Appendix B – National Improvement Framework, February 2026 Progress Update

Improve Leadership of Change in Schools		
Build leadership and capacity through:	**Progress**	**RAG**
A coordinated professional learning programme focussing on strategic leadership responsibilities	Our professional learning programme is in line with our priorities and has a clear focus on supporting young people with additional support needs. Improvements in Learning, Teaching and Assessment are being supported through the continued roll out of the Learning, Teaching, and assessment toolkit. An experienced head teacher leads on delivery of a comprehensive professional learning offer for existing middle leaders and those aspiring to be leaders of the future.	
Involving all middle leaders in Quality Improvement Visits to other establishments	Schools' quality improvement arrangements ensure middle leaders are part of improvement visits within their own school and at least one of the visits to schools in their trio. All staff are encouraged to reflect on this experience to support their own professional learning and development.	
Issuing and analysing surveys of staff, parents, and learners to inform Quality Improvement Activity	Surveys were sent electronically to parents/carers of 8 Primary Schools deemed to be in Category 3, i.e. requiring the highest level of support to secure school improvement. 222 responses were received (around 18% response rate for all settings). Most parents/carers responded positively about their school environment: 84% agreed or strongly agreed that their child liked attending their school and 86% of respondents believed their child was treated fairly and with respect by school staff. Most parents surveyed (80%) felt that their child is safe in school. Parents/carers were less sure about how the school promotes their role in their child's learning, the life of the school or in school improvement: 46% either disagreed or did not know whether the school took their views into account when making changes. 54% responded positively that their school organises activities where parents and children can learn together. 39% of parents/carers who responded felt encouraged to be involved in the Parent Council. Overall, the results from parents/carers who responded highlight satisfaction with the school environment, learning and relationships. The survey results suggest a few schools would benefit from increased engagement with parents to support school improvement. The low response rate across all schools suggests "survey fatigue" and therefore a review of how parental views are gathered by the Central Team to inform Quality Improvement activity will be considered.	

Increased professional learning and networking opportunities for all staff	Quality improvement activities within school trios have resulted in schools joining together to look at shared improvement activity. In secondary, networks have been established for Maths, Literacy and Learning Teaching and Assessment and this is providing staff from across the city with high quality professional learning and opportunities for moderation of standards. Plans are in place to increase the number of official networks in place over this session and into next.	
Targeted programme of staff development for schools sitting in Category 3	A professional learning suite of resources has been shared with schools citywide for use on in-service days, staff development time or by individuals/groups of teachers. Key themes covered are Learning, Teaching and Assessment, Ensuring Wellbeing, Equality and Inclusion and Moderation.	
Delivery of a middle leaders' programme which necessitates the application of strategic leadership skills in participant settings.	*Aberdeen City Council Guide to School Inspections – Secondary* has been developed and is now being used in schools with senior and middle leaders. This document makes explicit the key features of school improvement across the core Quality Indicators. Bespoke sessions with Faculty Principal Teachers (PTs) have taken place, where the features of highly effective learning and teaching have been worked through using His Majesty's Inspectorate of Education in Scotland (HMIe) approaches to evaluating the learning experience. Examples include work completed with PTs at Harlaw Academy and Oldmachar Academy as part of preparation for inspection. Literacy and Numeracy Networks for middle leaders have been established. The current focus for these groups is: • Approaches to raising staff awareness of the progress with the Curriculum Improvement Cycle (CIC) • Approaches to evaluating the learning experience and identifying next steps All English and Maths teachers will benefit from a range of workshops with a focus on a shared understanding of standards in the Broad General Education (BGE) and Senior Phase on the 10th of February 2026. The training for English teachers will run at Cults Academy. The training for Maths teachers will run at Aberdeen Grammar School. A Learning and Teaching Network has been established for secondary school learning, teaching, and assessment strategic leads. Training has taken place on approaches to evaluate learning and teaching. The theory will be applied in school settings through these staff supporting Quality Improvement Visits and using the learning gained when evaluating the learning experience within their own schools.	

