

# Minute

## Education, Leisure and Housing Committee

Wednesday, 15 November 2023, 09:30.

Council Chamber, Council Offices, School Place, Kirkwall.



### Present

Councillors Gwenda M Shearer, Jean E Stevenson, Graham A Bevan, Stephen G Clackson, Alexander G Cowie, Steven B Heddle, Rachael A King, James R Moar, John A R Scott, James W Stockan and Ivan A Taylor.

### Religious Representative:

Reverend Fraser Macnaughton.

### Teacher Representatives:

Jo Hill and Mary Maley.

### Present via remote link (Microsoft Teams)

Councillor Heather N Woodbridge.

### Religious Representatives:

Reverend Susan Kirkbride and Marie Locke.

### Clerk

- Hazel Flett, Service Manager (Governance).

### In Attendance

- James Wylie, Corporate Director for Education, Leisure and Housing.
- Peter Diamond, Head of Education.
- Frances Troup, Head of Community Learning, Leisure and Housing.
- Garry Burton, Service Manager (Leisure and Culture).
- Catherine Diamond, Service Manager (Early Learning and Childcare) (for Items 1 to 7).
- Morag Miller, Service Manager (Primary Education) (for Items 1 to 7 and 13 to 16).
- Lesley Mulraine, Service Manager (Housing, Homelessness and Schoolcare Accommodation).
- Jane Partridge, Service Manager (Secondary and Tertiary Education) (for Items 1 to 8 and 13 to 16).
- Pat Robinson, Service Manager (Accounting).
- Georgette Herd, Solicitor.
- Nigel Fyffe, Team Manager (Maintenance and Heritage) (for Items 1 to 9).
- Vikki Kerr, Team Leader (Libraries and Archives) (for Items 10 to 13).

## **Observing**

- Andrew Groundwater, Head of Human Resources and Organisational Development (for Items 1 to 7).
- Kerry Spence, Service Manager (Community Learning, Development and Employability) (for Items 1 to 7).
- Shaun Tulloch, Operational Manager (Early Learning and Childcare) (for Items 1 to 7).
- Ingrid Rendall, Head Teacher, Glaitness School (for Items 1 to 5).
- Michael Harvey, Senior Projects Officer, Sustrans Scotland (for Items 10 to 13).

## **Observing via remote link (Microsoft Teams)**

- Avril Litts, Finance Manager, UHI Orkney (for Items 4 to 8).

## **Declarations of Interest**

- Councillor Graham A Bevan – Item 2.
- Councillor Steven B Heddle – Item 2.
- Councillor Rachael A King – Item 2.

## **Chair**

- Councillor Gwenda M Shearer.

## **1. Disclosure of Exempt Information**

The Committee noted the proposal that the public be excluded from the meeting for consideration of Item 15, as the business to be discussed involved the potential disclosure of exempt information of the classes described in the relevant paragraphs of Part 1 of Schedule 7A of the Local Government (Scotland) Act 1973 as amended.

## **2. Revenue Expenditure Monitoring**

Councillor Graham A Bevan declared an interest in this item, his connection being that a close family member was employed at Orkney College, but concluded that his interest did not preclude his involvement in the discussion.

Councillor Steven B Heddle declared an interest in this item, his connection being that his wife was the Director of the Institute for Northern Studies and that he was a visiting professor for the University of the Highlands and Islands, but concluded that his interest did not preclude his involvement in the discussion.

Councillor Rachael A King declared an interest in this item, her connection being that a close family member was employed at Orkney College, and was not present during discussion thereof.

After consideration of a report by the Head of Finance, copies of which had been circulated, and after hearing a report from the Service Manager (Accounting), the Committee:

Noted:

**2.1.** The revenue financial summary statement, in respect of service areas for which the Education, Leisure and Housing Committee was responsible, for the period 1 April to 30 September 2023, attached as Annex 1 to the report by the Head of Finance, indicating a budget overspend position of £1,186,600.

**2.2.** The revenue financial detail by service area statement, in respect of service areas for which the Education, Leisure and Housing Committee was responsible, for the period 1 April to 30 September 2023, attached as Annex 2 to the report by the Head of Finance.

The Committee scrutinised:

**2.3.** The explanations given and actions proposed in respect of significant budget variances, as outlined in the Budget Action Plan, attached as Annex 3 to the report by the Head of Finance and obtained assurance that action was being taken with regard to significant budget variances.

### **3. Performance Monitoring**

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, the Committee:

Scrutinised the performance of the Education, Leisure and Housing Service for the reporting period 1 April to 30 September 2023, as set out in sections 3 and 4 and Annex 1 of the report by the Corporate Director for Education, Leisure and Housing.

### **4. Education Scotland – Inspection of Glaitness School**

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Primary Education), the Committee:

Noted:

**4.1.** That, in May 2023, a team of inspectors from Education Scotland visited Glaitness School, being the first short model inspection of any of the schools in Orkney since before the COVID-19 pandemic.

**4.2.** That, in a short model inspection, two key quality indicators from How Good is Our School were used, with the evaluations for Glaitness School as follows:

- Learning, Teaching and Assessment – satisfactory.
- Raising Attainment and Achievement – satisfactory.

**4.3.** That, as a result of the positive inspection visit, HM Inspectors were confident in the school's capacity to continue to improve and as such they would make no more visits to the school in connection with this inspection.

The Committee scrutinised:

**4.4.** The inspection letter in respect of Glaitness School, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, issued by Education Scotland on 29 August 2023, and obtained assurance.

## **5. Education Scotland and Care Inspectorate**

### **Inspection of Glaitness Nursery**

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Early Learning and Childcare), the Committee:

Noted:

**5.1.** That, in May 2023, a team of inspectors from Education Scotland and the Care Inspectorate visited Glaitness Nursery to conduct inspections.

**5.2.** That two key quality indicators from How Good is Our Early Learning and Childcare were used for a short model Education Scotland Inspection, with the evaluations for Glaitness Nursery as follows:

- Learning, Teaching and Assessment – good.
- Securing Children’s Progress – good.

**5.3.** That four key quality themes from the Care Inspectorate Quality Framework were used in the Care Inspectorate inspection, with the evaluations for Glaitness Nursery as follows:

- How good is our care, play and learning? Good.
- How good is our setting? Good.
- How good is our leadership? Good.
- How good is our staff team? Very Good.

The Committee scrutinised:

**5.4.** The inspection letter in respect of Glaitness Nursery, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, issued by Education Scotland and the Care Inspectorate on 19 September 2023, together with the next steps outlined in section 5 of the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance.

## **6. National Improvement Framework**

### **Orkney Islands Council Report and Plan**

After consideration of a report by the Corporate Director for Education, Leisure and Housing, together with an Equality Impact Assessment, copies of which had been circulated, and after hearing a report from the Head of Education, the Committee:

Noted:

**6.1.** That, in December 2022, the Scottish Government published the latest update on progress in relation to the National Improvement Framework.

**6.2.** The draft summary of progress made locally in relation to the National Improvement Framework, as well as an outline of next steps, as detailed in Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing.

The Committee resolved to **recommend to the Council:**

**6.3.** That the National Improvement Framework: Orkney Islands Council Report and Plan 2023/24, attached as Appendix 1 to this Minute, be approved for submission to the Scottish Government.

Reverend Susan Kirkbride and Reverend Fraser Macnaughton left the meeting at this point.

## **7. Collaborative Review of Secondary Broad General Education**

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Secondary and Tertiary), the Committee:

Noted:

**7.1.** The findings of a Collaborative Improvement Review of Secondary Broad General Education in the three island authorities of Comhairle nan Eilean Siar, Shetland Islands Council and Orkney Islands Council, undertaken under the leadership of the Association of Directors of Education for Scotland and in partnership with Education Scotland, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing.

The Committee resolved to **recommend to the Council:**

**7.2.** That the findings of the Collaborative Improvement Review of Secondary Broad General Education, referred to above, be used to inform a local review of the secondary Broad General Education in Orkney, to be undertaken in year three (2024/25) of the National Improvement Framework: Orkney Islands Council Report and Plan 2023-2024.

## **8. UHI Orkney – Capital Funding Expenditure Plan**

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Secondary and Tertiary), the Committee:

Noted:

**8.1.** That capital funding was allocated from the Scottish Funding Council to UHI with each of the academic partners receiving an annual allocation.

**8.2.** That UHI Orkney was required to submit reports to UHI on the capital funding, with a spend plan by September/October and final capital spend by July.

**8.3.** The UHI Capital Funding Expenditure Plan for UHI Orkney for financial year 2023/24, attached as Annex 1 to the report by the Corporate Director for Education, Leisure and Housing, which indicated an allocation of £153,381, with expenditure as at 30 September 2023 of £26,779.

## **9. Housing Revenue Account**

### **Revenue Repairs and Maintenance Programmes – Expenditure Monitoring**

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Community Learning, Leisure and Housing, the Committee:

Noted:

**9.1.** The summary position of expenditure incurred, as at 30 September 2023, against the approved revenue repairs and maintenance programme in respect of the Housing Revenue Account, as detailed in section 4.2 of the report by the Corporate Director for Education, Leisure and Housing.

The Committee scrutinised:

**9.2.** The explanations given in respect of significant budget variances, as detailed in Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance with regard to progress being made with delivery of the approved revenue repairs and maintenance programme for 2023/24 in respect of the Housing Revenue Account.

## **10. Papdale Halls of Residence Allocations Policy – Review**

After consideration of a report by the Corporate Director for Education, Leisure and Housing, together with an Equality Impact Assessment and an Island Communities Impact Assessment, copies of which had been circulated, and after hearing a report from Service Manager (Housing, Homelessness and Schoolcare Accommodation), the Committee:

Noted:

**10.1.** That, on 5 March 2013, the Council adopted an allocations policy setting out isles pupils' entitlement to a place in Papdale Halls of Residence.

**10.2.** That the prioritisation of entitlement had been reviewed, with the following changes proposed:

- Pupils resident in Hoy and Flotta added to the Priority 1 category.
- Orkney Offer pupils added as a Priority 5 category.
- The Norway exchange scheme removed from the priorities.

On the motion of Councillor Steven B Heddle, seconded by Councillor John A R Scott, the Committee resolved to **recommend to the Council**:

**10.3.** That the revised Papdale Halls of Residence Allocations Policy, attached as Appendix 2 to this Minute, be approved, with the changes in respect of the Priority 1 category taking effect from the next academic year, namely from August 2024.

Marie Locke and Mary Maley left the meeting at this point.

## **11. Pickaquooy Centre Trust – End of Year Performance**

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Leisure and Culture), the Committee:

Noted:

**11.1.** That the main focus of the Pickaquooy Centre Trust throughout 2022/23 was its ongoing recovery from the COVID-19 pandemic.

**11.2.** That the Pickaquooy Centre Trust secured £32,009 of external funding during 2022/23.

**11.3.** That, during 2022/23, the Council carried out repairs and maintenance on the Pickaquooy Centre totalling £200,000.

**11.4.** That the Council paid the full annual management fee for 2022/23 to the Trust, amounting to £792,200.

**11.5.** That the Pickaquooy Centre Trust's audited annual accounts for 2022/23 had been submitted and indicated an operating deficit of £628,484.

**11.6.** The Pickaquooy Centre Trust end of year usage figures and performance covering the period 1 April 2022 to 31 March 2023, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, which indicated an overall annual usage of 428,461 visits, which represented an increase of 46% in overall usage against the same period in 2021/22.

The Committee scrutinised:

**11.7.** The Pickaquooy Centre Trust end of year usage figures and performance covering period 1 April 2022 to 31 March 2023, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing and obtained assurance that the aims and priorities, as detailed in the Service Agreement 2019-22, were being met.

## **12. Orkney Library and Archive – Stock Management Policy**

After consideration of a report by the Corporate Director for Education, Leisure and Housing, together with an Equality Impact Assessment and an Island Communities Impact Assessment, copies of which had been circulated, and after hearing a report from the Team Manager (Libraries and Culture), the Committee:

Noted:

**12.1.** That the Stock Management Policy was a core document for the Library and Archive Service to evidence what resources were purchased and displayed in the libraries and on the mobile library van.

**12.2.** That Orkney Library and Archive was committed to stocking a wide range of materials in a variety of formats to meet the needs of those living and/or working in Orkney.

