

Appendix 1: Education Delivery Plan 2023/24

**2023/24**

**DELIVERY PLAN**

**EDUCATION**



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## **1. Introduction**

Education comprises a wide range of services covering: 29 Early Learning & Childcare Centres; 34 Primary Schools; 5 Secondary Schools; 7 Specialist Settings; Policy, Performance and Resources; Services for Children and Young People; Raising Attainment; Early Learning and Childcare; and Educational Psychology Service.

It is one of 8 strategic areas responsible for delivering the Council's Strategic Plan. Key actions to help achieve that are set out in this Delivery Plan, together with actions to address any performance issues and service priorities identified in the planning process.

The progress of this Plan will be monitored and managed by the Education Leadership Team and reported to Educational Services Committee twice yearly, at mid-way (March 2024) and at the first committee following the end of the academic year (September 2024).

## **2. Performance Review**

The Education Leadership Team completed a detailed review of 2022/23 performance, focusing on the following:

- 2022/23 Delivery Plan year end progress;
- National Improvement Framework report;
- Local Government Benchmarking Framework (LGBF) comparative data;
- Citizens' Panel feedback;
- Telephone Survey feedback;
- Complaints;
- Continuous Improvement (Fit for Future reviews); and
- West Partnership Critical Indicators.

This review highlighted our key achievements in 2022/23 as well as the challenges to be addressed in 2023/24. These are summarised below.

## **Key Achievements in 2022/23**

### **Children's Services**

- We continued to implement our Additional Support Needs (ASN) Strategy. All staff in our 7 Specialist Settings have undertaken professional learning and are implementing the SCERTS (Social Communication, Emotional Regulation and Transactional Supports) framework and approach. This is ensuring equality in experiences and supports for pupils and consistent and collegiate approaches to professional learning. This session a particular focus has been on supporting parents with the programme and impact of consistent home/school approaches.
- Continued with the expansion of our ASN schools estate. We have installed three new temporary classrooms in Kilpatrick School and plans are being progressed to develop Choices and the new Riverside Campus thereafter. This will enable us to support more of the children of west Dunbartonshire in west Dunbartonshire.
- Our Collaborative Support Service delivered a series of Professional Learning opportunities for all staff through the session:
  - 79 Dyslexia Awareness Raising Sessions
  - 120 Autism Spectrum Diagnosis Awareness and Supports Sessions
  - 4 Hearing Impairment Training Sessions
  - 24 Visual Impairment Learning Sessions
- Implemented a second cohort of Coaching across borders professional learning programme with Inverclyde Council. The joint programme of professional learning has successfully developed coaching skills in approximately 30 staff and a group of trained trainers.
- In collaboration with Columba 1400, GTCS and Education Scotland, we developed our launched our Early Career Teacher network which provides monthly support and coaching for the third or our teaching workforce who are in this category.
- Improved approaches to and signposting of supports to keep our children and young people safe in collaboration with a range of CPP colleagues. Pupil groups developed a range of child and young person friendly resources which will be delivered across a range of media platforms.
- 7 Young Ambassadors for Inclusion represented our Secondary Schools across WDC with one representing WDC in the National Group. This group ensures participation and engagement work is an integral mechanism ensuring we are listening and reflecting on the needs, views and preferences of the children and young people we are working with.
- Developed an Involvement and Engagement Strategy which ensures the effective participation and involvement of Children and Young People in the lives of their communities. This involves delivering a programme of professional learning which will ensure all council staff are aware of the UNCRC and the role and responsibilities they have in upholding these.
- All schools have identified UNCRC Champions who are trained in delivering and planning to support establishments in delivering on the Rights of the Child.

