

The background of the slide features the coat of arms of the Government of Nunavut. It is a shield divided into four quadrants. The top-left quadrant shows a yellow diagonal band with a black cross. The top-right quadrant depicts a white reindeer head with large antlers. The bottom-left quadrant shows a white sailing ship on blue wavy lines. The bottom-right quadrant features a white eagle with spread wings. Above the shield is a crown with four white maple leaves. A white banner at the bottom contains the text "ANE FOR A'".

Agenda Item 7

Succeed Today, Excel Tomorrow

Falkirk Council

Title: Succeed Today, Excel Tomorrow
Meeting: Education, Children and Young People Executive
Date: 26 January 2021
Submitted By: Director of Children's Services

1. Purpose of Report

- 1.1 This report updates the Education, Children and Young People Executive on:
- the overarching 'Succeed Today, Excel Tomorrow (STET)' strategy, within the Council of the Future. Communities workstream, that outlines six transformational sub-projects within Children's Services.
 - an overview of each of the sub-projects within phase one of STET.
 - the development of further transformational plans within phase two of STET.

2. Recommendations

2.1 The Education, Children and Young People Executive is asked to:

- (1) **note content of the report;**
- (2) **formally endorse the direction of the sub-projects within phases one and two of the 'Succeed Today, Excel Tomorrow (STET)' strategy;**
- (3) **ask the Director of Children's Services to proceed with the scoping, options appraisals and consultations, as appropriate, for each of the sub-projects in phases one and two of STET; and**
- (4) **ask the Director of Children's Services to provide the Education, Children & Young People's Executive with further reports on each of the sub-projects.**

3. Background

3.1 'Succeed Today, Excel Tomorrow' - Ambition and Aspiration

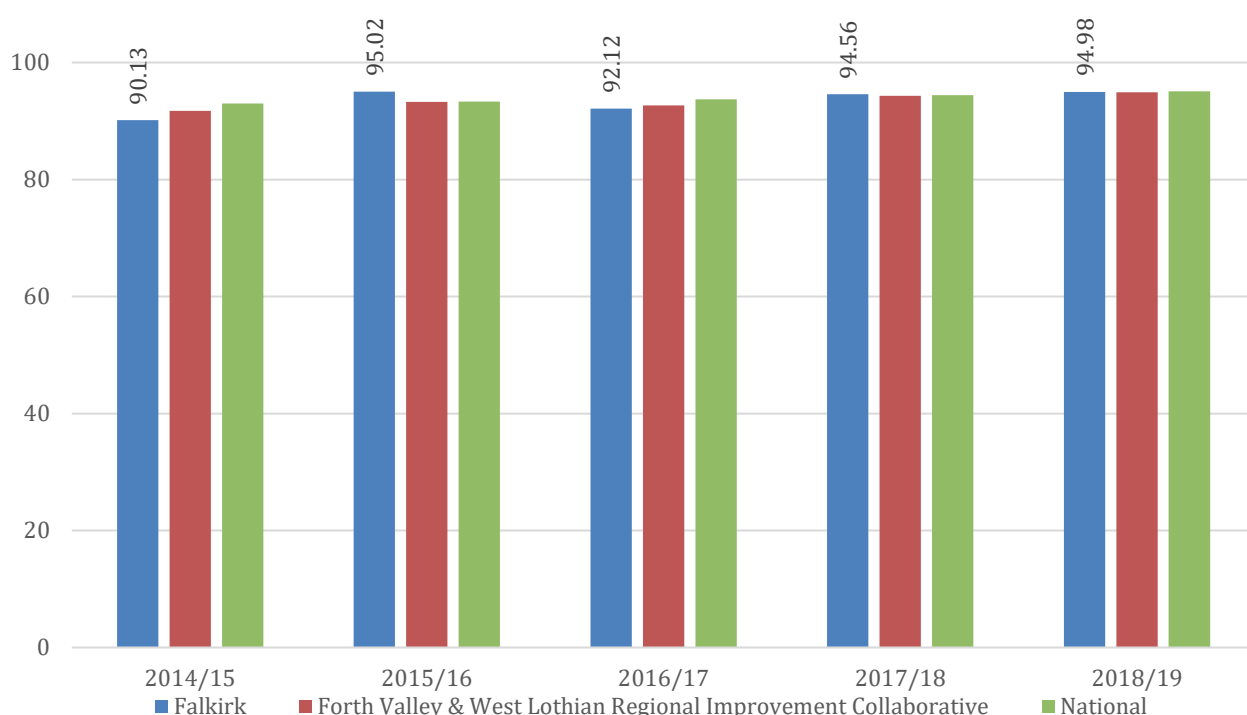
- (i) Over the next 5 years, Falkirk Council will spend an estimated £968 million in educating 27,000 young people. We need to make sure that we do this in the most efficient way possible whilst ensuring outcomes for every young person are as good as they can possibly be.
- (ii) 65% of children entering primary school today will ultimately end up working in completely new job types that don't yet exist and the job market, locally and further afield, will look very different from that of

today. There is an obligation on us to ensure we ‘future-proof’ our young people with the skills and knowledge that they will need to successfully compete in this new landscape, including equipping them with sector-leading digital skills.

