



**Item: 10**

**Education, Leisure and Housing Committee: 11 September 2024.**

**National Improvement Framework.**

**Orkney Islands Council Report and Plan.**

**Report by Corporate Director for Education, Leisure and Housing.**

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## **1. Overview**

1.1. In August 2022, the education service began the implementation of a 3-year strategic plan: Excellence and Equity, National Improvement Framework: Orkney Islands Council Report and Plan 2022/23. The current review and plan, attached as Appendix 1, covers the final phase of the three-year strategy and includes the actions required to build and establish the next 3-year plan (2025-2028).

1.2. The Scottish Government's National Improvement Framework and Improvement Plan for Scottish Education was first published on 13 December 2016. The document set out the Scottish Government's vision for Scotland's children and young people which can be summarised as follows:

- Excellence through raising attainment and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors.
- Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

1.3. Progress towards the priorities is updated annually and the most recent update, published in June 2023, can be found in an Interactive Evidence Report.

1.4. As well as publishing a progress report, an annual update is produced. The 2024 national improvement framework and improvement plan, published in December 2023 provides a detailed account of the current national context for delivering improvement, as well as the planned improvement activity for the subsequent year.

- 1.5. Each local authority is required to submit a local progress report and plan, outlining the work being carried out in relation to making the National Improvement Framework relevant at a local level and meeting the needs of learners in their communities.
- 1.6. An annual review and plan for Orkney has subsequently been approved and submitted to Scottish Government for each year it has been required.
- 1.7. In August 2022, schools in Orkney began work on the delivery of a 3-year strategic plan, which was considered by the Education, Leisure and Housing Committee on 7 September 2022, and subsequently submitted to the Scottish Government.
- 1.8. A refreshed, National Improvement Framework: Orkney Islands Council Report and Plan 2023-2024, which included a summary of the progress made during the academic year 2022-2023, as well as an outline of next steps (2023-2024 and 2024-2025), was considered by the Education Leisure and Housing Committee on 15 November 2023.
- 1.9. Moving into the final year of the service plan, it is appropriate to reflect on progress, as well as to restate and affirm the focus and priorities next year (2024-2025). This process has involved 3 key elements:
  - Consideration of Progress and Impact: This includes reviewing progress and impact, with respect to targets and outcomes set. It involves, where appropriate, any recommendation to ‘park’ or ‘delete’ aspects of the plan to make efficient and effective progress with identified priorities.
  - Consideration of Data: This includes the collection, collation, evaluation, and analysis of key performance data (including Scottish Attainment Challenge Triannual Reports). It also involves ‘Horizon Scanning’ with respect to the changing landscape of ‘demand and expectation’, both nationally and locally.
  - Consideration of Feedback: This includes ongoing and/or continuous (structured and informal) feedback – from activities and meetings with individuals, teams, and heads of establishment. It also involves specific feedback – from inspection activity by HMIE (participative, thematic, school or setting specific) and the Care Inspectorate, as well as observations made – during school visits by the extended directorate team.

## 2. Recommendations

2.1. It is recommended that members of the Committee:

- i. Approve the National Improvement Framework: Orkney Islands Council Report and Plan 2024/25, attached as Appendix 1 to this report, for submission to the Scottish Government.

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### Implications of Report

1. **Financial:** all aspects and actions within the plan are assumed to be achievable within existing resources. Consequently, there are no financial implications arising from this report.
2. **Legal:** The Education (Scotland) Act 2016 introduced the requirement for local authorities to plan and report on the measures that they are taking to address the key priorities of the National Improvement Framework.
3. **Corporate Governance:** Not applicable.
4. **Human Resources:** Not applicable.
5. **Equalities:** An Equality Impact Assessment undertaken ahead of adoption of the initial 3-year plan has been reviewed and updated and is attached as Appendix 2 to this report.
6. **Island Communities Impact:** As the plan being reviewed in terms of this report has been assessed as being unlikely to have an effect on an island community which is significantly different from its effect on other communities (including other island communities) in Orkney, a full Island Communities Impact Assessment has not been undertaken.
7. **Links to Council Plan:** The proposals in this report support and contribute to improved outcomes for communities as outlined in the following Council Plan strategic priorities:
  - Growing our economy.
  - Strengthening our Communities.
  - Developing our Infrastructure.
  - Transforming our Council.

- 8. Links to Local Outcomes Improvement Plan:** The proposals in this report support and contribute to improved outcomes for communities as outlined in the following Local Outcomes Improvement Plan priorities:
- Cost of Living.
  - Sustainable Development.
  - Local Equality.
- 9. Environmental and Climate Risk:** Not applicable.
- 10. Risk:** Not applicable.
- 11. Procurement:** Not applicable.
- 12. Health and Safety:** Not applicable.
- 13. Property and Assets:** Not applicable.
- 14. Information Technology:** Not applicable.
- 15. Cost of Living:** Actions within Excellence and Equity are designed to reduce poverty over time by inspiring attainment. Consequently, there are links relating to the cost of living.

#### **List of Background Papers: National**

National Improvement Framework (NIF): <https://www.gov.scot/policies/schools/national-improvement-framework/>

Education: National Improvement Framework and improvement plan 2024: <https://www.gov.scot/publications/education-national-improvement-framework-improvement-plan-2024/pages/6/>

#### **List of Background Papers: Local**

National Improvement Framework: Orkney Islands Council Report and Plan 2022/23:

[https://www.orkney.gov.uk/media/ld4j1o2g/item-05\\_national-improvement-framework.pdf](https://www.orkney.gov.uk/media/ld4j1o2g/item-05_national-improvement-framework.pdf)

National Improvement Framework: Orkney Islands Council Report and Plan 2023/24:

<https://www.orkney.gov.uk/media/tozan3me/item-08-national-improvement-framework.pdf>

#### **Appendices**

Appendix 1 – The National Improvement Framework.

Appendix 2 – Equality Impact Assessment.

# Excellence and Equity in Education



## The National Improvement Framework

**Orkney Islands Council Report (2023-2024)  
and Plan (2024-2025)**

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## Introduction

In the autumn of 2022, the education service launched a new 3-year plan to cover the period 2022-2025. The plan, entitled ‘Excellence and Equity in Education’, was produced after pursuing opportunities for evaluation and discussion with stakeholders including children and young people, parents, nursery and school staff, communities, and union colleagues. It also involved input from colleagues from Education Scotland, the Association of Directors of Education in Scotland (ADES), network members and counterparts from across Orkney, Shetland and the Western Isles.

Excellence and Equity in Education set out Orkney’s approach to overtaking the national challenge in relation to raising attainment and closing the poverty related attainment gap, as described in the National Improvement Framework.

An overview of the original plan (2022-2025) is given below:

Priorities	Year 1 (22-23)	Year 2 (23-24)	Year 3 (24-25)
Inclusion and Wellbeing	Staged Intervention		
	Health and Wellbeing		
	UNCRC		
Learning and Achievement	Curriculum Review		
	High Quality Learning and Teaching		
	Scottish Attainment Challenge		
Systems and Processes	Self-Evaluation for Continuous Improvement		
	Professional Learning		
	Resources and Management Systems		

(Figure 1: Overview of themes within Excellence and Equity)

During the first year of implementation, one theme – the pursuit of high-quality learning, teaching and assessment – stood out as key and became the principle focus of the plan. All the other themes were seen to either flow from or support this over-arching ambition.

Moving into the final year of the service plan, it is appropriate reflect on progress, as well as to restate and affirm the focus and priorities next year (2024-2025). This process has involved 3 key elements:

- ✓ **Consideration of Progress and Impact:** This involves reviewing progress and impact, with respect to targets and outcomes set. It includes, where appropriate, any recommendation to ‘park’ or ‘delete’ aspects of the plan to make efficient and effective progress with identified priorities.

- ✓ **Consideration of Data:** This involves the collection, collation, evaluation, and analysis of key performance data (including Scottish Attainment Challenge Triannual Reports). It includes 'Horizon Scanning' with respect to the changing landscape of 'demand and expectation', both nationally and locally.
- ✓ **Consideration of Feedback:** This involves analysing ongoing and/or continuous (structured and informal) feedback, for example: from activities and meetings with individuals, teams, and heads of establishment. It includes observations made during school/setting visits by the extended directorate team as well as listening to specific feedback, for example: from inspection activity by HMIE (participative, thematic, school or setting specific) and the Care Inspectorate.

As a consequence of this evaluative process, the high-level priorities and outcomes, namely: Inclusion and Wellbeing; Learning and Achievement; and Systems and Processes, remain unchanged. However, the sub-themes and detail linked to each of these have been refined.

An emergent and dominant thread of the plan for the final year, and indeed for the next three years, is achieving both a balanced budget and contributing to the delivery of the Council's medium-term target of savings amounting to £9m. The specific challenge for the education service is not insignificant, and the current budget allocation is given in Appendix 1.



## **Format of Excellence and Equity in Education.**

**Section 1** sets out the vision values and aims of the plan, as well as making the links to wider (local) planning processes and the National Improvement Framework (NIF).

**Section 2** provides a summarised overview of the priorities and focus during the academic year 2023-2024. It focusses specifically on the ongoing activity (from the previous plan) as well as any new or additional activity planned for the year

**Section 3** focuses on Inclusion and Wellbeing. It sets out the themes and long-term ambition of the 3-year plan; a detailed analysis of the progress made in relation to 2023-2024 aims and outcomes; and current trends in relation to the relevant key performance indicators (KPIs).

**Section 4** focuses on Learning and Achievement. It sets out the themes and long-term ambition of the 3-year plan; a detailed analysis of the progress made in relation to 2023-2024 aims and outcomes; and current trends in relation to the relevant key performance indicators (KPIs).

**Section 5** focuses on Systems and Processes. It sets out the themes and long-term ambition of the 3-year plan; a detailed analysis of the progress made in relation to 2023-2024 aims and outcomes; and current trends in relation to the relevant key performance indicators (KPIs).

**Section 6** provides a summarised overview of the priorities and focus during the final year of the plan - the academic year 2024-2025.

**Section 7** sets out the detailed delivery plan for 2024-2025.

**Section 8** provides links to other important planning documents that support or provide context for the plan.

**Appendix 1** provides an overview of the budget allocation for 2024-2025.

**Appendix 2** sets out the significant risks to service delivery, and particularly those that may pose a threat to achieving the overall ambition of the plan

**Appendix 3** offers a glossary covering the abbreviations and acronyms commonly used within and across the sector.

## Section 1: Vision, Values and Aims

The overall ambition of the education service is for excellence and equity in education.

'Excellence and Equity in Education', the plan, is encompassed by the Directorate Delivery Plan and aligned to Orkney Islands Council's Strategic Plan, in particular, its vision of 'Working Together for Orkney'.



(Figure 2: Key related plans)

In general, Orkney's education services, which help co-create an active learning community, support the Council themes of Growing our Economy, Strengthening our Communities, Developing our Infrastructure and Transforming our Council.

In Particular, the education service is leading, or significantly contributing to, the following areas:

**Growing our Economy:** reduce poverty and disadvantage and minimise the effects of the cost-of-living crisis.

**Strengthening our Communities:** establish the highest standards of public support and protection; widen access to opportunities for better learning, achievement and wellbeing.

**Transforming our Council:** develop ways of working that put people at the heart of what we do; establish a culture that motivates staff to do the right things at the right time; develop business approaches that are fit for purpose and give people direct access to services wherever possible.