**12.3.** That Orkney Library and Archive would not place restrictions on, or censor materials, unless at risk of damage or loss, as it aimed to promote the diversity of society and communities.

The Committee resolved to **recommend to the Council:**

**12.4.** That the revised Orkney Library and Archive Stock Management Policy, attached as Appendix 3 to this report, be approved.

### **13. Weyland Bay Coastal Path**

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Leisure and Culture), the Committee:

Noted:

**13.1.** That the Weyland Bay Coastal path project was part of the Your Kirkwall Place Plan 2018.

**13.2.** The Stage 1 Capital Project Appraisal in respect of the proposed development of a walking and cycling path through the Weyland Bay green space, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing.

**13.3.** That the cost of developing the Stage 2 Capital Project Appraisal, estimated at £10,000, could be funded from the remaining balance of an allocation from HITRANS granted in 2022/23 in respect of the design and preparation of the project.

The Committee resolved to **recommend to the Council:**

**13.4.** That, as an exception to the Capital Project Appraisal process, in order to maximise time limited external funding, the Corporate Director for Education, Leisure and Housing, should submit, to the Policy and Resources Committee, a Stage 2 Capital Project Appraisal in respect of the proposed development of a walking and cycling path through the Weyland Bay green space.

### **14. Support for Learning Strategy**

After consideration of a report by the Corporate Director for Education, Leisure and Housing, together with an Equality Impact Assessment, copies of which had been circulated, and after hearing a report from the Head of Education, the Committee:

Noted:

**14.1.** That the existing level of support provided to children and young people with Additional Support Needs left a level of unmet need across schools and nurseries

**14.2.** That a Support for Learning Strategy, which set out a clear approach to mitigating the level of unmet need, had been drafted.



**14.3.** That the aims and ambition of the draft Support for Learning Strategy could not be implemented in full without additional resources.

The Committee resolved to **recommend to the Council:**

**14.4.** That the Support for Learning Strategy 2023-2028, attached as Appendix 4 to this Minute, be approved.

Jo Hill left the meeting during discussion of this item.

## **15. Support for Learning – Funding**

On the motion of Councillor Gwenda M Shearer, seconded by Councillor Jean E Stevenson, the Committee resolved that the public be excluded from the meeting for this item on the grounds that it involved the disclosure of exempt information as defined in paragraphs 1 and 11 of Part 1 of Schedule 7A of the Local Government (Scotland) Act 1973 as amended.

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Education, the Committee:

Resolved to **recommend to the Council:**

**15.1.** That the Corporate Director for Education, Leisure and Housing should submit a report, to the Policy and Resources Committee, requesting additional funding in respect of the provision of Support for Learning until the end of the current financial year.

**15.2.** That a base line service provision increase in respect of support for learning be considered as part of the budget setting process for financial year 2024/25.

**The above constitutes the summary of the Minute in terms of the Local Government (Scotland) Act 1973 section 50C(2) as amended by the Local Government (Access to Information) Act 1985.**

## **16. Conclusion of Meeting**

At 15:20 the Chair declared the meeting concluded.

Signed: Gwenda M Shearer.

# Orkney Education Service Plan

(Including: The National Improvement Framework Report and Plan)



## Excellence and Equity in Education

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# Introduction

In the autumn of 2022, the education service launched a new 3-year plan. The plan (spanning 2022-2025) was produced after pursuing opportunities for evaluation and professional discussion with stakeholders including children and young people, parents, nursery and school staff, communities, and union colleagues, as well as colleagues from Education Scotland, Association of Directors of Education in Scotland (ADES) networks and counterparts across the 3 Islands Group (Orkney, Shetland and Western Isles).

Along with the outcomes of the discussion with stakeholders, the plan also considered our past performance to help set priorities and targets for the coming years. This included looking at the progress, achievement, and attainment of learners, as well as reflecting on the outcomes of local and national inspection activity. For example: during April and May 2022, five Orkney schools self-referred for an Education Scotland 'recovery visit' by HM Inspectors. The focus for the visits were the opportunity to discuss any improvement plans the school or early learning and childcare (ELC) setting may have and plans the schools/settings had to address the impact of Covid-19 with a particular focus on continuity of learning and wellbeing of staff and learners.

Finally, the plan also sets 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.

During the course of the first year of the plan, Orkney Islands Council has reviewed its strategic plan and published a new 5-year delivery plan (2023-2028). Moving into year two of the education service plan, it is appropriate to take stock, review and reflect on progress, and restate and affirm the focus and priorities for the next year (in detail) and subsequent year(s) in outline.

This process has involved 3 key elements:

1. **Consideration of Progress and Impact:** Review of progress and impact, with respect to targets and outcomes set. This includes, where appropriate, any recommendation to 'park' or 'delete' aspects of the plan to make efficient and effective progress with identified priorities.
2. **Consideration of Data:** Collection, collation, evaluation, and analysis of key performance data (including Scottish Attainment Challenge Triannual Reports), including compliments & complaints and Freedom of Information requests; 'Horizon Scanning' with respect to the changing landscape of 'demand and expectation', both nationally and locally.
3. **Consideration of Feedback:** Ongoing and/or continuous (structured and informal) – from activities and meetings with individuals, teams, and heads of establishment; Specific – from inspection activity by HMIE (participative, thematic, school or setting specific) and the Care Inspectorate; Observed – during school visits by the extended directorate team.

As the service takes forward the work it has begun into a second year, the high-level priorities and outcomes remain unchanged, namely: Inclusion and wellbeing; Learning and achievement; and Systems and processes. In the same way, the themes linked to each of these also remain largely unchanged.

An over-arching theme however – the pursuit of high-quality learning, teaching and assessment – does emerge. All the other aspirations and themes either flow from or support this. In essence, this single theme best describes the core purpose of the education service plan 2022-2025, and the work planned for academic year, 2023-2024.

## **Format and layout.**

Section 1 starts with an overview of priorities, showing how they link to the National Improvement Framework; it then expands each priority to give a summary of the planned actions for 2023-2024, as well as the performance indicators that have been selected to monitor and measure performance across the period.

Section 2 focuses on Inclusion and Wellbeing. It provides a summary review of progress during 2022-2023, along with more detail about the action and anticipated impact for 2023-2024.

Section 3 focuses on Learning and Achievement. It provides a summary review of progress during 2022-2023, along with more detail about the action and anticipated impact for 2023-2024.

Section 4 focuses on Systems and Process. It provides a summary review of progress during 2022-2023, along with more detail about the action and anticipated impact for 2023-2024.

Section 5 provides links to key plans and strategies that are related to and/or support the plan in its ambition to raise attainment and close the poverty related attainment gap.

Section 6 provides a glossary covering many of the terms used regularly in documentation relating to education and learning.

## Section 1: Service Priorities 2023-2024

### Overview and Relationship with National Improvement Framework

Local Priorities	Link to NIF Priorities/Drivers	(Year 1)	Year 2	Year 3
			2023-2024	2024-2025
<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>		Staged Intervention	
			Health and Wellbeing	
			UNCRC	
<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>		Curriculum Review	
			Key Principles of High-Quality Learning, Teaching and Assessment	
			Scottish Attainment Challenge	
<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>		Self-Evaluation for Continuous Improvement	
			Professional Learning	
			Resources and Management Systems	



Grey shading indicates programme extended following end of year 1 review

## Inclusion and Wellbeing

<b>Staged Intervention</b>	<p><b>Continue to...</b> implement the revised approach to Staged Implementation.</p> <p><b>In addition...</b> implement a Child's Plan tracking system across all institutions, including tracking progress against individualised targets.</p>			
<b>Health and Wellbeing</b>	<p><b>Continue to...</b> provide training and support in relation to low arousal approaches and positive mental health.</p> <p><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>			
<b>UNCRC</b>	<p><b>Continue to...</b> support schools with adopting a Rights Respecting School approach; support schools with adoption the LGBT Charter.</p> <p><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>			
Key Performance Indicators	Health and Wellbeing	Attendance Rate & CECYP & FME	Exclusion Rate	Bullying Incidents
	Child's Plan	Variable Timetables	CECYP Exclusion Rate	Out of Orkney Placements
	Rights Respecting School	LGBT Charter	Learner Satisfaction	

KPIs 'Deleted': 27-30 Month Review (NHS Data)

KPIs Moved: 'Developmental Milestones' to Learning and Achievement

KPIs 'New': CECYP Exclusion Rate

KPIs to be reviewed/refined: Health and Wellbeing, Learner Satisfaction



## Learning and Achievement

Curriculum Review	<p><b>Continue to...</b> develop an online learning offer.</p> <p><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>			
High-Quality Learning and Teaching	<p><b>Continue...</b> to support schools in developing their approaches to and principles of, high quality learning and teaching (including Slow Pedagogy and Play Pedagogy).</p> <p><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>			
Scottish Attainment Challenge	<p><b>Continue to...</b> implement our Raising Attainment Strategy, collect and analyse data, monitor Pupil Equity Fund (PEF) spend and impact.</p> <p><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>			
Key Performance Indicators	Developmental Milestones	Achievement of CECYP	Achievement of FSM(e) CYP	Participation Rate
	P1/4/7 Reading	P1/4/7 Writing	P1/4/7 L&T	P1/4/7 Numeracy
	National 5 Pass Rate	5+ National 5 Pass Rate	Higher Pass Rate	Advanced Higher Pass Rate
	P1,P4,P7 &S3 Literacy	P1,P4,P7 & S3 Numeracy	1+ Level 5	1+ Level 6

KPIs 'Deleted': none

KPIs Moved: none

KPIs 'New': 'Developmental Milestones' from Learning and Achievement

KPIs to be reviewed/refined: none

## Systems and Processes

Self-evaluation for Continuous Improvement	<p><b>Continue...</b> to embed Self-evaluation for Improvement into the Service Plan Actions, Activity, Monitoring and Reporting</p> <p><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>			
Professional Learning	<p><b>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)</p> <p><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>			
Resources and Management Systems	<p><b>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)</p> <p><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>			
Key Performance Indicators	Complaints and Compliments	FOI Response Time	Budget Variances & Invoices Paid within 30 Days	ELC Providers ‘good or better’
	Accidents and Incidents	Sickness Absence	Sickness Management	Vacancies
	Staff Review and Development	Mandatory Training	QA Calendar Deadlines (LA Monitoring)	Community Satisfaction

KPIs ‘Deleted’:

KPIs Moved: ‘Developmental Milestones’ to Learning and Achievement.

KPIs ‘New’: QA Calendar Deadlines, Accidents and Incidents, How satisfied are residents with local schools.

KPIs to be reviewed/refined: Health and Wellbeing, Learner Satisfaction.