## **Raising Attainment**

- Attainment for children in the Broad General Education and living in our most deprived areas (Quintile 1) is higher than the national average; and West Dunbartonshire attainment in 2021/22 is higher than the national average at P1, P4, P7 and S3 (The Annual Statistical Report on Attainment, Scottish Government, December 2022).
- West Dunbartonshire has increased the number of young people moving into a positive destination in 2021/22 with a 5.4% (89.7% >95.1%) increase moving West Dunbartonshire into 20th place (32nd last year) out of the 32 local authorities.
- In academic session 2022/23 West Dunbartonshire has maintained the local authority's record of achieving positive grades in 100% of school and early learning centre inspections. 8 early learning centres and 3 primary schools were inspected this session.
- Key strengths of the authority approach to improvement identified by Head Teachers are:
  - Collaborative improvement approaches which set out clear expectations for improvement; maintaining a sharp focus on raising attainment and narrowing the poverty related gap;
  - Enhanced scrutiny and support visits which provide a forum for supportive and challenging engagement that led to a clear focus for improvement;
  - Leaders workshops/seminars/conferences are providing the opportunity to network, raise awareness of current issues/priorities and share best practice to support school improvement and improved outcomes for learners;
  - School improvement leadership collaboration is providing Head teachers with the opportunity to have a critical friend; and
  - Education Officers providing high quality support, advice and challenge.

## **Early Learning & Childcare**

- Outcomes for children continue to be very positive evidenced through external evaluation by HMIE and the Care Inspectorate, WDC Quality Improvement Framework and Statistical Analysis of children's progress.
- Eighteen Care Inspections have been undertaken since January 2022 to the present date. Our ELC continue to meet the criteria for the National Standard of good and above evaluations of their service through the Care Inspection Quality Framework. We are confident in our leadership, quality improvement framework, training and support contributing to sustaining good and above evaluations, of high quality ELC and positive outcomes for children and families.
- The inspection of our ELC by Education Scotland has resumed. Whitecrook ELC took part in a national thematic inspection focusing on curriculum design. The purpose of the national thematic inspection was to gather evidence on what is working well; aspects for development, any challenges in designing a curriculum and examples of highly effective practice or innovation. HM Inspectors will use the evidence gathered from the visits to develop a national report on the approaches to curriculum design and its impact on improving outcomes for learners. Whitecrook ELC have been invited to provide a case study of their work which will be part of the national report.
- Summary of the positive findings from our ELC Quality Improvement Framework:
  - Detailed and effective use of progress data to inform planning and interventions.

- High expectations for children's attainment and achievement.
- Collegiate approaches to develop curriculum rationale and vision.
- Effective parental involvement and engagement.
- Links to the local community to enhance curriculum offer.
- Well maintained and well looked after environments for learning, rich in resources, providing areas for play, and quieter spaces for children to experience a good pace of the day and times for rest.
- Support for health and wellbeing using exploration of feelings.
- Up Up and Away framework and associated professional learning was beginning to impact.
- Children's reflection on learning was very well supported to personalise the learning journey.
- Children were happy to share their learning using the journal approach.
- National guidance; Realising the Ambition was informing and improving practice.
- Curriculum for Excellence was evident in the principles of curriculum design.
- The One-ery model of early level learning was impacting learners' experiences; based on play pedagogy and nurturing approaches.
- Staff said that they had been involved in the development of their curriculum rationale and ELC vision. They described their leadership roles to develop the curriculum, training and involvement in improvement priorities. Many staff reported that they were undergoing their BA qualification and a large proportion were already qualified to this level. The Froebel training and approaches were also impacting the curriculum offered to children; large numbers of staff said they have benefitted from training in this methodology to develop children's skills for life. Some staff, at a very small number of ELC, said they need support to provide an appropriate curriculum for children with additional support needs. Transition across early level and planning collaboratively was commented on positively.
- Parents' feedback about their children's experience at ELC was positive, describing the quality of the provision, involvement in their child's learning, relationships with staff and their opportunity to work or take up training. One parent commented on the quality of the ELC, maintenance and the old age of the building.
- Assessment data shows that children continue to progress well in literacy and numeracy outcome measures. Our ELC have implemented individual Statistical Reports to analyse their children's attendance, gender, ASN and reasons for support, SIMD distribution and children at risk of not achieving. The report also has literacy and numeracy data action planning which is derived from the data. This tool is impacting positively on equity for children and targeted support which may be required.
- A consequence of the eligible 2 year old policy is earlier identification of children with additional support needs (ASN). Numbers of 3 and 4 year old children with ASN has increased in the last few years. A working group of early years professionals was set up to scope out developments to service delivery which might better support the growing population of children with additional support needs (ASN) in our mainstream settings. In particular, children with autism (ASD), the need for specialist ELC provision and training and support for our ELC staff teams.