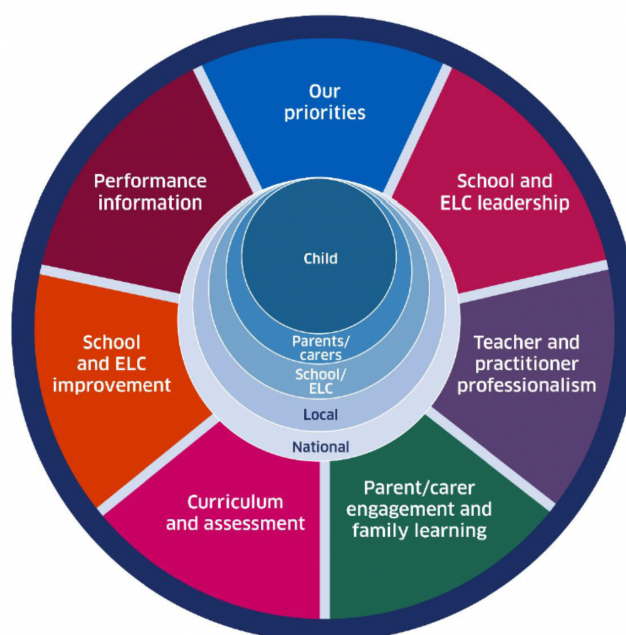


(Figure 3: Orkney Islands Council priorities)

Excellence and Equity in Education is specifically aligned to the National Improvement Framework Priorities and Drivers:

Local Priorities	Link to NIF Priorities/Drivers
<b>Inclusion and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in children and young people's health and wellbeing.</li> </ul>
<b>Learning and Achievement</b>	<ul style="list-style-type: none"> <li>• Closing the attainment gap between the most and least disadvantaged children and young people.</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> </ul>
<b>Systems and Processes</b>	<ul style="list-style-type: none"> <li>• School and ELC leadership.</li> <li>• Teacher and practitioner professionalism.</li> <li>• Parent/carer involvement and engagement.</li> <li>• Curriculum and assessment.</li> <li>• School and ELC improvement.</li> <li>• Performance information.</li> </ul>

Excellence and Equity in Education fulfils the Council's obligations to provide a report on progress with the implementation of the National Improvement Framework within Orkney and sets out relevant next steps.



(Figure 4: National Improvement Framework)

## Section 2: Overview of Priorities for Year 2 (2023-2024)

Local Priorities	Year 2 (2023-2024)
<b>Inclusion and Wellbeing</b>	<p><b>Staged Intervention: Continue to...</b> implement the revised approach to Staged Implementation. <b>In addition...</b> implement a Child's Plan tracking system across all institutions, including tracking progress against individualised targets.</p>
	<p><b>Health and Wellbeing: Continue to...</b> provide training and support in relation to low arousal approaches and positive mental health. <b>In addition...</b> undertake a health and wellbeing survey (P5-S6), introduce a Wellbeing Indicator tracker across primary and secondary schools; refresh the focus on Safeguarding and Child Protection; work with partners to refresh and improve family support across the county; establish the work of Emotional Support Assistants; develop a plan for See Me See Change; refresh the positive behaviour/anti-bullying policy.</p>
	<p><b>UNCRC: Continue to...</b> support schools with adopting a Rights Respecting School approach, support schools with adoption the LGBT Charter. <b>In addition...</b> establish a Rights Respecting School Working Group; Embed the Northern Alliance – 'Include: Equality, Diversity and Inclusion Guidance for Educational Settings' and the review of the Anti-Bullying Policy.</p>
<b>Learning and Achievement</b>	<p><b>Curriculum Review: Continue to...</b> develop an online learning offer. <b>In addition...</b> review senior phase curriculum, implement S1-3 tracking (literacy and numeracy), complete a skills audit from Broad General Education through to Senior Phase, embed meta-skills and the career education standard across settings.</p>
	<p><b>High-Quality Learning, Teaching and Assessment: Continue...</b> to support schools in developing their approaches to and principles of, high quality learning and teaching (including Slow Pedagogy and Play Pedagogy). <b>In addition...</b> Finalise LA Key Principles and guidelines in response to staff feedback and referenced to How Good is Our School (HGIOS) Learning Teaching and Assessment (QI 2.3) and General Teaching Council for Scotland (GTCS) standards; establish support and challenge groupings for peer moderation of QI 2.3; Deliver Learning and Teaching focused Professional Learning in October and February based on feedback from Head Teachers.</p>
	<p><b>Scottish Attainment Challenge: Continue to...</b> implement our Raising Attainment Strategy, collect and analyse data, monitor Pupil Equity Fund (PEF) spend and impact. <b>In addition...</b> Set new 3-year core stretch aims (following updated guidance from Scottish Government), develop the focus on Free (School) Meals Entitlement (FME) and Care Experienced Children and Young People (CECYP), update Broad General Education (BGE) tracking tool, extend tracking across S1-3.</p>

<b>Systems and Processes</b>	<p><b>Self-evaluation for Continuous Improvement: Continue...</b> to embed Self-evaluation for Improvement into the Service Plan Actions, Activity, Monitoring and Reporting. <b>In addition...</b> provide specific guidance on establishment audit and review of child protection and safeguarding practice, undertake further consultation work with Pupils, Parents/Carers and Staff as part of process of evaluation.</p>
	<p><b>Professional Learning: Continue to...</b> support review and development activity – specifically linking the ‘local authority offer’ to the shared needs of individuals and teams, as well as service priorities (E.g. Deliver Learning and Teaching focused Professional Learning in October and February based on feedback from Head Teachers). <b>In addition...</b> provide support and training (as required) to support implementation of new policies/procedures as well as refresh support for existing processes; introduce management circulars to support and exemplify practice.</p>
	<p><b>Resources and Management Systems: Continue to...</b> Develop and evolve learning estate management plan (phase 2 &amp;3), launch revised Devolved School Management (DSM) policy (including updated staffing policy). <b>In addition...</b> ‘Launch’ on-line (web-based) policy directory. Review progress and planning with respect to the education service management information system, SEEMIS, in the context of a wider digital (learning) strategy.</p>

## Section 3: Year 2 Progress Review: Inclusion and Wellbeing

### Themes

- Staged Intervention.
- Health and Wellbeing.
- UNCRC.

### Outcomes 2022-2025

- All children and young people in need of additional support receive appropriate interventions through the implementation of reliable and clear staged intervention guidance.
- Staged intervention guidance enables support staff to be allocated on a needs basis to have the maximum impact on learners
- Children will be supported by practitioners who understand the developmental needs of children and have a range of strategies to support them.
- School staff will have accurate information about learners' perception about wellbeing.
- Targeted interventions matched to learners' needs will lead to improved perceptions in identified areas.
- All children and young people in Orkney are protected and provided with opportunities according to the United Nations Convention on the Rights of the Child.
- All education staff, wider partners and young people in Orkney are provided with training/guidance on their legal responsibilities in delivering on the UNCRC.
- Create a structure that enables the voice of all children and young people to be heard.
- All staff and learners understand the importance of creating an inclusive and safe environment for all.
- Ensure all Early Learning Childcare providers (nurseries and childminders) are using the Care Inspectorate Quality Framework and are using innovative approaches to capture the child's voice and consult children on decisions that are important to them.

### Progress Report 2023-2024

#### Theme 1: Staged Intervention

Proposed Action	Update/Impact
<p>Child's Plan tracking system implemented across all institutions, including tracking progress against individualised targets.</p>	<p>The Educational Psychology Service and Support for Learning and Inclusion Manager have been prompting more rigorous tracking of progress against targets Childs Plan reviews. Childs Planning formats are to be reviewed through the Getting it Right workstream of the Children's Services Strategic Planning Group; tracking mechanisms will also be part of an Additional Support Needs review.</p>

	Feedback from senior leaders indicated that the systems and processes relating to Staged Intervention still required focussed support to ensure that they are embedded in practice.
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## Theme 2: Health and Wellbeing

<b>Proposed Action</b>	<b>Update/Impact</b>
Wellbeing Indicator tracker introduced across primary and secondary schools.	Work on this has been paused following the departure of key personnel. It is anticipated the program will resume during 24/25.
Apply the learning drawn from the (local) Learning Review.	As far as possible all recommendations from Learning Reviews have been integrated into delivery and work plans. Further work to ensure that there are no omissions and that the expected changes have occurred is planned for early 24/25.
Consolidate collaborative working with Community Learning and Development (CLD) on training and delivery of low arousal approaches and mental health related training for staff.	<p>Extensive work has been undertaken by the CLD Partnership Training Subgroup to develop a suite of mental health awareness training, providing a pathway of various levels of required guidance and support.</p> <p>The CLD Partnership funded, the accredited, Scottish Mental Health First Aid training, which took place in September 2023, which 13 people completed.</p> <p>Staff from CLD partner organisations have been trained to deliver the NHS Safe a Life suicide prevention training, raising awareness of mental health, self-harm and suicide prevention. This training is currently delivered online by NHS colleagues, but now the CLD Partnership have opened this training up to the whole community, running face to face sessions in coordination with NHS Orkney. The first of these sessions is due to take place in September 2024.</p> <p>The Community Learning Development and Employability (CLDE) Pupil Engagement Team are trained and deliver SeeMe training for pupils and families and staff.</p>
Consolidation and possible extension of the work of Pupil Engagement Team	The Pupil Engagement Team (PET), managed by CLDE Youth Services was established in February 2023.

	<p>The team consists of 1 full-time Community Learning Officer / Co-ordinator, 1 full-time Pupil Equity Worker based in Papdale Primary School and 1 full-time Pupil Equity Worker based in Kirkwall Grammar School.</p> <p>The Community Learning Officer post was funded through the Strategic Equity Fund for one year and the CLD Youth Worker post through Pupil Equity Funding. The aim of the Pupil Engagement Team is to contribute to closing the poverty related attainment gap and deliver a programme of coordinated opportunities for children, young people and their families. The team, work in collaboration with both schools and other services to provide targeted support for children, young people and their families. The overarching goal is to ensure that children and young people are given the tools and support to reach their full potential.</p> <p>The Orkney Islands Council Support for Learning Strategy (2023–2028) acknowledges the work that this team is undertaking within schools to meet some of the unmet need of pupils and their families.</p> <p>The team are undertaking quite significant and much needed work and is making a significant difference in regard to the above outcome indicators within these schools. A case study on this work was published by YouthLink in March 2024 and can be viewed here: <a href="https://www.youthlink.scot/wp-content/uploads/Orkney.pdf">https://www.youthlink.scot/wp-content/uploads/Orkney.pdf</a></p> <p>Due to the success of this early intervention work, it is planned to continue this work focussing on the 6 priority groups:</p> <ul style="list-style-type: none"><li>• Lone parent families</li><li>• Minority ethnic families</li><li>• Families with a disabled adult or child</li><li>• Families with a young mother (under 25)</li><li>• Families with a child under one</li></ul>
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	<ul style="list-style-type: none"> <li>• Larger families (3+ children).</li> </ul> <p>This serves to create an early intervention pathway to supporting families and children / young people. With existing structures and governance in place and reporting mechanisms that has been developed via the PET project, the Family Engagement Team will now build on this work. This work is currently being rolled out until March 2026.</p>
Establish the work of the Emotional Support Assistants (ESA) in Kirkwall Grammar School.	Due to staffing issues the role has not been fully established, hence the impact has been more limited than anticipated. Provision of 'protected time', for the Support for Learning Assistants who have been trained, to carry out the ESA role has not been possible. However, they do report that they use the skills learned in their day-to-day interactions with pupils and this has been observed by teaching staff. The Principal Teacher of Curriculum Support has requested a refresher course for these Support for Learning Assistants and new staff as she would like to find a way next session to embed the role more fully.
Establish a trained 'Companion' who is able to deliver Seasons for Growth training within Stromness Academy, Kirkwall Grammar School and Papdale Primary School.	KGS and Stromness Academy now have trained staff who are delivering aspects of Seasons for Growth (a programme of support for children and young people who have experienced loss).
A plan to be developed for delivering See Me See Change (an approach to tackling mental health stigma in schools) within each Secondary and Junior High School.	Due to staffing issues and other pressures, there has been little progress to date. The Principal Educational Psychologist has undertaken to follow this up early in 2024-25.
Refreshed introduction of the Mental Health Guidance for Schools with the expectation that it is embedded within schools.	The Guidance has been discussed at individual school level with the Educational Psychology Service and requests for training to raise confidence in universal approaches to wellbeing have been responded to. The Guidance is still not fully implemented and exploration of future events to raise awareness for new Head Teachers and other new staff will be important in order to optimize impact.

