

19-21 Broad Street | St Helier  
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Deputy Catherine Curtis  
Chair, Children, Education and Home Affairs Scrutiny Panel

**BY EMAIL**

19<sup>th</sup> December 2023

Dear Chair,

**2023 Delivery Plan Progress Report**

Earlier this year, the Chief Minister committed to Ministers providing an end-of-year progress report on Delivery Plans, to Scrutiny Panels.

As you will see from my report, many of the items have been delivered (13) or are on track to be completed (34). Some items, however, have encountered unexpected delays (3).

I am pleased with the progress made and as we look ahead to 2024, our next iteration of Delivery Plans will build on this work to maintain a focus on the continuous improvement and development of the broad range of vital services delivered by CYPES.

If convenient to the Panel, I would be content to provide a private briefing on the Report in the New Year.

On behalf of the Ministerial Team and Senior Leadership Team of CYPES may I wish the Panel and your officers all the best for the festive season.

Yours sincerely,



Deputy Inna Gardiner  
Minister for Children and Education

ID	MINISTERIAL ACTION	WHAT WILL WE DO IN 2023?	BY WHEN	December Status vs By When	December Revised date if delayed	December Commentary update
MCE P1.1	<p>Ensuring that education is shaped around children, their needs and their human rights and that children and young people are listened to at every level of the Education system and where possible their views are taken into account and acted on.</p>	<p>We will continue to implement the recommendations of the Independent Review of Inclusive Education and Early Years, supported by Government Plan investment. Through this we will increasingly shape educational provision to the needs of individual children and young people.</p> <p>The Education Reform Programme will continue to invest further money into teaching and learning with the aim of improving excellence in schools and raising standards.</p> <p>As the Minister's Jersey Curriculum Council considers changes to the curriculum, these reviews will take an increasing account of the views of children and young people.</p> <p>We will continue to roll-out the newly developed participation standards and training toolkits in schools and across CYPES services, ensuring that children and young people, who choose to have a say, are listened to, their views are included, and their contribution is respected and acted upon.</p> <p>We will work with Departments across Government, partners, charities and third sector stakeholders to encourage the use of the Participation Standards to ensure there is a consistent approach, across the Island, when engaging children and young people in decision making.</p> <p>The use of Child Rights Impact Assessments (CRIAs) for future Government Plan bids and significant change programmes will ensure the voice of the child is listened to and considered.</p>	Q4 2023	On Track		<p>Implementation of the inclusion review is underway, a project team is in place and funding has been provided to schools, through the 2023 funding formula. Recommendations from the EYPDB are being implemented, through the best start delivery project.</p> <p>Investment has been made in numeracy in schools and a Masters in Education launched to its first cohort of teachers and lecturers (13) during October. Work continues to identify a Head of L&amp;D for Education and a new role profile is being drawn up.</p> <p>The guidance for Jersey Curriculum Council has been revised and updated to include the Participation Standards as part of the systems in place to address any curriculum amendments or changes.</p> <p>As part of the new Participation Standards, launched during the Chief Minister's 100 Day Plan, all schools, colleges, nurseries, Government departments and organisations -who helped to co-create them - have now all received packs and information to ensure there is a consistent approach when engaging with children and young people in decision making.</p> <p>The States Assembly unanimously approved the enactment of the Draft Children (Convention Rights) (Commencement) (Jersey) Act 2022- on 29/11/2023. This Act brings certain provisions of the Children (Convention Rights) (Jersey) Law 2022 (the "Law") into force on 1st January 2024. The provisions are those concerning Ministerial, Elected Member and Assembly Body duty-bearers.</p>
MCE P1.2	<p>Using the Council of Ministers' mission commitment to put schools at the heart of an inclusive community approach to innovate and establish the best leadership and partnership models for schools, which have children, their families and communities as their focus.</p>	<p>We will identify pilot schools in different contexts (primary, secondary, rural, urban) to understand how the community schools' model can be developed to deliver the ambitions of the Council of Ministers.</p> <p>We will work with partners across Government and the third sector to develop partnerships across health, care and community service for the benefit of children, young people and their families. These partnerships will be modelled across different schools and begin to be delivered.</p>	2025	On Track		<p>The scope of this project and Head Teacher engagement will be completed during 2024.</p> <p>Work is underway in Early Years with Family Nursing &amp; Home Care, the Speech &amp; Language team, HCS (pilot in special schools and ECOF pilot in 2 primaries).</p>
MCE P1.3	<p>Continuing to modernise and enrich the Jersey curriculum to reflect the challenges of the modern-day world so that all children and young people are happy to learn and can go on to succeed and be the best that they can be, whatever their background or individual needs.</p>	<p>The Physical Education (PE) curriculum will be replaced by a Physical Literacy Curriculum. Initial consultations and suggested updates will be considered throughout 2023.</p> <p>The Personal, Social, Health Education (PSHE) curriculum will be reviewed, updated and supported by additional resources and guidance. Changes will be implemented by the end of 2023.</p> <p>A new revised syllabus for Religious Education (RE) will be adopted, and curriculum guidance devised and shared taking account of the views of children and young people, RE teachers, and the members of faith and belief groups, including those represented at the Religious Education Advisory Council (REAC).</p> <p>It is anticipated changes will be made to the History curriculum in 2024 and a pilot framework (Key Stages 1 and 2) for reviewing and amending will be established in 2023.</p> <p>Climate change and the UN Sustainable Goals will be promoted throughout the Jersey Curriculum in response to the COP 26 Education Pledge (Carbon Neutral Roadmap) by the end of 2023.</p> <p>We will continue to build a response to the 'Arts, Education and Personal Development' strand of the Creative Arts Strategy in 2023, by working towards the development of a Jersey Music Strategy and by completing the two-year Health and Social Recovery project, targeted to use art and design to support the wellbeing of pupils.</p> <p>Following the publication of the Digital Education Strategy, work will commence to review and develop a new skills and competencies digital learning framework. This curriculum plan will be built around an equity and inclusivity of access for all children.</p>	2024	On Track		<p>A draft paper on potential Physical Literacy developments has been completed and shared with the Jersey Curriculum Council during November. The paper includes: a definition of Physical Literacy vision, the benefits of Physical Literacy, wider community involvement, a map of how Physical Literacy can support children and young people to flourish, areas of learning and a progression built on Bloom's Taxonomy, a foundation for revised curriculum delivery.</p> <p>Work on the paper has been completed as a result of international research into areas of good practice. Consultations included Jersey Sport and Jersey Curriculum council.</p> <p>The consultations for the non-statutory guidance document for Key Stages 3 and 4 have been completed. The guidance has been subject to an equality assessment. An additional draft document relating to the guidance has also been completed, this provides good practice support for teachers of PSHE and suggests ways to engage pupil voice into the planning process. The papers will go to Curriculum Council during Q4 2023. Previous members of JYP will be invited to see their recommendations come to fruition. It is anticipated the papers will be shared with schools before the end of the calendar year.</p> <p>The revised syllabus has been launched and the curriculum guidance has been devised. This went to curriculum council in March and was approved with amendments.</p> <p>Changes to the History curriculum have been completed in tandem with Jersey Heritage and the Société Jersiaise. The document has been shared with schools for piloting in the academic year 2023/24.</p> <p>Work is ongoing to develop a plan to provide suitable training and resources to support teaching and learning. Priority has been on agreeing the requirement to develop a framework and delivery mechanisms as the first step.</p> <p>The Minister and Chief Officer of CYPES have been regularly updated regarding the programmes and developments of this Arts Strategy Strand. The Health and Social Recovery project has seen improvements in both the provision of art and pupil outcomes since its implementation. Several key projects and exhibitions have contributed to raising the profile of the arts in education.</p> <p>The AI policy written at the beginning of the summer; has been published.</p>