## Section 2 Inclusion and Wellbeing

### Staged Intervention

2022-25 Outcomes	Performance Indicators
<ul style="list-style-type: none"> <li>All children and young people in need of additional support receive appropriate interventions through the implementation of reliable and clear staged intervention guidance.</li> <li>Staged intervention guidance enables support staff to be allocated on a needs basis to have the maximum impact on learners</li> </ul>	<p><b>Monthly:</b> Referrals - Social work and Children's Reporter; Child Protection Register; Child's Plans and Budgets inc. Funding.</p> <p><b>Termly:</b> Variable timetables; Home Education; Looked after children and Out of Orkney placements.</p>
Year 1 (Looking Back: 2022-23)	Progress & Impact
<ul style="list-style-type: none"> <li>Staged Intervention model reviewed and implemented across all institutions.</li> <li>Guidance and Support for Learning structures and processes reviewed and refreshed.</li> <li>Child's Plans system reviewed and tracking system devised.</li> </ul>	<p>Staged Intervention published and launched in February 2023.</p> <p>Staged Intervention in the Early Years Guidance refreshed to match new approach.</p> <p>Review and implementation of guidance and SfL structures underway, but not yet complete or refreshed.</p> <p>Work to track Child's Plans and progress against individualised targets has begun but needs to be developed further.</p>
Year 2 (Next Steps: 2023-24)	
action	impact
<ul style="list-style-type: none"> <li>Child's Plan tracking system implemented across all institutions, including tracking progress against individualised targets.</li> <li>Deliver session on using Staged Intervention in the Early Years at cluster</li> </ul>	<p>The ability to track how frequently plans are being reviewed, coupled with information on the new Staged Intervention system enables us to review our prioritisation of support and resources.</p> <p>There is a more comprehensive view of the progress of children with Additional Support Needs.</p> <p>There is a greater focus on timely and measurable targets for children and young people with support needs.</p> <p>Staff feel more confident about the ways to intervene at each stage and how to create individual support plans.</p>

## Health and Wellbeing

2022-25 Outcomes	Performance Indicators
<ul style="list-style-type: none"> <li>• Children will be supported by practitioners who understand the developmental needs of children and have a range of strategies to support them.</li> <li>• School staff will have accurate information about learners' perception about wellbeing.</li> <li>• Targeted interventions matched to learners' needs will lead to improved perceptions in identified areas.</li> </ul>	<p><b>Monthly:</b> Attendance, VPDs and Placing requests.</p> <p><b>Termly:</b> Exclusions; Health and Wellbeing; 27-30 month reviews; Mental Health training; Solihull Approach training and Development milestones</p>
Year 1 (Looking Back:2022-23)	Progress & Impact
<ul style="list-style-type: none"> <li>• Review of current HWB tracking across Orkney including investigation into Wellbeing SEEMIS module and GMWP tracking.</li> <li>• Engagement with pupil councils about appropriate next steps.</li> <li>• Health and wellbeing questions and tracking devised and implemented across schools.</li> <li>• Mental Health Guidance for Schools is embedded through training opportunities.</li> <li>• Continuation of authority level prioritisation and delivery of relational approaches (Connected and Compassionate Community).</li> <li>• Training for staff including low arousal approaches, PEEP and problem-solving approach to conflict.</li> <li>• Develop collaboration with SALT, particularly to support early language development.</li> <li>• Develop a parental engagement strategy in partnership with CLD, including a nurture / support group for parents of very young children and those with additional support needs.</li> </ul>	<p>Mental Health Guidance for schools was published and launched in January 2023. Training needs have been audited to ensure schools are equipped to embed the Guidance.</p> <p>The training offer for staff has been extended and we have 2 Education staff trained as trainers in the Promoting Positive Behaviour approach.</p> <p>Educational Psychology and the pupil Support Team have developed their menu of training options to include Seasons for Growth, Talking Mats, See Me See Change, and My Rights My Say, Zones of Regulation, Emotion Coaching, Meeting the needs of Neurodivergent learners, Emotion Support Assistants, Video Interaction Guidance.</p> <p>A Pupil Engagement Team using Strategic Equity Fund (SEF) and Pupil Equity Funding (initially across 2 schools – Kirkwall Grammar School and Papdale Primary School) has been established.</p> <p>Problem solving approach to conflict has been delivered to a cohort of new staff through the early years course and aspects incorporated into probationer sessions. More staff have been PEEP trained and the family team in the early years service have offered support and mentoring to settings.</p> <p>Nurture group for children who are under school age set up by the family team in the early years' service. The group has been well attended and other agencies such as CAB and Women's Aid have attended to link parents with other support. Parents have successfully been supported to apply for Disability Living Allowance. Due to the popularity of the group, a second group has been set up to meet the need.</p> <p>Collaboration with SALT has led to SALT giving input into in-service day training.</p>

	<p>We have consulted on HWB tracking with HTs and a system for Primary and Secondary is being drafted for trial in the next school year.</p> <p>Educational Psychology has delivered training on meeting the needs of neurodivergent learners to ELC staff.</p> <p>Educational Psychology has delivered Emotion Support Assistant (ESA) training to 5 Support for Learning Assistants in Kirkwall Grammar School. Training covered emotion coaching, training informal practice, meeting the needs of neuro-divergent pupils.</p> <p>Following the 6 days of training monthly supervision has been offered by Educational Psychology.</p> <p>Educational Psychology has led on training in low arousal and strengths based approaches to coping with challenge and stress. Eg solution-oriented approaches, cognitive behavioural approaches, mindfulness, e-mentoring and synergy principles: active listening, stress management.</p> <p>Aspects of parental engagement happen across Education, Leisure &amp; Housing. The support of a member of staff, to focus around work with Parent Council's and parental engagement, has been secured for 23/24.</p>
<b>Year 2 (Next Steps:2023-24)</b>	
<b>action</b>	<b>impact</b>
<ul style="list-style-type: none"> <li>Wellbeing Indicator tracker introduced across primary and secondary schools.</li> <li>Apply the learning drawn from the (local) Learning Review.</li> <li>Consolidate collaborative working with Community Learning and Development on training and delivery of low arousal approaches and mental health related training for staff.</li> <li>Consolidation and possible extension of the work of Pupil Engagement Team</li> <li>Establish the work of the Emotional Support Assistants in Kirkwall Grammar School.</li> <li>Establish a trained 'Companion' who is able to deliver Seasons for Growth training within Stromness Academy, Kirkwall Grammar School and Papdale Primary School.</li> <li>A plan to be developed for delivering See Me See Change within each Secondary and Junior High School.</li> <li>Refreshed introduction of the Mental Health Guidance for Schools with the expectation that it is embedded within schools.</li> </ul>	<p>Areas of strength and concern are identified from accurate authority wide data on pupil wellbeing.</p> <p>Interventions are strategically planned (and carried) out on the basis of high-quality data.</p> <p>Children and young people benefit from improved levels of wellbeing.</p> <p>Interventions are more efficient and effective and matched to learners' needs.</p> <p>Parents feel more confident that they can support their children's development.</p>

<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<b>Year 3 (Looking Ahead 2024-25)</b>	
<p>Stress control – programme to be delivered to S4 pupils in Personal and Social Education (PSE) (a six session programme combining Cognitive Behavioral Therapy, positive psychology and wellbeing.</p> <p>Educational Psychology will deliver the Save a Life Training across all education settings.</p>	<p>All staff in Education will know how to open up discussion on self-harm and suicide.</p>

(\* PEEP originally stood for Peers Early Education Partnership and was established in 1995. Over time, changes in the supporting organisation (now the charity Peepeople) has resulted the use of PEEP simply to describe its (branded) programmes)

## UNCRC

Outcomes	Performance Indicators
<ul style="list-style-type: none"> <li>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.</li> <li>All education staff, wider partners and young people in Orkney are provided with training/guidance on their legal responsibilities in delivering on the UNCRC.</li> <li>Create a structure that enables the voice of all children and young people to be heard.</li> <li>All staff and learners understand the importance of creating an inclusive and safe environment for all.</li> <li>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.</li> </ul>	<p><b>Termly:</b> Bullying incidents; UNCRC checklists; Rights Respecting Schools; LGBT Charter and Learners' satisfaction.</p>
Year 1 (Looking Back: 2022-23)	Progress & Impact
<ul style="list-style-type: none"> <li>Develop youth voice and engagement strategies, liaising with key partners including Community Learning and Development (CLD) and Orkney Youth Forum.</li> <li>All education establishments have access to My Rights, My Say training.</li> <li>All primary and secondary schools supported to achieve Bronze Rights Respecting Award.</li> <li>LGBT Charter Award achieved by Junior High and Secondary schools.</li> <li>Creation of a UNCRC 'checklist' to ensure we are meeting our obligations as an authority.</li> </ul>	<ul style="list-style-type: none"> <li>Our youth voice engagement is increasing through My Rights My Say training delivered to all HTs and Support for Learning Teachers and our Rights Respecting engagement. More work needs to be done to collaborate with Community Learning and Development.</li> <li>All schools have signed up to the Rights Respecting programme and have achieved the Bronze Award.</li> <li>All relevant schools signed up to the LGBT Charter programme and have achieved the foundation stage. Greater levels of acceptance, understanding and inclusion as a result.</li> <li>UNCRC checklist created in collaboration with the Northern Alliance and shared with schools.</li> </ul>

Note: 'LGBT Charter Award achieved by primary schools' removed from the plan.

Year 2 (Next Steps:2023-24)	
output	impact
<ul style="list-style-type: none"> <li>Co-ordinate the support in place for ensuring all schools are progressing along the Rights Respecting Award process.</li> <li>Create a working group led by Pupil Support.</li> </ul>	<ul style="list-style-type: none"> <li>All schools have achieved the 'bronze' award, some schools have begun working towards their silver award. We are seeing meaningful pupil input through pupil councils, evidence of UNCRC in school policies and a growing awareness of the UNCRC in schools as a result.</li> </ul>

<ul style="list-style-type: none"> <li>• Embed the Northern Alliance – ‘Include Equality, Diversity and Inclusion’. Guidance for educational settings.</li> </ul>	<ul style="list-style-type: none"> <li>• A professional learning network has been established to support schools through the Rights Respecting Schools Award and the LGBT Charter.</li> <li>• Schools’ use of the self-evaluation tool within the Northern Alliance document illustrates that individual difference is understood.</li> </ul>
<b>Year 3 (Looking Ahead 2024-25)</b>	
<ul style="list-style-type: none"> <li>• All primary and secondary schools awarded Silver Rights Respecting Award.</li> </ul>	



## Section 3 Learning and Achievement

### Curriculum Review

Outcomes	Performance Indicators
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Triennial:</b> Senior Phase attainment (predicted levels in November and March, actual attainment in August):</p> <ul style="list-style-type: none"> <li>National 5, Higher and Advanced Higher pass rate.</li> <li>Percentage of S4 cohort gaining 5 or more level 5 qualifications (National 5 or equivalent such as Skills for Work).</li> <li>Percentage of S4 cohort gaining Level 4 and Level 5 Literacy and Numeracy qualifications.</li> </ul> <p>Tracked for full cohort and for young people with Free (School) Meals Entitlement (FME) and Care Experienced Children and Young People (CECYP).</p> <p>Participation rate of young people aged 16-19 in education, employment or training. Annual rate in August, snapshots in December and May.</p> <p><b>Annually:</b> School Leaver attainment and destinations (reported in March for leavers in previous academic year):</p> <ul style="list-style-type: none"> <li>Percentage of School Leavers in a positive destination.</li> <li>Percentage of school leavers gaining:             <ul style="list-style-type: none"> <li>At least one qualification at level 5 (National 5 or equivalent).</li> <li>At least one qualification at level 6 (Higher or equivalent).</li> <li>5 or more qualifications at level 5.</li> <li>5 or more qualifications at level 6.</li> <li>Level 4 and level 5 Literacy and Numeracy qualifications.</li> </ul> </li> </ul>

Year 1 (Looking Back: 2022-23)	Progress & Impact
<ul style="list-style-type: none"> <li>• Develop the curriculum model for senior phase pupils including:               <ul style="list-style-type: none"> <li>○ reviewing the 6/6/6 model.</li> <li>○ strengthening the provision in liaison with Orkney College UHI.</li> <li>○ strengthening the wider achievement offer in liaison with CLD.</li> <li>○ strengthening links to the labour market.</li> <li>○ widening the work experience offer.</li> <li>○ ensuring value added for all learners</li> </ul> </li> </ul>	<p>The report of the Association of Directors of Education Scotland/Education Scotland 3 Island Authorities Collaborative Review of Senior Phase was presented to the Education, Leisure and Housing Committee in March 2023.</p> <p>It found areas of strength including:</p> <ul style="list-style-type: none"> <li>• Curriculum links to local economies, strong relationships with partners including Skills Development Scotland, Developing the Young Workforce staff, colleges and local businesses.</li> <li>• Good breadth of wider opportunities within schools and employment options for young people.</li> <li>• Online engagement widening course choice for learners and addressing some recruitment challenges.</li> </ul>
<ul style="list-style-type: none"> <li>• Inclusion of learner voice in curriculum planning and improving communication about the curriculum offer.</li> </ul>	<p>Areas of challenge/for further exploration identified included:</p> <ul style="list-style-type: none"> <li>• Recruitment and retention of staff.</li> <li>• Inequity of curriculum across schools.</li> <li>• Relevance and consistency of curriculum for learners with additional support needs.</li> <li>• Travel and accommodation barriers to accessing the curriculum.</li> <li>• Digital inequity.</li> <li>• Skills gap post-covid.</li> </ul> <p>Areas for future focus included:</p> <ul style="list-style-type: none"> <li>• Building resilience in young people.</li> <li>• Involving young people in curriculum planning.</li> <li>• Networking opportunities for staff and young people within and across the island authorities.</li> <li>• Clarification of the totality of the Senior Phase curriculum offer.</li> <li>• Developing a consensus around online/digital learning.</li> <li>• Promoting parity between traditional subjects and vocational courses.</li> <li>• Embedding meta-skills and the Career Education Standard.</li> </ul> <p>An Orkney Senior Phase Curriculum Review building on these findings is to be presented to ELH in February 2024.</p>
<ul style="list-style-type: none"> <li>• Continued development of Literacy and Numeracy beyond S4.</li> </ul>	<p>Work has been undertaken in both secondary schools to identify young people who stay on at school beyond S4 and have not yet achieved Literacy/Numeracy at level 4/5 and to focus on these being achieved in S5.</p> <p>For the cohort of young people who were S4 in 2021-22, attainment of level 5 Numeracy was 74.54%. For the same cohort in 2022-23, including those who left school at the end of S4 (18%), level 5 Numeracy had risen to 76.64%, a difference of 2.1%. Whilst the increase in attainment from S4 to S5 is modest, it</p>