Use of the Northern Alliance Toolkit to link with wider professional learning opportunities	Head Teachers completed an evaluation in October to identify what professional learning is needed to support their engagement with the Northern Alliance toolkit. Two sessions will be delivered in January and one in March. These sessions will support leadership development and strengthen key areas of practice aligned with school improvement priorities.	
Deliver newly appointed HT programme and review implementation whilst engaging with national partners to help address recruitment	All newly appointed Head Teachers are provided with a comprehensive induction programme prior to taking up post. A review and evaluation will take place at the end of Session 2025-26. Anecdotal feedback to date has been exceptionally positive.	
Review of the Quality Improvement Framework	At the face-to-face Head Teacher meeting in November 2025, Primary Head Teachers carried out an evaluation and review of current Trio arrangements and categories of support. Head Teachers are overwhelmingly supportive of the Trio processes and recognise the added value in working with settings out with their Associated Schools Groups (ASGs). ASG working is also acknowledged as being invaluable to school improvement. On the whole, Primary Head Teachers felt that arrangements for support within the 3 categories were appropriate. Feedback provided some ideas for change/introduction, and these will be progressed by the Central Team before further dialogue with school leaders later this session.	

Improve the Quality of Learning Teaching and Assessment		
Continue to improve the quality of learning, teaching, and assessment (pace and challenge) by:	**Progress**	**RAG**
Continuing to develop and use the Learning and Teaching Toolkit to support school and individual self-evaluation	Schools have shared that they will engage with the toolkit to support staff development and professional learning and to plan Career-Long Professional Learning (CLPL) activities at school and Associated School Group (ASG) level. They will use data to identify gaps and guide actions; continue to use self-evaluation tools and surveys and repeat data collection to measure progress and inform planning. Schools are beginning to use the new pupil self-evaluation questions. Several schools plan to run professional learning group sessions in their own school in a book-group style, and provide training linked to improvement priorities. This will build a shared understanding of Learning, Teaching and Assessment and schools will collate this to create a shared expectation of what high quality teaching looks like. Pace, Challenge and Differentiation continues to be the most sought-after area for development and the professional learning session which will be delivered in late January will support school leaders to make impact in this area.	
The phased deployment of additional digital tools and a new digital identity.	Migration of all schools to the new identity has been completed. Several improvements are necessary to ensure that the services delivered are as good as or better than previous provision. IT colleagues are reviewing technical requirements to deliver these improvements. Central Education team staff were migrated to the new identity in December 2025, however, have now been reverted due to access to several key authority systems not yet being aligned with the new digital identity. This will be reviewed as these systems are transformed.	
Expand the P4 Writing programme to all schools	Cohort 6 schools have completed the writing programme and Spread and Scale training was offered to Cohort 1 - 6 schools again. 123 teachers and managers attended this training, making these the most popular sessions we have delivered. Evaluations have been overwhelmingly positive. Our final cohort of schools will embark on their training in January and February and a final Spread and Scale training will be offered to all schools that have taken part in the programme. Data for P4 writing suggests that	

	stretch aims being set for P4 cohorts of pupils are ambitious, with the biggest gains predicted to be a 30% rise in children attaining the first level outcomes.	
Continuing to offer data training for all staff to ensure accountability throughout the system	Data sessions are offered as part of our professional learning offer and there is evidence that this, alongside the robust data discussions held termly, is leading to improved data literacy and accountability.	
City-wide moderation programme in Literacy and Numeracy starting with schools in the lower SIMD quintiles	A professional learning suite of resources was shared with schools citywide, for use on in-service days, during staff development time or by individuals/groups of teachers. Key themes covered are: Learning, Teaching and Assessment, Ensuring Wellbeing, Equality and Inclusion and Moderation. The ACC Moderation programme provides school leaders with a presentation, discussion points and learning, teaching, and assessment activities to be carried out by classroom practitioners. The moderation programme includes an evaluation to be submitted by schools on completion. Feedback will inform future professional learning offers. Through quality improvement visits and data discussions, senior leaders are supported by Quality Improvement Officers and Quality Improvement Managers to ensure all staff have an understanding of the moderation cycle.	
Ongoing evaluation of the Numeracy portal through Maths network meetings	The Maths Network has been re-established. The feedback from the Network is that the resources on the Portal are supporting Faculty Principal Teachers to provide quality resources to support young people in settings where staff vacancies are an issue. The booklets support young people with clear instructions and model answers provided to support independent learning. Materials produced to support improved pedagogy in Maths will also be placed on the Portal. This is a resource which is sustainable and can be updated regularly.	
Launch of the Literacy Framework to support children, young people and adult learners and ongoing evaluation through the English Language networks	The writing and reading progressions to support Literacy have been made available to all schools and Early Learning and Childcare settings. The talking and listening progressions will follow quickly and be in place by February 2026. Evaluations of the reading progressions will be analysed and any adaptations made prior to the launch of the entire suite of Literacy progressions. This will then support the launch of a Literacy Framework alongside the Library Service and other partners who provide support Literacy to our ACC residents.	
Link standards to the ELC framework to increase pedagogical understanding	A new set of standards, linked to the Early Learning and Childcare Framework, has been developed and shared with staff. Initial feedback from staff has been very positive.	