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MCE P1.4	Offering evidence-based approaches that support families and children who need early help and support within an outward looking education and support system.	<p>The Children and Families Hub team will further build early help capacity across the whole system by providing mentoring support to practitioners from partner agencies who are undertaking the lead worker role for the first time.</p> <p>The Children and Families Hub will increase staff capacity to provide for increased numbers of referrals for children with additional needs.</p> <p>The Children and Families Hub will link key Senior Practitioners to clusters of schools to provide consultation on early help work and run a series of road shows in schools and other community venues to offer families drop-in opportunities for advice and signposting.</p> <p>The Jersey Children's First Practice model, used across all agencies to ensure consistent effective practice and support for children and families in Jersey will be refreshed and relaunched in 2023. Online training will be updated to show how Jersey's Children First supports practitioners to meet their responsibilities under the new Children and Young People (Jersey) Law 2022 for promoting the wellbeing and safeguarding the welfare of children and young people.</p> <p>In Early Years there will be increased capacity to continue and expand the delivery of our current programmes such as Making it Real and Wellcome through the Covid recovery funding. We will increase capacity within the Early Years Inclusion Team to allow us to offer support to more children with additional needs and support to their families and the nursery settings.</p>	2024	On Track		<p>Partner capacity to complete early help assessments and take on the lead worker role provide additional challenges however the allocation of Senior Practitioners to school clusters has been put in place to promote greater engagement in Early Help for their pupils.</p> <p>This year a further 8 practitioners have been recruited to build capacity to respond to increasing demand. This brings the Service to 41.85 FTE permanent staffing with a further round of recruitment expected to be complete by year end.</p> <p>See 1.2</p> <p>An additional multi-agency training course on completing assessments has been launched. The online training has been updated to reflect the new legislation. Work with services is underway to encourage alignment of their processes with Jersey's Children First. Revised Jersey's Children First online modules will go live by the end of the year, in line with the new statutory guidance training in preparation for the enactment of the new legislation during Q1 2024.</p> <p>Continued investment in early years, includes a further £200,000 (2022/23) for whole sector learning and development and up to a further £500,000 (2023 H2) for targeted 2-3 support.</p>
MCE P1.5	Providing new ways of including and supporting learners with particular needs, better supporting children and young people who are multi-lingual learners, further development to the schools' funding formula and further upskilling the teaching workforce through the rollout of continuous professional development programmes.	<p>We will embed the new Multilingual Learner provisions across early years, primary and secondary schools, the Jersey Youth Service and Highlands College.</p> <p>Targeted funding to support learners with a Record of Need, Special Educational Need, are entitled to Jersey Premium or have Low Prior Attainment (LPA) will continue to raise outcomes for children and young people. This will include the expansion of LPA to y1, 2, 3, 7, 8, &amp; 9.</p> <p>Following the publication of the 2023 edition of Funding Formula for Schools further work will be undertaken with Government of Jersey fee charging schools and grant funded schools in relation to inclusion funding.</p>	2024	On Track		<p>The MLL team was established in 2022, and this team is developing provisions to JYS and highlands amongst others in 2023. Embedding the service and resources in schools continues. Proficiency in English (PIE) scores are now recorded in SIMS, enabling active decision making on resource allocation and tracking of progress for this cohort. Additionally, a British and Irish Council (BIC) event being hosted in Jersey in Q4 will review the impact of this approach on children and young people in Jersey schools.</p> <p>The annual review of eligibility criteria (LPA) should be completed in Q4 ahead of allocations in 2024 school budgets. RoN funding has been allocated to schools for the new 23/24 cohort and proposals will be made to secure increased demographic funding for this cohort of children and young people.</p> <p>The approach to fee charging and grant funded schools is currently being reviewed.</p>
MCE P1.6	Recruiting more specialist staff to work with children to access the curriculum and continuing to develop our workforce to improve how we teach and support children and better target support where it is needed across inclusive schools.	<p>We will establish recruitment and retention capabilities for Education to ensure we maximise all opportunities and approaches for candidate identification, recruitment and on-boarding into schools. This will include the development and implementation of models for central resource management and deployment and induction programmes.</p> <p>We will build upon the early work at the end of 2022 to extend the Learning Support Assistant recruitment programme to match to job roles across school.</p> <p>We will be extending the Graduate teacher training to include Social and Emotional Mental Health (SEMH) teacher training providing specialist staff for our SEMH provisions. We will review the provision of Teaching Assistants and Learning Support Assistants all-year contracts to provide consistency for pupils with Special Educational Needs and/or Disabilities (SEND) at Jersey's specialist schools. In addition, there will be active recruitment to increase both TA's and teaching staff who have a 2nd language to support our wider school community.</p> <p>We will continue the training programme for specialist Reading Recovery and mathematics teachers to July 2023.</p>	Q4 2023	On Track		<p>A CYPES recruitment model and proposal has been developed. In parallel we are developing the approach for secondary school vacancies and proposals are expected to be finalised by end of the year.</p> <p>We have recruited 3 cohorts of Teaching Assistants and the final one of these cohorts are currently in placements as part of their training. Permanent placements will be offered on completion of training during Q4 2023. Further cohorts will be recruited throughout 2024.</p> <p>Specialist SEMH training has been provided to the GTTP's this year as well as to early career teachers. Significant work has been undertaken in the recruitment, training and allocation of TA's lead by the inclusion team leading to more than 24 appointments. Both for special schools, ARC and mainstream SEND provision the numbers of TA's has been increased.</p> <p>Reading recovery has continued throughout 2023, and further investment has been made in mathematics teachers from the L&amp;D fund in ERP.</p>
MCE P1.7	Developing plans for legal reform of the Education Law that will promote inclusion, autonomy of schools, and clear systems of governance and accountability, whilst continuing to promote inclusive communities and support for all children and families to access the highest quality education.	<p>The Minister will consider the policy position in relation to autonomy and governance of schools.</p> <p>The updated Governance handbook will be rolled out in 2023.</p> <p>Further work will be undertaken to raise the participation age with a corresponding entitlement for all young people to be in full-time education, or employment with training.</p>	2024	On Track		<p>Work in relation to autonomy in schools has started during 2023 and will continue into 2024.</p> <p>The handbook has been completed and is with governing bodies for their use. Meetings to introduce to Chairs of Governors are taking place in Q4.</p> <p>Discovery work to understand the service changes required for this group of young people ahead of any legislative change is being undertaken.</p>