- Our parent application process to ELC has been revised which will allow parents to identify their child's ASN. This means that our ELC can provide earlier intervention and support for parents to meet the needs of specific children. We also identified training and support required at our ELC. This is currently being addressed with a programme of learning and support underway.
- Our preparation for the statutory choice that parents can make to defer their child's entry to school is in place. Our Admissions' Policy has been updated to reflect this statutory change. We have capacity in all geographical areas to meet the demand which has increased over time from approximately 30 children in 2018-19 to 121 children for school session 2023-24. As a consequence of this policy, we are supporting our schools and ELC with the implications for the older age range of children in our P.1 and at ELC, through a programme of staff development and professional learning; continued development of play pedagogy at early level and professional collaboration.
- The number of schools implementing the One-ery model approach to learning, which is a model of curriculum delivery based on play pedagogy and nurturing approaches at P.1 and ELC has increased.
- Expansion projects are nearing completion. This includes the outdoor projects at: Gartocharn, Clydebank and Brucehill ELCs. The project for compliance and improvement at St. Mary's ELC Alexandria is complete with a new free flow entrance for children and much improved garden space provided. Christie Park new ELC project is underway. Scheduled opening of the new class planned for September which will meet the needs of the geographical area for increased numbers of children. Dalmuir ELC variation to their registration allows an increased number of placements for eligible 2 year olds which parents in the local area have benefitted from.
- We have 48 career changers: 5 who have completed their training and gained the ELCO qualification; and a further 9 who are undertaking the qualification at present. All career changers are women.

### **Educational Psychology**

- Across primary and secondary sectors 37 members of education staff were trained as Companions to deliver the Seasons for Growth programme, a targeted intervention for children and young people affected by bereavement and loss.
- Reconnector training sessions were held and attended by 43 Seasons Companions.
- Delivered in-person CLPL sessions for staff across the following themes:
  - attachment and nurture (70 primary based participants)
  - word aware and reciprocal teaching (30 primary probationer teachers)
  - restorative approaches (25 secondary probationer teachers)
  - Solution oriented meetings (30 ASN coordinators teachers from primary and secondary)
- Working collaboratively with Speech and Language Therapy colleagues, designed a 4 session training programme for early years practitioners on the '*Up up and away!*' inclusive learning and collaborative working programme. Delivered the training and coaching sessions across 8 early years centres.
- Piloted the use of the Let's Understand Anxiety Management (LIAM) intervention as a group approach for secondary pupils.

- Coordinated and chaired 'Experts in Action' peer support and skill development groups for Outreach Workers who offer parenting support to families with children 0-8 years.

### **Key Challenges from 2022/23**

#### **Policy, Performance & Resources**

- Implementation of digital change programmes (Enrolment and Transport)

#### **Children's Services**

- Implementation of United Nations Convention on the Rights of the Child.
- Delivering on the ASN estate expansion.

#### **Raising Attainment**

- Whilst strong progress has been made with outcomes and targets for excellence and equity there still remains a poverty related attainment gap and concerted efforts and resource are necessary to sustain the rates of progress and success achieved.