	<p>should be noted that this S5 attainment is substantially higher than the previous 2 years' levels of 61.01% (2021-22) and 62.8% (2020-21).</p> <p>For the same cohort, level 5 Literacy as S4 in 2021-22 was 77.49%, rising to 85.4% as S5 in 2022-23, a difference of 7.91%. This is approaching double the increase from S4 in 2020-21 to S5 in 2021-22, which was 4.12%.</p> <p>S5 Literacy/Numeracy data based on S4 cohort has not previously been systematically tracked, so we do not yet have sufficient data to ascertain whether there is a sustained impact.</p>
<ul style="list-style-type: none"> <li>Develop tracking, monitoring and intervention processes to maximise achievement for all learners.</li> </ul>	<p>Common measures and processes and joint tracking meetings are in place for whole cohort attainment at Senior phase. These have brought a renewed focus on raising attainment in S4, including Literacy and Numeracy at levels 4 and 5, and attainment of 5 or more qualifications at level 5.</p> <p>The percentage of the Orkney S4 cohort attaining Literacy at level 5 has risen from 77.49% in 2021-22 to 79.83% in 2022-23, while the percentage attaining Literacy at level 4 has been maintained at almost 93%.</p> <p>S4 pupils' attainment of level 4 in Numeracy has also risen, from 85.24% in 2021-22 to 89.27% in 2022-23. Level 5 Numeracy attainment in S4 was anomalously high in 2021-22 at 74.54%. It has seen a significant fall to 59.23% in 2022-23, though this is still the third highest rate in the past 6 years. Staff absence at Kirkwall Grammar School has contributed to this, along with a lack of subject specialist supply teachers and inability to recruit to temporary/part-time positions. Maths staffing challenges in both secondary schools have continued into 2023-24.</p> <p>The percentage of the Orkney S4 cohort attaining 5 or more qualifications at level 5 rose from 64.58% in 2021-22 to 66.52% in 2022-23. This measure has risen every year for six years, from 41.41% in 2017-18.</p> <p>Tracking and monitoring processes now need to be further developed in Senior Phase, to streamline production of the data and to include a focus on young people with Free School Meal Entitlement (FME) and those who have experienced care. A similar common tracking and monitoring process will begin to be developed for S1-3 in 2023-24.</p>
<ul style="list-style-type: none"> <li>Re-establish subject groups, across Orkney and in partnership with Northern Alliance and 3 Islands.</li> </ul>	<p>Northern Alliance subject groups are regularly publicised but it is too early to evaluate the impact of Orkney staff participation in these.</p>

<b>Year 2 (Next Steps:2023-24)</b>	
<b>action</b>	<b>impact</b>
<ul style="list-style-type: none"> <li>Review Senior Phase curriculum (Orkney), incorporating an audit of Meta-skills and the Career Education Standard, and of uptake of online learning provision.</li> </ul>	<p>Data gathered upon which plans for 2025-6 Senior Phase curriculum updates can be made, creating a curriculum which responds to young people's needs and aspirations and supports attainment and progression into positive destinations.</p> <p>Ability to identify good practice in Skills/Career Education Standards (CES) integration for future sharing across settings.</p>
<ul style="list-style-type: none"> <li>Implement S1-3 Literacy and Numeracy tracking.</li> </ul>	<p>Young people who are not on target to reach expected literacy levels are identified and intervention is targeted appropriately to increase attainment.</p>
<ul style="list-style-type: none"> <li>Extend Senior Phase Tracking to include a focus on young people with free school meal entitlement (FME) and those who have experienced care.</li> </ul>	<p>Appropriate measures are established to report on the attainment of young people in these small cohorts in a manner which does not breach confidentiality but allows actions to be identified to raise their attainment.</p>
<b>Year 3 (Looking Ahead 2024-25)</b>	
<p>Planning for Senior Phase curriculum updates for 2025-26 based on 2023-24 Curriculum Review.</p>	<p>Almost all 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</p>
<p>Review of the S1-3 Broad General Education Curriculum, building on the outcomes of the 3 Islands Review.</p>	
<p>Sharing of good practice from Skills/CES Audit.</p>	

Removed: Re-invigoration of Interdisciplinary Learning (IDL) post-covid from year 3 – better placed as a follow-on from BGE review which is taking place in year 3.

## Key Principles of High-Quality Learning and Teaching

2022-25 Outcomes	Performance Indicators
<p>Children and young people consistently access high quality teaching and learning.</p>	<p>Triannual: Broad General Education levels in attainment in Literacy and Numeracy</p> <p>Annually: How Good is Our School (HGIOS) evaluation of Quality Indicator 2.3; Learning, Teaching and Assessment Care Inspectorate Quality Framework self-evaluations</p>
Year 1 (Looking Back: 2022-23)	Progress & Impact
<ul style="list-style-type: none"> <li>Identification of what 'good' learning and teaching looks like across each sector.</li> </ul>	<p>Following the February 2023 in-service professional learning session, 6 key principles were established and shared with schools. These 6 principles are broken down into two overarching principles supported by four other principles that focus more clearly on learning in the classroom. The two overarching principles are self-evaluation and positive whole school ethos. The other four principles are planning, inclusion, engagement and structure. Schools will now work on their own principles in session 2023/24 that will be specific to each school and take account of their own unique context.</p>
<ul style="list-style-type: none"> <li>Baseline of school/setting self-evaluation set targets for improvement based on data.</li> </ul>	<p>Quality Indicator (QI) evaluations are undertaken by schools for the 4 main QIs used as part of a school inspection are gathered annually. The four QIs used for this data collection are: QI 1.3, Leadership of change; QI 2.3, Learning, teaching and assessment, QI 3.1 Ensuring wellbeing, equality and inclusion; QI 3.2 Raising attainment and achievement. The target set for 2025 for QI 2.3, Learning, teaching and assessment is that all schools will evaluate this QI at 4 (good) or higher with increased confidence by Head Teachers and Local Authority officers on the evaluative judgements. The current evaluations suggest that 75% of schools evaluate themselves as good or better in QI 2.3, Learning, teaching and assessment.</p>
<ul style="list-style-type: none"> <li>Create (or review) Local Authority guidance on expectations of learning, teaching and assessment for each sector.</li> </ul>	<p>Target amended for year 2, as it was felt more relevant for each school to create their own context specific learning, teaching and assessment expectations. (as bullet point above).</p>
<ul style="list-style-type: none"> <li>Pilot expectations (where appropriate) and amend guidance as required.</li> </ul>	<p>This action is no longer needed as each school will create their own guidance to implement at own school during session 2023/24 and 2024/25.(Year 3). Local authority officers will review the guidance documents with schools as part of the ongoing quality assurance processes with a clear focus on the evaluation of quality indicator 2.3, Learning, teaching and assessment.</p>

<ul style="list-style-type: none"> <li>Establish support and challenge groupings for peer moderation.</li> </ul>	<p>This didn't happen, significant inspection activity across 4 primary schools took priority. Carry forward to 23/24.</p>
<ul style="list-style-type: none"> <li>Relaunch Realising the Ambition (ELC National Practice Guidance) for ELC providers (nurseries and childminders) and P1 staff.</li> </ul>	<p>Realising the Ambition formed a key part of the programme delivered to Primary 1 practitioners engaged in the Play Pedagogy Project (see below)</p>
<ul style="list-style-type: none"> <li>Revise the Orkney Nursery Handbook to reflect 1140 and the Care Inspectorate Quality Framework.</li> </ul>	<p>Partially updated – in progress</p>
<ul style="list-style-type: none"> <li>Develop play pedagogy guidance and extend the P1 project to more schools.</li> </ul>	<p>Play pedagogy project delivered to 4 schools. Feedback from Education Scotland in a recent inspection at Glaitness highlighted play pedagogy as a school strength and attainment (and confidence in attainment) at P1 at that school has been improved.</p>
<ul style="list-style-type: none"> <li>Develop maths guidance for early level.</li> </ul>	<p>Maths document completed and trialled through the maths course. Maths course due to be repeated with cohort 2 and maths document has been produced in draft. Practitioners report significantly increased confidence in understanding children's stage of development and planning maths experiences. Increase in the quality of mathematical observations, with the majority of practitioners documenting learning successfully, and also in gathering information for tracking children's progress. Most children have a broader mathematical experience on entry to P1.</p>

Year 2 (Next Steps:2023-24)	
action	impact
<ul style="list-style-type: none"> <li>• Finalise LA 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.</li> <li>• All schools to create their own: <ul style="list-style-type: none"> <li>○ Principles of High-quality Learning and Teaching.</li> <li>○ Lesson evaluation toolkit.</li> <li>○ PRDs focused on learning and teaching.</li> </ul> </li> <li>• All school should increase the opportunity for peer moderation of learning and teaching using their lesson evaluation toolkits.</li> <li>• 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.</li> <li>• All schools to have learning and teaching in their School Improvement Plans for 2023/24.</li> <li>• Review school SE data, setting further targets for improvement.</li> <li>• 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.</li> <li>• Create a framework for self-evaluation of HGIOS 2.3.</li> <li>• Deliver Learning and Teaching focused Professional Learning in October and February based on feedback from Head Teachers.</li> <li>• Establish clusters to support practitioner development in aspects of practice, including meeting the needs of 2 year olds and depth and challenge.</li> <li>• Support practitioners to provide experiences that challenge young learners and provide depth and breadth, including the use of projects.</li> <li>• Recruit cohort 2 for the Slow Pedagogy project, and continue to support practice development in relation to slow pedagogy in Cohort 1.</li> <li>• Evaluate play in P1 and develop practice guidance for staff.</li> <li>• Finalise ELC maths document and distribute to all settings</li> <li>• Collate professional learning priorities from schools through the PRD process to ensure that LA PL offer responds to identified need.</li> <li>• Include Educational Psychology in initiatives to support learner resilience and independence</li> </ul>	<p>Increased percentage of learners, parents and staff report positive experiences of learning and teaching in survey by April 2025.</p> <p>Almost all schools report a self-evaluation of 4 or above for QI 2.3.</p> <p>As a result of Education Scotland involvement, Head Teachers report increased confidence in their judgement of QI 2.3, Learning, teaching and assessment and may amend their evaluation as appropriate. Head Teachers report increased confidence in leading the process of self-evaluation of QI 2.3.</p> <p>Learners will understand learning as a process and themselves as learners.</p>

<p>through promotion of Growth Mindset and metacognition.</p> <ul style="list-style-type: none"> <li>• Continue to support schools in developing approaches to linguistic phonics.</li> </ul>	
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<b>Year 3 (Looking Ahead)</b>	
<ul style="list-style-type: none"> <li>• Repeat of Learning and Teaching Survey in April 2025.</li> <li>• School QA calendars in all schools include planned opportunities for peer observation using the school's lesson evaluation toolkit.</li> <li>• Cross-sector moderation groupings.</li> <li>• 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.</li> </ul>	<p>All children and young people consistently access high quality teaching and learning.</p>

Note: Some aspects would also fit well into the Systems and Process' theme. Aligned here to ensure focus remains on high quality learning and teaching.