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MCE P1.8	Identifying and implementing a model of early years services that is child-centred, equitable, efficient, and affordable that can deliver very good outcomes for all children and families.	<p>We will continue the work to consider provider architecture, sustainable funding models and workforce implications for Early Years. This will include financial implications in Government Plan 2024 - 27 and to assess how early years funding is spent and how well this supports the outcomes for children.</p> <p>Our Best Start Programme of work will focus on Communication, Language and Literacy and Workforce support and development to positively impact on children's health, learning, development and enjoyment of books. We will continue to build this integrated working approach that involves all sectors and considers more widely, the voice and participation of children and the needs of all groups of parents.</p>	2024	On Track		<p>Allocation of GP24-27, including to Early Years, is due for discussion in Q4 2023. The plans for a sector review continue with the methodology shifting to a series of stakeholder roundtable events in November and January informed by the evidence refresh, outcome of census, capacity modelling and, if sufficiently progressed, work on economic impact of changes in childcare funding.</p> <p>The Best Start project is in delivery, and will be progressed over the remainder of 2023 to determine new and sustainable models.</p>
MCE P1.9	Engaging with families to understand how parenting support services can be improved and better accessed, including designing, and piloting an integrated progress check at age 3 during 2022/3.	<p>A Review will be undertaken to assess how best to coordinate and deliver Parent and family support Services with a clear action plan for delivery produced.</p> <p>There will be an increased focus on delivering evidence-based programmes for early years, including Government of Jersey supporting targeted childcare support for 2-3-year-old and an integrated development review for 3 years olds. The most appropriate way to commission and deliver these programmes will be explored and developed to ensure sustainability across the early years sector.</p> <p>We will make ensure that information is both accessible and available for families in a Family Information Hub using social media, the Best Start website and through various partnership associations to ensure that families are able to access the information they are seeking at the right time and in the most appropriate way.</p> <p>We will develop plans to outline what summer and holiday period activities and support services are in place.</p>	Q4 2023	On Track		<p>A review paper on programmes for parents was completed in February and a plan to expand the parenting offer was developed. The teams are being trained in further evidenced based programmes to meet need and in the first 6 months of 2023, 450 parents have attended a programme, a 91% increase on full year activity in 2022. Partnership working with CAMHS is building capacity to respond to waiting times for the programme for parents of children with ADHD. Further work is to be undertaken to develop high quality online information for families.</p> <p>The plans for a sector review continue with the methodology shifting to a series of stakeholder roundtable events in November and January informed by the evidence refresh, outcome of census, capacity modelling and, if sufficiently progressed, work on economic impact of changes in childcare funding.</p> <p>We are in the final stages of onboarding a website development company who have committed to providing us with a new Best Start Partnership website by end of year. Development of the design and content has started, alongside our partners and parent representatives to ensure that the website holds information and directs families and the 0-5 workforce to relevant, up to date and trusted sources in a way that is easily accessible at the time they need it most.</p>
MCE P1.10	Recognising the importance of communication and language in the early years and beyond, and working in partnership with Jersey Library and Every Child Our Future (ECOF) to increase literacy levels and enjoyment through all ages of our population.	<p>We will continued to train volunteers for reading and numeracy and build collaborative approach through use of volunteers.</p> <p>We will seek to strengthen our partnership with the library, including supporting pupils through library visits and building upon the work of the Learning from Home (website)</p> <p>There will be a focus of work for Jersey Premium pupils. This will include training and support for staff to deliver a range of evidence-based literacy intervention programmes.</p> <p>We will continue to improve pupils' oracy skills through the implementation of the Voice 21 partnership. This will deliver high-quality teacher development raising standards of teaching and learning across the curriculum with positive impact for all and a disproportionately positive impact for disadvantaged pupils.</p> <p>We will put in place a model for automatic universal library membership for children that removes barriers to accessing library resources and developing literacy skills. This will include:</p> <ul style="list-style-type: none"> <li>- Supporting Public Health messaging to communicate the importance of high talk families and sharing books from an early age. (supported through the universal roll- out of Bookstart book gifting programmes for children at 8 month, 3 years and Reception).</li> <li>- Ensuring that the Children's Library is truly child-centred with appropriate resources and activities for all ages, looking to best practice in other jurisdictions.</li> <li>- Reviewing and improving the provision of library resources and related activities within schools delivered through services based in the Town Library.</li> <li>- Developing library provision for children in care to ensure they have access to the same service as all children.</li> </ul>	Q4 2023	Delivered		<p>10 teachers have been trained for reading recovery, 4 teachers are undergoing training for numbers count, ECOF continues to support schools both through the provision of reading recovery teachers and the training and organisation of volunteers.</p> <p>The programme of school visits continues and is now business as usual as will be conducted each year, the programme now includes more school's. The Learning from Home website is complete and is updated monthly.</p> <p>Jersey Premium funded literacy programmes in place include, Early Years Helicopter training, reading response and boosting reading in primary.</p> <p>The second cohort has been established with most all schools in the island now participating. An impact evaluation is being undertaken and will be complete by end of 2023.</p> <p>In collaboration with the Best Start Partnership, a proposal for the creation of a "Birth Book Pack" which will include a library card, information about the the library and other support services that assist children, young people and families, has been drafted. The intention is for the pack to be given to families within 21 days of birth. Practicalities are being put in place and a launch is expected during Q1 2024.</p>
MCE P1.11	Reviewing and delivering on the capital programme, including the production of a roadmap for the re- development of schools in Town, and explore models of community integration for schools in Jersey.	<p>The minister will make available plans for capital expenditure in Q1 2023.</p> <p>Feasibility work will commence on the development of a new primary school at the Gas place site in St Helier.</p>	2026	On Track		<p>The 2023 programme has been agreed and completed, except for projects rolled over to 2024. The CEHA Scrutiny panel and Teaching Unions have all been briefed on this plan.</p> <p>Full feasibility work for the new Primary School will commence in 2024. Work to understand the impact on the current estate will be complete by end of 2023.</p>