<p>Refocus PEEP* work to focus on delivery by the Early Learning and Childcare family team in island locations, and also by combining PEEP approaches with Bookbug to support children with language delay.</p>	<p>PEEP has been used by the family team this year to support individual families and the team are currently reviewing the Bookbug sessions for children with language delay and their families to add an additional set of sessions drawing on PEEP.</p> <p>Parental feedback from Bookbug sessions is very positive and highlights their increased confidence in supporting their child.</p>
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### Theme 3: UNCRC

<b>Proposed Action</b>	<b>Update/Impact</b>
<p>Co-ordinate the support in place for ensuring all schools are progressing along the Rights Respecting Award process.</p>	<p>Awareness sessions at Corporate, Strategic and Operational levels in progress with the UNCRC Implementation Project Manager, Improvement Service.</p> <p>The UNCRC subgroup startup, terms of reference drafted and meeting schedule in progress.</p> <p>OIC Service Manager, Support for Learning and Inclusion has joined the UNCRC peer network for local authorities, led by the Improvement Service, UNCRC Implementation Project Manager.</p>
<p>Create a working group led by Pupil Support.</p> <p>Embed the Northern Alliance – ‘Include Equality, Diversity and Inclusion’ guidance for educational settings.</p>	<p>The guidance has been discussed at individual school level.</p> <p>The Mental Health and Young People Strategy Group has set up an LGBTQ Subgroup with the following remit:</p> <ul style="list-style-type: none"> <li>• Examine the Include Guidance and Supporting Transgender Pupils in Schools – Guidance for Scottish Schools.</li> <li>• Recognizing the value of upstream activity taking place in Orkney – which has an impact on YP wellbeing – and specifically young LGBTQ+ people.</li> <li>• Forming or disseminating simple information for folk working with young LGBTQ+ people.</li> <li>• Informing policy? Locally around eg. trans issues, from simple guidance on use of language etc – to give confidence to practitioners.</li> <li>• Collate what is already happening locally (eg in schools, LGBTQ+ charter etc, Pride, Pride in Orkney, Pride Tribe).</li> </ul>

	<ul style="list-style-type: none"><li>• All read background reading, including Cass Report and look at potential implications.</li><li>• Look at organisations who can provide info, training, etc.</li></ul>
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**Other relevant developments:**

May 2024 – 3 island / ADES /Education Scotland 3-day Collaborative Improvement visit undertaken, and networks set up for local authority Support for Learning (SFL) and Inclusion Leads and Support for Learning Teachers.

## Key Performance Indicator Trends

Measure (as noted in baseline plan)	Source	Base	End of Year 2	Trend	Note
Attendance	LGBF	95%	91%	↓	<p>Attendance rates have not yet return to pre-pandemic levels. Overall attendance in Orkney remains above the national average. In the primary sector it is stable (while the national trend is falling); in the secondary sector it falls slightly across the year, mirroring the national trend, but is above the national average.</p> <p>However, the number of children and young people with attendance of less than 70% increased during the 2023-2024 session.</p> <p>More encouragingly, engagement with families remains high and absence rates recorded as 'reason unknown' are amongst the lowest in Scotland.</p>
Attendance for Care Experienced Children and Young People	Manual	86%	81%	↓	<p>In development for 2024-2025</p> <p>A comprehensive database has been developed by the Care Experienced Children and Young People (CECYP) Coordinator a joint ELH/OHAC post.</p>
Exclusion (per 1000 pupils)	LGBF	6	15	↑	<p>A review of systems and processes is underway with revised guidance scheduled for early 24/25</p>
Exclusion Rate for Care Experienced Children and Young People	Manual	-	-	-	<p>As noted, a review of systems and processes is underway with revised guidance scheduled for early 24/25 – it is planned that integral to this is the inclusion of a data subset for Care experienced Children and Young People (which includes but is not limited to those who are Looked After)</p>

Bullying Incidents (per 1000 pupils)	SEEMiS	18.6	22.0	↑	The policy was updated in June 2024. This included taking account of changes in legislation including UNCRC. Work will commence in August to support implementation across schools.
Child's Plan	ScotGov	38%	40%	↑	Over time, the apparent trend is for an increasing number of plans to be opened. This relates to the level of complexity and consequential requirement to have a multi-agency team supporting the child and family.
Variable Timetables	Manual	37	41	↔	Generally variable timetables (often based on part-time attendance) are offered as a solution of last resort to promote a pathway to full inclusion and/or avoid exclusion.
Out of Orkney Placements	Manual	<5	<5	↔	The number of placements (for education and care) remains relatively low; additionally, a small number of young people are placed away from Orkney for care.
Rights Respecting Schools	Manual	70%	70%	↔	Schools continue to work towards achieving recognition at Bronze, Silver or Gold level.
LGBT Charter	Manual	0	0	↔	Systems and process review scheduled. Refresh monitoring and tracking progress In development for 2024-2025
Health and Wellbeing					Tool in development
Learner Satisfaction					Paused until a suitable tool (to provide reliable, valid and comparator data) is available.
Promise Award					New for 2024-2025

'Arrow' indicates change relative to previous year

'Colour' indicates change over time (trend)

**Note:**

Across a number of indicators, the annual data and trend continues to indicate that well-being and inclusion are important areas to focus on. While Orkney's performance is not an 'outlier' when compared to other parts of Scotland, generalised improvement would reflect a better life experience for our children and young people was being achieved.

## Section 4: Progress Review: Learning and Achievement

### Themes

- Curriculum Review.
- Learning and Achievement.
- Scottish Attainment Challenge.

### Outcomes 2022-2025

- Young people experience, and influence, a curriculum which prepares them for the next stage of their education, training or employment, leading to them entering positive destinations.
- Children and young people consistently access high quality teaching and learning.
- Reduction in the poverty-related attainment gap.
- Stretch aims set for schools and LA that are ambitious for the attainment outcomes for children and young people. (CYP)
- Reduction in the attainment gap for care-experienced children and young people. (CECYP)

### Progress Report 2023-2024

#### Theme 1: Curriculum Review

Proposed Action	Update/Impact
Review Senior Phase curriculum (Orkney), incorporating an audit of Meta-skills and the Career Education Standard, and of uptake of online learning provision.	Progress delayed due to other priorities and pressures
Implement S1-3 Literacy and Numeracy tracking.	Format created and shared with schools; piloted with S3 (23/24); roll out planned for 24/25
Extend Senior Phase Tracking to include a focus on young people with free school meal entitlement (FME) and those who have experienced care.	Progress delayed due to other priorities and pressures

#### Theme 2: Learning and Achievement

Proposed Action	Update/Impact
Finalise Local Authority Key Principles and guidelines in response to staff feedback and referenced to How Good is Our School, Quality Indicator 2.3, Learning, teaching and assessment and the General Teaching Council of Scotland standards for teachers and create a briefing for presentation to staff by Head Teachers in August in-service.	Local Authority Key Principles have been completed and 7-minute briefing for staff by Head Teachers provided.  The focus on the Local Authority Key Principles has changed to a focus on each school having Key Principles created and owned by their staff.

<p>All schools to create their own: Principles of High-quality Learning and Teaching. Lesson evaluation toolkit. Professional Review and Development focused on learning and teaching.</p>	<p>During the session all schools worked on these areas. Final collation of these by the Local Authority will be by the end of Term 1 2024/5.</p>
<p>All school should increase the opportunity for peer moderation of learning and teaching using their lesson evaluation toolkits.</p>	<p>By the end of Term 1 2024/25 schools will submit their Quality Assurance Calendar for 2024/25. This is expected to include peer moderation of learning and teaching using the school's lesson evaluation toolkit.</p>
<p>Carry out baseline evaluation of learning and teaching with learners P4 and older, parents, teachers and classroom-based support staff, by the end of August; repeat in April 2024 and 2025.</p>	<p>This did not happen during 2023-24 but is planned to happen at the beginning of Term 1 of 2024/25 and repeated towards the end of Term 3.</p>
<p>All schools to have learning and teaching in their School Improvement Plans for 2023/24.</p>	<p>This was achieved.</p>
<p>Review school self-evaluation data, setting further targets for improvement.</p>	<p>Data was compiled and shared with Head Teachers, with the clear expectation that all schools are aiming to be at least "good".</p>
<p>Establish support and challenge groupings for peer moderation of QI 2.3; these will be sector-specific in 2023/24 and move to cross-sector in 2024/25. Provide professional learning to this group from Education Scotland.</p>	<p>Professional learning for Head Teachers was provided. Cross-sector support and challenge groups have been created to begin work in 2024/25.</p>
<p>Create a framework for self-evaluation of HGIOS 2.3.</p>	<p>This is a tool to be used by the support and challenge groups and will be created in time for the groups to use during the 2024/25 session.</p>
<p>Deliver Learning and Teaching focused Professional Learning in October and February based on feedback from Head Teachers.</p>	<p>Professional Learning was delivered at both In-Service days in October for teaching staff and in February for Support for Learning Assistants on inclusion-related themes as this was Head Teachers' agreed priority.</p>
<p>Establish clusters to support practitioner development in aspects of practice, including meeting the needs of 2 year olds and depth and challenge.</p>	<p>A cluster approach was trialled this year, covering a range of themes including outside learning, meeting learners needs, challenge and Froebelian practice. Due to staffing challenges, the cluster engagement was less successful than anticipated.</p> <p>The Froebelian cluster successfully supported practitioners to share practice and develop new approaches.</p>



	The early years team have reviewed the cluster approach and next session plan to trial alternative approaches including delivering learning through courses and also in short communities of practice
Support practitioners to provide experiences that challenge young learners and provide depth and breadth, including the use of projects.	A group of practitioners met to explore this in a cluster approach. Practice is starting to be developed, and new ways to embed this will continue to be explored in 24-25.
Recruit cohort 2 for the Slow Pedagogy project, and continue to support practice development in relation to slow pedagogy in Cohort 1.	Two nurseries and two primary schools were involved in cohort 2 and explore different aspects of slow practice. Due to staffing challenges, the group are yet to share practice. Following input at in-service days, many nurseries are developing Slow Pedagogy and recent inspection feedback at Papa Westray nursery highlighted the unhurried approach to interaction and learning as very good and practice worth sharing widely
Evaluate play in P1 and develop practice guidance for staff.	Cohort 2 have completed the play pedagogy training and have started to implement practice change and cohort 3 have been recruited for 24-25. Materials to support learning have been developed and will be drawn together next session.
Finalise ELC maths document and distribute to all settings	The maths document and additional guidance has been completed and will be distributed in the first term of 24/25.
Collate professional learning priorities from schools through the PRD process to ensure that LA PL offer responds to identified need.	This is due to happen in Term 1 2024/25. Key information will be shared with Head Teacher and will inform future planning for Professional Learning.
Include Educational Psychology in initiatives to support learner resilience and independence through promotion of Growth Mindset and metacognition.	The Educational Psychology Service has delivered training on Growth Mindset to probationer teachers. Where applied/adopted, outcomes include; children that are comfortable with learning conversations; that see mistakes as opportunities for learning; that engage readily with learning opportunities; that have a good understanding of learning as a process as well as themselves as learners.

