	09/08/2021	08/09/2021
	2018-19	2019-20	2020-21	2020-21
Employment	297	126	136	168
Further Education	561	454	386	430
Higher Education	665	690	565	630
Personal Social Development	7	3	8	10
Voluntary Work	9	4	3	3
Training	34	35	46	47
Unemployed, not seeking (economically inactive, unavailable ill health)	24	36	38	34
Unemployed seeking	67	76	55	46
Unconfirmed	14	29	17	14
Moved outwith Scotland			8	10
School pupil status but leave date entered			102	25
TOTAL COHORT	1678	1453	1364	1430

3.8.9 Further analysis of leavers data will be undertaken when finalised data is published.

3.9 PATHWAY PLANNING PROCESS

- 3.9.1 The November report made clear that the coordination of resources around the senior phase (including the role of the DYW Co-ordinators) would be critical in maximising our collective endeavours for our young people.
- 3.9.2 Officers have led the establishment of a clarified pathway planning process to make sure that young people gain the support they require when transitioning out of school. A Terms of Reference has been agreed to clarify the roles and remits of all partners involved in the Pupil Pathway Planning process.
- 3.9.3 The collaborative approach taken will lead to greater consistency of approach and greater transparency in the longer term. It will also enable the sharing of good practice to ensure even more young people in Aberdeen head towards a positive and sustained post-school destination. Schools and partners are confident that there is now a consistent approach to the pathway planning process and that all parties are clearer of the roles everyone plays.

3.10 USE OF THE COVID RECOVERY GRANT

- 3.10.1 The education service has a Grant to support COVID-19 recovery of £1.9m. Similar (albeit significantly smaller) grants have been made to health. It is widely accepted that children and young people will not learn if their wellbeing has been compromised and a number of factors were considered in determining the best use of this one-off funding including:
- Anticipated changes in how services will be delivered in the longer term
 - The increased agility evident across the education service enabled by the improved use of live data.
 - Appreciation that many of the issues faced by children begin in early childhood and an attempt to get ahead of the root cause would help build more sustainable change in the longer term.
 - An appreciation that many of the stresses and strains impacting families are financial/poverty related.
- 3.10.2 Consideration has been given to the types of roles more likely to help children, young people and families at this moment in time. It is proposed that the Grant be used to:
- Establish youth work provision across all Associated School Groups to support those at risk of disengaging from around P6 upwards with a remit around engagement, substance misuse and supporting wellbeing. 20 youth workers are currently being recruited.
 - Establish a Family Learning worker allocation across all ASGs with a particular (although not exclusive) focus on Early Learning and Childcare and primary. Close alignment with universal health services will be critical as well as clear routes to the Fit Like Hubs and other early intervention services.
 - Improving access to Play Therapists
 - Improving access to financial inclusion services to improve knowledge and uptake of entitlements

- Improve supports available to families of children with additional support needs

3.10.3 It is proposed that physical resource will be allocated to each Associated Schools Group based on school roll. Resource can be supplemented further through Scottish Attainment Challenge funding if required. Agreements on approaches and prioritisation will be through the Partnership Forum which already provides a multi-disciplinary forum for action.

3.10.4 A clear evaluation framework has been developed and will be supported by live data. This approach will enable multi-disciplinary teams to be bolder in approach and allow impactful practice to be more easily spread.

3.10.5 The service continues to consider the changing needs of children and families. Work is currently on-going with partners to identify the supports which could be put in place to support families impacted by additional support needs and disability.

3.11 EXCELERATE IN PARTNERSHIP WITH THE WOOD FOUNDATION

3.11.1 The Wood Foundation operate a programme called, 'Excelerate'. Excelerate is an investment in empowering transformational system change in education, drawing upon international systems of innovative learning and teaching.

3.11.2 The programme places partnerships at the heart of education, creating a collective sense of responsibility to prepare our young people for the world of work and is fully funded by The Wood Foundation.

3.11.3 Excelerate aims to better realise the potential of Curriculum for Excellence, improving young people's preparedness for work through skills-focussed, contextualised learning approaches.

3.11.4 Professional learning and collaboration are key tenets of the Excelerate network and underpin its foundations and informs ongoing success.

3.11.5 The Wood Foundation invests in teachers to empower them to develop and deliver a curriculum that is fit for now and the future; to nurture young people, build their skills, and provide them with experiences that will motivate and engage.

3.11.6 Seven secondary schools applied to participate in the Wood Excelerate Programme. Following a robust selection process which benefited from international expertise, 4 schools have been accepted onto the programme in 2021/22. Schools involved this academic year are:

- St Machar Academy
- Oldmachar Academy
- Bucksburn Academy
- Harlaw Academy

3.11.7 The programme formally begins in September. The 4 schools will be supported over the year to set their own improvement/innovation targets. This significant investment from The Wood Foundation has the potential to

help schools explore the art of the possible and the service is extremely grateful for the opportunity the programme presents.