# Ministerial Priorities 2023

# Minister for Children and Education

ID	MINISTERIAL ACTION	WHAT WILL WE DO IN 2023?	BY WHEN	December Status vs By When	December Revised date if delayed	December Commentary update
MCE P1.12	Publishing and delivering the next phase of delivery of the school meals programme to States schools in Jersey.	The Minister will publish the roll-out plan for extending primary school meals by the end of Q1 2023.	2024	Delivered		The Minister published a roll-out plan for extending Primary school meals in March 2023. The delivery of the roll out plan will continue in 2024.
MCE P1.13	Recognising that all children need regular and frequent access to green space and nature in order to flourish, and search for and act on opportunities to increase access to these wherever children and young people are accessing education.	Additional shading solutions will be introduced across schools from early 2023.  Work will continue to provide outside space solutions for both St John's and First Tower schools.  Forest schools will continue to support outdoor play and learning, focusing on sustainability and looking after nature.	2024	On Track		Shading works have been completed.  St John's planning has been approved. JPH Projects to commence tender process in December, following completion of tender documentation. Works will start in Q2 2024 following the ecological hibernation periods.  Solutions for First Tower have been investigated, once the scope has been agreed the work will commence in 2024.  CEYS continue to organise Forest and Beach School Training for practitioners. The value of outdoor education is having an effect on schools developing their outside space with the intention of engaging pupils with the environment. This ties in with the work on the COP26 Education Pledge in the CNR.
MCE P2.1	Continuing to reduce CAMHS waiting times for ADHD neuro-developmental assessments and to maintain within target waiting times post-Children and Family Hub triage, for initial assessments, therapy, and autism assessments.	A new Neuro Developmental pathway and Service will be in place in 2023 with recruitment for key roles being concluded at the end of 2022 and the beginning of 2023.  The pathways and operations of the new Neuro Developmental service will be concluded by the end of 2022 and put into operation for the beginning of 2023. Additional psychiatrists are expected to commence work with the team 2023.  The ADHD offer has been expanded to include New Forest parenting support, decider skills for children, school adaptations, and signposting to the ADHD parents support group.  Work is ongoing to create a shared prescribing scheme with GP's to take over prescribing of ADHD medication to free CAMHS Clinicians for diagnostic work.	Q1 2023	On Track		All staff are now in place with exception of the Learning Disabilities Nurse. Work that is in delivery or delivered includes - Monthly Introduction sessions for newly referred families, webinars and workshops in diet nutrition, sleep, challenging behaviour, sensory differences. FASD clinics have started.  The Neuro Developmental Service will require extra time to be fully launched, the completion date is reforecast to Q1 2024.  Officers have standardised all assessment processes and templates and now have a nurse in training that will be able to prescribe medication. Next steps are to deliver a "Sleep Clinic", QB Check, online surgeries and a screening tool.  This was delayed due to waiting for the provision of free appointments for children & young people and is expected to be complete Q1 2024
				Delayed	Q1 2024	
				On Track		
				Delayed	Q1 2024	
MCE P2.2	Implementing new data and recording systems to improve measurement, monitoring, and improvement to performance standards, towards an annual report from 2023.	Work is set to be completed in Q2 2023 on a new CAMHS dashboard.  The Quality and Assurance Manager will produce the first CAMHS annual report in January 2023 summarising data, feedback and key issues from the preceding year. This will help inform annual action plans and targets.  Work was completed in 2022 with the Child Outcome Research Consortium (CORC) to develop performance and feedback measures for CAMHS. Standardised Routine outcome Measures are now in place and will be used in 2023.	Q2 2023	Delivered		The dashboard is now in place and will continue to evolve over time.  The annual report summarising data, feedback and key issues has been produced and has been presented.  The minimum data set and feedback process are also now complete and the Standard Routine Outcome measures for CAMHS are in use.
MCE P2.3	Launching the now fully recruited to Early Intervention Service, in September 2022, providing mental health support earlier, in the right environments including schools, and aligning and organising Tier 2 support approaches.	The Early Intervention service is live and operational, with a CAMHS Practitioner attached to each cluster of schools. Ongoing work with school will continue into 2023 to develop effective partnerships and processes. The Early Intervention Team will offer consultations to schools, provide advice and training, deliver group work and brief therapeutic input for pupils.	Q4 2023	Delivered		All schools have an allocated EI worker alongside family partnership workers offering support. Training is offered to individual schools, as part of the Education training offer and via the safeguarding partnership board. Groups are delivered in schools and closed groups for individuals referred into CAMHS. 1-1 therapeutic support is also offered.
MCE P2.4	Recruiting to and launching our new Neuro-Developmental Service in 2023.	The Service manager was appointed in November 2022 and is due to start at the end of February 2023. Additional job roles are currently advertised and will be delivered in 2023. The service will be live in Spring 2023.	Q2 2023	On Track		The Service Manager is in place and other roles recruited. The service is running as is expected to be fully operational in Q1 2024.
MCE P2.5	Extending our Duty and Assessment Service in 2023 and providing an out of hours crisis support service for children, young people, and families.	The aim is to extend the hours of the Duty and assessment service from 9am to 5pm Monday to Friday, to 8am to 8pm seven days per week. Funding is now in place and adverts are live for these roles. Recruitment will be concluded in early 2023 for this extension of hours to take place.	Q3 2023	Delayed	Q1 2024	The work to extend the service is nearly complete. The service will be launched from 8am to 8pm during Q1 2024.
MCE P2.6	Addressing and implementing forthcoming recommendations from the C&AG Review Report.	An action plan is in place for all 32 recommendations. All recommendations will be completed Q3 2023.	Q3 2023	Delivered		All CYPES actions are expected to be complete by end 2023.
MCE P2.7	Continuing to update the CYPES estate ensuring disability accessibility and safeguarding requirements are addressed.	The Minister will produce a schedule of work for 2023 in Q1 2023 to address both disability and safeguarding requirements across the CYPES estate.	Q1 2023	Delivered		The CYPES works were programmed and arranged during Q2 this year. Most were delivered during the summer recess, and the remaining works were completed during October half-term. In addition, there have been a number of DDA related requests from schools during the course of the year, and these have been added to the audit list and delivered where feasible.