Ensure a robust application of the new tracking system and use of digital data tools	All 11 secondary schools are now using the new Pupil tracking system in Year 2. Meetings have been held with colleagues in other authorities (Angus and Edinburgh) to discuss how data can be exported and analysed to monitor and track the progress of young people. Spreadsheets have been developed to allow schools to use data exported from Pupil Tracking and identify areas for action. We now have the ability to compare tracking data for all secondary schools. Work is ongoing to include other fields from SEEMIS to support more detailed analysis of young peoples' progress.	
Implement and evaluate tracker for care experienced children and young people	The overview provided by our pupil tracking system assists with the monitoring of care experienced young people by central staff. There is still a need for schools to maintain detailed records to ensure individual needs are met. Continued refinements to the tracking system are being undertaken as part of the ongoing evaluation which in term 3 will include the ability to consider both current and previously looked after children and young people separately.	

Deliver a broader range of senior phase pathways aligned to growth areas		
Deliver a broader range of learning pathways through:	Progress	RAG
Delivery of Phase 3 ABZ Campus	ABZ Campus courses during Phase 3 (Session 2025-26) are mid-way through delivery. There are currently nearly 800 participants on 80 courses delivered by 18 different providers. Tracking has been completed and shared with parents and carers.	
Continuing to develop pathways to support those with a range of additional support needs	The ABZ ASN Pathways Programme, currently at Bucksburn Wing, is in its second successful year. The Pathway provides learners in the senior phase opportunities to experience work in a real environment, helping them develop practical skills and confidence for future employment. The pathway emphasizes sustained engagement in real work settings, which is crucial for building transferable skills and independence. We have found the pathway bridges the gap between education and employment for learners with additional support needs. It aligns with inclusive practices and employability frameworks, promoting equity and opportunity with the structured preparation phase ensuring learners are ready for workplace expectations and equipped for success.	
Increased pathways to meet needs of all learners, particularly in the context of Excelerate withdrawal	Led by one of our Associate Assessors, a new Learning & Teaching Strategic Group is meeting regularly for Secondary Sector, taking the best practice from across	

	our schools, including those who have had *Excelerate* investment. Schools who have been part of *Excelerate* will maintain connections with schools with which they have previously partnered.	
Increased opportunities for CLPL for Computing Science Secondary Staff and staff across BGE	Arrangements are in place to offer subject specific CLPL for Secondary Computing Science Staff. Aberdeen City is one of four pilot local authorities making the Digital Education Award Scotland available to staff. This award is a partnership with Intel, Education Scotland and the Digital Schools Awards team and utilises the Intel Skills for Innovation framework. A three-month training package, supported by Hewlett Packard and the Digital School Awards team, was delivered successfully. This training was recorded and provides bespoke Aberdeen City focused training on new digital tools. This has been made available, on demand, via ACC Learn.	

Improve the quality of environments/supports for those with additional support needs		
Improve the quality of environments and supports by:	Progress	RAG
Continuing to implement the accessibility plan	Work continues on developing the parent information website. Parents of children with additional support needs/disabilities have provided feedback and the information is now being checked by a multi-agency group. Information from Aberdeen City Voluntary Organisations (ACVO) is being used to ensure accuracy of local knowledge. The site is due to go live in late January 2026.	
Ongoing roll out of the implementation of the Child Inclusion Research into Curriculum Learning Education (CIRCLE) framework	The CIRCLE Framework remains a cornerstone of our commitment to inclusive education across Aberdeen City schools. We continue to drive improvements in access to learning for all learners, particularly those with additional support needs. Embedded within every Standards and Quality Improvement Plan (SQUIP), CIRCLE plays a vital role in strategic planning with focus on; enhancing curriculum participation for all learners; adapting physical environments and routines to meet diverse needs and strengthening communication and collaboration with families. To sustain this impact, professional learning opportunities and refresher sessions will continue to be offered regularly. These sessions have equipped staff with the knowledge and strategies needed to make effective	