Continue to support schools in developing approaches to linguistic phonics.	A number of staff meet regularly to review the implementation of the linguistic phonics approach, led by the educational psychologist. Data is gathered annually to review the impact on children's spelling ages as they progress through the school and shows the positive impact of the linguistic phonics approach against those schools not using a linguistic phonics approach.
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### Theme 3: Scottish Attainment Challenge

<b>Proposed Action</b>	<b>Update/Impact</b>
New 3-year core stretch aims set following updated guidance from Scottish Government. There will be an annual trajectory for all core aims.	Stretch aims were set for 2026 with annual trajectories. They have been monitored twice during the academic session with the first actual analysis of progress towards these undertaken in July 2024. A significant number of plus stretch aims were set to ensure a clear focus on those areas of attainment that the service will focus on over the three-year timeframe of the stretch aims.
Continue with the attendance stretch aim set for Local Authority health and wellbeing agenda.	Although attendance continued to be the stretch aim for health and wellbeing, this was split into different sections for this three-year period. Primary, secondary and the attendance of children and young people with attendance of less than 70% is now a key focus. Attendance in the primary sector continue to remain higher than in the secondary. The number of children and young people with attendance of less than 70% increased during the session. This has to remain a priority.
Using all available data, review and identify core and plus stretch aims 2023-26.	Both data over time and cohort data was used to set the stretch aims over the three-year period. Annual trajectories have been set that reflect the analysis of cohort data where it exists. Progress towards the stretch aims is monitored and analysed twice during the session, once in Dec and again in June.
School targets set by all primary schools across all class year groups.	Following the setting of stretch aims, all primary schools followed as similar process to set stretch aims for each class. These were set using a mixture of cohort data and data over time. This feeds into the evaluation of progress towards the primary stretch aims.

All schools submit a Pupil Equity Fund (PEF) report and plan.	All schools submitted a PEF report and plan as part of the school improvement planning documents. These are reviewed by the Attainment Advisor (AA) and the Quality Improvement Officer for attainment and achievement and feedback is given to HTs. Headteachers are becoming more effective in writing PEF plans and reports and identifying appropriate interventions.
All schools to spend Pupil Equity Funding by the end of the financial year, other than agreed staff committed spend.	The PEF spend is now on track and is mostly spent within the financial year, except for committed spend as written in the plan. This level of committed spend carry over has decreased over time as HTs become more confident in the use of PEF. PEF underspend has reduced from 63% to 98%.
Pupil Equity Funding spend monitored monthly by Quality Improvement Officer and action taken.	The QIO for attainment and achievement monitors PEF spend monthly and reports to the SAC lead and the AA. Direct action is taken with schools where the spend is not meeting expected profiles – either under or overspending. This has led to the PEF spend coming in on budget.
Updated Broad General Education tracking toolkit used by all primary schools.	This was achieved.
Predicted Broad General Education data for P1/4/7 and S3 submitted in November and February with final data submitted in May.	This was achieved. However, further work is required to increase confidence in the S3 data.
Senior phase attainment tracked and monitored.	This was achieved.
All submitted data analysed and actions taken.	This is now becoming embedded in practice in the Primary sector and in secondary Senior Phase. The BGE data process is beginning in the secondary sector. Published data can be found <a href="#">here</a> .
Further develop Broad General Education tracking for literacy and numeracy in Broad General Education S1-3.	This was begun in 2023/24 and will be further developed in 2024/25.
Monitor and report on impact of Strategic Equity Funding Quality Improvement Officer role.	The QIO is part of the SAC team responsible for driving forward the authority's strategic aims of the SAC agenda. There has been engagement with all schools and bespoke support as required, provided by the QIO. Other key duties of the QIO include: <ul style="list-style-type: none"> <li>• Reviewing and providing written guidance.</li> </ul>

	<ul style="list-style-type: none"> <li>• Supporting headteachers in writing plans.</li> <li>• Delivering professional learning on poverty to heads of establishments and wider staff teams.</li> <li>• Tracking and monitoring the attainment of children and young people eligible for free school meals (FSM).</li> <li>• Securing participatory budget funding.</li> <li>• Establishing a 'Poverty Book Group' with organised speakers from a range of third sector organisations; the participants are mainly school staff.</li> <li>• Developing and delivering the 'SAC Roadshow' with the coordinator for children and young people who have experienced care to whole school staff.</li> <li>• Supporting schools with their tracking toolkits and attending attainment meetings.</li> </ul> <p>The impact of poverty is now better understood across schools; staff are more aware of the need to be mindful of learners who may be experiencing poverty and how to mitigate this.</p>
<p>Monitor and report on impact of Care Experienced Children and Young Person's coordinator role.</p>	<p>The Care Experienced Children and Young Person's Coordinator continues to keep the database containing information relating to all children and young people who have experienced care up to date. This coordinator works closely with guidance teams, headteachers and social work colleagues to ensure accurate and up-to-date information is held. The contents of the database feed into the SAC reporting cycle and provide statistics on the impact of the work to narrow the attainment gap.</p> <p>Interventions and support delivered by the coordinator include:</p> <p><u>Supporting:</u></p> <ul style="list-style-type: none"> <li>• 1:1; in and outwith school.</li> <li>• Resilience work - emotional and practical support with coping strategies when feeling dysregulated, which help with school attendance.</li> <li>• Individuals back into the school environment to enable completion of national qualifications.</li> <li>• Transitions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Development of job seeking skills e.g. curriculum vitae, job searching, interview skills and encouragement into positive destinations.</li> <li>• Ongoing contact with parents and carers in navigating wider support networks and advocacy in meetings.</li> <li>• Attendance at clubs and activities</li> </ul> <p><u>Collaboration:</u></p> <ul style="list-style-type: none"> <li>• Working with the QIO to deliver the SAC roadshow and to raise awareness of The Promise.</li> <li>• Member of 'The Northern Promise Collaborative'; attending meetings and networks with the eight local authorities.</li> <li>• Working with school staff, social work, third sector and other agencies.</li> </ul> <p><u>Keeping The Promise Award:</u></p> <ul style="list-style-type: none"> <li>• Producing and delivering professional learning for all teaching staff with a view to each school and setting achieving The Promise Award recognition.</li> <li>• Ensuring that The Promise has a high profile across all schools and settings.</li> <li>• At the request of a family, the co-ordinator set up the 'Kinship Carer Support Group'. Families meet on a monthly basis to share experiences; input was given from the fostering, adoption, and kinship team in social work. Attendance can be variable but kinship carers report that they find this space useful and like the relaxed atmosphere.</li> </ul> <p>The attainment gap between those who have experienced care and those who have not, has narrowed in 2023-24 by 14 percentage points in literacy and 17 percentage points in numeracy.</p> <p>There has been significant impact as a result of this role. The coordinator, with the support of the QIO, has raised the profile of The Promise and the need to improve outcomes for those who have experienced care.</p>
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<p>Implement Strategic Equity Funding plan.</p>	<p>All of the above actions are focussed on the implementation and delivery of the Strategic Equity Funding Plan. The SAC team consists of the Service Manager for Primary Education who is also the SAC lead, the QIO for attainment and achievement and the Attainment Advisor. The Service Manager for Secondary and Tertiary Education is becoming more involved in relation to attainment in the secondary schools as part of the SAC plan and the Care Experienced Children and Young People’s coordinator also works closely with the SAC team. Delivering the SAC agenda remains a key part of the work of the education service.</p>
<p>Explore approaches to supporting the development of writing (primary Broad General Education).</p>	<p>This was target was in relation to Orkney becoming part of the National Improving Writing Programme. (<a href="#">CYPIC</a>) Unfortunately, despite requesting involvement in this to Education Scotland, Orkney has not yet been able to participate in this programme. This is also the case for 2024/25.</p>

## Key Performance Indicator Trends

Measure (as noted in baseline plan)	Source	Base	End of Year 2	Trend	Note	
Children meeting development milestones	LGBF	89%	87%	↔	Post Covid, significant concerns remain about both children's development and wellbeing on entry to nursery, and this would match with national research which highlights the impact of lockdown on babies and very young children. For children leaving nursery, there has been a slight dip in meeting wellbeing developmental milestones, especially when compared with other aspects of children's development.	
Achievement of Care Experienced Children and Young People from P1-P7	Manual	R	29%	46%	↑	Although there is a significant improvement in the attainment across all 4 organisers, there still remains a significant gap between children who have experienced care and their peers.
		W	14%	32%	↑	
		L&T	43%	50%	↑	
		N	17%	36%	↑	
Achievement of Children and Young People entitled to Free School Meals from P1-P7	Manual	R	54%	62%	↑	Although there is a significant improvement in the attainment across all 4 organisers, there still remains a gap between children who are eligible for FSM and their peers.
		W	40%	50%	↑	
		L&T	62%	74%	↑	
		N	48%	60%	↑	
Proportion of 16-19-year-olds Participating in education, employment, or training	<a href="#">Annual Participation Measure - Skills Development Scotland</a> (Aug 23)	94%	96%	↑	Orkney is consistently achieving above the national average in this measure. The 2022-23 rate of 96.4% was a 2.5 percentage point increase on 2021-22 and the highest rate in the last 8 years.	
P1/4/7 Reading	Manual	80%	85%	↑	Attainment continues to improve through the rigorous approaches to tracking and monitoring in the primary schools. However, the small numbers can make a difference in attainment year on year.	
P1/4/7 Writing	Manual	74%	78%	↑		
P1/4/7 Talking and Listening	Manual	84%	90%	↑		

P1/4/7 Literacy	LGBF	68%	78%	↑	Attainment now exceeds national average in all areas.
P1/4/7 Numeracy	LGBF	75%	85%	↑	Attainment has increased across all organisers since 2022.
National 5 Pass Rate	<a href="#">Attainment Report 22-23</a>	80%	79%	↔	For SQA attainment 2018-19 is used as base level, as courses and assessment methods were modified in 2019-20 and 2020-21 as covid mitigations. Orkney's 2022-23 pass rate is slightly higher than the national rate, as it was in 2021-22; both were a small decrease on the previous year.
Higher Pass Rate	<a href="#">Attainment Report 22-23</a>	80%	78%	↔	Orkney's 2022-23 pass rate is slightly higher than the national rate, as it was in 2021-22; both were a decrease on the previous year.
Advanced Higher Pass Rate	<a href="#">Attainment Report 22-23</a>	87%	77%	↓	Orkney's 2022-23 pass rate is slightly lower than the national rate, as it was in 2021-22; both were a small decrease on the previous year. Pre-covid the Orkney rate was stable at 87% with the national rate stable at 80%. Small cohorts at Advanced Higher make this a measure where individual young people can have a significant impact on the overall percentage.
5 or more National 5 qualifications gained in S4	<a href="#">Attainment Report 22-23</a>	55%	67%	↑	The 2022-23 Orkney rate is 12 percentage points above both the national rate for 2022-23 and our 2018-19 (pre-covid) baseline. This reflects the focus we have chosen to place on this measure.
Leavers gaining 1 or more Level 5 qualifications	<a href="#">Attainment Report 22-23</a>	93%	90%	↔	Orkney is consistently 2-4 percentage points above the national average in this measure



Leavers gaining 1 or more Level 6 qualifications	<a href="#">Attainment Report 22-23</a>	64%	61%	↔	Orkney is consistently around 3 percentage points below the national average in this measure.
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'Arrow' indicates change relative to previous year

'Colour' indicates change over time (trend)

**Note:**

Across a wide range of indicators, the data suggests progress is being made towards the overall ambition of achieving excellence and equity in education. Confidence in both the reliability and validity of data is particularly strong in the Primary Sector because of a significant commitment by staff at all levels. A similar process (and support) is beginning for the early stages of secondary education (Broad General Education) and it is expected that this will articulate with the more formal and externally validated process associated with the Senior Phase and undertaking national examinations at S4, S5 and S6.

