

Charter 6.6 – Improve the Senior Phase

Improvement Project Title: Improve the Senior Phase
Executive Sponsor: Rob Polkinghorne (ICS Board Chair)
Project Lead: Alex Duncan (QIM) (AlexDuncan@aberdeencity.gov.uk)
Aim statement: Increase the number of partners supporting delivery of the Senior Phase by 10% by 2021; and Increase the range and number of accredited courses being provided by schools and partners by 25% by 2021
Link to Local Outcome Improvement Plan: Stretch Outcome 6: 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026; Driver 6.3: Ensuring children, young people and families understand the pathways available to them and skills required for the future.
Why is this important: A wider range of courses will realise greater achievement for young people and improve the complementary tariff points and number of positive and sustained destinations. A thorough review of local data has helped determine that our current curriculum offering is an overly traditional one and that many schools have yet to fully widen the SCQF opportunities. This, in part, is as a result from some of our small secondary schools running inefficient staffing models which limit the breadth of the offering. The current model works reasonably well for children who plan to go on to further education but has a limited number of pathways for others and doesn't provide a wide enough range of pathways to support sustained positive destinations. This results in staying on rates being low for some groups as young people. Further education providers offer a range of courses but uptake has been low at times suggesting that courses are not always ideally matched to the requests from young people and that no gap analysis has been undertaken to determine who should be providing what. As a result a number of young people beyond S4 can't identify an offer to help them further their particular aspirations or designed to develop their skills for learning, life and work. In order to improve attainment and improve the number of positive and sustained destinations, schools need to work in partnership with others to offer a wider range of SCQF courses so that the needs of young people, needs in terms of location, interest and pathways are met more effectively. It is important to look at this across the entire secondary school estate as the number of leavers and number of young people not reaching a positive and sustained destination is common across most secondary schools. The broader curriculum and provision of different learning pathways will prepare our young people for the changing world of work where two out of three children starting primary school today will have jobs that don't yet exist. A diverse curriculum will also equip our learners with skills for learning, life and work and feed the employability pipeline and help address local skills gaps.

In the first instance this project will focus on working with further education providers to see how we can effectively work together to establish a city wide ask and then consider how we collaboratively deliver a wider range of SCQF course choices to better meet needs.

Measures:

Outcome

- No. of partners supporting delivery of the Senior Phase
- No. of subjects covered by the curriculum
- No. of accredited courses being provided by schools and partners

Process

- No. of young people completing a newly introduced course progressing onto a positive destination
- No. of young people taking up places on the new courses
- % of schools which have had a curriculum review
- % of school websites sharing information on learning pathways
- Feedback from pupils, parents and teachers on the Guide to the Curriculum

Balancing

- Complementary tariff points achieved by young people in SIMD 1&2
- Staying on rates

Change ideas

- Establish the Partnership Curriculum Group to drive the ongoing development of a more collaborative curriculum and support alignment of curricular pathways with growth economic sectors.
- Introduce regular discussions with schools to review the curriculum using insight data to explore the deficit and guide the partnership offering.
- Extend city campus on basis of ask from young people to help develop the city wide offering
- Development of school websites to share information on learning pathways, testing initially at Aberdeen Grammar School.
- Developing a guide to the curriculum to test out key messages about the changing labour market to inform pupil pathway choices and enable parents to support young people with choices.
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Potential risks and/or barriers to success & actions to address these:

- Lack of buy in from schools and partners – group has been meeting regularly to look at how to broaden the offer
- Resistance to change in schools – work being undertaken to look at ACC performance and explore how best to change the curriculum

Project Team:

- Alex Duncan (Quality Improvement Manager) [Expertise]
- Nicola Graham (Skills Development Scotland) [Expertise]
- Mary Holland (DYW Board) [Subject matter expert]
- Neil Cowie (Nescol)
- Alison Murison Head Teacher subject Matter Expert/Process Owner]
- Guidance teachers [process owners]

Outline Project Plan

Project Stage	Actions	Timescale
Getting Started (Project Score 1-3)	<p>Group established to discuss how best to drive a more collaborative partnership curriculum across the partnership</p> <p>Discussion with schools around the curriculum and LA performance</p> <p>Exploration of the deficit to guide the partnership offering</p> <p>Need to agree 'commonality' to allow a shared offer to work – agreed an extension of city campus</p> <p>Session with Insight at individual school level to clarify the gap in each school</p> <p>Young people asked for their course choices for August 2020</p>	<p>Established in August 2019</p> <p>From August 2019 and on-going</p> <p>September 2018</p> <p>December 2019</p> <p>December 2019</p> <p>January 2020</p>
Designing and Testing Changes (Project Score 4-7)	<p>Development of section of school web site to share information on learning pathways at AGS</p> <p>Test of website at AGS for a two month period to inform potential utilisation across the city</p> <p>Review of ask from young people to help develop a city wide offering</p> <p>Establish the data set for on-going measurement of impact</p> <p>Gap analysis undertaken to determine what may need to be commissioned</p> <p>Exemplify routes into professions (start with NHS route)</p> <p>Consider how apprenticeship routes and work experience are embedded within the extension of the senior phase</p>	<p>November 2019</p> <p>January 2020</p> <p>February 2020</p> <p>January 2020</p> <p>February 2020</p> <p>February 2020</p> <p>March 2020</p>

Implementing and sustaining changes that demonstrate improvement (Project Score 7-10)	Agree which change ideas tested are proven to work that we will seek to embed permanently Continue to gather data and assess whether improvement levels are sustained	July 2020
Spreading Changes (Project Score 9-10)	Assess opportunities for spreading change to other areas where applicable	August 2020