	environmental and social adaptations, reducing risk and fostering inclusion for learners in our city.
Implement the Bridge and evaluate to support creation of Secondary Provision	The Bridge evaluation is underway, and we are exploring a keep, change, discard model following exploratory meetings with stakeholders. Lessons learned from the Bridge will be used to support the plans for a secondary provision. A pilot project for P7 to S3 mainstream learners with a range of additional support needs is proposed. The pilot cohort will be learners from Northfield Academy, and the proposal would offer an alternative curriculum for up to 50% of the week.
Ongoing delivery of the behaviour plan	The safeguarding group continues to work on the local and national relationships and behaviour plan. All staff know how to report incidents, and the e-module is part of mandatory training for all staff. Incident reporting procedures are kept under review. Induction sessions for support staff have been well received by staff. The group use the incident data gathered to identify schools where there requires to be further investigation, or those where there is need to share good practice.
Review the provision for supporting learner's needs	There is a planned review of learners needs following the Child's Planning Support Forum. This will highlight need across the city, where there are gaps and where we need to be more agile and proactive. Work has begun on the audit of spaces used to support learners with additional needs and this will be reported to Committee in June.
Continue to shape and deliver a whole system approach to healthy weight of children and young people	Healthy Weight Aberdeen has now completed all groundwork stages of its Whole System Approach, including establishing governance, mapping the local system, analysing data, and prioritising actions (2024–2025). Year 1 (2026) marks the start of implementation, where baseline measures will be established, early actions piloted, and learning consolidated. A full evaluation and refinement of actions will begin in 2027. Draft actions which will be internally consulted upon are: • Increasing Physical Activity for Children & Young People • Strengthening Planning to Enable Active, Healthy Environments • Creating Healthier Food Environments Around Schools • Reducing Children's Exposure to High Fat, Sugar & Salt (HFSS) Marketing • Improving Access and Uptake of Healthy School Meals • Strengthening Breastfeeding & Early Years Nutrition Support

	• Enhancing Food Knowledge & Cooking Skills	

Close the poverty related attainment gap		
Help address the gap and gradient by:	**Progress**	**RAG**
Working with HTs to monitor the impact of Pupil Equity Fund (PEF) interventions and offer schools the opportunity to participate in the Leadership in Equity programme pilot supported by Education Scotland	Central officers continue to work with head teachers to review the impact of PEF funded interventions through data discussions, QI visits and a review of the Equity Trackers completed by all schools. Head teachers and depute head teachers from 6 schools, a QIO and QIM have participated in the first 2 sessions of the Education Scotland led Equity programme pilot. This professional learning includes action planning to mitigate the effects of poverty and supports both facilitators and participants to know and measure the impact their practice is having. Ultimately, the overall aim is to plan for equity, and to improve outcomes for children and young people impacted by poverty. An equitable approach to learning and teaching has been proven to benefit all learners. It is anticipated that the benefits will be measurable or quantifiable improvements in wellbeing, engagement, attendance, achievement and/or attainment in children and young people known to be experiencing poverty. The aims are for facilitators and participants to: • know and understand the theory, data, and evidence base around poverty both locally and across Scotland • know and understand the impact of poverty on learning, achievement and attainment both locally and nationally • reflect on and critically examine personal leadership attitudes, values and beliefs within a social justice and equity context • know and understand the practice and approaches that can improve outcomes for children and young people impacted by poverty • develop and apply knowledge and skills to effectively plan for equity and ensure measurable impact. Feedback following the first two sessions has been extremely positive with almost all participants reporting that the group sessions provide highly effective support for their learning on the Equity programme.	
Reviewing Cost of the School Day statements with the school community	There are no curricular costs passed on to parents/families in any Aberdeen city schools. School staff continue to be mindful of other costs associated with	