## Section 5: Progress Review: Systems and Processes

### Themes

- Self-evaluation for Continuous Improvement
- Professional Learning
- Resource and Management Systems

### Outcomes 2022-2025

- Effective approaches are used to ensure all staff, partners, learners, and other stakeholders are involved self-evaluation activities.
- Pupil and parent / carer participation is a strong feature of the approach to self-evaluation and continuous improvement.
- Self-evaluation focuses on key aspects of learners' successes and achievements and there is clear evidence of improvement based on actions taken as a result of self-evaluation.
- All stakeholders, including children and young people, have shared ownership of this evidence and use it to plan continuous improvement.
- Staff are confident with key processes and apply them consistently to a high standard.
- Young people and their families stating they are satisfied with the service they receive across the partnership.
- Success, for whole cohorts, institutions and vulnerable groups (including those entitled to free school meals, those with Additional Support Needs and those who are care experienced) meet (or exceed) stretch aims / targets.
- Services provide high-quality provisions which are demonstrate value for money.
- All institutions have robust policies and procedures in place, including personnel policies and those for health and safety.

### Progress Report 2023-2024

#### Theme 1: Self-Evaluation for Continuous Improvement

Proposed Action	Update/Impact
Develop pro-forma for Service Quality Assurance visits (based on 2023 Northern Alliance documentation).	Northern Alliance material successfully used to produce Safeguarding support materials as part of cross sector review, individual school/setting support and preparation for inspection.
Familiarise practitioners and managers with the new Shared Inspection framework.	Framework publication has been delayed, so this will be completed in 24-25.

<p>Continue to embed service wide approaches to self-evaluation for continuous improvement to ensure transparency and consistency.</p>	<p>The local authority (LA) has standardised some key reports for schools; Standards and Quality Reports (SQR), School Improvement Planning (SciP) and Pupil Equity Fund (PEF) plans and reports. All schools use these reports and submit them within the required timescales. LA officers then moderate the plans and provide clear feedback and areas for improvement or further action are taken by schools as necessary.</p>
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## Theme 2: Professional Learning

<b>Proposed Action</b>	<b>Update/Impact</b>
<p>October Inservice for teachers to follow an inclusive practice theme.</p>	<p>A very successful ‘inclusive practice’ learning event took place in October 2023. The format offered focused support at sector (nursery/primary/secondary) level and also with respect to particular themes with the context of practical approaches to meeting additional support needs.</p> <p>The feedback received suggests that practitioners would appreciate a similar approach in 2024.</p>
<p>Early Learning and Childcare focus on developing high quality interactions (inspection feedback indicates this could be improved upon). Julie Fisher (Interacting or Interfering) to lead learning input at in-service</p>	<p><a href="#">Julie Fisher</a> delivered the keynotes and a day long workshop to practitioners, emphasising the role of the practitioner in developing language. Recent inspection reports have highlighted interaction as a strength in the majority of settings inspected.</p>
<p>Impact and review/revision of induction.</p>	<p>A Head Teacher Induction Checklist is in use and provided to all newly appointed Head Teachers. Regular induction sessions were held during the year and focused on areas from the checklist identified by Head Teachers as key priorities. Very positive feedback about these sessions was received and further development is planned for 2024/25.</p>

Devise implementation strategy for new policies and procedures.	Process for policy and practice change and improvement has become more standardised; consultation at an early stage with key stakeholders as the norm has become more commonplace; processes for approval/adoption have been harmonised. Work needs to continue on follow-up and progress checking at regular intervals (until change is embedded) during 24/25. A pilot approach with the 'new' Attendance Policy is planned for term 1 (24/25)
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### Theme 3: Management Resources and Procedures

<b>Proposed Action</b>	<b>Update/Impact</b>
Implementation of new Devolved School Management policy.	Draft policy complete (including revised formula for resource distribution); new formulae address historic inequalities; new (Council) budget strategy now needs to be overlaid to ensure compliance with relevant financial regulations.
Make Policy, Procedure and Guidance Suite available to all who need it; initiate programme of refresh and learning with policy and procedure suite.	Background work on creating a framework is complete; 'launch' of suite planned for early term 1; the expectation is that the majority of policies, management circulars and guidance notes will be 'published' in accessible format reached via the Council's website.
Establish Phase 2 (Leisure and Culture) and 3 (UHI Orkney) of the Learning Estates strategy and bid, including ongoing review and governance.	Production of Leisure/Culture aspects have been paused pending the outcome of the newly established Member Officer Working Group(s) which are reviewing service and service delivery across the sector.
Consistent implementation of SEEMiS across schools including for academic and pastoral information.	Progress delayed due to other priorities and pressures; SEEMiS have appointed a new account manager and work will now be picked up and progressed at the start of 24/25

#### **Other relevant developments:**

Following the in-principle award of significant funding from the Scottish Government's Learning Estate Improvement Programme (LEIP), to support the development of an Additional Support for Learning Centre, work has been ongoing to review the original brief (including reevaluating need and programme delivery costs) in order to ensure an affordable and sustainable outcome is achieved. It is anticipated that reports to the relevant committees (Education Leisure and Housing and/or Policy and Resources, as appropriate) will be presented in the autumn of 2024.

## Key Performance Indicator Trends

Measure (as noted in baseline plan)	Source	Base	End of Year 2	Trend	Note
Complaints (stage 2, closed on time)	Manual	33%	14%	↓	Over the period the number of complaints has increased (by 136%), however the proportion being resolved at stage 1 has also increased. The consequence is that the investigative process is tending to be more complex, resulting in frequent need to extend the response time
FOI Response (on time)	Manual	83%	86%	↔	During the current year, 426 FOI's received, of which 366 were responded to 'on time'. The number processed on time is broadly similar, however remains well below the target.
Budget Variance (budget control)	Council Perf Mon	16%	17%	↑	There has been a small rise in the number of variances and the overall trend is increasing.
Invoices Paid	Council Perf Mon	82.1%	88.1%	↑	While the overall trend is improving, the target of 90% has not been met.
Staff Accidents (per 30 staff)	Council Perf Mon	0.57	0.56	↔	The number of accidents remains low. Reporting continues to be encouraged so that potential issues can be identified at an early stage.
Sickness Absence (teaching staff)	LGBF	8.2	7.2	↔	The average number of working days per lost through sickness absence, (expressed as a percentage of the number of working days available) remains high with Orkney 'averaging' 25/32 (local authority rankings)
Long Term Absence Management	Council Perf Mon	17.9%	57.0%	↑	Although there has been a significant improvement, there are still a concerning number of staff members where the management intervention has not happened or has not been recorded.

Vacancies (still vacant after 6 months)	Council Perf Mon	1.2%	5.56%	↑	There has been a rise in the number of persistent vacancies and the overall trend is increasing.
ERD/PRD	Council Perf Mon	88.9%	81.1%	↓	The number of (entitled) staff who have received an ERD has fallen. There is a persistent challenge in relation to temporary, seasonal and part-time (low number of hours) staff.
Mandatory Training	Council Perf Mon	33.8%	64.1%	↑	While the overall trend is improving, the completion rate falls well short of the 90% target.
ELC Settings rated good or better	LGBF	95%	90%	↔	The very small number of settings results in large % variation should a single setting drop below 'good or better'. Any setting.
Satisfaction with local schools	LGBF	84.7%	88.3%	↓	Position relative to the other 31 local authorities is strong (1,2 or 3 since 2015).

The Following KPI's were suggested for 23/24 but will now be deleted. The information is better captured elsewhere and/or comparative data is not available, reducing validity.

PEF (deadlines met/underspent)					Delete as not useful (School PEF Reports focus is 'difference made' or impact; budget monitoring captures efficient use of resources)
QA Calendar (deadlines met)					Delete as not useful or comparable

'Arrow' indicates change relative to previous year

'Colour' indicates change over time (trend)

**Note:**

Across many of the indicators Orkney continues to perform well and the community continues to hold the service in high regard (see 'satisfaction with local schools' above). However, this position cannot be taken for granted (see 'complaints' above).

Relatively high levels of sickness absence continue to place significant stress on both staff and systems. The cost of providing supply/cover staff is high, which in turn creates unrelenting pressure on budgets that are already stretched. At all levels within the service, colleagues work to support each other and strive to maintain a health promoting culture.

## Section 6: Overview of Priorities for 2024-2025

Local Priorities	Focus for Year 3 (2024-2025)
Inclusion and Wellbeing	<b>Staged Intervention:</b> Getting it Right Refresh, Child's Plans, Team Around the Child.
	<b>Health and Wellbeing:</b> Trauma Informed Practice, Positive Mental Health, Whole Family Wellbeing, Staff and Team Wellbeing.
	<b>UNCRC:</b> Rights Respecting Schools, LGBT Charter, The Promise Award.
Learning and Achievement	<b>Curriculum Review</b>
	<b>High-Quality Learning, Teaching and Assessment</b> Gathering feedback, peer observation, cross sector trio moderation, professional learning priorities.
	<b>Scottish Attainment Challenge</b> Working towards meeting stretch aims, BGE S1-S3 attainment.
Systems and Processes	<b>Professional Learning</b> Supporting Learners, Learning, People and Practice.
	<b>Resources and Management Systems</b> Self-evaluation and Quality Assurance, Balancing the Budget, DSM Implementation, Engaging with Communities, Digital Learning Strategy.