## Scottish Attainment Challenge

Outcomes	Performance Indicators
<ul style="list-style-type: none"> <li>Reduction in the poverty-related attainment gap.</li> <li>Stretch aims set for schools and LA that are ambitious for the attainment outcomes for children and young people. (CYP)</li> <li>Reduction in the attainment gap for care-experienced children and young people. (CECYP)</li> </ul>	<p>Monthly: Attendance (sits in health and wellbeing priority)</p> <p>Triannual: BGE Literacy and Numeracy attainment for P1,4,7 and S3.</p>
Year 1 (Looking Back:2022-23)	Progress & Impact
<ul style="list-style-type: none"> <li>Greater focus on the attainment of children and young people in receipt of free school meals and those who have been care experienced.</li> </ul>	<p>The focus this session during the meetings between school staff and the Attainment Advisor and/or the Quality Improvement Officer has been on the progress of children and young people impacted by poverty and those who have experienced care. This still remains a key area to focus. The management tabs on the Broad General Education primary toolkit provide the information schools need to be able to analyse their data carefully. The improvements in attainment of literacy and numeracy in the primary sector for children and young people in receipt of free school meals and those who have been care experienced can be found on page 27 of this report.</p>
<ul style="list-style-type: none"> <li>Clearer planning, tracking and monitoring and reporting on use of Pupil Equity Funding by schools.</li> </ul>	<p>A standardised report and plan template is now used by every school that receives Pupil Equity Funding. This has a clear focus on outcomes and measures planning. Local Authority officers review the plans and engage with schools to provide feedback on the plan ensuring that the outcomes are appropriate to support children and young people impacted by poverty and that the measures identified will capture the impact of the interventions effectively. Pupil Equity Funding spend is closely monitored monthly and engagement with schools was undertaken where required. There was an improvement in the spending of the Pupil Equity Funding during the academic session 2022/23, a significant achievement on previous years where there had been a significant underspend. In 2021/22 the underspend across the schools was £165,482. In 2022/23, the underspend at April 2023 was £110,886 of which one school had a carry forward of £72,100. They had the agreement of the Scottish Government to carry this forward. The remainder of the Pupil Equity Funding of £38,786 which was carried forward into April 2023 was almost fully committed to staffing costs until July 2023 as per Scottish Government guidance. This resulted in almost all schools fully spending their Pupil Equity Funding allocation within the academic session. The impact of the Pupil Equity Funding resulted in improved outcomes for identified children within schools but in moving ahead, further work has been planned to ensure that the impact of spending is even more clearly identified through the school plans.</p>

<ul style="list-style-type: none"> <li>Continue to develop use of the Broad General Education tracking toolkit to monitor and track attainment.</li> </ul>	<p>All primary schools consistently use the Broad General Education tracking toolkit. This is adding to the robustness of primary tracking meetings between head teachers or other senior leaders and classroom teachers. On occasion, the Attainment Advisor or the Quality Improvement Officer will join schools for the tracking meetings. As a result, attainment in the primary sector is increasing. The toolkit continues to evolve and develop and provides increased ways of analysing data and 'gaps' that exist between cohorts of children and young people. This helps capture more effectively the specific areas within attainment of literacy and numeracy for schools to work on as a priority. The improvements in attainment over time can be found in the table on Page 26.</p>
<ul style="list-style-type: none"> <li>Set school targets and local authority stretch aims as part of the refreshed SAC programme.</li> </ul>	<p>In 2022/23, the Scottish Government required every local authority to set stretch aims as a key element of their programme for recovery and accelerated progress following the interruptions to learning as a result of the impact of COVID-19. Core stretch aims (or targets) were to be set in literacy and numeracy within the Broad General Education at P1/4/7 and S3 as well as some measures for Senior Phase (S4-S6). Local authorities were also able to set additional 'plus' stretch aims in areas that were important for them. These stretch aims had to be sent to the Scottish Government and progress towards them had to be reported to them.</p> <p>Within Orkney, local authority stretch aims were set. Primary school also set targets for each year group and these were set in relation to both cohort data and data over time. The stretch aims and targets were added to each school's Broad General Education tracking toolkit. This was then used as part of the regular tracking meetings. Initial data analysis from June 2023, would suggest that the P1/4/7 stretch aims in literacy and numeracy have been met.</p> <p>A stretch aim for improving attendance at school was also set at 95% as part of the health and wellbeing measure. We did not meet our stretch aim of 95% for attendance which was only 91.62% in June 2023. A significant amount of monitoring of attendance took place during this session and engagement with schools was undertaken where required.</p> <p>We are unable to say yet whether the senior phase stretch aims have been met as they rely on leaver data which is only published annually in February by the Scottish Government in their Summary Statistics for Attainment and Initial Leaver Destinations report.</p> <p>Plus stretch aims were set for children and young people eligible to receive free school meals and those who have experienced care within the primary sector. Almost all of these stretch aims have been met. This shows a demonstrable improvement in attainment for these specific groups of young people.</p>

	The stretch aims set and the progress made towards them during session 2022/23 can be found in the tables that follow on pages 26 and 27.
<ul style="list-style-type: none"> <li>Contribute to the delivery of 'The Promise' as part of a multi-agency group, establishing the 'The Promise Board' and recruiting a coordinator to support children and families who are care experienced.</li> </ul>	This work has not progressed fully. A Care Experienced Children and Young Person's coordinator was appointed and works closely with schools and within the service. This post has helped to raise the profile of the impact of being care experienced. The Promise board has not yet been established due to significant staffing changes, vacancies and challenges.
<ul style="list-style-type: none"> <li>Appoint a Quality Improvement Officer with remit for attainment and closing the poverty-related attainment gap</li> </ul>	This post was appointed to and started in January 2023. The Quality Improvement Officer works closely with schools on raising attainment and has a particular focus on supporting schools with the impact of poverty on children and families. She monitors closely the Pupil Equity Funding and engages with schools where required. This has contributed to the reduction in underspend of Pupil Equity Funding. The Quality Improvement Officer has significantly improved capacity within the service and her direct engagement with schools has ensured closer links and greater support for schools in a number of areas.
<ul style="list-style-type: none"> <li>Increase collaboration with wider partners on targeted support opportunities [KS]</li> </ul>	Community Learning and Development and Employability (CLDE) offer a range of support both in and outwith school settings, offering universal and targeted youth work, family learning and employability support. Community Learning and Development and Employability also received funding from the Strategic Equity Fund to further embed Community Learning and Development approaches and positive impacts and coordinate 2 Youth Work posts across two schools funded through allocated Pupil Equity Fund. Community Learning and Development and Employability have developed a comprehensive Youth Work Offer which is opened offered to all schools providing targeted programmes of support. The Local Employability Partnership work closely with schools to ensure a coordinated approach to support positive progressions.

P1/4/7 Combined	2018–19	2020-21	2021-22	Stretch Aims	Imp. set on 2021-22	2022-23 June	Actual imp.
Reading	73%	77%	80%	85%	5%	85%	5%
Writing	66%	70%	74%	80%	6%	78%	4%
Listening & Talking	78%	84%	86%	92%	6%	91%	5%
Literacy	61%	68%	72%	75%	3%	76%	4%
Numeracy	72%	75%	79%	85%	6%	85%	6%

The stretch aims in reading, literacy and numeracy have been met. Although they were not met in writing and listening and talking, there has been an increase in attainment across all organisers of between 4 and 6 percentage points.

School Leaver Attainment	2018–19	2019–20	2020–21	Stretch Aims	Imp. set on 2018-19	2021-22 (published Feb 23)	2022-23 (published Feb 24)	Actual imp.
Leavers 1+ level 5	92%	89%	90%	95%	3%	93%		
Leavers 1+ level 6	60%	63%	67%	68%	8%	65%		

Attainment data for school leavers is published in February of the following academic year. At the time of creation of the stretch aims for 2022-23, the data for 2021-22 was therefore not available; it is included here for information. We cannot yet comment on whether the stretch aim for 2022-23 has been met, as this data will be published in February 2024.

Participation	2018–19	2019–20	2020–21	Stretch Aims	Imp. set on 2018-19	2021-22 Aug	2022-23 Aug	Actual imp.
Annual Participation Measure	95%	95%	93%	95%	-	94%	96%	1%

The Annual Participation Measure (APM) gives rates of young people in Scotland aged 16-19 who are participating in education, employment or training. It is published in August, based on young people's status for the year ending 31st March. At the time of creation of the stretch aims for 2022-23, the data for 2021-22 was therefore not available; it is included here for information. Orkney's APM rose from 93.9% in 2022 to 96.4% in 2023, exceeding the stretch aim by 1.4%. The percentage of Orkney's young people whose status is unconfirmed has fallen from 2.6% in August 2022 to 1.6% in August 2023, Orkney's APM for 16 year olds was 100%.

FSM P1 – 7	2021-22 Current	Stretch Aims	Imp. set on 2021-22	2022-23 based on 144	Actual imp.
Reading	54%	60%	6%	62%	8%
Writing	40%	47%	7%	50%	10%
Listening & Talking	62%	70%	8%	74%	12%
Numeracy	48%	54%	6%	60%	12%

CECYP P1 – 7	2021-22 Current	Stretch Aims	Imp. set on 2021-22	2022-23 based on 28 CYP	Actual imp.
Reading	29%	37%	8%	46%	17%
Writing	14%	26%	12%	32%	18%
Listening & Talking	43%	51%	8%	50%	7%
Numeracy	17%	29%	12%	36%	19%

Based on 144 Children and Young People eligible for free school meals, all the stretch aims have been met.

For the Children and Young People who have experienced care, only the stretch aim for listening and talking was not met when based on 28 Children and Young People.

However, it should be noted that there has been a significant improvement in the attainment of both cohorts of Children and Young People from 2022, thus significantly improving outcomes for them.

## Year 2 (Next Steps:2023-24)

action	impact
<ul style="list-style-type: none"> <li>New 3-year core stretch aims set following updated guidance from Scottish Government. There will be an annual trajectory for all core aims.</li> <li>Continue with the attendance stretch aim set for Local Authority health and wellbeing agenda.</li> <li>Using all available data, review and identify core and plus stretch aims 2023-26.</li> <li>School targets set by all primary schools across all class year groups.</li> <li>All schools submit a Pupil Equity Funding report and plan.</li> </ul>	<p>Continue to focus on attainment of children and young people as a priority, maintaining high attainment where it exists and improving identified areas.</p> <p>Focus on outcomes for children who experience poverty and those who have experienced care.</p>



<ul style="list-style-type: none"> <li>• All schools to spend Pupil Equity Funding by the end of the financial year, other than agreed staff committed spend.</li> <li>• Pupil Equity Funding spend monitored monthly by Quality Improvement Officer and action taken.</li> <li>• Updated Broad General Education tracking toolkit used by all primary schools.</li> <li>• Predicted Broad General Education data for P1/4/7 and S3 submitted in November and February with final data submitted in May.</li> <li>• Senior phase attainment tracked and monitored.</li> <li>• All submitted data analysed and actions taken.</li> <li>• Further develop Broad General Education tracking for literacy and numeracy in Broad General Education S1-3.</li> <li>• Monitor and report on impact of Strategic Equity Funding Quality Improvement Officer role.</li> <li>• Monitor and report on impact of Care Experienced Children and Young Person's coordinator role.</li> <li>• Implement Strategic Equity Funding plan.</li> <li>• Explore approaches to supporting the development of writing (primary Broad General Education).</li> </ul>	<p>Use core and plus stretch aims as Local Authority targets for improvement.</p> <p>Core stretch aims monitored 4 times per session, plus stretch aims monitored in December and May. (see stretch aim tables below)</p> <p>Any Pupil Equity Funding spend is carefully allocated and impact is clearly identified in terms of positive outcomes for identified Children and Young People.</p>
Year 3 (Looking Ahead)	
<ul style="list-style-type: none"> <li>• Continue with focus and meet requirements of SAC.</li> <li>• Roll out a focus on 'writing' (primary Broad General Education within the national writing programme)</li> </ul>	<p>The attainment gap between the most and least disadvantaged children and young people has narrowed.</p> <p>Attainment, particularly in literacy and numeracy has improved.</p>

## Scottish Attainment Challenge Stretch Aims

The following tables set out the local authority stretch aims, both core and plus, for the next three years (2023-2026) in line with the current requirements from the Scottish Government.