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MCE P3.1	Working across Government to deliver our corporate parenting responsibilities. This will mean children in care of the Minister, and care leavers, will be supported by Government to thrive and prepare to move to adulthood.	<p>We will launch a Corporate Parenting Campaign and roll-out Corporate Parent Training across the Government in line with the new legislation being introduced in mid-2023. Working closely with our partner agencies we will ensure that all concerned are aware of and meeting their Corporate Parenting Obligations.</p> <p>We will update and refresh the work of the Corporate Parenting Board, ensuring Corporate Parents, named in the Children &amp; Young Peoples law are able to realise their duties under the law and are not only aware of their responsibilities but are actively seeking to improve the lives of children in the care system and the young people leaving care.</p> <p>We will work with social housing providers and third sector organisation to commission and provide a range of supported semi-independent living accommodation and permanent housing options for care leavers. In addition, we will look at community services including leaving care providers to offer independent living skills and embed models of homelessness prevention. This will include establishing a shared lives scheme to allow our young people to live with families and individuals to develop life skills.</p> <p>We will refurbish, to meet care standards, a government owned property to provide communal living for young people leaving care and preparing for independence.</p> <p>Appropriately resource will be put in place for the 'staying put offer' for young people 18-24 years old living with foster carers.</p>	2026	On Track		<p>The Corporate Parenting Campaign and training have been launched and will continue during 2024.</p> <p>Statutory guidance and training to assist Corporate Parents to fulfil their duties under the law is in place. Training &amp; awareness campaign is now being progressed. Further work to develop the Corporate Parenting board has been designed and delivered. The Children &amp; Young People Law will be enacted in Q1 2024.</p> <p>The Care Leavers offer has been reviewed. Engagement with Housing Policy Officers and Social Housing Providers has commenced. Shared lives service paper has been developed.</p> <p>The 2 new homes have been completed and registered with the JCC and are fully operational. A site for therapeutic home has been identified.</p> <p>A staying put (draft) policy is in place and there is a mechanism for paying staying put carers. Currently there are 3 staying put carers. Next steps are to formally approve the policy.</p>
MCE P3.2	Working with partners to improve continuity in care, early identification of need and better co-ordination of services.	<p>We will use existing intelligence to plan a new model of care and involve partner agencies as appropriate. This will include understanding the effectiveness of services supporting children's families by undertaking service audits, customer feedback and public reporting of performance.</p> <p>We will invest in services to prevent children and young people entering the care system.</p> <p>We will develop and implement an evidence-based trauma model of care.</p> <p>We will increase assessment and support for children in need in line with new legislative requirements.</p> <p>We will recruit a permanent, quality, competent, and resourced workforce including social workers and family support workers.</p>	2024	On Track		<p>The model of care for children in the care of the Minister will undergo a review to improve the model of care for these children. Work started during Q4 2023.</p> <p>A new design of the service structure is now complete. Transition to the new design has started with additional posts gradually being added into the service to enhance capacity. One of the additional posts is within the Family Group Conference service which is a preventative service aimed at increasing family led decision making to enable children to remain with their families.</p> <p>Following engagement we have now started working on developing and implementing an evidence based trauma informed model of care with residential services. There is a 3 month programme for scoping which will be followed by selection of the model and implementation.</p> <p>Statutory guidance underpinning the Children and Young People's Law is published and the training for professionals working with children is created. Well being assessments can and will be undertaken by lead professionals and the Children and Families Hub has received investment to increase screening and signposting for families in need of a well being assessment. For social work assessments, investment is allocated to increase the number of social workers in the first response.</p> <p>Since January, the appointment to social work roles has increased the permanent workforce from 46% to 64% (this includes those who are currently onboarding)</p>
MCE P3.3	Ensuring our services are safeguarding children and young people with targeted focus on the most vulnerable.	<p>We will ensure each child and young person has a plan with co-designed goals and outcome measures.</p> <p>We will ensure the voice of the child and family is captured in every review – promoting the use of MOMO – Mind of my Own.</p> <p>We will review the provision of advocacy on island ensuring needs are met in line with the new statutory requirement.</p> <p>We will improve and expand our residential homes, developing more options for those children and young people who cannot remain at home.</p>	2024	On Track		<p>The work to ensure each child and young person has a co-designed plan aligns with goals and outcome measures is underway and is measured by our compliance with Standard 8 of the JCC Standards for Social Work.</p> <p>Mind of My Own is increasing month on month. Systemic capability for workers to use the app with children has been maximised with the purchasing of tablet devices and installation of the app so that workers can complete MOMO statements with children during visits in preparation for meetings. Workers are being trained in using the app continuously and we are moving to fostering to encourage foster carers to use the app with children in their care. Children who decline to use the app to share their views will speak to an advocate, independent reviewing officer, children's commissioner or their children's guardian if they are in a court process.</p> <p>CSC Officers have met with Camden Relational Activism within CSC in Camden. They have scoped a proposal of parental advocacy using a model of co-production. This work will continue into 2024.</p> <p>The 2 new homes have been completed and registered with the JCC and are fully operational.</p>

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MCE P3.4	Delivering system change so that we better support and care for our children. This will include delivering programmes which aim to keep children safely with their families and where this is not possible to provide a loving home for them. Our promise will be to ensure we all thrive together.	<p>We are undertaking a significant first phase of a reform programme, working closely with our partners and using co production to ensure the voices of our children families and workforce are central to the changes being made. We will use existing intelligence to plan a new model of care.</p> <p>Work will continue to ensure ongoing placement evaluation and reviews are undertaken for reunification or return to Jersey.</p> <p>We will place our children in a wide range of quality and therapeutically led homes with connected carers, shared care arrangements, foster placements or residential care that meet their requirements using robust needs assessments.</p>	2024	On Track		<p>Brightspots survey will give us an understanding of the experience of children in care and care leavers and will help us to co-produce services for this group. The JCC undertook a survey with parents who had involvement with the service, this will inform the work of the Reform Programme.</p> <p>The Permanency Procedure workshops are being launched across the service. Two have already taken place and a further three are planned. for 2024.</p> <p>TRM training will continue to be rolled out across the service (CSC teams, F&amp;A and residential) using a Trauma Recovery Academy.</p>
MCE P3.5	Developing a Community Partnership Group, involving CYPES, Health and Community Services, Housing, States of Jersey Police, Customer and Local Services, the parishes and honorary police. This would be a proportionate, focussed, evidence-based approach with partners to address issues of antisocial and offending behaviour.	We will use the newly formed Community Safety Partnership Group in addition other partnership arrangements to ensure we are working collaboratively across services and maintaining the principles of Corporate Parenting to ensure we are all putting children and families first.	2024	On Track		This work is now included in the Building Safer Community work under the Minister for Justice and Home Affairs.
MCE P3.6	Ensuring we have enough capacity to support our most vulnerable children and families, for those either in care or through preventative work and continuing to work with children and families to improve the quality of our services.	<p>We will promote support for extended families to look after children.</p> <p>We will recruit a permanent, quality, competent, and resourced workforce including family support workers to ensure family's needs are met at the earliest opportunity.</p>	2025	On Track		<p>A study is planned to look at outcomes for children who have experienced Care Proceedings as part of our analysis of where children are eventually cared for long term. Numbers of children in care over the last 2 years and outcomes will be included in this study. We continue to promote children remaining in the care of their family and as part of CSCS Reform Strategic Priority 2 Staying Together we are investing in our Family Group Conference Service.</p> <p>The new structure was implemented in 2022, recruitment activity throughout 2023 has secured a fully appointed workforce.</p>
MCE P3.7	Delivering improvements in our residential care services including developing and enhancing therapeutic support working closely with the range of services.	<p>We will establish a therapeutic children's home.</p> <p>We will investment in attachment and behavioural support work with families.</p>	2026	On Track		<p>A therapeutic home has been identified, Planning permission for change of use to be obtained.</p> <p>Associate Director is currently drafting a paper to advise on the implementation of positive behaviour support across CYPES. Other work in this area is taking place with additional PBS and therapeutic posts.</p>
MCE P3.8	Delivering sustainable improvements within the Greenfields Secure Unit and developing long term strategic plans for the unit through engagement and participation with service users, the public and system partners.	<p>We will develop a future model of care and specification of service and engage with stakeholders on those options.</p> <p>The service specification and staffing model will be agreed.</p> <p>We will ensure appropriate competent and trained staff working in secure care.</p> <p>The education and learning offer to any child placed will be enhanced.</p>	2025	On Track		<p>Stakeholder involvement will take place to look at the future of Greenfields, this will enable future models of care to be developed based on evidential need and building capacity within the system to meet any increase in demands.</p> <p>Entered into consultation with the planned restructure of Children's Social Care.</p> <p>The registered manager is now in post and all staff receive suitable training at induction and throughout. The JCC undertook an unannounced inspection on 4th August 2023, the inspection focused on management of the service, care &amp; support and choice &amp; safety. The inspection found that staffing levels are commensurate with the statement of purpose and there are regular workshops to maintain practice knowledge &amp; confidence in use of MAYBO.</p> <p>Intensive Youth Support are delivering education to the most vulnerable and in need children in the secure children's home. Enhancement of the offer is underway and tailored to the individual needs of each child. Education plans are flexible but encompass the various needs children may have resulting from the Adverse Childhood Experiences (ACES).</p>
MCE P3.9	Increasing support across Fostering and Adoption Services to ensure our parents and carers are getting the right help when needed.	<p>We will recruit an additional six intensive foster carers and an additional 17 foster carers.</p> <p>We will review the foster care system including best practice, evidence-based payment models, communications and removing barriers to fostering.</p> <p>We will develop the on-island workforce and invest in training and workforce development.</p>	2026	On Track		<p>We have 14 assessments ongoing in the team of which, 1 is an intensive foster carer, 7 are mainstream foster carers and 6 are Connected Persons. Recruitment campaigns will continue to ensure sufficiency on island.</p> <p>The team manager for the Fostering &amp; Adoption team is offering individual consultations with foster carers to obtain feedback about the fostering service.</p> <p>Recruitment campaign continues to recruit permanent staff into the qualified roles in the service. Continual training and professional development continues to be rolled out, including access to the Social Work Degree for staff already in the service. Training and placement opportunities within the service are available to social work students. We are supporting work-based social work training and have interviewed applicants to come into unqualified social work roles and to have day release training to become qualified social workers.</p>
MCE P4.1	Launching the new Integrated and Intensive Support Service, which will provide targeted extra intensive support for young people to enable them to achieve and be safely cared for in their families and as an alternative care.	<p>The Integrated and Intensive Youth Support service will begin to deliver a full programme of services from early 2023. The premises will be completed, and the staffing recruited. This will include three additional teachers to be recruited to support this cohort of young people when and where required. Trauma informed training will be delivered to the new staff team.</p> <p>The referral pathway and criteria for the service will be implemented.</p>	Q4 2023	On Track		<p>Building works were completed in December 2022 and the service moved into the new premises from 1st January 2023. Various staff recruitment has taken place including the specified 3 teachers, an advance Social Worker and two Family Support Workers. All staff have completed the Trauma Recovery training.</p> <p>The review has taken place and new documentation has been developed for the referral pathway and criteria.</p>