### Key to Personnel Leading Delivery

HOS	Head of Service (Education)
SM(ELC)	Service Manager: Early Learning and Childcare
SM(P)	Service Manager: Primary Education
QIO(AA)	Quality Improvement Officer: Attainment and Achievement
AA	Attainment Advisor
SM(S)	Service Manager: Secondary and Tertiary Education
QIO(LTA)	Quality Improvement Officer: Learning, Teaching and Assessment
SM(SfLI)	Service Manager: Support for Learning and Inclusion
PEP	Principal Educational Psychologist
SM(CLDE)	Service Manager: Community Learning, Development and Employability

## Section 7: Year 3 (2024-2025) Delivery Plan

### Inclusion and Wellbeing

#### Theme 1: Staged Intervention

Proposed Action	Outcome	Officer
Short-term working group reviews and refreshes the staged intervention process	A refresh of Staged Intervention practice, leading to robust practice guidance for schools and establishments.	SM(SfLI)
Refresh Getting it Right awareness, training and practice	Staff teams understand the principles of Getting it Right and are able to apply approaches in collaboration with colleagues across a range of services	PEP

#### Theme 2: Health and Wellbeing

Proposed Action	Outcome	Officer
Promote cognitive behavioural therapy (CBT) approaches with pupils in Personal and Social Education (PSE) eg Stress Control and Decider Skills	Young people develop independent strategies to manage stress and anxiety	PEP
Educational Psychology will deliver Save a Life Training across all education settings.	Trained staff will feel confident to hold conversations about mental health	PEP
Promote relational approaches as key to quality learning and teaching	Nurseries and schools have both embedded practice and written guidance on relational approaches	PEP
Support Staff and Team Wellbeing through practices such as coaching, mentoring and supervision	Staff feel supported and safe in the work that they are doing	PEP

#### Theme 3: UNCRC

Proposed Action	Outcome	Officer
All schools and establishments to engage in the inclusive schools' network facilitated by the Service Manager, Support for Learning and Inclusion.	All Primary, Junior High and Secondary schools awarded Silver Rights Respecting Award.	SM(SfLI)



Monthly rolling agenda to include a range of key areas including UNCRC, RRS, LBG award, The Promise award and additional agenda items as identified.	JHS and Senior Secondary schools achieve LGBT award.	SM(SfLI)
All schools and establishments working towards compliance and service awards.	All schools complete the Promise Award programme.	SM(SfLI)

Link to Council Delivery Plan:

<b>Embed the vision and outcome of The Promise (C6)</b>
In partnership with other services and sectors, support the delivery of The Promise to support children and young people who are Care Experienced. Education Service, Service Manager, Support for Learning and Inclusion engaged in the promise subgroup of the Children's Services Strategy Group.

## Learning and Achievement

Theme 1: Curriculum Review

Proposed Action	Outcome	Officer
Planning for Senior Phase curriculum updates for 2025-26 based on 2023-24 Curriculum Review.	Senior Phase Review delayed from 23/24 and now rescheduled for 24/25	SM(S)
Review of the S1-3 Broad General Education Curriculum, building on the outcomes of the 3 Islands Review.	Broad General Education review rescheduled (see above) for 25/26	SM(S)

Theme 2: High Quality Learning Teaching and Assessment

Proposed Action	Outcome	Officer
Baseline survey evaluating learning and teaching with learners P4 and older, parents, teachers and classroom-based support staff to be carried out in August 2024 and repeated by the end of March 2025.	Baseline established in August 2024; improvement evident in March 2025.	SM(P)
School QA calendars in all schools include planned opportunities for peer observation using the school's lesson evaluation toolkit.	Improved approaches to learning and teaching as evidenced in March 2025 survey.	and
Cross-sector trios of Head Teachers carry out peer moderation of HGIOS Quality Indicator 2.3 through school visits.	Feedback from Head Teachers indicates improved confidence in the quality of self-evaluation judgements for HGIOS Quality Indicator 2.3.	SM(S)

All schools to report a self-evaluation of 4 or above for QI 2.3, with improved confidence in the quality of the judgement by LA and Head Teachers.	All schools to report a self-evaluation of 4 or above for QI 2.3.	
Collate professional learning priorities from schools through the PRD process to ensure that support from the Quality Improvement Officer for Learning and Teaching is appropriately targeted.	The Quality Improvement Officer for Learning and Teaching responds to need with provision of appropriate resources, for example via Northern Alliance Toolkit.	

### Theme 3: Scottish Attainment Challenge

<b>Proposed Action</b>	<b>Outcome</b>	<b>Officer</b>
Continue to work towards meeting stretch aims in primary BGE and in attendance.	Stretch aims trajectories met.	SM(P)
Continue to work towards meeting stretch aims for BGE S3, including attendance, and ensure that these are a clear focus for secondary schools.	Stretch aims trajectories met.	SM(P) AA QIO(AA) SM(S)
Create clear action plan for monitoring and tracking attainment in BGE S1-S3 during the course of the school year.	Increased confidence in the robustness and reliability of BGE data in secondary schools by school senior leadership teams and LA officers.  Improved attainment in BGE S3 third and fourth level.	SM(P) AA QIO(AA) SM(S)
Expand the primary BGE tracking toolkit with pilots in 2/3 schools to ensure children who are benefiting from PEF interventions are identified, tracked and monitored	Amended toolkit provides easier and more efficient tracking and monitoring of children's attainment where PEF is being used to support their learning. Evaluation and feedback from pilot schools.	SM(P) AA QIO(AA)

Link to Council Delivery Plan:

<b>Development of Learning provision and Pathways (C3)</b>
Develop and promote sustainable learning provision and pathways, considering improvement based on local needs and skills gaps. Providing all age holistic, bespoke and person-centred support and opportunities to increase confidence, skills and knowledge to ensure individuals progress into positive destinations. Orkney College functions as a core part of this learning provision.

<b>Improve Education Standards (C4)</b>
Raise attainment and improve outcomes by ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors.
Achieve equity by ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

## Systems and Processes

### Theme 1: Professional Learning

Proposed Action	Outcome	
Iterative learning programme to support Learners, Learning, People and Practice created and launched	Appropriately skilled confident workforce delivering on improved outcomes for children and young people	SM(SfLI)

### Theme 2: Resource and Management Systems

Proposed Action	Outcome	
Implement a budget review and management plan to support the Council's medium term financial strategy, which involves balancing the budget, reducing costs and increasing income across all sectors of the service.	Satisfactory service delivery is achieved and budget management targets, as determined by Council, are met.	HOS
Continue with DSM Implementation, embedding new systems and practices across the service.	Budget holders have access to clear and unambiguous information about budget construction and allocation. Budget processes are understood and completed on time.	HOS

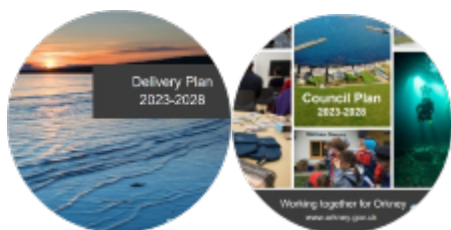
Review staffing allocation policies for each aspect of the service.	Maximum effectiveness and efficiency (within the given statutory and budget parameters) of staffing allocation is achieved.	HOS
Continue to evolve and develop systems and process to support Self-evaluation and Quality Assurance within and of the local authority.	Self-evaluation activity systematically and accurately informs improvement activity and outcomes.	HOS
Engage with 'communities of interest' as part of the ongoing process of evaluation and forward planning for the service.	Stake-holders report that they are listened to and involved in all aspects for the service.	HOS
Should funding from Scottish Government be made available, implement a reduction of teachers' contact hours in line with national policy position.	Teacher contact hours aligned with national agreement.	HOS
Create and adopt a Digital Learning Strategy for Orkney.	Digital Strategy responds to identified needs, articulates with corporate strategy and development as well as informing service activity.	HOS

Link to Council Delivery Plan:

<b>Childcare (C5)</b>
<p>Provide childcare in an affordable way in locations that are convenient by:</p> <ul style="list-style-type: none"> <li>Continuing to develop a new 50-place 0-5 nursery in Kirkwall.</li> <li>Supporting individuals to take up child-minding; supporting practising child-minders to develop practice as well as meet and maintain the National Standard; recruiting and supporting child-minders working in partnership with the local authority to provide statutory childcare (including qualifications).</li> <li>Establishing a 'grant and subsidy' approach for child-minders in hard to sustain locations (for example where numbers are very small making the business non-viable).</li> </ul>

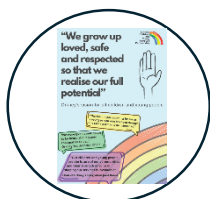
## Section 8: Associated Plans and Strategies

The Orkney Education Service Plan (Including: The National Improvement Framework Report and Plan) refers to the relevant strategies, plans and reports that relate directly to the service. For example: [The Raising Attainment Strategy](#) and [Orkney Schools Attainment Report](#).



The Orkney Education Service Plan should be read however, in the context of the [Council Plan \(2023-2028\)](#) and the [Council Delivery Plan](#)

Other plans that connect to the Orkney Education Service Plan include:



[Orkney's Children's Services Plan - 2023-2026](#)



[Orkney's Good Parenting Plan](#)



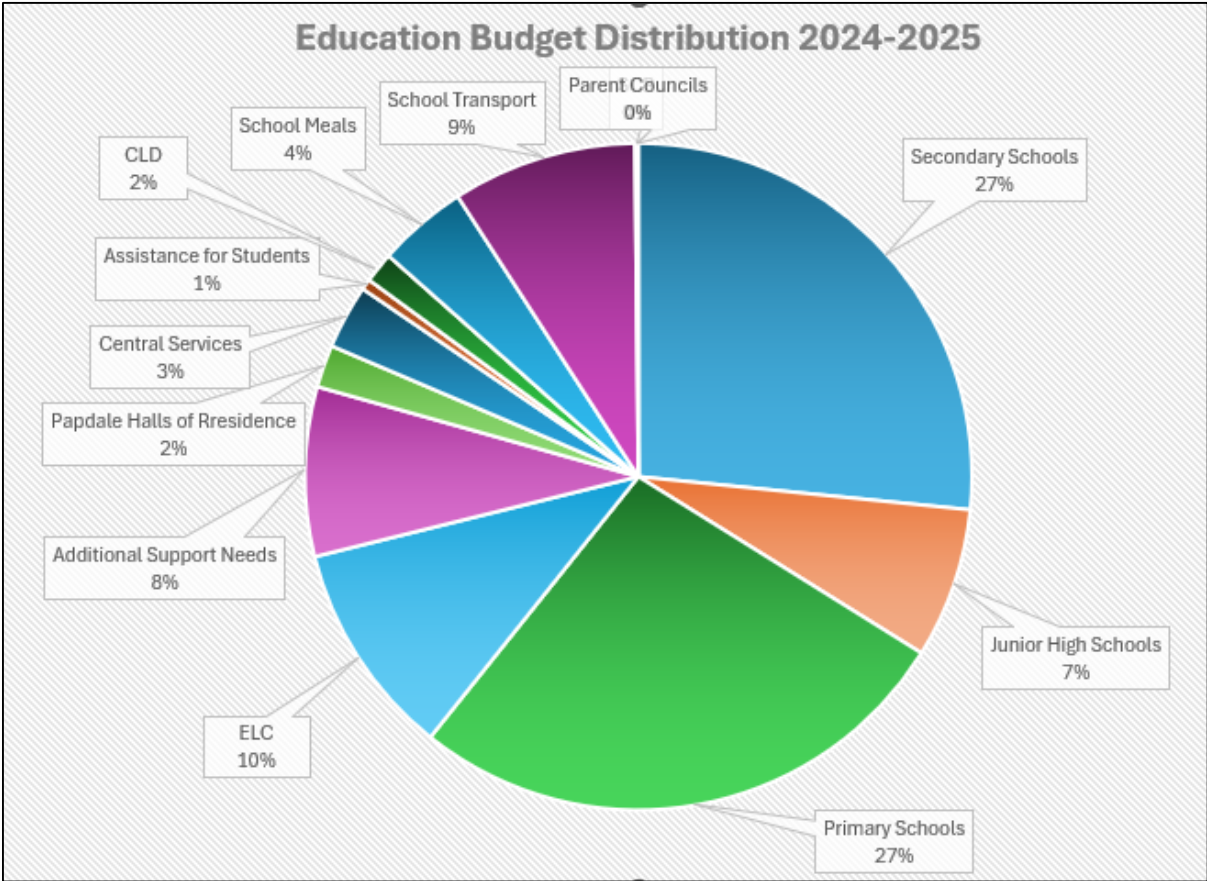
[Orkney's Child Poverty Strategy](#)



[Orkney CLD Partners Plan](#)

# Appendix 1: Budget Overview

The annual budget for the service is £46,463m. This is distributed across the various functions and operations of the service as shown below.