Orkney Islands Council Stretch Aims 2023-26					
<b>Core stretch aims: Attainment for all</b>					
The core stretch aims are set to raise attainment for all. The use of SIMD data is less useful within the island context and as such poverty related measures are included in the plus stretch aims.					
		Annual Trajectory		Stretch aim	Improvement
		2023/24	2024/25	2025/26	
<b>Achievement of Curriculum for Excellence Levels</b>					
(a)	Literacy at P1/4/7 combined	77-82%	82-84%	86%	9pp
	Numeracy at P1/4/7 combined	83-85%	85-89%	91%	8pp
<b>Additional information and rationale</b>					
The combined numeracy and literacy P1, P4 & P7 stretch aims for 2026, are ambitious and clearly demonstrate expected improvement overtime. Robust analysis of the unpublished cohort data from 2022/23 as well as data over time, indicated that there was scope to improve attainment in both of these measures.					
		Annual Trajectory		Stretch aim	Improvement
		2023/24	2024/25	2025/26	
<b>SCQF Level 5 or 6</b>					
(b)	Proportion of school leavers attaining 1 or more award at SCQF Level 5 based on Insight (all SCQF Awards) information	93%	94%	95%	3pp
(c)	Proportion of school leavers attaining 1 or more award at SCQF Level 6 based on Insight (all SCQF Awards) information	60-65%	63-67%	68%	8pp
<b>Additional information and rationale</b>					
1+ Level 5 attainment is already substantially above national averages. With MidYIS predicting around 30% of young people in band D, schools are already adding significant value in this measure, but we aim to improve further, with a curriculum review underway to ensure appropriate options are on offer to young people and a particular focus on the attainment of young people who intend to leave school at the end of S4. The focus on improving 5+ Level 5 attainment in S4 in the plus stretch aims should support attainment at Level 6 in S5, but the islands context of a relatively high rate of young people leaving school after S4 is a factor. The senior phase curriculum review this year will investigate whether different course options would encourage staying on into S5.					

		Annual Trajectory		Stretch aim	Improvement
		2023/24	2024/25	2025/26	
<b>Annual Participation Measure</b>					
(d)	Proportion of 16-19 years olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland	96%	96.5%	97%	1pp
<b>Additional information and rationale</b>					
Orkney has tended to rank as around 5 <sup>th</sup> or 6 <sup>th</sup> placed local authority in this measure. Our stretch aim is ambitious; we wish to be ranking among the best. The average score for the best-performing Local Authority over the past 8 years has averaged 97.2%. Orkney's APM of 96.4% in 2023 was substantially higher than has been previously achieved (an average of 94.6% over 8 years). This increase is partly due to efforts made to reduce the number of young people in the unconfirmed category and there is scope to reduce this further through the work of SDS and CLD Employability staff; in the island context "unknown" outcomes should be rare. Pupil engagement work started in 2022/23 will focus on supporting young people at risk of dropping out of education, giving further scope for improvement.					
		Annual Trajectory		Stretch aim	Improvement
		2023/24	2024/25	2025/26	
<b>Health and wellbeing: Attendance</b>					
(e)	Primary	92.6-93.5	94.2%	95%	2.4pp
	Secondary	87.7-91%	92.5%	95%	7.3pp
	Reduce the number of children and young people with attendance of less than 70% from 3.2% of the total pupil population to 1.5% over 3 years.	2.5%	2%	1.5%	1.7pp
<b>Additional information and rationale</b>					
Careful analysis of attainment by both schools and the local authority in 2022/23 led to a greater understanding of the reasons for absence and in a number of schools targeted interventions improved attainment. It was not possible to meet the local authority stretch aim of 95% which was nearer to pre-covid figures. The analysis of attendance data showed a significant gap between primary and secondary schools. Therefore, separate stretch aims for primary and secondary have been set for this three-year period. Additionally, a clear focus on improving outcomes for children and young people whose attendance is below 70% is an important focus. Of the 87 children and young people with an attendance below 70% for 2022/23, 62 of them were secondary pupils. Additionally, children and young people who have experienced care were disproportionately represented, as were those eligible to receive free school meals. By setting this stretch aim, outcomes should improve for those three groups mentioned.					

Plus stretch aims:							
(a)	<b>Reduce the gap in literacy combined and numeracy combined between children and young people in P1-7 eligible for free school meals against those who are not</b>						
		Annual Trajectory				Improvement	
		2023/24	2024/25	2025/26			
	Literacy P1-7 combined	29-25%	12-8pp	27-21%	13-6pp	25-17%	16-8pp
Numeracy P1-7 combined	21-17%	9-5pp	19-13%	13-7pp	17-9%	17-9pp	13pp
(b)	<b>Reduce the gap in literacy combined and numeracy combined between children and young people in P1-7 who have experienced care against those who are not</b>						
		Annual Trajectory				Improvement	
		2023/24	2024/25	2025/26			
	Literacy P1-7 literacy combined	47-42%	8-3pp	44-35%	15-6pp	41-28%	22-9pp
Numeracy P1-7 combined	47-42%	9-4pp	44-35%	16-7pp	41-28%	23-10pp	17pp
<b>Additional information and rationale</b>							
These plus stretch aims for 2026 are ambitious and clearly demonstrate significant expected improvement over time. Robust tracking and monitoring of the progress and attainment of both cohorts of children in session 2022/23 has enabled progress to be made in narrowing the attainment gap over one year. The local authority will work with schools in relation to their understanding of these stretch aims and any interventions or different approaches they might need to take to work towards securing these improved outcomes for children.							
<b>Achievement of Curriculum for Excellence Levels</b>							
		Annual Trajectory		Stretch aim	Improvement		
	Literacy combined	2023/24	2024/25	2025/26			
(c)	S3/3 <sup>rd</sup> level	82-86%	86-88%	94%	12pp		
	S3/4 <sup>th</sup> level	59-61%	61-64%	66%	7pp		
	Numeracy						
(d)	S3/3 <sup>rd</sup> level	89-93%	93-94%	95%	11pp		
	S3/4 <sup>th</sup> level	66-70%	70-72%	74%	8pp		
<b>Additional information and rationale</b>							
These stretch aims are ambitious and aim for significant improvement. The P7 literacy and numeracy data from 2022/23 was used as well as the S3 data over time to evaluate trends and set predictions. The S3 data over time shows that pre-covid levels were consistently higher in some areas, particularly S3/4 <sup>th</sup> level. Post 2020, there has been increased variability of the S3 data suggesting that there is scope to further improve tracking and monitoring of BGE attainment across S1-S3. This will ensure greater consistency in the data provided.							

		Annual Trajectory		Stretch aim	Improvement
		2023/24	2024/25	2025/26	
(e)	<b>Breadth of attainment in S4</b>				
	Proportion of S4 pupils attaining 5 or more awards at SCQF Level 5 based on Insight (all SCQF Awards)	66-67%	67-69%	70%	4pp
(f)	Proportion of S4 pupils attaining Level 4 literacy	90-92%	93-94%	95%	5pp
(g)	Proportion of S4 pupils attaining Level 5 literacy	79-80%	80-81%	82%	3pp
(h)	Proportion of S4 pupils attaining Level 4 numeracy	88-92%	89-93%	94%	6pp
(i)	Proportion of S4 pupils attaining Level 5 numeracy	60-65%	66-70%	70%	10pp
<b>Additional information and rationale</b>					
The S4 focus responds to a local labour market context where around 20% of pupils leave school at the end of S4 but will also provide a foundation for attainment at Level 6 in S5/6. Our aims for these measures are informed by MidYIS data for the preceding and upcoming cohorts and our stretch aim trajectory for S3 ACEL. Attainment of 5+ Level 5 has been rising steadily from 55.14% in 2018/19 to 66.52% in 2022/23. With a review of the Senior Phase curriculum offer underway we believe there is some scope to raise this further, though we are conscious of the percentage of young people in MidYIS band D being relatively flat over the next 3 years. Literacy attainment at both levels has been on an upward trajectory in the last 4 years and has been greater than national levels; we aim to be above our 2022/23 attainment for Literacy Levels 4 and 5 by 2025/26 but are conscious of cohorts entering S4 with lower ACEL at Levels 3 and 4 for the next 2 years. The addition of 'Applications of Maths' qualifications to our curriculum aims to raise Numeracy attainment.					



## Section 4 Systems and Processes

### Self-Evaluation for Continuous Improvement

2022-25 Outcomes	Performance Indicators
<ul style="list-style-type: none"> <li>A range of effective approaches is used to ensure all staff, partners, learners, and other stakeholders are actively involved in ongoing self-evaluation activities.</li> <li>Pupil and parent / carer participation is a strong feature of the approach to self-evaluation and continuous improvement.</li> <li>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.</li> <li>All stakeholders, including children and young people, have shared ownership of this evidence and use it to plan continuous improvement.</li> </ul>	<p>Monthly: Budgets, Risk register</p> <p>Termly: Employee Review and Development; Business continuity, Complaints and Compliments</p>
Year 1 (Looking Back: 2022-23)	Progress & Impact
<p>Develop a service wide approach to self-evaluation.</p>	<p>A service wide approach to self-evaluation for improvement was actioned during 2022/23. Progress and outcomes featured as part of the program of engagement (Service wide Improvement Priorities SWIP) meetings. As a consequence, more staff across the service are more familiar with the scope of the service plan. Scope to broaden and strengthen engagement (eg with Parent Councils and other partners) should now be explored. As yet, securing feedback from children and young people does not feature as part of the program.</p>
<p>Develop service wide, and individual institutions', quality assurance calendars.</p>	<p>Service wide Quality Assurance Calendar launched August 23, this supports existing and newly appointed establishment managers with planning for assurance.</p>
<p>Develop engagement strategies for learners, parents / carers and communities.</p>	<p>Education, Leisure and Housing has representation on the Consultation and Engagement Officers' Group, which has recently relaunched to develop a joint approach and modernised suite of tools and protocols for community consultation and engagement which meet the needs and expectations of the community and ensure better co-ordination between the Council, Orkney Health and Care and The Orkney Partnership.</p>
<p>Strengthen funding tracking and monitoring including Pupil Equity Funding.</p>	<p>Through the positive work of the newly appointed Quality Improvement Officer, significant improvement in the monitoring of Pupil Equity Funding spend has taken place. This scrutiny helps to ensure both timely use of the fund, and also the most effective use within each school community.</p>

Reference to How Good is Our School and Care Inspectorate Quality Framework during all visits	There is significant engagement by local authority officers with all schools and settings as part of the day-to-day business. The use of How Good is Our School and early Learning and Childcare documents as well as the Care Inspectorate Quality Framework is a key part of the engagement. In addition, specific sessions have been held with senior leaders to look at the requirements of the quality indicators. Schools undergoing inspection activity are well supported by local authority officers.
Peedie clusters' focus on CIQF to enable practitioners to share best practice	<p>Focussed sessions on the Care Inspectorate Quality Framework was delivered to childminders to support confidence in self-evaluation and reflection on practice.</p> <p>Sessions delivered, including exploring the cycle of self-evaluation. All childminders who attended have started a self-evaluation floorbook.</p> <p>Ongoing engagement in relation to practice development.</p>
Build projects with key partners, including Northern Alliance and 3 Island Group, into professional learning and governance calendars.	The Strategic Community Learning Group, which has education representation, are currently developing a programme of training based on the findings of a recent training needs audit, across the Community Learning and Development sector. This includes a suite of mental health awareness training which is being developed in conjunction with the Education Psychology Service.
Develop a service wide approach to raising attainment and achievement, supported by the Quality Improvement Officer, Attainment Advisor and Care Experienced Children and Young Person's coordinator	The Raising Attainment strategy was approved by Council in March 2023. This is a strategy informing the development of year 1 priorities and year 2 actions and priorities
<b>Year 2 (Next Steps: 2023-24)</b>	
<b>action</b>	<b>impact</b>
<p>Develop pro-forma for Service Quality Assurance visits (based on 2023 Northern Alliance documentation).</p> <p>Familiarise practitioners and managers with the new Shared Inspection framework.</p> <p>Continue to embed service wide approaches to self-evaluation for continuous improvement ensure transparency and consistency.</p>	<p>Purpose, scope and outcome of visits is transparent with the link to overall ambition of improving outcome for learners is clear. Practitioners will be confident in understanding what expectations for good practice are, plus will be able to link the new Qualities indicators to self-evaluation experiences.</p> <p>Schools (and service) are able to demonstrate that all aspects of provision are 'good or better'.</p>