#### **Early Learning & Childcare**

- Maintaining high quality ELC at all funded providers to ensure that they meet the National Standard Criteria and the expectations of the statutory offer of 1140 hours for eligible 2 year olds and 3 and 4 year olds.
- Continuing to deliver 1140 hours curriculum by confident, well-trained ELC staff teams.
- We will continue to promote the ELCO career path and route to qualification in particular for men.
- Developing ASN provision at ELC for children with autism.
- Supporting ELC staff to provide inclusive practice for children with ASN.
- Review of ELC inspections and the development of the shared inspection framework and its impact on ELC.
- Maintaining the quality of our ELC assets and continued investment.
- Increase the number of school delivering One-ery approaches to play and learning.
- Deferred entry policy and its implications for the older age range of children attending P.1 and ELC; provide a programme of staff development and professional learning; continued development of play pedagogy and promote professional collaboration at early level.
- Delivery of the Best Start priorities and the key aspects of the vision, priorities and outcomes of the Best Start Plan including:
  - Benefits of 1140 hours expansion - outcome measures
  - Build a system of school age childcare

- A new offer for 1 and 2 year olds
- Sustainable, diverse, thriving sector and profession – Strategic Framework
- Fair funding and outcome frameworks
- Robust data
- Regulation of services and support for quality improvement

### **Educational Psychology**

- The complexity of need and therefore support required arising from mental health and well-being concerns and increasing number of children and young people identified as having an Additional Support Need (ASN).

### 3. Strategic Assessment

The Education management team completed a strategic assessment to determine the major influences on service delivery and priorities in 2023/24. These are summarised below.

#### Financial Challenges

The entire public sector is continuing to face significant financial challenges due to a range of factors including inflationary cost increases, rising utility costs and insufficient funding to support the delivery of front line and back office services. The Council are currently faced with an estimated cumulative funding gap in 2024/25 of £9.7m rising to £29.5m by 2027/28. We will continue to monitor the overall financial position of the Council and updates on estimated future budget gaps will be reported to Elected Members throughout 2023/24.

These challenges require further action to balance our budget and protect services for residents. This will mean available funding will be reduced over time and we will need to reconfigure how we work, what we do, where we work, and potentially reduce the number of people employed. In this context, we will aim to continue to provide a sustainable, quality service to internal clients and the public. In Education, this is always a significant area of challenge, as we are tasked with maintaining teacher numbers, which accounts for 57% of our annual spend.

#### Budget Sensitivity Analysis

In reviewing the service budget projections, consideration has been given to the sensitivity of these budgets, in particular for higher risk/ higher value budgets which may have a significant impact on budgetary control and future budget projections. The analysis has considered sensitivity around demand, costs and charges, and income levels. Two particular areas were identified as set out in the table below:

<b>Budget Sensitivity Area</b>	<b>Rational</b>
Teacher pay costs	Budget assumed 5% pay increase but actual award is 7.1%
Additional Support Needs residential placements	Given the high annual cost for such placements (an average £250k per annum) a small increase in the number of external placements can lead to a considerable overspend

## **National Improvement Framework (NIF)**

Scottish Government revised the National Improvement Framework in 2022, to be formed around five priorities. To aid delivery and reporting, our Delivery Plan will continue to be structured according to these priorities.

In 2023/24 we will:

- Place the human rights and needs of every child and young person at the centre of education
- Improve children and young people's health and wellbeing
- Narrow the attainment gap between the most and least disadvantaged children and young people
- Improve skills and sustained, positive school leaver destinations for all young people
- Improve attainment, particularly in literacy and numeracy

## **National Reform - outcome of Muir and Hayward Review**

In February 2022, Prof Ken Muir published his review into the national education agencies, recommending the formation or a replacement for Education Scotland, the Scottish Qualifications Authority and the formation of an independent Inspectorate, to be operational by 2024. In February 2023, Prof Louise Hayward published her interim findings of her review of assessment and qualifications in the Senior Phase.

In 2023/24 we will continue to liaise with national agencies in response to Muir Review, and begin to plan for our ability to implement recommendations of the Hayward review.

## **Action Plan**

The challenges identified in Section 2 and the key factors identified in Section 3 have informed Education priorities for 2023/24. Appendix 1 sets out the action plan to address them. While this shows the top level actions, there are a significant number of sub actions sitting below each.