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MCE P4.2	Developing relationships and support for multilingual young people into community- based provision.	<p>Central advisors will be in place for Jèrriais, French, Multilingual Learners to support practice in schools.</p> <p>The continued implementation of Languages Policies will celebrate local communities in schools with further work being undertaken by the Youth Service with the Multilingual Learner project within the local community.</p> <p>For Early Years provision, the Making it Real programme will have material translated and delivered in different languages to ensure support can be provided to families with other first languages that are not English. The Best Start Communication and Language work package will support the delivery of a whole system wide approach to supporting children’s speech, language and communication.</p>	Q4 2023	Delivered		<p>The MLL team was established in 2022, and this team is developing provisions to JYS and highlands amongst others in 2023. Embedding the service and resources in schools continues. Proficiency in English (PIE) scores are now recorded in SIMS enabling active decision making on resource allocation and tracking of progress for this cohort. Additionally, a British and Irish Council (BIC) event being hosted in Jersey in Q4 will review the impact of this approach on CYP in Jersey schools.</p> <p>The Best Start Communication and language work was developed through a series of pilots which will inform a system wide approach by the end of 2023.</p>
MCE P4.3	Continuing to deliver on the Youth Service Improvement Programme.	<p>We will complete the development and implementation of a new Youth Work Curriculum.</p> <p>We will begin to deliver in partnership with Highlands College a level 3 Youth Work apprenticeship programme.</p> <p>The Youth Service will work towards the implementation of the National Youth Agencies Quality Assurance Framework.</p> <p>We will continue to develop and implement a Youth Voice processes with JYS.</p>	Q4 2023	Delivered		<p>Youth Work Curriculum is being implemented through training of Jersey Youth Service staff in Q4 2023 with a planned launch date of January 2024.</p> <p>The apprenticeship programme was launched week commencing 18th September with 10 JYS staff. This is a partnership between Highlands college and JYS. This programme will run for a two year cycle.</p> <p>JYS new curriculum is being implemented as part of the Quality Assurance inspection that will take place in the last quarter of 2024.</p> <p>The Jersey Youth Parliament continues to grow and develop and has 3 campaigns they are working on. Also in 2023 the staff from the Youth Parliament have delivered a "Mini Parliament" for year 6 (Primary age ) young people. This was a great success and something that will be delivered again.</p>
MCE P4.4	Delivering on the capital programme to provide young people with fit for purpose community- based provision in St Helier and Le Squez.	<p>The project to redevelop the Le Squez Youth and Community Centre will move to full feasibility in 2023.</p> <p>The Minister will continue to work with local Deputies and the Connétable of St Helier to identify a suitable site for a Youth and Community Centre in central St Helier.</p>	Q4 2023	Delivered		<p>A completed feasibility study and sign off by the Minister is expected by end of 2023.</p> <p>Work to identify a site for a Youth &amp; Community Centre is developing and a site is expected to be identified by Q2 2024.</p>
MCE P4.5	Establishing ways to meaningfully involve and engage children and young people in delivering improvements to services by developing participation standards across CYPES and introducing accountability and governance structures.	<p>The Participation standards will be developed for and with the Early Childhood sector to ensure that the voices of all children, including those who are pre-verbal or non- verbal are listened to by adults who care for them, enabling them to respond appropriately to how babies and young children are feeling. A toolkit to support the early years sector will be developed and implemented.</p> <p>Every Jersey School Review will listen to children’s views about their school. This is also included in the school’s annual safeguarding check.</p>	2024	On Track		<p>The Early Childhood Participation Toolkit – Engaging with and Listening to Babies and Young Children content, has been finalised. Focus is now on the illustrations and user friendly formatting. It is expected to be in use by end of 2023.</p> <p>School reviews already take into account the voice of children however further work is required during 2024 to ensure feedback is given to the children inline with the Participation Standards.</p>
MCE P4.6	Ensuring all front-facing CYPES services to children and young people are rights respecting.	<p>Schools to continue to use Voice of Children in recruitment.</p> <p>Continue to work with the Office of the Children’s Commissioner to deliver Children’s Rights Approach training to CYPES and on the Rights Respecting School Awards programme.</p> <p>Ensure all new colleagues in CYPES complete the mandatory Children’s Rights Awareness training on the internal Government of Jersey channel and continue to promote the training to all front-facing CYPES services.</p>	2025	On Track		<p>Children’s voice is considered during recruitment and will continue to be developed during 2024.</p> <p>Working in partnership with the Children’s Commissioners Office to deliver the Rights Respecting Programme will continue into 2024.</p> <p>51% of CYPES colleagues have completed the mandatory Children’s Rights Awareness Training. A focus on this training will be implemented during Q4 2023.</p>
MCE P4.7	Continuing to develop the work of the Youth Parliament and school councils to ensure children and young people have an active voice in their schools, colleges and community.	<p>Jersey Youth Parliament (JYP) members to identify and work on three issues that they have highlighted and voted on as a group. JYP members to report back findings to relevant Ministers. Recommendations will be implemented through active engagement with the new parliament.</p> <p>To promote JYP in all Island secondary schools and Youth Projects.</p>	2024	On Track		<p>The three issues have been identified through the members vote. The issues have been presented to various Ministers and the young people are working on these items over the next 12 months.</p> <p>The members of Jersey’s Youth Parliament (JYP) have been into all of the islands Secondary Schools to promote the work of the JYP. So far this year JYP have delivered a mini Youth Parliament which saw 26 year 6 students take part</p>