## Professional Learning

Outcomes	Performance Indicators
<ul style="list-style-type: none"> <li>Staff are confident with key processes and apply them consistently to a high standard.</li> <li>This leads to young people and their families stating they are satisfied with the service they receive across the partnership.</li> </ul>	<p>Monthly: Mandatory training (iLearn).</p> <p>Termly: Early Years provisions rated as good.</p> <p>Annually: Student placements and Satisfaction - Parents and Learners.</p>
Year 1 (Looking Back:2022-23)	Progress (Looking Back) & Impact
<ul style="list-style-type: none"> <li>Scope training requirements across Education Service and partnership.</li> </ul>	<p>Children's Services (directorates leads) engaged in meeting the training requirements across the partnership; Public Protection Committee have reinvested and restarted provision of reviewed and revised child protection and safeguarding learning events.</p>
<ul style="list-style-type: none"> <li>Develop annual programme of training.</li> </ul>	<p>Service training offer built on national directive as well as requests and feedback from staff and managers is supporting all staff to be more confident with key processes.</p>
<ul style="list-style-type: none"> <li>Devise implementation strategy for new policies and procedures.</li> </ul>	<p>Progress with development and consultation of both new and existing policies has been intermittent, which means the intended impact (clarity and consistency) has not yet been achieved. Supporting work on the implementation strategy needs to follow.</p>
<ul style="list-style-type: none"> <li>Develop induction processes across partnership.</li> </ul>	<p>Induction for new (probationer) teachers and senior managers in place; impact and review/revision to be undertaken during 23-24.</p>
<ul style="list-style-type: none"> <li>Training for all Early Learning and Childcare providers to support practice development to meet National Standard.</li> <li>Restart leadership pathways for Early Learning and Childcare.</li> <li>PEEP and Solihull training for Early Learning and Childcare.</li> </ul> <p>Maths Early Learning and Childcare workshops Quality Assurance and Moderation Support Officer training for secondary practitioners.</p>	<p>Leadership pathway restarted, resulting in managers having increased confidence in relation to their leadership role.</p> <p>Two multi-agency cohorts of practitioners completed the Solihull Foundation Course, with further courses being planned for 23-24. A small group of practitioners completed PEEP training however, there has been limited establishment of parent sessions.</p> <p>Maths workshop delivered to a group of practitioners, Very positive feedback on impact of course on practice and the increase in mathematical confidence of the practitioners.</p>
<ul style="list-style-type: none"> <li>Quality Assurance and Moderation Support Officer training for secondary practitioners.</li> </ul>	<p>Quality Assurance and Moderation Support Officer training offered to secondary schools on two separate occasions, no staff took up the opportunity to take part in this training.</p>

Year 2 (Next Steps: 2023-24)	
action	impact
<p>October Inservice for teachers to follow an inclusive practice theme.</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>Impact and review/revision of induction.</p> <p>Devise implementation strategy for new policies and procedures.</p>	<p>Increased staff confidence with key processes and how to apply them consistently to a high standard.</p> <p>Young people and their families are satisfied with the service they receive.</p>

## Management Resources and Procedures

Outcomes	Performance Indicators
<ul style="list-style-type: none"> <li>Percentages 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.</li> <li>Services provide high-quality provisions which are demonstrate value for money.</li> <li>All institutions have robust policies and procedures in place, including personnel policies and those for health and safety.</li> </ul>	<p><b>Monthly:</b> Incident forms; Freedom of Information requests; Budgets; Invoice payments; Sickness absence; Accidents; Recruitment and Retention (inc. Change in Establishment processes)</p> <p><b>Termly:</b> Training records, Risk assessments, Expenditure per Child and Young Person; Education Maintenance Allowances; Free School Meals and School roll</p>
Year 1 (Looking Back:2022-23)	Progress & Impact
<ul style="list-style-type: none"> <li>Consistent implementation of SEEMiS across schools including for academic and pastoral information. (Interim equivalent for Early Learning and Childcare.)</li> <li>Review of finances including a Devolved School Management Review and support for leaders.</li> <li>Business Review for Orkney College UHI. [JP]</li> <li>Strengthen year-round and extended provision, e.g. Summer Childcare.</li> <li>Devise Learning Estates strategy and bid, including ongoing review and governance.</li> <li>Devise a central database for Health and Safety policies, risk assessments and training records along with service-wide monitoring procedures.</li> </ul>	<p>Progress with SEEMiS has been delayed, some new modules can be brought online for the start of 23/24, however a comprehensive programme for SEEMiS is not yet available. We will continue to work with SEEMiS to maximise the potential of the existing system (which is indeed underused across our schools) – carry forward.</p> <p>Devolved School Management Review is now complete, and the draft is awaiting final consultation and will be implemented during the course of 23/24 carry forward.</p> <p>...</p> <p>Funding for year-round and summer provision (beyond that rolled out as part of the Early Learning and Childcare expansion) has not yet been confirmed by the Scottish Government. Consequently, plans for development in this need to be placed on hold.</p> <p>Learning Estate Investment Programme LEIP Bid submitted on time (late 2022). No outcome has been offered. The accompanying Learning Estate Strategy was in the form of a 'part 1' document. Work now needs to be programmed on the remaining parts (which also cover leisure and culture and as well as Orkney College)</p> <p>Joint training was undertaken with the Safety &amp; Resilience Officer to give an overview of the risk assessment process. At present a secure site with access to all schools is being explored to ensure a central database.</p>

	A review of the retention policy has been undertaken to streamline processes and ensure the policy is up to date and effective.
Year 2 (Next Steps:2023-24)	
action	impact
<ul style="list-style-type: none"> <li>• Implementation of new Devolved School Management policy.</li> <li>• Make Policy, Procedure and Guidance Suite available to all who need it; initiate programme of refresh and learning with policy and procedure suite.</li> <li>• Establish Phase 2 and 3 of the Learning Estates strategy and bid, including ongoing review and governance.</li> </ul>	<p>More transparent and effective budget management; more effective targeting of resources to support core business and priority areas.</p> <p>Consistent and reliable implementation of Council and Service policies and procedures; openness and transparency with respect to the underpinning systems and processes that support core business.</p>
Year 3 (Looking Ahead)	
<ul style="list-style-type: none"> <li>• Should funding from Scottish Government be made available, implement a reduction of teachers' contact hours in line with national policy position.</li> </ul>	The services provides high-quality provision which demonstrates value for money

## Section 5 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 \(2023-2028\)](#)



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



[Orkney's Children's Services Plan](#)



[Orkney's Good Parenting Plan](#)



[Orkney's Child Poverty Strategy](#)



[Orkney CLD Partners Plan](#)

## Section 6 Glossary

Annual Trajectory		
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
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.
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.
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.

QAMSO	Quality Assurance and Moderation Support Officer	Locally based staff participating in wider area and national programmes to support quality assurance and moderation
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.

QA	Quality Assurance	Quality assurance involves the systematic review of educational provision to maintain and improve its quality, equity and efficiency
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.
SAC	Scottish Attainment Challenge	The Scottish Attainment Challenge is about achieving equity in educational outcomes, with a particular focus on closing the poverty-related attainment gap.



**Orkney Islands Council:  
Allocations Policy for Papdale Halls of Residence  
December 2014**

	<b>DOCUMENT REF</b>	<b>REV</b>	<b>ISSUE DATE</b>	<b>REASON FOR ISSUE</b>	<b>REVIEWER</b>	<b>SIGN</b>
PHOR POL 110	First draft	1	23 April 2013	New	Head of Housing and Homelessness	
PHOR POL 110	Second draft	1	2 May 2013	New	Head of Housing and Homelessness	
PHOR POL 110	Final	1	30 May 2013	Final – E, L & H approved 6 February 2013	Head of Housing and Homelessness	
PHOR POL 110	Minor review	1	11 December 2014	Minor review following opening of new building	Head of Housing and Homelessness	
PHOR POL 110	Minor Review	1		Priority classification reviewed and update on placing requests	Service Manager (Housing and Homelessness)	

This document is available, on request, in different formats such as audio format, Braille, and in large print. It can also be made available in other languages on request.

## **1. Introduction**

Papdale Halls of Residence provides school care accommodation services for secondary school pupils from the north and non-linked south Orkney islands to enable them to access their statutory right to school aged education.

The service is offered to school pupils of between 11 and 18 years of age and is registered with the Care Inspectorate.

Our staff team work in partnership with parents to meet pupils needs. They are a team of dedicated care professionals who look after school pupils in a safe and welcoming environment in which school pupils can express themselves as individuals while developing social skills and emotional maturity, and of course seeking to reach their full academic potential.

## **2. Law and Good Practice**

The Education (Scotland) Act 1980, section 51(1) states that an education authority shall make such arrangements as they consider necessary for the provision of any facilities in respect of pupils attending schools or other educational establishments.

Papdale Halls of Residence comes under the definition of a school in terms of section 135 of the Education (Scotland) Act 1980.

The Local Authority is entitled to establish criteria and policy for entitlement to places in Papdale Halls of Residence to ensure proper management of its educational assets.

The Equality Act 2010 (as amended) aims to ensure that no discrimination exists in respect of service provision. Orkney Islands Council has established a corporate equal opportunities policy that covers all of its activities. As part of this policy, we will ensure that equality matters are integrated within all our policies and practices. This process is known as “mainstreaming” of equality.

Papdale Halls of Residence constitutes a school care accommodation service and is regulated by the Care Inspectorate in line with the Public Services Reform (Scotland) Act 2010.

Consequently Papdale Halls of Residence subscribes to the National Care Standards for school care accommodation services. More information on the National Care Standards is available at <https://www.gov.scot/publications/national-care-standards-guide/>

### **3. Policy Statement**

This section outlines the principles that underpin our procedures for providing school care accommodation services.

1.1 We ensure that our school care accommodation policies and procedures conform to all relevant legal and good practice guidelines. For example, the Education (Scotland) Act 1980.

1.2 We aim to prevent and alleviate discrimination in all our practices. The statutory definition<sup>1</sup> is as follows:

“Equal opportunities” means the prevention, elimination or regulation of discrimination between persons on the grounds of sex or marital status, or racial grounds, or on grounds of disability, age, sexual orientation, language or social origin, or of other personal attributes, including beliefs or opinions such as religious beliefs or political opinions”.

We aim also to promote equality and to promote good relations between groups, for instance, between different racial groups in accordance with the Equality Act 2010.

1.3 We strive to provide good quality accommodation and related services for residents and ensure that as far as possible, Papdale Halls of Residence represents a “home from home”.

1.4 We establish close inter-agency links to ensure residents obtain a high standard of service. For instance we work closely with Kirkwall Grammar School and other schools to ensure a smooth transition and high standards of educational provision and with Orkney Health and Care in relation to the provision of medical services.

1.5 We process applications and case notes to ensure confidentiality and access to information will be in line with our legal requirements, for example, the UK General Data Protection Regulation and the Data Protection Act 2018.

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<sup>1</sup> See the Scotland Act 1998, Schedule 5, L2. This section was amended by the Scotland Act 2016.

1.6 We monitor our practice through an effective performance management system. (Appendix 2 details current issues that are monitored). Indicators to measure performance will be developed in consultation with service users as part of our Resident Participation Strategy, and information will be publicised in both the Annual Report, Newsletters and any other form agreed with residents.

1.7 We deal with appeals in accordance with section 7 of this policy.

1.8 We review these procedures formally on a three yearly basis or more regularly as required.

Appendix 3 highlights current consultation procedures.

#### **4. Policy in Respect of Allocations**

For isles pupils in the Kirkwall Grammar School (KGS) catchment area, a large number have no feasible alternative to residing in Papdale Halls of Residence in order to access KGS as follows:

1. Pupils from Sanday, Stronsay, Westray and Papa Westray who normally transfer at the beginning of S5; and
2. Pupils from North Ronaldsay and Eday who transfer at the beginning of S1.

There are other pupils who attend KGS, who do not need to stay in Papdale Halls of Residence but may request to do so, as follows:

1. Pupils from Hoy can opt to attend Stromness Academy or KGS from the beginning of S1. Daily travel from Hoy to Kirkwall leads to an extremely long day, consequently pupils may request to stay in Papdale Halls of Residence. A similar situation applies to pupils from Flotta. , This involves being off the island between 10.55 and 11.35 hours per day.
2. Pupils from Egilsay and Wyre, involves daily travel of 9.40 hours.
3. Pupils from Rousay and Shapinsay are expected to travel daily as a general rule.