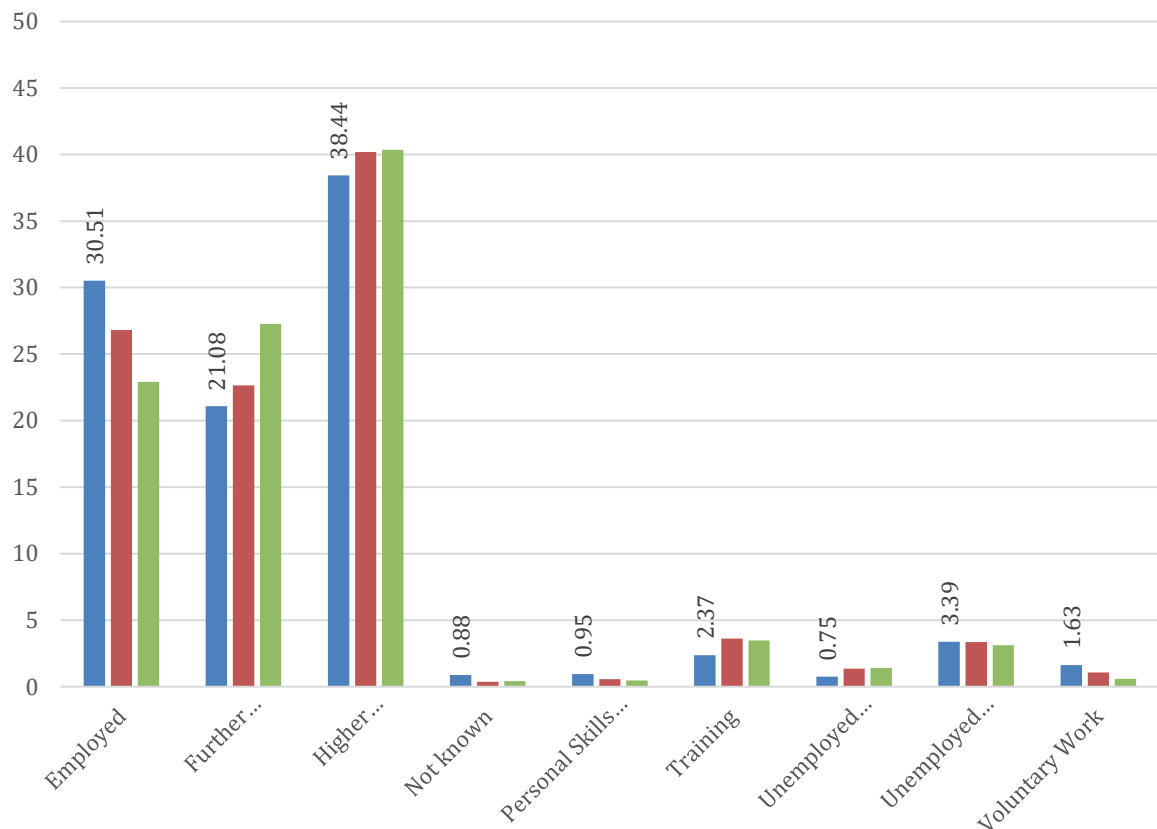
- (iii) At the moment, 95% of Falkirk’s young people enter into a ‘positive destination’ (employment, education or training) when they leave school. While this figure has improved in recent years and is in line with the national average we aim to increase it further and strive to ensure that more young people enter positive destinations when they leave school.
- (iv) We know that education, at level 7 and above (College (HNC or HND), University or Modern Apprenticeship) means that you are statistically more likely to improve your lifetime earning prospects. We are aiming to improve the ‘destination profile’ of the Falkirk area to increase the number of level 7 learners.