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MCE P5.1	<p>Addressing the acute recruitment challenges faced in nurseries, childcare settings, schools, Children's Social Work, Residential Care and CAMHS.</p> <p>To develop bespoke campaigns and improve processes to attract future colleagues to work for our services.</p>	<p>We will continue to work with the Delivery Unit to establish a recruitment management function to assist with the current recruitment issues and challenges for education and the overall improvement of candidate management and support.</p> <p>Review the availability of accommodation and other enabling propositions for key workers across CYPES.</p> <p>Improve the quality and availability of induction training for new unqualified teaching assistants.</p> <p>A new microsite and recruitment campaign will be launched specifically targeting new staff to schools and social workers.</p> <p>A new cohort of newly qualified social workers will graduate from Highlands College with the ambition of them joining the local workforce. In addition, a new cohort of 20+ Early Career Teachers will be trained on island.</p> <p>Four new Assistant Psychologists will work alongside Educational Psychologists following graduation from university.</p>	2025	On Track		<p>A proposal to establish an enduring CYPES recruitment capability is being discussed. The proposal builds on the experiences of recruiting across different sectors during 2023.</p> <p>The new accommodation policy has been implemented alongside a new service which provides accommodation for CYPES Key Workers. The service is now established and is being embedded as part of our standard UK recruitment offering.</p> <p>Induction training has been established as part of the Teaching Assistant recruitment campaigns. This induction training will be given to all future Teaching Assistants recruited by CYPES and schools.</p> <p>Microsite has been launched and is live for Education. The Microsite for Childrens Social Care will be live by end of the year.</p> <p>18 teachers qualified this summer, and have contracts in Jersey schools. 2 further candidates are part time and will complete during the next year. A further 18 trainees will be supported until June 2024.</p> <p>Four new assistant psychologists have now been appointed and are in post.</p>
MCE P5.2	<p>Engaging with early years providers to understand and address the challenges of workforce pressures.</p>	<p>CYPES will work with partner early years services and organisations to develop and deliver bespoke and joint training and development opportunities aimed at growing and retaining a highly skilled and confident early years workforce.</p> <p>Trackers will support young people to be upskilled from a Level 2 to a Level 3 qualification in Childcare and Early Years studies through Highlands College apprenticeship programme.</p> <p>CYPES will explore, where required, if licences can be obtained to enable difficult to recruit to roles are advertised in other jurisdictions.</p>	2025	On Track		<p>This work was undertaken jointly with JCCT. There has been continued investment in early years, for whole sector learning and development and targeted 2-3 support.</p> <p>30 students have accessed the L3 Childcare course and were funded from Trackers. A further cohort of 18 students enrolled and funded by Trackers started in September 2023. Through the COVID recovery fund awarded to the Best Start partnership/CEYS we have been able to supplement all other associated costs to support new entrants into the sector and increase the number of Level 3 qualified staff entering the workforce. 61% of students who qualified this year will be taking up positions in the private nursery sector</p> <p>Licenses now automatically available for primary school teachers - other roles requiring a license have been approved on a cases by case basis.</p>
MCE P5.3	<p>Addressing staff wellbeing by listening to the needs of the workforce, addressing day-to-day work challenges, for example workload, and providing opportunities for colleagues to grow with the organisation.</p>	<p>There will be continued development of mental health and wellbeing awareness in schools though the establishment of trained mental health leads in schools and targeted development sessions in schools carried out by Anna Freud.</p> <p>We will improve communication and involvement and engagement of staff that will assist in creating a culture where the contribution of every member of staff is respected and where colleagues are treated fairly, and everyone is valued for their individuality and diversity.</p> <p>We will develop retention activities to ensure that workforce groups are stabilised and grown to meet demand. This will include an increase in resources, a focus on staff wellbeing, increased learning and development and better-defined career paths aimed to support and develop activity already under way.</p> <p>We will introduce role and service specific career pathways and progression plans, management development initiatives, talent and training schemes that allows for better opportunities for promotion, to move across the service and for career changes.</p> <p>We will Introduce a leadership development offering for all senior and middle managers ensuring that they take ownership and opportunities for developing own potential</p> <p>A wellbeing survey will be completed across the Early Years workforce in 2023 to support future change.</p>	2024	On Track		<p>This work continues with school visits, from the Anna Freud centre planned throughout the academic year.</p> <p>CYPES overall results from the BeHeard survey have been communicated to all CYPES employees. Results for each service have been shared via Chief Officer roadshows during Q4 2023. Following each roadshow action planning has taken place to address areas for improvement and build on areas where good standards were already in place.</p> <p>CYPES has developed a range of recruitment and retention activities across the department, with a focus on specialist campaigns for professional groups including teachers, teaching assistants, social workers and residential child care officers. This has resulted in significant improvements around recruitment and retention activity, better data and reporting and an increase in appointments being made. A number of areas have better defined career paths particularly around services including children's and families services and skills. A review is underway of the teaching assistant framework and standards which will also result in improved career paths. Corporate improved wellbeing and leadership offerings are being developed and will be available in 2024.</p> <p>During 2023 CYPES focus has been on Connect, Recruitment and BeHeard as well as projects such as the recruitment and onboarding of Teaching Assistants. Work to improve communication and engagement will continue throughout 2024.</p> <p>A Top Talent programme will launch in 2024 and incorporate government wide future capabilities needed, as identified through the SWFP process, which primarily fall into four kinds of skills: digital, higher cognitive, social and emotional, and adaptability and resilience. Emerging and Future talent programmes to be explored in 2025.</p> <p>All nursery settings were offered the opportunity to take part in the CEYS 'Well Being survey, created with the support of the sector themselves. This provided the opportunity for all members of staff to participate anonymously in order to have a voice and be heard in relation to their levels of wellbeing. Analysis of responses and detailed feedback was provided to all setting managers so that they could respond specifically to the outcomes for them and their staff team. Online CPD and a toolkit developed by the Anna Freud centre specifically on supporting the wellbeing of early years practitioners was also made available to all settings.</p>

