**6.2 Sustained Positive Destinations in Quintiles 1,2,3**

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| **Improvement Project Title:** Increasing Positive Destinations in Priority Localities | | |
| **Executive Sponsor:** Rob Polkinghorne (ICS Board Chair) | | |
| **Project Lead:** James Simpson (Community Planning Performance and Strategy Development Officer) | | |
| **Aim statement:** Increase the number of young people living in Quintiles 1,2 and 3 engaged in a family approach, who achieve a sustained positive destination 90% 2022  *Baseline: 83.5%* | | |
| **Link to Local Outcome Improvement Plan:**  This project aligns with Stretch Outcome 6:  *95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026;*  Driver 6.2: Supporting young people, families, carers and communities to better understand the opportunities available to their children upon leaving school | | |
| **Why is this important**  Aberdeen has been below the Scottish average in gaining positive destinations (for their school leavers for several years. This year sustained destinations are at 92.5% (for the 16/17 leaver cohort).  In this context the majority of young people most likely not to end up in a positive destination are those young people in our most deprived communities. Our data shows that only 83.5% of our young people in those communities gained a positive destination at the time of the last School Leaver Destination Report.  One of the leading factors in this is attendance in school, frequently children and you people who do not go on to a positive destination have been found to have very low attendance rates in school. Not only does this impact of their ability to learn and gain qualifications, it can also means that they lack the resilience to remain in college on leaving school which has significantly less structure  It has also been shown that a key factor in continued unemployment in communities is generational unemployment. Many families in these areas do not have an immediate or significant family member that is in employment. Lack of a significant role model in this area can mean that young people do not find the support they need to stick with school.  In summary, young people in our deprived communities, who suffer from low attendance rates in school and/or lack significant role models in their family or community with regard to employment are significantly more likely to become and remain unemployed in later life and this makes them a key group to attempt to impact upon on in order to significantly increase positive destinations over the next 10 years.  This project will focus on one of our schools in our most deprived community namely Northfield which has the lowest proportion of positive destinations among young people.  In real terms this is a relatively low number of children (approximately 25) but the impact of increasing the positive destinations among this group could have a significant impact on the school’s positive destination results as well as the wider city.  As such this project will provide additional resource from SDS to the school for family support to those young people who are most likely to leave school without a positive destination. Namely those young people in S3/S4 who’s attendance drops below 70 % and to test what interventions and supports can be put in place across that two year period in the first instance to increase attendance; secondly to support their family; and thirdly, ultimately to see those young people enter a positive destination. | | |
| **Measures: (How will we know if a change is an improvement?)**  Outcome   * Increased attendance among the young people involved * Number of young people involved progressing onto a positive destination * Number of families being provided with support gaining employment status   Process   * Decrease in time taken between young person attendance dropping below the threshold and mitigating actions being put in place * Increase in attendance at career support sessions * Increased satisfaction from staff re process (survey) | | |
| **Change ideas**   * Establish or change existing attendance trigger protocols (i.e. the procedure that teacher will follow for those young people with low attendance with regard to career ready intervention) * Improve the consistency of actions regarding attendance trigger to community liaison officer (person responsible for intervening with those young people not attending) * Establish/test standardised protocols mandating the actions that should be taken by staff (e.g. Guidance teachers; career advisors; community liaisons) * Face to Face parent appointments to discuss the child’s progress * Joint career sessions for both parent and child * Test the use of Activity Agreements as an alternative to attendance | | |
| **Potential risks and/or barriers to success & actions to address these**   * Buy in from school staff – work with senior sponsors to gain access and support * Capacity to deliver – SDS willing to provide additional resource to support the development of the work | | |
| **Project Team:**   * Eleanor Sheppard (Aberdeen City Council Chief Education Officer) [Sponsor] * Nicola Graham (Skills Development Scotland) [Finance/capacity] * Willie Kenyan (Skills Development Scotland) [Subject matter expert/process owner] * Barry McNally (Skills Development Scotland) [process owner] * SDS Careers advisor (to be named) * Northfield Head Teacher [Subject Matter Expert/Process Owner] * Attendance/ Community Liaison [Process Owner] * Guidance teachers [process owners] * Martin Smith (Aberdeen City Council) | | |
| **Outline Project Plan** | | |
| Project Stage | Actions | Timescale |
| Getting Started  (Project Score 1-3) | What initial activities are required to get started?  Initial Discussions with SDS and the School, have taken place and all parties are agreed in principal to the project  Though an natal team meeting is still to be taken forward to establish specific roles | April 2019 – completed. |
| Designing and Testing Changes  (Project Score 4-7) | Design tests over summer recess  Start and complete testing with Northfield:   * Existing attendance trigger protocols * Workshop and test protocols * Establish what actions will be taken when triggers ae flagged up to SDS. * Of the children currently categories as significantly low attendance rates (70% or below) seek several families that would be willing to take part in the initial test. * Recruit some young people to provide feedback (possibly even some who have since left school to survey what would have helped them) | Sep 2019  Dec 2019 |
| Implementing and sustaining changes that demonstrate improvement  (Project Score 7-10) | Initial findings inform further testing/ implementing across other localities | June 20 |
| Spreading Changes  (Project Score 9-10) | Expand to more pupils, either across three secondary schools or cover more pupils within the same school | September 2020 |