**Notes:**

The % share for Parent Councils appears as '0'. The actual sum associated with this function is £6.1k

In general, the 'school' budgets are devolved to the relevant Head Teacher. The budget covers ordinary running costs, and typically 80% of this is allocated to core staffing with a further 15% absorbed by property costs. Key exceptions are cover for long term absence and the costs associate with recruitment (including relocation expenses), which are covered by the 'Central Services' budget.

Central Services includes Instrumental Tuition, Probationers and Probationer Support, Additional School/Setting Staffing, Repairs and Maintenance (Life Cycle), Property Costs (Papdale House and the Learning Link), Education and Leisure Support/Admin Staff costs.

## Appendix 2: Risk Register

### Risk Title: Financial Pressures.

<b>Likelihood.</b>	5	<b>Impact.</b>	4.	<b>RAG.</b>	Amber.	<b>Current Risk Score.</b>	20	<b>Target Risk Score.</b>	16.
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<b>Vulnerability.</b>	<b>Trigger.</b>	<b>Consequences.</b>	<b>Mitigating Actions.</b>
<p>Level of funding for the service is insufficient to maintain a minimum safe standard of provision.</p> <p>Inflation and pay settlements, combined with a standstill budget and/or budget reduction further reduces the capacity to maintain a safe standard of provision.</p> <p>Impact of Council's strategic financial plan exacerbates the vulnerability.</p>	<p>Reduced resource base</p>	<p>Lower quality of service as assessed by inspectors and regulators.</p> <p>Reduction in resilience of the service.</p> <p>Reduction in service offer.</p> <p>Disinvestment in professional learning offer for staff teams.</p> <p>Service failure with respect to progress, achievement and attainment of learners.</p> <p>Reputational harm.</p> <p>Loss of community asset with associated negative economic impact.</p> <p>Increase in complaints and/or levels of parent/carers dissatisfaction.</p> <p>Increase in difficulty with recruitment and retention.</p>	<p>Ensure 'fair' distribution of available funding to mitigate differential impacts across the service.</p> <p>Increase budget management and scrutiny to identify both significant and marginal efficiencies.</p> <p>Manage ad-hoc grants to minimise unplanned commitments 'in kind'.</p> <p>Manage vacancies (and other opportunities) to optimise in-year savings.</p> <p>Explore and exploit opportunities for sharing costs and/or community funding.</p>

**Risk Title: Recruitment Challenges.**

<b>Likelihood.</b>	5.	<b>Impact.</b>	4.	<b>RAG.</b>	Amber.	<b>Current Risk Score.</b>	20.	<b>Target Risk Score.</b>	9.
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<b>Vulnerability.</b>	<b>Trigger.</b>	<b>Consequences.</b>	<b>Mitigating Actions.</b>
<p>Recruitment and retention failures result in un-filled posts.</p> <p>Vacancies remain unfilled for an extended period.</p> <p>Limited access to appropriately qualified workforce hampers recruitment, including the availability of supply and temporary staff.</p> <p>Turnover rate rises to unsupportable levels.</p>	<p>Posts remain unfilled, supply and cover staff unavailable.</p>	<p>Reduction in service offer, including not offering undersubscribed courses.</p> <p>Inability to meet the Safe Staffing Standard.</p> <p>Capacity to deliver specific curriculum subjects compromised.</p> <p>Service failure with respect to progress, achievement, and attainment of learners.</p> <p>Lower quality of service as assessed by inspectors and regulators.</p> <p>Increase in workload and pressure on existing teams.</p> <p>Reduction in staff morale.</p> <p>Increase in staff sickness absence levels.</p> <p>Unmanageable pressure on supply/cover staff budget.</p> <p>Increase in the recruitment challenge.</p>	<p>Support access routes (initial training, career change programmes)</p> <p>Provide support to unqualified staff to gain relevant qualifications.</p> <p>Support 'grow your own' approaches to developing managers and for workforce planning.</p> <p>Use recruitment processes to ensure applicants are aware of opportunities and (if unsuccessful) are open to continue to seek employment with the Council.</p> <p>Where possible, use recruitment processes to give access to multiple forms of employment eg job families.</p> <p>Continue to use appropriate alternatives including the use of agency staff.</p>



**Risk Title: Unmet Additional Support Needs.**

<b>Likelihood.</b>	5	<b>Impact.</b>	4.	<b>RAG.</b>	Amber.	<b>Current Risk Score.</b>	20.	<b>Target Risk Score.</b>	16.
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<b>Vulnerability.</b>	<b>Trigger.</b>	<b>Consequences.</b>	<b>Mitigating Actions.</b>
<p>Demand for service is outwith capacity to deliver.</p> <p>Impact of available additional support is limited as it is shared across too many needs.</p>	<p>Increased demand for additional support combined with an increase in the indicators of unmet need.</p>	<p>Appropriate additional support (approaches to learning and teaching, support from personnel, and provision of resources) to meet the needs of learners is not available.</p> <p>Service fails to meet statutory duties.</p> <p>Level of dissatisfaction increases.</p> <p>Number of complaints increases.</p> <p>Resources diverted to manage complaints and if necessary, legal challenge, which exacerbates the vulnerability.</p> <p>Increase in difficulty with recruitment and retention.</p> <p>Reduction in staff morale.</p> <p>Increase in staff sickness absence levels.</p>	<p>Improve and increase efficient and effective use of available resources.</p> <p>Improve and increase staff confidence and capability.</p> <p>Explore and exploit opportunities for collaborative work within and across service and agencies to deliver preventative and early intervention service models.</p> <p>Explore and exploit budget and funding options to increase sufficiency and capacity.</p> <p>Align with Additional Support for Learning review and Staged Intervention outcomes to refresh and create robust Additional Support Needs systems and process within national guidance.</p> <p>Engage, develop professional practice, and upskill staff based on the revised systems and structures.</p> <p>Review data and recording to ensure alignment with reporting and develop the Orkney Inclusive school's programme.</p> <p>Invest in learning estate to deliver the Inclusive Schools Programme.</p>

<b>Vulnerability.</b>	<b>Trigger.</b>	<b>Consequences.</b>	<b>Mitigating Actions.</b>
			Provide clear guidance and information for service users on revised systems and allocation of need.

**Risk Title: 04 – Education IT Systems Capability.**

<b>Likelihood.</b>	4.	<b>Impact.</b>	4.	<b>RAG.</b>	Amber.	<b>Current Risk Score.</b>	16.	<b>Target Risk Score.</b>	12.
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<b>Vulnerability.</b>	<b>Trigger.</b>	<b>Consequences.</b>	<b>Mitigating Actions.</b>
<p>IT systems insufficiently developed to meet contemporary needs within the education and learning service.</p> <p>Manual systems required to be developed or maintained, resulting in unnecessary/inappropriate use of resources.</p>	<p>Education management information systems (including SEEMiS) fail to support the Service appropriately.</p>	<p>Inability to achieve an acceptable level of efficiency (as might be achievable in organisations with more appropriate IT systems).</p> <p>Needs of children/young people, staff, parents/carers are not efficiently met.</p> <p>Service ability to provide external bodies with the information they require is impaired.</p> <p>Manual/alternative approaches are costly (diverting resources and time away for core activity) and potentially less 'safe'.</p>	<p>Establish a systems review and forward plan.</p> <p>With colleagues across the Council, explore the possibility of taking a project development approach to improvement.</p>

**Risk Title: 05 – Expansion of Childcare Provision/Provision of Non-statutory Provision.**

<b>Likelihood.</b>	4	<b>Impact.</b>	3	<b>RAG.</b>	Amber	<b>Current Risk Score.</b>	12	<b>Target Risk Score.</b>	10
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<b>Vulnerability.</b>	<b>Trigger.</b>	<b>Consequences.</b>	<b>Mitigating Actions.</b>
<p>Leadership capacity.</p> <p>Insufficient number of high quality and / or qualified practitioners.</p> <p>Insufficient budget to meet emerging demands of Scottish Government.</p>	<p>Failure to recruit high quality candidates.</p> <p>Failure to recruit high quality candidates.</p> <p>New legislation/policy insufficiently funded for the local context (e.g. discretionary deferrals, nursery milk and snack).</p>	<p>Lack of leadership in settings.</p> <p>Vacant posts and repeated recruitment.</p> <p>Impact on quality and outcomes for children.</p> <p>Failure to meet National Standard.</p> <p>Budget overspend.</p>	<p>Refocus the Leadership pathway to develop leadership capacity within the workforce.</p> <p>Support practitioners to gain BA in Childhood Practice and establish requirement within job description.</p> <p>Implementation of head teacher training to support development of pedagogical leadership capacity.</p> <p>Work with the Orkney College UHI and the Scottish Government ELC Improvement team to plan alternative pathways.</p> <p>Work with Orkney College UHI to review the availability and quality of courses on offer.</p> <p>Lobby Scottish Government so that they take account of the unique island challenges relating to new policies.</p> <p>Ensure Orkney attendance at national meetings / forums to ensure the remote and rural voice is heard.</p> <p>Ensure Elected Members and the Corporate Leadership Team are well briefed prior to national meetings.</p>

<b>Vulnerability.</b>	<b>Trigger.</b>	<b>Consequences.</b>	<b>Mitigating Actions.</b>
Financial model for 0-3 service becomes unviable.	Inability to appoint adequate numbers of practitioners to ensure maximum ratio and maximum income.	Greater than acceptable losses. Service failure in workplaces due to lack of childcare available.	Review and revise parental service contract with consideration for advance payments. Carefully monitor occupancy, staff ratios and fee payment to ensure the setting is running as efficiently as possible.