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MCE P5.4	Ensuring robust governance, safeguarding and quality assurance frameworks are in place across CYPES and schools, ensuring children and young people are protected and service operate effectively.	<p>The annual safeguarding audit will be aligned with School Review (KCSIE).</p> <p>The Governance Team will undertake a programme of health and safety, risk and data security audits across schools, identifying service and system wide areas for improvement.</p> <p>A new approach will be piloted for the relationship with the non-provided schools, including a Jersey Standard for Independent Schools for the grant-aided schools, and the offer of the extension of School Reviews.</p>	2024	On Track		<p>We have amalgamated the Safeguarding Audit with the Governance audit to decrease the burden of these number of audits on schools.</p> <p>This is an on-going cycle of practice and has been integrated into safeguarding to standardise practices and reduce workload and duplication of works.</p> <p>Formal plans are in place to integrate the Independent School Review into the JSRF in its next iteration. The pilot for this will be in the Autumn term in 2024 following which the rollout will now be in Q1 2025.</p>
MCE P6.1	Continuing to build strong partnerships between Government, industry, and employers to ensure that local education and training fully prepares learners for the workplace.	<p>There will be increasing engagement with the Island's employers via forums such as: Jersey Employers Group, professional and sector- specific bodies. This will enable the newly formed Population and Skills Ministerial Group to push forward the skills agenda on island.</p> <p>Highlands College and Skills Jersey will collaborate with the Isle of Man and Guernsey to explore and utilise joint digital blended learning for Higher Education, student exchanges and skills development in the workforce.</p> <p>We will develop a mix of short courses supported by skills funding streams in line with local labour market intelligence data and consultation with the Jersey Employers Group.</p> <p>We will commence the implementation plan to deliver the Key Recommendations in the Digital Education Strategy 2022.</p>	2026	On Track		<p>Jersey Employers Action Group have agreed that they will now be an advisory forum rather than an action group. to formalise Jersey's Skills system.</p> <p>Work continues with with JISC (FE &amp; HE Digital Experts) to develop a working platform that supports and enhances learning.</p> <p>The Skills Development Investment Paper has been agreed by PSMG. In line with the proposal, Jersey Employers Action Group have agreed that they will now be an advisory forum rather than an action group. Following CoM approval the Skills fund will then be available to develop short courses to meet the skills demand of Jersey's workforce.</p> <p>Once funding is in place the actions from the Digital Education Strategy can be implemented.</p>
MCE P6.2	Confirming an agreed approach to upgrading the teaching and learning facilities at Highlands College to ensure they mirror high- quality contemporary workplaces.	<p>Feasibility money will be available in 2023 to create the requirements specification for a new further education campus. This will incorporate the findings of the current campus condition survey, previous work undertaken on the requirements for a new College and clear pathways for post-16 education.</p> <p>Highlands College will further develop a series of branded 'offers' corresponding to particular industry sectors.</p>	2024	On Track		<p>2.9 million has been made available in the GP for maintenance. A Higher Education Lead will be recruited to lead this work.</p> <p>A Renewable Energy training centre funded by the Economy Department has been set up and has been delivering training since Q1 2023. Further branded "offers" will be developed over the next 2 years.</p>
MCE P6.3	Ensuring Islanders of all ages can access training opportunities which support them to develop new and additional skills required by our changing economy.	<p>A Jersey Skills Development Fund will be created following the recommendation of the Further Education and Skills Actionable Agenda report. This will include a business case to be developed for the 2024 Government Plan and any required updates to legislation.</p> <p>CYPES, the Cabinet Office and Statistics Jersey will support the Economy Department to work towards establishing a Skills Barometer tool to project the Island's supply and demand of skills and identify future skills gaps in line with the economic horizon.</p>	2024	On Track		<p>The Skills Development Investment Paper has been agreed by PSMG. In line with the proposal, Jersey Employers Action Group have agreed that they will now be an advisory forum rather than an action group. The Skills fund will be available to develop short courses to meet the skills demand of Jersey's workforce.</p> <p>We have developed a model that forecasts the island's supply of and demand for workers, including by sector. This model supercedes the Skills barometer as it enables us to identify skills gaps under different scenarios of population growth, policy intervention etc.</p>
MCE P6.4	Taking forward the actions recommended in the recent Further Education and Skills actionable agenda and proposed changes to higher education funding.	<p>We will establish the timeline and prioritise the 37 recommendations identified in the report. This will require collaboration with stakeholders across the Island to action the exploration of the top priority recommendations.</p> <p>Progress an amendment to the Higher Education Order to set the amount of grant payable for the 2023-24 academic year, introduce differing levels of grant based on a student's location of study and align prior attainment requirements for independent and dependent students.</p>	2025	Delivered		<p>The timeline and prioritisation of the 37 actions is complete. Work to deliver the 37 actions will continue throughout 2024.</p> <p>The London component has been introduced, students undertaking study in this location are now eligible for an increased maintenance grant which 10% higher. Grants are now available to students that have been offered a place, there is no longer a requirement to achieve a set grade.</p>
MCE P6.5	Working with ministerial colleagues, and the People and Skills Ministerial Group, to ensure skills policy and delivery is coordinated across Government.	<p>We will deliver gateway proposals on the FE and Skills Actionable Agenda to ensure co-ordination across government on all points. This will include permanent skills representation at the Population and Skills Ministerial Group.</p>	2025	Delivered		<p>The Head of Skills is a permanent member of the Population and Skills Ministerial Group (PSMG). The gateway proposals have been approved by PSMG and are in delivery.</p>
MCE P6.6	Promoting individual and employer investment in lifelong learning by developing strong and visible culture and raise awareness of the importance and benefits of lifelong learning.	<p>Review funding options for Adult and Community Education in conjunction with other Departments.</p> <p>Build on the current provision of community education being delivered via Jersey Library and similar community centres.</p>	2025	On Track		<p>Principal of Highlands College has submitted a fee increase paper, that has been agreed by the governing body.</p> <p>Introduction of the ESL numeracy and literacy sessions at Highlands College, which have been well received and are at capacity, Jersey Library Service will investigate further opportunities where they can deliver support for young people within the community throughout 2024.</p>

ID	MINISTERIAL ACTION	WHAT WILL WE DO IN 2023?	BY WHEN	December Status vs By When	December Revised date if delayed	December Commentary update
CM 100 Day Plan Action 3		<ul style="list-style-type: none"> <li>- Bring forward proposals to involve young people in policy formulation and decision making.</li> <li>- Work will continue to create online toolkits for children, young people and all those who Work with them as well as planning to create a children and young people's council. Online Training for all those who work with children and young people with a toolkit for how to engage with children and young people in policy formulation and decision making.</li> <li>- online Training for children and young people for when they are asked to engage with government</li> <li>- Proposal to establish a new children and young people's council</li> </ul>		Delivered		<p>Participation Standards have been launched. There are plans to train States Members, Accountable Officers and all School Councils and Youth Service from January working with the Children's Commissioner's Office to understand the Participation Standards and Children's Rights Framework.</p> <p>Work to create online toolkits is now complete and all published on gov.je/yoursay We will continue to communicate this work across CYPES and Government</p> <p>Work has started and continues with Jersey Cares and partners to establish a Children in Care Council. The Corporate Parenting Board is being briefed and updated in December.</p>
CM 100 Day Plan Action 11		Introduce funding to ensure that school children have access to one meal a day in school.		Delivered		Funding was agreed as part of the Chief Ministers 100 day plan for all Primary Schools to have access to hot school meals and that these would be free for those eligible. A delivery plan was produced by the Minister for Children and Education and we are on track with that delivery plan.