3.12 COP 26

- 3.12.1 In the run up to COP26, Aberdeen City schools will participate in the “Hydrogen Fuel Cell STEM Workshops - The 7 Cities Hydrogen Challenge”.
- 3.12.2 The Hydrogen Challenge is a hands-on “design, build, race, repeat” team exercise in which participants are tasked with creating the most energy efficient hydrogen fuel cell vehicle using LEGO components and miniature (yet fully functional) hydrogen technology.
- 3.12.3 2021 is a big year for promoting Hydrogen and Fuel Cells to a global audience, in particular surrounding and in the lead up to the COP26 UN Climate Change Conference in Glasgow. Workshops have been specially adapted to include Aberdeen-specific content, informing students of the projects taking place around them and inspiring the next generation of renewable energy engineers, guiding them towards careers in engineering, environmental sciences and the development of cleaner, greener transport.
- 3.12.4 The Challenge culminates in an Inter-School City Final at the Beach Ballroom and an Inter-City Grand Final currently scheduled to be held in Glasgow at the end of October.

3.13 WHAT IS THE IMPACT OF CHANGES SO FAR?

- 3.13.1 There is clear evidence of improved attainment across the senior phase with an improvement of over 5% in National 5, Higher and Advanced Higher courses from last year. Although the assessment methodologies are different and are therefore not directly comparable, considerable improvement is evident in the pass rates and attainment grades as well as across our priority areas.
- 3.13.2 There is evidence of a closing of the gap (likely supported by improved pathway planning and data monitoring) and a similar closing of the gap evident when looking at attainment data of Care Experienced young people. Analysis is on-going and will be concluded following the publication of Insight data.

3.14 NEXT STEPS

- 3.14.1 Members will be aware of the OECD Report published in June 2021. This report is likely to have significant implications for the senior phase across all schools and Officers will continue to develop approaches in keeping with the vulnerabilities identified in the November report, up to date data and the policy changes resulting from the report from the OECD.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report.

5. LEGAL IMPLICATIONS

- 5.1 The Local Authority has many legal duties including those of:

The Education (Scotland) Act 1980

- Duty of Education Authority to provide adequate and efficient school education for our area

The Standards in Scotland's Schools Etc. Act 2000

- Raising standards
- Requirement that education be provided in mainstream schools
- Education Authorities are under a duty to endeavour to secure improvement in the quality of education of school education which is provided in the schools managed by them and to carry out the duty with a view to achieving the strategic priorities set out in the National Improvement Framework

The Education (Additional Support for Learning) (Scotland) Act 2004

- Duties with regard to meeting the needs of children and young people with additional support needs.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	N/A	N/A	N/A
Compliance	N/A	N/A	N/A
Operational	Risk of not having capacity in all subject areas to deliver on the curriculum. Risk of not achieving positive outcomes for all young people.	L M	Mitigated by sharing expertise across schools and partner providers. Collaborative working will be key. Mitigated by using data to inform curriculum offer and working to ensure courses on offer reflect the demands of the local economy in terms of skill set.
Financial	Risk of not having sufficient resource	L	Mitigated by realigning services to better meet the needs of our young

			people in Aberdeen City. Working with partner providers and supporting the continued collaboration between schools to maximise available resources.
Reputational	Risk of not effectively meeting the needs of all learners by not ensuring equity in terms of access to a suitable curriculum.	M	Ensuring appropriate planning, tracking and monitoring to enable all young people to make informed choices in regard to subject choices and pathways.
Environmental / Climate	N/A	N/A	N/A

7. OUTCOMES

COUNCIL DELIVERY PLAN	
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	Ensuring a curriculum that is fit for purpose, by providing flexible pathways and considering the local economy, will contribute towards an increase in employment.
Prosperous People Stretch Outcomes	Working with partner providers to develop a senior phase that meets the needs of all learners will help to support our young people into positive sustainable destinations.
Prosperous Place Stretch Outcomes	Underpinning the work of all schools in Aberdeen City is achieving excellence and equity for all.
UK and Scottish Legislative and Policy Programmes	<p>The Education (Scotland) Act 1980</p> <ul style="list-style-type: none"> Duty to provide adequate and efficient education for our area. <p>The Education (Additional Support for Learning) (Scotland) Act 2004</p> <ul style="list-style-type: none"> Duties with regard to meeting the needs of children and young people with additional support needs. <p>The Equality Act 2010</p> <ul style="list-style-type: none"> Duty to ensure we are not discriminating disabled learners

	<p>The Standards in Scotland's Schools Etc. Act 2000</p> <ul style="list-style-type: none"> • Raising standards • Requirement that education be provided in mainstream schools <p>The National Improvement Framework</p> <ul style="list-style-type: none"> • Education Authorities are under a duty to endeavour to secure improvement in the quality of education of school education which is provided in the schools managed by them and to carry out the duty with a view to achieving the strategic priorities set out in the National Improvement Framework.
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8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Not required
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

None

10. APPENDICES

Appendix A – Lift off evaluation

11. REPORT AUTHOR CONTACT DETAILS

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