## Appendix 3: Glossary

	Annual Trajectory	A measure of incremental change with respect to longer term targets set within the Scottish Attainment Challenge (SAC) programme.
BGE	Broad General Education	The phase of learning which lasts from when a child begins early learning and childcare through to the end of S3 in secondary school.
CES	Career Education Standards	The Career Education Standard recognises the journeys that children and young people make as they progress from age 3-18. It focuses on preparing children and young people (3-18) for the world of work.
CI	Care Inspectorate	The national regulator for care services in Scotland, this includes Early learning and Childcare and School Care Accommodation.
CBT	Cognitive Behaviour Therapy	Cognitive behavioural therapy (CBT) is a type of talking therapy. It teaches coping skills for dealing with different problems. It focuses on how thoughts, beliefs and attitudes affect feelings and actions.
CECYP	Care Experienced Children and Young People	Anyone who has been or is currently in care or from a looked-after background at any stage in their life, no matter how short, including adopted children who were previously looked-after.
Child's Plan		A personalised plan developed when those working with the child or young person and family identify that a child or young person needs a range of extra support planned, delivered and co-ordinated.
CIQF	Care Inspectorate Quality Framework	Used by the Care Inspectorate to provide independent assurance about the quality of care and support. The framework also supports services to self-evaluate their own performance.
CLD	Community Learning and Development	CLD is a field of professional practice that enables people to identify their own individual and collective goals, to engage in learning and take action to bring about

		change for themselves and their communities.
CLDE	Community Learning, Development and Employability	CLDE is the team within the Education Leisure and Housing Directorate that support CLD (see above) as well as employability (person-centred support for people who want help to find work and stay in work).
DSM	Devolved School Management	The local authorities' financial processes for funding schools, including how financial decisions are delegated to schools, and the accountability and responsibility for financial decisions.
Education Scotland	-	Education Scotland is the national body for supporting quality and improvement of learning and teaching in Scottish education.
ELC	Early Learning and Childcare	The (nursery and childminder) provision available to all three- and four-year-olds as well as eligible two-year-olds.
ERD	Employee Review and Development	The Employee Review and Development approach has been updated and replaced by the Good Conversations Process. This provides for ongoing opportunities to reflect on role, practice and learning through regular conversations supported by an annual review meeting.
FME	Free School Meal Entitlement	All children in primary 1 to 5, attending school, can get free school meals during term-time.  For children in P6 and older, entitlement is linked to the benefits the family receive.
GTCS	General Teaching Council for Scotland	The teaching profession's independent registration and regulation body.
HGIOS	How Good is Our School	The national framework that underpins effective self-evaluation in schools. How Good is Our School is also used by His Majesty's Inspectors of Education to evaluate schools.
KPI	Key Performance Indicator	A quantifiable measure of performance over time for a specific objective. KPIs can provide targets, milestones to gauge progress, and insights that support better decision making.

LA	Local Authority	The (local) provider of public services, including education, social care, waste management, libraries and planning. Funded by the Scottish Government, there are 32 local authorities (Councils) in Scotland. The local authority in Orkney is also the Harbour Authority.
LEIP	Learning Estate Investment Programme	The Scottish Government's programme to see more schools that are low emission, digitally enabled and better connected to their local communities.
LGBF	Local Government Benchmarking Framework	The LGBF is a high-level benchmarking tool designed to support senior management teams and elected members to ask questions about key council services.  It reflects a commitment by SOLACE (Scotland) and COSLA to develop better measurement and comparable data as a catalyst for improving services, targeting resources to areas of greatest impact and enhancing public accountability.
LGBT  LGBTQ+	Lesbian, Gay, Bisexual, and Transgender  Lesbian, gay, bisexual, transgender, queer or questioning and more	The LGBT Charter is a straightforward programme that enables organisations to proactively include LGBTQ+ people in every aspect of their work.
OHAC	Orkney Health and Care	Orkney Health and Care is a partnership between Orkney Islands Council and NHS Orkney.
PEEP	-	The name adopted by the Peeple (charity) for their programmes.
PEF	Pupil Equity Fund	Additional funding allocated by the Scottish Government directly to schools and targeted at closing the poverty-related attainment gap.
PRD	Professional Review and Development	Professional Review and Development (PRD) is an essential part of Professional Update (PU) and professional learning.  PRD provides teachers with ongoing opportunities to reflect on their practice and personal learning through professional learning conversations supported by an annual review meeting.



The Promise	-	The national commitment to supporting care experienced children and young people.
PSE	Personal and Social Education	With a focus on the curriculum for personal and social education in schools this may also include pastoral care and guidance, as well as school counselling services.
QA	Quality Assurance	Quality assurance involves the systematic review of educational provision to maintain and improve its quality, equity and efficiency.
QAMSO	Quality Assurance and Moderation Support Officer	Locally based staff participating in wider area and national programmes to support quality assurance and moderation.
QI	Quality Indicator	Used by early learning and childcare settings, schools, Local Authorities and HM inspectors to consider what is going well and what needs to be improved.
QIO	Quality Improvement Officer	A specific role within the education service team
SAC	Scottish Attainment Challenge	A systematic approach to achieve equity in educational outcomes, with a particular focus on significantly reducing the poverty-related attainment gap.
SALT	Speech and Language Therapy	Treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing.
SEEMiS	-	The nationally used information management system for schools.
SEF	Strategic Equity Fund	Funding shared by all 32 local authorities to invest in approaches to achieving the mission of the Scottish Attainment Challenge (see above).
Senior Phase	-	The senior phase of Curriculum for Excellence lasts from S4 to S6 (from around ages 15 to 18). It follows a young person's broad general education.
SfLA	Support for Learning Assistant	Key group of staff deployed across schools to work alongside teachers and support children and young people with additional support needs.
SQA	Scottish Qualifications Authority	The national accreditation and awarding body for Scotland.

Stretch Aim	-	An ambitious and challenging target that exceeds current abilities and resources.
SWIP	Service Wide Improvement Planning	SWIP describes the meeting of education managers (service managers, nursery managers and head teachers) that takes place each term to review overall progress and development stemming from the service improvement plan.
UNCRC	United Nations Convention on the Rights of the Child	UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children.



## Equality Impact Assessment

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of Orkney Islands Council by making sure it promotes equality and does not discriminate. This assessment records the likely impact of any changes to a function, policy or plan by anticipating the consequences, and making sure that any negative impacts are eliminated or minimised and positive impacts are maximised.

<b>1. Identification of Function, Policy or Plan</b>	
Name of function / policy / plan to be assessed.	National Improvement Framework: Orkney Islands Council Report and Plan.
Service / service area responsible.	Education, Leisure and Housing: Education and Improvement/Leisure, Lifelong Learning and Inclusion.
Name of person carrying out the assessment and contact details.	Peter Diamond
Date of assessment.	9 October 2019 (reviewed 4 August 2022, 31 October 2023 and 23 July 2024).
Is the function / policy / plan new or existing? (Please indicate also if the service is to be deleted, reduced or changed significantly).	This is an existing plan and is reviewed annually.

<b>2. Initial Screening</b>	
What are the intended outcomes of the function / policy / plan?	To ensure Excellence and Equity in line with the Scottish Government's National Improvement Framework.
Is the function / policy / plan strategically important?	Yes.
State who is, or may be affected by this function / policy / plan, and how.	Pupils and Staff. Pupils will experience consistency in line with new guidance from the Scottish Government. Staff workload will be managed through the working day and Teacher's Working Time Agreement.

<p>How have stakeholders been involved in the development of this function / policy / plan?</p>	<p>Head Teachers have been significantly involved in the delivery of the plan to date.</p>
<p>Is there any existing data and / or research relating to equalities issues in this policy area? Please summarise. E.g. consultations, national surveys, performance data, complaints, service user feedback, academic / consultants' reports, benchmarking (see equalities resources on OIC information portal).</p>	<p>Evidence from the Equality and Human Rights Commission shows that levels of attainment at school has generally improved although gaps persisted nationally including:</p> <ul style="list-style-type: none"> <li>• Differences in attainment were evident by Primary 1 – both by sex and for children living in the most deprived areas.</li> <li>• Girls continued to do better than boys, and some ethnic minority pupils performed well above the national average.</li> <li>• Gypsy/traveller pupils, those with additional support needs, care experienced children and young people and those living in the most deprived areas had lower levels of attainment than average.</li> <li>• Subject choices continued to show difference based on gender stereotypes for girls and boys, with likely implications for career paths in adult life.</li> </ul> <p>Following the closure of schools in March 2020 in response to COVID-19, a significant focus has been understanding the impact on the welfare and wellbeing of children, young people and families.</p>
<p>Is there any existing evidence relating to socio-economic disadvantage and inequalities of outcome in this policy area? Please summarise. E.g. For people living in poverty or for people of low income. See <a href="#">The Fairer Scotland Duty Guidance for Public Bodies</a> for further information.</p>	<p>The National Improvement Framework sets out to deliver excellence and equity for all children. The current priorities include:</p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people.</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> </ul> <p>Orkney Islands Council Report and Plan proposes improvement priorities which include inclusion and wellbeing, learning and achievement and systems and processes.</p>

Could the function / policy have a differential impact on any of the following equality areas?	(Please provide any evidence – positive impacts / benefits, negative impacts and reasons).
1. Race: this includes ethnic or national groups, colour and nationality.	Yes. The plan includes a focus on staged intervention, health and wellbeing and embedding the UN convention of the rights of children which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
2. Sex: a man or a woman.	Yes. The plan contains outcomes that seek to promote greater inclusion for all children and young people and therefore will have a positive impact on potential gender gaps.
3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	Yes. The plan includes a focus on staged intervention and health and wellbeing, with specific actions relating to planned LGBTI+ training and awareness.
4. Gender Reassignment: the process of transitioning from one gender to another.	Yes. The plan includes a focus on staged intervention, health and wellbeing and embedding the UN convention of the rights of children which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
5. Pregnancy and maternity.	No.
6. Age: people of different ages.	Yes. By its nature, the plan aims to deliver outcomes that will have positive impacts for children and young people.
7. Religion or beliefs or none (atheists).	Yes. The plan includes a focus on staged intervention, health and wellbeing and embedding the UN convention of the rights of children which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
8. Caring responsibilities.	Yes. The plan includes a focus on staged intervention, health and wellbeing and embedding the UN convention of the rights of children which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
9. Care experienced.	Yes – the Promise sets out closing the attainment gap between Care experienced children / young people and their peers disadvantaged. This plan therefore seeks to address inequalities in this area and will likely have a positive impact.
10. Marriage and Civil Partnerships.	No.
11. Disability: people with disabilities (whether registered or not).	Yes – positive. The plan seeks to address inequalities for children and young people with disabilities through a variety of actions such as improving the additional support for learning

	provision. Also, the plan aims to improve the preparedness of young people entering the workplace through a more personal progression plan which will likely positively impact future employment outcomes for young people with disabilities.
12. Socio-economic disadvantage.	Yes - positive. Specific actions are identified to address and measure the attainment gap versus deprivation and this gap is the key driver for the Scottish Attainment Challenge. There will therefore likely be a positive impact for those experiencing socio-economic disadvantage.

### 3. Impact Assessment

Does the analysis above identify any differential impacts which need to be addressed?	No.
How could you minimise or remove any potential negative impacts?	N/A
Do you have enough information to make a judgement? If no, what information do you require?	Yes.

### 4. Conclusions and Planned Action

Is further work required?	No.
What action is to be taken?	Outcomes from the plan that are linked to the Equality Outcomes will be reported annually.
Who will undertake it?	Head of Service (Education)
When will it be done?	If council agrees the plan from September onwards.
How will it be monitored? (e.g. through service plans).	By Service Managers and Officers through regular/annual reporting as per the Improvement Plan requirements and linked to the Equality Outcome reporting where applicable.

Signature:



Name: PETER DIAMOND

Date: 23 July 2024

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Please sign and date this form, keep one copy and send a copy to HR and Performance. A Word version should also be emailed to HR and Performance at [hrsupport@orkney.gov.uk](mailto:hrsupport@orkney.gov.uk)