3.2 Destination Profile of School Leavers within Falkirk Council

- (i) Ultimately, over time, the principle aim of STET is to improve and influence the destination profile of school leavers within the Falkirk area. This will contribute to an economically more prosperous place to live, learn and work, increasing the number of young people entering Further and Higher Education and into more highly-skilled jobs and training opportunities.
- (ii) The figure below (from the Scottish Government’s Senior Phase Benchmarking Tool (INSIGHT)) shows the percentage of school leavers in a positive destination over the last five years.



- (iii) The figure below (from the Scottish Government's Senior Phase Benchmarking Tool (INSIGHT)) shows the percentage initial destinations of the 1,475 school leavers in 2018/19.



4. 'Succeed Today, Excel Tomorrow' – Phase One Sub-Projects

4.1 Context

- Succeed Today, Excel Tomorrow is set in the context within which we are working within education. We have c. 27,000 young people (28% of whom have a recorded ASN need) and approximately 3,300 employees.
- Succeed Today, Excel Tomorrow is a transformational change project that will improve outcomes for young people and prepare them for the jobs of the future. There are 6 areas of transformational change within phase one of 'Succeed Today, Excel Tomorrow (STET)', each of which are described below:
 - Investing in People, Place and Partnership
 - Connected Falkirk
 - Investing in our ASN Schools
 - Investing in our Primaries
 - Falkirk Technical and Professional Academy
 - Investing in our Workforce.

4.2 Investing in People, Place and Partnership

- Today's schools are not just a place where young people come to learn. Increasingly, they deal with a broad range of issues including community concerns, children's physical and mental health, social, emotional and cognitive development. These issues can place additional strain on families who look to the school for support.
- A community school approach will provide an integrated focus on education, health, social services and community learning and development. This will provide the opportunity for different services to work in partnership, improving outcomes of our young people, families and communities. This will allow schools and communities to connect, collaborate and create.

4.3 Connected Falkirk

- Connected Falkirk is an ambitious programme that will see personal devices provided for all P6-S6 pupil and shared devices at a ratio of 1:5 for P1-P5 pupils, as well as the supporting infrastructure across our estate. It will allow teachers to redefine learning, teaching and assessment. Using technology enables deeper learning to take place that leads to greater engagement and better outcomes for young people.
- Connected Falkirk will transform teaching and learning across Falkirk for the benefit of all teachers, children and young people. With the onset of the 'fourth industrial revolution' we have an urgency to ensure that all of our young people are equipped with a level of general and specialist digital skills that they will need to thrive in a transforming and increasingly digital world.

4.4 Investing in our ASN Schools

- In order to meet the demands of a changing demographic we are proposing further investment to extend the current Carronrange High School into a 3-18 Campus, to develop a 3-18 Campus for children and young people with social, emotional and behavioural needs and enshrine the rights of all young people with ASN to learning in a mainstream setting by investing in a range of resources and staff development to meet their needs.

4.5 Investing in our Primaries

- Across Falkirk we have 48 primary schools within our learning estate, all of which are different in size, age, location and proximity to one another – 3 of the schools are over 100 years old and 31 are over 75 years old. We have the opportunity to reconfigure the primary estate to ensure that our schools are efficient, modern and enhance learning.
- Our ambition for our primary estate is to create vibrant learning environments that are efficient and adaptive to the changing needs of our young people and their communities. Our young people are entitled to be educated in facilities that are fit-for-purpose, where they attend, learn and achieve in an environment that has the necessary space and resources to enhance learning and where young people feel proud about their school and the opportunity it provides.

4.6 Falkirk Technical and Professional Academy

- It is proposed that we will set up the Falkirk Professional Academy offering an alternative to high school model for up to 300 senior phase pupils.
- It is proposed that we will seek to provide all of Falkirk's young people with the opportunity to develop the skills they need, to the highest level possible, which will enable them to access current and future employment markets, training programmes, further or higher education.
- A highly qualified and skilled workforce in the local economy is a good recipe for higher productivity, growth and inclusiveness. It is an investment in the local economy. Falkirk Professional Academy will allow us to work in partnership with local industry, further education and higher education providers to create an alternative model of schooling, with a specific focus on the middle 60% of young people. It would provide a pathway for high quality, high level training in state-of-the-art facilities currently not available to our learners.

4.7 Investing in our Workforce

- It is proposed that we will establish an Education training centre to train our 3,300 employees within Children's Services, ensuring they are equipped with the broad range of skills that they will need to be able to provide this additional support for our communities.
- A strong focus on workforce development to promote high quality provision will be one of the most effective means of achieving success for all our children and young people. Young people and their families are displaying a wider range of needs than ever before which schools are expected to support.