The Plan also includes:

- performance indicators that will enable progress to be monitored and reported to stakeholders (targets for 2023/24 will be set once 2022/23 data becomes available); and
- strategic workforce actions to address workforce issues identified in the planning process.

In relation to the latter, strategic risks represent the potential for the Council to take advantage of opportunities or fail to meet stated strategic objectives and those that require strategic leadership. Service risks relate to service delivery and represent the potential for impact on individual services, or the experience of those who work within the services, i.e. employees, partners, contractors and volunteers or service users and clients in receipt of the services provided. In identifying the relevant risks for 2023/24 and actions to mitigate them, we aim to improve or maintain the current position (i.e. the current risk score) set out in the appendix.

## 4. Resources

### Finance

Education has a net revenue budget of £113.150m and a capital budget of £27.272m for 2023/24. A breakdown of the revenue and capital budgets are set out below. We will make the best use of the resources available to deliver on key priority areas and secure external/match funding where this is possible.

<b>Service Area</b>	<b>Gross Expenditure 2023/24 (£m)</b>	<b>Gross Income 2023/24 (£m)</b>	<b>Net Expenditure 2023/24 (£m)</b>	<b>Capital Budget 2023/24 (£m)</b>
Primary Schools	32.864	0.059	32.804	26.500
Secondary Schools	33.092	1.209	31.883	0.742
Special Schools	16.890	0.339	16.551	0.000
Psychological Services	0.680	0.073	0.607	0.000
Sport Development/Active Schools	0.627	0.000	0.627	0.000
Pre 5s	19.736	9.990	9.746	0.000
Cultural Services	0.758	0.131	0.627	0.000
PPP	17.259	0.758	16.501	0.000
Curriculum for Excellence	0.102	0.000	0.102	0.000
Central Admin	0.918	0.059	0.859	0.000
Workforce CPD	0.365	0.000	0.365	0.000
Performance & Improvement	0.504	0.051	0.453	0.000
Education Development	2.200	0.175	2.025	0.030
Scottish Attainment Challenge	1.448	1.448	0.000	0.000
Pupil Equity Fund - (PEF)	3.794	3.794	0.000	0.000
<b>Total</b>	<b>131.234</b>	<b>18.085</b>	<b>113.150</b>	<b>27.272</b>

### Employees

## Employee Numbers

The headcount and full time equivalent staff in each service area (as of 31<sup>st</sup> March 2023) are as follows:

<b>Service Area – Support Staff</b>	<b>Headcount</b>	<b>FTE</b>
Central ASN Support Service	33	24.50
Children and Young People	6	5.86
Early Years	481	396.55
Education Central Management	5	5
Education Development	14	13.10
Music Service	21	14.00
Performance and Improvement	5	5.00
Primary Schools	244	189.89
Psychological Services	12	10.20
Schools - Peripatetic	3	0
Secondary Schools	115	95.33
Special Schools and Units	117	91.87
Technician Services	20	17.50
Workforce CPD	9	7.20
<b>Total – Support Staff</b>	<b>1085</b>	<b>875.99</b>

<b>Service Area – Teachers</b>	<b>Headcount</b>	<b>FTE</b>
Central ASN Support Service	44	39.80
Primary Schools	486	444.87
Schools – Peripatetic	5	0
Secondary Schools	462	432.70
Special Schools and Units	79	73.30
<b>Total – Teachers</b>	<b>1076</b>	<b>990.67</b>
<b>Grand Total</b>	<b>2161</b>	<b>1866.66</b>

### Employee Absence

The 2022/23 quarterly absence figures for Education are shown below, together with the Council average for the same periods for comparison.

<b>Absence in 2022/23</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>	<b>Annual FTE days lost per FTE employee</b>
Education – Support Staff	4.37	2.29	5.07	4.51	14.24
Teachers	1.98	0.81	2.56	2.51	6.75
<b>Council wide Total</b>	<b>3.86</b>	<b>3.28</b>	<b>4.42</b>	<b>4.02</b>	<b>14.00</b>

## Appendix 1: Action Plan

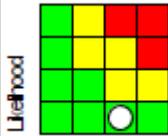
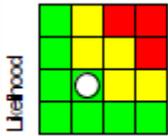
Please note, all 2023/24 targets will be finalised once year-end data for 2022/23 becomes available.