	school e.g. uniform, additional trips and outings, costs of resources to support completion of homework and themed days e.g. charity fundraisers and seek ways to minimise these and mitigate any negative impact on learners and their families. Throughout the course of this session all schools will review their Cost of the School Day statements with the school community to ensure everything possible is being done to address this. This consultation may include surveys and focus groups to establish how effective what is in place is and identify any areas still to be addressed.	
Maintaining our focus on attendance levels and termly communication to parents and carers working with the Educational Psychology Service to address EBSNA (Emotionally Based School Non-Attendance)	The Educational Psychology Service continue to offer universal training to all schools on Emotionally Based School Non-Attendance (EBSNA) and have also delivered training to the family learning team and the Education Support Officer who supports families in this area. A new Stronger Families session for families on EBSNA is planned for next term. 7 Schools are currently being supported with implementing the EBSNA Universal Training offer from the Educational Psychology service. As an education service we have strengthened the use of attendance data to support learners by ensuring that termly discussions between the Head Teacher and the Quality Improvement Officer consistently focus on patterns, concerns, and targeted interventions. These discussions include a review of the distribution and impact of attendance letters ATT 1, 2, 3, and 4, ensuring that actions are timely, appropriate, and aligned with the school's staged approach to improving attendance.	
Sharing clear expectations around standards across all quality indicators	Face to face headteacher meetings are used to support the sharing of national standards and local best practice to support improvement across quality indicators. Our local standards were developed by headteachers and central officers and are updated regularly to provide schools with links to current national guidance and support materials for professional learning.	
Targeting families most in need of our help by sharing data	We are making use of the Low-Income Family Tracker through financial advisors, ensuring we target those families most in need.	
The provision of Money Advisors, working with the third sector to support foodbanks and uniform swaps and targeting families in need of assistance	Scottish Equity Funding has been used to fund Money Advisors to improve access to financial inclusion services in order to: • Improve outcomes for children, young people and families impacted by poverty • Improve understanding of entitlement, uptake of benefits and management of problem debt • Create sustainability and lasting impact through developing capacity and improving resilience in families	

| | Feedback from families indicates how valuable this resource is to them and the difference the support of the team has made to families in need.

Schools continue to work in partnership with partners including the third sector to provide resources and support to families in need of assistance. Provision of winter clothing and of Christmas boxes/presents for families in need are examples of the most recent initiatives through which schools and local organisations have worked in partnership to ensure assistance is provided to those who need it. | |

Addressing inequality

Continue to address inequality by:	Progress	RAG
Ensuring all secondary schools are employing Equally Safe at School strategies and all key staff have completed the e-module	In line with national guidance, all secondary schools have registered on the Equally Safe in School (ESAS) website and identified a lead person for this remit. Bucksburn Academy continue to work with ESAS as part of the pilot programme and 76 of their staff have signed up to complete the Equally Safe e-learning module. 5 other secondary schools are engaging with support from ESAS outreach workers to support implementation of approaches to preventing and responding to gender-based violence (GBV). Incidents of gender-based violence will continue to be tracked and reviewed as part of the ongoing audits into bullying incidents over session 2025/26. This will support the collection, monitoring, and review of the data. There was 1 incident related to GBV recorded between September and December 2025. Schools are currently reviewing their Relationships and Sexual Health and Parenthood curriculum to ensure this includes learning about equalities and gender-based violence. The United Nations Women (For All Women and Girls) resource has been shared with all Schools to ensure that conversations around gender equality take place at an early stage, so stereotypes and gender attitudes are challenged and changed.	
Using the Schools Health and Wellbeing Improvement research Network (SHINE) data to identify areas of vulnerability and targeting support from the Educational	Areas from the SHINE data continue to be supported by the Educational Psychology Service through targeted and universal approaches. After the first two terms of this academic year, 304 Early Intervention Consultations have taken place between the service and schools. The top 3 most discussed areas of support were around emotional	