- Our ambition is to establish an Education Training Centre, which would also be available for community use, industry use and use across other Council services. Investing in our workforce will create a culture of high standards and innovation and a determination to achieve excellence through equity for all learners.

5. 'Succeed Today, Excel Tomorrow' – Phase Two Sub-Projects

5.1 Context

- In order to further improve outcomes for young people and their families, the STET team will continue to scope further projects (with a continued focus on excellence and equity)
- There are 3 areas of transformational change within phase two of 'Succeed Today, Excel Tomorrow (STET)', each of which are described below:
 - Generation Alpha
 - Empowered Curriculum
 - Learning Alliances.

5.2 Generation Alpha

- Generation Alpha (the children of Millennials) will start their formal education anytime between 2015 and 2030 – they will be the most tech savvy generation ever and they will enjoy a longer lifespan than those before them. However, the changes in society and the demands placed upon them mean that they will also come requiring a higher degree of support than ever before.
- With dwindling access to support services and a current Secondary support structure which was designed in the late 1960s, there is a need to look again at the range of support services required by our young people.
- Generation Alpha will aim to re-conceptualise the support structures and mechanisms in schools, ensuring that all young people have access to the universal and targeted support approaches that they will need in order to thrive, attain, achieve and move into a positive destination when they leave school.

5.3 Empowered Curriculum

- Empowered Curriculum will seek to ensure that the time spent by Primary children with their designated class teacher is as effective as possible in meeting their learning needs, with a principal focus on literacy, numeracy and health and wellbeing. Within a curricular offer supported by other professionals, our young people will be encouraged to further develop their Skills for Learning, Life and Work contributing to raised attainment and ambition.

- Currently, in Falkirk, young people within our Secondary schools spend their week with a range of different teachers and professionals across a broad range of subjects – this can be in their own school, at another school, at a work placement or at Forth Valley College.
- Recognising that there is no wrong path towards a positive destination, and taking account of anytime, anywhere learning made possible via Connected Falkirk, Empowered Curriculum will enable us to refresh our curriculum and provision within the Secondary sector with a continued focus on attainment, achievement and positive destinations.

5.4 Learning Alliances

- Just as the support structures within schools were first conceptualised in the 1960s, so too were many of the support mechanisms and structures available externally to schools.
- Learning Alliances will take a holistic view of the support required by Clusters of schools and the existing leadership and management structures, examine how closer links can be forged with new emerging partnerships (such as the Regional Improvement Collaboratives) and ensure that a place based model, with evidence based improvement strategies, can improve the outcomes for young people within a Cluster and across Falkirk.

6. Consultation

- 6.1 Informal discussions have taken place with schools and other stakeholders as appropriate to the size of the project. These projects are aligned with the aims in the Council's Strategic Property Review and have featured as part of the Community Conversations. Appropriate options appraisals and statutory consultations will be required for the sub-projects in sections 4.2 – 4.7.

7. Implications

Financial

7.1 Revenue

The projects outlined will, if approved allow Children's Services the opportunity to develop and progress significant transformational change and to unlock operational efficiencies that will align with and support the Council's Medium Term Financial Plans (MTFP).

7.2 Capital

If the proposals are accepted a funding bid will be submitted for consideration as part of the 2021/22 – 2023/24 Capital Programme. Further details of the individual projects will be provided to the EC&YP Executive at future meetings.

Resources

- 7.3 Clarification on the resource requirements will be brought forward in subsequent reports.

Legal

- 7.4 N/A

Risk

- 7.5 N/A

Equalities

- 7.6 Equality and Poverty Impact Assessments will be completed in parallel with our projects as they develop.

Sustainability/Environmental Impact

- 7.7 This work will be undertaken in parallel with our projects as they develop.

8. Conclusions

- 8.1. This report provides the first of a series of regular reports to the Education, Children and Young People Executive on the progress of the sub-projects within 'Succeed Today, Excel Tomorrow' as part of the COTF Communities workstream that will seek approval for the subsequent stages of this project.
- 8.2 These transformational plans will both provide strategic, major and welcomed improvements for Falkirk's 27,000 young people within their communities, allowing the 2,500 staff within Children's Services the opportunity to work within an efficient and collaborative system that is sector leading and amongst the very best in the country.
- 8.3 These plans will also place significant challenge and innovative and creative demands on Children's Services officers over the coming months as new and exciting projects are developed and taken forward. It is important therefore that the resource demands placed on the key teams involved are reviewed regularly to ensure that they can meet and respond to such challenges in a proactive manner.

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Appendices

None.

List of Background Papers:

None.