<b>P</b>	Our communities
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<b>Ob</b>	Our neighbourhoods are safe, resilient and inclusive
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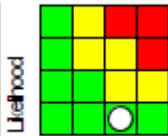
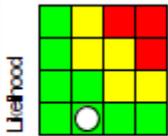
Performance Indicator	2023/24	Owner
	Target	
Cases of exclusion per 1,000 school pupils		Claire Cusick
School Attendance Rates (per 100 pupils)		Claire Cusick
School Attendance Rates for Looked After Children (per 100 Looked After Children)		Claire Cusick
School Exclusion Rates (per 1000 pupils)		Claire Cusick
School Exclusion Rates for Looked After Children (per 1000 looked after children)		Claire Cusick

Action	Due Date	Owner
Place the human rights and needs of every child and young person at the centre of education	30-Jun-2024	Claire Cusick

Risk	Description	Current Assessment	Target Assessment	Owner
Failure to place the human rights and needs of every child and young person at the centre of education	This risk concerns the delivery of UNCRC and ensuring these are integral to the planning, experiences and supports we offer children, young people and their families.	 Likelihood Impact	 Likelihood Impact	Claire Cusick

**Ob** Our residents health and wellbeing remains a priority

Action	Due Date	Owner
Improve children and young people's health and wellbeing	30-Jun-2024	Claire Cusick

Risk	Description	Current Assessment	Target Assessment	Owner
Failure to improve children and young people's health and wellbeing	This risk concerns our ability to develop curriculum, opportunities and supports in collaboration with key stakeholders which will meet the wellbeing needs of our children, young people and families.	 Likelihood Impact	 Likelihood Impact	Claire Cusick; Kathy Morrison

**Ob** Our residents are supported to increase life and learning skills

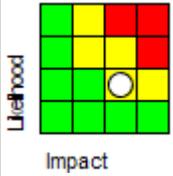
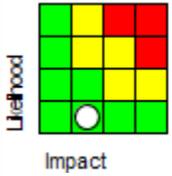
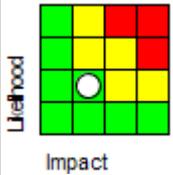
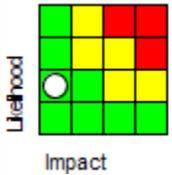
Performance Indicator	2023/24	Owner
	Target	
Percentage of children and young people achieving Curriculum for Excellence levels in literacy & numeracy		Julie McGrogan

Performance Indicator	2023/24	Owner
	Target	
% of establishments delivering good or very good high-quality learning & teaching (Outcome of Improvement Framework)		Julie McGrogan
Percentage of school attendance		Andrew Brown
Percentage of 3 & 4 year old children at ELC achieving the benchmark in literacy and numeracy		Kathy Morrison
Percentage of ELC settings meeting the National Standard Criteria of good and above		Kathy Morrison
Percentage of pupils gaining 1 + awards at SCQF level 5		Andrew Brown
Percentage of pupils gaining 1 + awards at SCQF level 6		Andrew Brown
Percentage of S3 pupils achieving ACEL Third level+ in Literacy and numeracy		Julie McGrogan
Percentage of S3 pupils achieving ACEL Fourth in Literacy and numeracy		Julie McGrogan
Referrals and families engaged in family hubs		Claire Cusick
Percentage of educational establishments receiving positive inspection reports	100%	Julie McGrogan
% of pupils gaining 5 + awards at level 5		Andrew Brown
% of pupils gaining 5+ awards at level 6		Andrew Brown
% pupils in 20% most deprived areas getting 5+ awards at level 5		Andrew Brown
% pupils in 20% most deprived areas getting 5+ awards at level 6		Andrew Brown
Overall Average Total Tariff		Derek McGlynn
% of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy		Julie McGrogan
% of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy		Julie McGrogan