Psychology service to ensure improved outcomes	regulation, regulation of behaviour, and trauma and Adverse Childhood Experiences (ACES). The most discussed systemic support was Emotion Coaching training which is a universal programme for a whole school approach to address all 3 of these areas. It does this by changing the relationships within schools and helping learners understand their emotions and change their responses to their experiences. 7 Schools within the South Locality are currently engaging in the Emotion Coaching training and implementation with the Service, 1 in the North Locality. A session for families, as part of the Stronger Families Series, on Supporting Children's Mental Health and Wellbeing was carried out this term.
Secondary schools having agility in their Personal and Social Education (PSE) and Relationships Sexual Health and Parenthood (RSHP) curriculum to be able to respond to local issues as they arise	Schools continue to have the agility to respond to the specific needs of their local contexts by adapting the curriculum in targeted and responsive ways, adjusting practice to ensure education remains relevant, needs□led, and reflective of their communities. A review of the PSE curriculum in October 2025 identified targeted delivery across areas such as Prevent, suicide prevention, violence against women and girls (VAWG), and substance use, evidencing that schools tailor their approaches by strengthening partnerships, selecting appropriate external inputs, and deploying staff training aligned with their own contextual gaps and priorities. This flexibility is further reflected in actions such as extending SAMH support where suicide prevention provision is required, tailoring digital□violence interventions for identified cohorts, and co□creating substance□use campaigns with pupils to reflect local realities. Further support from the central team has been put in place as requested by schools to address any gaps.
Maintain the Mentors in Violence Prevention (MVP) training to ensure all secondary schools have trained staff and implement the primary version when available	A further 10 secondary staff will be undertaking Mentors in Violence Prevention training on 27th January 2026 from a range of academies. ACC also now has 4 qualified in-house trainers for Mentors in Violence Prevention at Secondary level. Education Scotland are providing training for the primary version of Mentors in Violence Prevention - Early Intervention- in term 4. Three primary staff members have been identified to attend the TTT (Train the Trainer) event. Once completed this would bring our ACC trainers to 7; we plan to roll out the Early Intervention programme in session 2026-27.
Continue to amplify the voice of children and young people across the organisation	All our schools continue to support a range of participatory opportunities to inform the life and work of the school. These include the "traditional" pupil council structures such as 'Pupil Council(s)' but also extend to cover a range of themes and areas, including community action groups,

	health, eco, LGBTQ+ groups and more. These groups directly influence and lead change and support the identification of current and future school improvement priorities. Aberdeen City Council remains firmly committed to embedding the rights of children and young people, in line with The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024. Work continues under the Aberdeen City Council 'UNCRC Plan' to explore and embed opportunities for meaningful engagement of children and young people in strategic planning and with respect to appropriate information sharing across all council services. Work has been undertaken to revise and develop policy guidance and templates to ensure that all future council policies consider and reflect children's rights. In addition, a range of Artificial Intelligence (AI) prompts have been developed to support the creation of accessible future policies. Work has been undertaken in collaboration with partners to produce a 'Joint Interview' supporting document, which incorporates a link to a feedback form. This form is to be completed by the learner, with the assistance of a trusted adult, following their participation in the process.	
Delivery of the promise through:		
Reviewing data trends and interventions as part of the Promise Board.	The Good Practice Guide for Care Experienced Children has been refreshed to include enhanced guidance and resources for schools. This updated version introduces a new planning and review framework, which has been formally approved by the Board. The initial evaluation of its implementation and impact will take place in Term 4. A Power BI dashboard has been developed to enable the Board to monitor trends and identify areas for targeted intervention. The mandatory Corporate Parenting module is scheduled for review, and ongoing professional development opportunities will continue to be offered to strengthen practice in this area.	
Continuing to review arrangements for those who are cared for out of authority.	The Virtual School Head Teacher (VSHT) meets with each residential school twice per academic year to review education plans and progress for all children and young people. These discussions include consideration and development of a Co-ordinated Support Plan (CSP) for all. School reports are requested between meetings to enable timely follow-up. This academic year, the VSHT is visiting all residential schools to strengthen quality assurance and support	

	social work in identifying suitable placements based on individual needs once it has been identified that a child or young person will require residential provision. Data sharing agreements are being developed to enhance the data available from host local authorities.	■
Evaluating the impact of the expansion of Edge of Care pilots.	The pilot continues to demonstrate evidence of positive impact, with young people benefiting from the support provided. From initial referral, over half have improved or remained stable, which reflects effective planning, purposeful support, and strong partnership working. While some children, young people and families continue to experience challenges, these are being addressed through responsive and proportionate actions, ensuring that risk is managed and improvement remains a priority. The majority of children, young people and families are continuing with their current level of support to build on the progress made, while a considerable proportion have successfully transitioned to universal provision. Only a small number required increased support, highlighting effective early identification and escalation where appropriate.	■

RAG Status

On track to complete	■
Started not likely to complete on time	■
Not yet started	■