Performance Indicator	2023/24	Owner
	Target	
Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils		Julie McGrogan
Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils		Julie McGrogan
Percentage of pupils achieving expected levels in Writing by P7		Julie McGrogan
% of funded Early Years Provision which is graded good or better		Kathy Morrison

Action	Due Date	Owner
Narrow the attainment gap between the most and least disadvantaged children and young people	30-Jun-2024	Julie McGrogan
Improve attainment, particularly in literacy and numeracy	30-Jun-2024	Julie McGrogan

Risk	Description	Current Assessment	Target Assessment	Owner
Failure to narrow the attainment gap between the most and least disadvantaged children and young people	<p>This risk concerns the delivery of the key areas within the Scottish Government Strategic Equity Fund.</p> <p>This risk concerns the delivery of approaches to address the equalities gap and those with protected characteristics.</p> <p>This risk concerns the delivery of approaches to address the poverty related equity gap in all sectors.</p> <p>This risk concerns our ability to work successfully to collaboratively plan with a range of partners for successful delivery.</p>			Claire Cusick

Risk	Description	Current Assessment	Target Assessment	Owner
<p>Failure to improve attainment, particularly in literacy and numeracy</p>	<p>This risk concerns the successful implementation of the four dimensions of the revised West Dunbartonshire Improvement Framework; 1. Collaborative Improvement 2. Enhanced Support 3. Enhanced Scrutiny and Support 4. Leadership Development.</p> <p>This risk concerns our ability to develop of the literacy and numeracy curriculum, opportunities and supports in collaboration with key stakeholders which will meet the needs of our children, young people and families.</p>			<p>Julie McGrogan</p>
<p>Challenges in implementing broad-ranging school improvement to raise attainment and achievement</p>	<p>This risk concerns the delivery of excellence and equity for our young people to support them to attain and achieve at the highest level. In particular, it is aimed at bridging the attainment gap and breaking the cycle of disadvantage. This also includes the focus on intervention at early years to improve life chances at all points on the learning journey.</p> <p>A key national and local priority is to accelerate progress with the aspirations to deliver improved attainment, tackle the poverty related attainment gap and recover from any negative impact of the pandemic. Scottish Equity funding devolved to local authorities aims to deliver on priorities between 2023-26.</p>			<p>Julie McGrogan</p>

<b>P</b>	Our Economy
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<b>Ob</b>	Our residents are supported to access employment and training opportunities
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Performance Indicator	2023/24	Owner
	Target	
Percentage of young people entering a positive destination		Andrew Brown
Participation Rate for 16-19 year olds (per 100)		Susie Byrne

Action	Due Date	Owner
Improve skills and sustained, positive school leaver destinations for all young people	30-Jun-2024	Andrew Brown

Risk	Description	Current Assessment	Target Assessment	Owner
Failure to improve skills and sustained, positive school leaver destinations for all young people	<p>This risk concerns the ability to expand course provision and revised learner pathways in the Senior Phase leading including for those young people with Additional Support Needs.</p> <p>This risk concerns our ability to work successfully to collaboratively plan with a range of partners for successful delivery.</p> <p>This risk concerns the development of a skills based approach to the curriculum within the BGE and Senior Phase.</p>			Andrew Brown; Julie McGrogan

<b>P</b>	Our Council
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<b>Ob</b>	Our workforce is resilient and skilled where digital technology supports service delivery for our residents
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Action	Due Date	Owner
Develop and implement wellbeing, employee engagement, equality and training plans to enable capabilities, improved resilience and promotion of a diverse workforce.	31-Mar-2024	
Develop and implement employee life cycle plans in line with the People First Strategy to attract and retain the workforce.	31-Mar-2024	
Implement service review process including role design, use of new technology and new ways of working to add resilience, address gaps, and establish opportunities for efficiencies	31-Mar-2024	Andrew Brown
Develop and implement training plans and development opportunities to improve capabilities and resilience within the workforce.	31-Mar-2024	