There is a need to prioritise entitlement and consequently priority will be awarded as follows:

1. Pupils whose attendance at KGS can only be facilitated if they stay in Papdale Halls of Residence (this includes pupils from Hoy or Flotta who wish to attend KGS).
2. Pupils from Egilsay or Wyre who do not wish to travel daily.



3. Pupils whose parents make placing requests with a compelling case, for example their child requires courses not available at the junior high school (particularly for S4);
4. Pupils from Rousay or Shapinsay who do not wish to travel daily; and
5. School registered pupils accessing Orkney College as part of the Orkney Offer requiring accommodation one night per week.

## 5. Allocations Process

Where joint custody arrangements apply, the area quoted should be the pupil's main residence that is the home where they spend the majority of their time, certainly through the school week. Generally where one parent is resident on the Orkney mainland, it is expected that residency arrangements would be facilitated to enable that child to live with that parent throughout the school week. Where a parent is resident on the Orkney mainland during the school week it would be expected that the pupil would reside with that parent. It is recognised that in a minority of cases, there may be reasons why a child cannot reside with one parent.

In considering any placing request, the best interests of the child will be considered. In order to prioritise places the following priorities will apply.

<b>Priority 1</b>	
S5 and S6 pupils from Sanday, Stronsay, Westray and Papa Westray	
S1 – S6 pupils from North Ronaldsay, Eday, Hoy, and Flotta	Where pupils from Hoy or Flotta wish to attend KGS.
<b>Priority 2</b>	
Pupils from Egilsay or Wyre who wish to attend KGS but do not wish to travel daily	Admission is via a placing request
<b>Priority 3</b>	
Pupils whose parents submit a compelling placing request	This may cover a range of issues including socialisation, particular needs, a wish to be beside older siblings already resident in Papdale Halls of Residence or a requirement to undertake courses not available at the junior high school (especially S4 pupils). Placing request forms should be submitted by February prior to admission for the new academic year with appropriate evidence eg support

	from medical services / psychological services etc.
<b>Priority 4</b>	
Pupils from Rousay and Shapinsay who do not wish to travel daily	Admission is via a placing request
<b>Priority 5</b>	
Pupils accessing Orkney College as part of the Orkney Offer requiring accommodation one night per week	Admission is via a placing request

**The above priorities will be reviewed should a permanent adjustment be made to ferry timetables that results in pupils being away from their home island for a lesser amount of time.**

Each pupil will be awarded a priority as outlined above. Priority 1 cases will be placed before consideration is given to priority 2 cases and so on. Inside each priority, awards will be made in date order from the date on which the placing request was received. Placing requests will only be considered once all placements under priority 1 have been allocated appropriately. Thereafter placing requests will only be considered where there is sufficient available space within Papdale Halls of Residence. Placing requests must be made in collaboration with the present and proposed school. At present there is no charge levied for a placing request but this position cannot be guaranteed for the future or the duration of the pupils stay.

In March each year visits to island schools are undertaken to ascertain the numbers of school pupils seeking a place at Papdale Halls from each area. Where a placing request requires to be submitted, this should be done by February, by completing the Papdale Halls of Residence placing request form (Appendix 4). A separate request is required to the school establishment. Both requests will be considered and a decision should be made by the Corporate Director of Education, Leisure and Housing and a response issued by mid April.

The National Care Standards require that children of 16 years and above occupy a single room. Consequently should sharing be required, this will be limited to younger children within Papdale Halls of Residence, and this arrangement will be used to facilitate social inclusion or to assist children who may be socially vulnerable as far as possible.

Generally Papdale Halls of Residence will be considered to be fully occupied at 70 school pupils although this number will still allow some flexibility.

## **6. Accessibility and Flexibility**

Within Papdale Halls of Residence are 5 accessible rooms for pupils with mobility issues. Placement will be in accordance with need and equally in line with the priorities outlined above. Where possible, provided no pupil is being adversely affected, an accessible vacancy will be held to meet the needs of anyone who requires such a room throughout the year as a result of injury etc. In addition another vacant room should be held to allow flexibility in the event of damage to a room or difficulties arising amongst residents who are sharing.

Where, due to height, a resident requires a bed that is longer than standard ie one that is 2 metres 5.74 cm / 6ft 9inches in length, this will be provided in line with need.

Full-time residents will always be prioritised over visitors. However, should vacancies allow, every attempt will be made to provide overnight accommodation for children from isles who are en-route to or from a school trip and their teachers.

Only school pupils will be entitled to reside in Papdale Halls of Residence, no school staff or adults who are not school pupils will be entitled to reside in Papdale Halls of Residence for any reason with the exception of teachers or other staff accompanying children from the isles who are en-route to or from a school trip.

## **7. Appeals**

Where an offer of accommodation is with-held from an applicant or the applicant disagrees with the category of priority, they have the right to appeal against that decision.

The applicant should be made aware of their right to appeal and be advised that independent agencies such as the Citizen's Advice Bureau can assist them with this process if they wish.

In the first instance applicants should discuss the reasons why they feel their pass is incorrect with staff within Education, Leisure and Housing at Orkney Islands Council, to ensure all relevant information has been taken into account. If the applicant still remains dissatisfied they should submit an appeal.

Applicants should notify the Corporate Director of Education, Leisure and Housing in writing, as to the reasons why they feel their placing request has been assessed incorrectly. This may include details of any independent agencies they feel may be able to support their application. Where such an appeal is received it will be acknowledged within two working days. Following receipt of the appeal the Corporate Director of Education, Leisure and Housing will write to the applicant with a decision within fourteen days.

If it is decided to amend the decision, then the applicant will be notified in writing, and their details updated accordingly.

Where the decision is made to uphold the decision to remain with the original assessment, the applicant will be notified in writing of this.

Appeals should be submitted to Corporate Director of Education, Leisure and Housing, Orkney Islands Council, School Place, Kirkwall, Orkney, KW15 1NY or by e-mail to: [housing@orkney.gov.uk](mailto:housing@orkney.gov.uk) .

## **Appendices**

*Appendix 1: Law and Good Practice Framework*

*Appendix 2: Performance Indicators*

*Appendix 3: Consultation Arrangements*

*Appendix 4: Placing request form*

## **Appendix 1: Legal and Good Practice Framework**

This section provides details of key legislation that is used in respect of school care accommodation services.

Education (Scotland) Act 1980

Children (Scotland) Act 1995 (as amended)

Equality Act 2010 (as amended)

**Appendix 2: Performance Indicators**

No of school pupils by area

No of placing requests by area and reason

No of placing requests accepted, by area and reason

No of placing requests refused, by area and reason

All the above by equality group

Record of use of additional space (ie capacity over 70 spaces)

### **Appendix 3: Consultation Arrangements**

This policy document deals specifically with the allocation of places within Papdale Halls of Residence. Largely this process is determined by legislative and policy requirements but it is vital to provide quality services to applicants that are sensitive to the needs of individuals.

The consultation arrangements for this document have been closely intertwined with that of the wider consultation arrangements within Papdale Halls of Residence, the Residents' Participation Strategy and ongoing assessment of the Service.

The process of consultation has involved:

- ◆ A seminar was held for elected Members to discuss the issues of providing school care accommodation services across Orkney and to scope the initial policy for placing within Papdale Halls of Residence.
- ◆ A working group of officers and representatives from Orkney Islands Council have met to discuss how the strategy might be developed in light of a range of legal and good practice requirements.
- ◆ An audit of the existing arrangements for providing the service and its effectiveness
- ◆ A review of best practice
- ◆ Consultation with Staff
- ◆ Consultation with relevant partner agencies
- ◆ Customer satisfaction questionnaire



## Appendix 4

**Papdale Halls of Residence**

**Placing Request Form for S1 to S6** – please note there is a separate process which needs to be agreed with the appropriate school in respect of the provision of school education at Kirkwall Grammar School/Stromness Academy.

Please complete in **BLOCK CAPITALS**

<b>Child's Details</b>			
Full Name			
Date of Birth		Gender	Male <input type="checkbox"/> Female <input type="checkbox"/> Other, please specify-
<b>Parent/Guardian Details</b>			
Title		Full Name	
Address			
Telephone Contact Details:	Home No.		Postcode
	Mobile No.		Email
	Work No.		
<b>Requested School</b>			
School requested to attend			
Catchment School			
Current School Attended			
Requested Start Date		Year Group on Start date	
<b>Additional Support Needs</b>			
Does your child have any additional support needs		Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please specify			

Does your child have an Individualised Education Programme (IEP) or a Co-ordinated Support Plan (CSP)			
IEP	Yes <input type="checkbox"/>	No <input type="checkbox"/>	CSP Yes <input type="checkbox"/> No <input type="checkbox"/>
Support with English language – for children whose first language is not English			
What is your child's first language?			
Does your child need support with English language?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Reason for your application.</b> Please specify why you wish your child to attend PHoR.			
<b>Additional Information</b> (any other supporting information, such as reports from professionals, if applicable)			

<b>Sibling(s) attending PHoR.</b>			
Full Name	Year Group		
<b>Declaration</b>			
I declare that information provided above is correct. I understand that failure to provide accurate information may result in my child's placing request being refused.			
Signature of Parent/Guardian		Date	

<b>Data Protection</b>
The information on this form is processed electronically for administrative purposes and is subject to the terms of the Data Protection Act 2018.

Please complete and return this form by email to: [housing@orkney.gov.uk](mailto:housing@orkney.gov.uk) or send it to:

Service Manager (Housing, Homelessness & Schoolcare Accommodation)  
Education, Leisure and Housing, Council Offices, School Place, Kirkwall, KW15  
1NY.



# **Orkney Library & Archive Stock Management Policy**

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## 1. Statement of Purpose

The primary function of Orkney Library & Archive is to provide materials and services to meet the cultural, educational, information and recreational needs of individuals, groups and organisations living and/or working in Orkney, regardless of their age, educational ability, gender, sexual orientation, race, ethnicity, religion, disabilities, or geographic location.

These services are provided via the headquarters of the service in Kirkwall, the library in the Warehouse Buildings in Stromness and the Mobile Library Service which covers both the Orkney Mainland and the Isles.

## 2. Scope of the Policy

The definition of 'stock' is defined as books, newspapers, magazines in physical and digital formats, as well as maps, printed music, DVDs, music and spoken word recordings, electronic information resources, and any other print, non-print or digital formats.

It must be acknowledged that the number of books and other materials published and released each year is substantial, and that space available in the libraries to house and display these materials is limited, as is the purchasing budget.

Orkney Library & Archive aim to provide an extensive stock collection in a range of formats which is accessible to all and reflects the diversity of our communities.

This Policy will show:

- How we choose the books and other materials that can be found in the libraries in Orkney
- How we circulate stock
- Why decisions are made on stock being kept or withdrawn
- Our position on censorship
- How we measure the performance of stock
- How we maintain and promote these materials

General objectives and principles are:

- To supply the widest possible range of material to library customers
- To ensure access to reading, learning and cultural opportunities for all
- To promote reading, literacy, and learning
- To promote digital inclusion by providing access to digital services
- To promote health and wellbeing by providing free access to resources
- To stay current and maintain the high-quality physical condition of the stock
- To meet library-related needs of the community including people with protected characteristics as specified in the Equalities Act of 2010.

## 3. Selection

### 3.1. Overview

Orkney Library & Archive must have knowledge of the needs and profiles of the communities it serves when stock is selected for purchase.

Items selected for stock are in response to known or anticipated demand, and a primary objective is to provide an extensive range of titles, and in formats that are suitable for a given purpose and prove of greatest benefit to customers. This includes stock in large print and non-printed formats.

Stock will recognise and promote a positive awareness of the multi-cultural nature of our society and the linguistic and cultural diversity of the local communities.

### 3.2. Selection methods

Library & Archive staff routinely consult a variety of sources to find appropriate books for stock. Evidence from the Library Management System (LMS) is used to inform selection and can identify gaps in stock.

Sources used to select titles include:

- Trade bibliographies and websites
- Library reviewing periodicals
- Publishers' catalogues and brochures
- Online databases and websites
- Media publicity and announcements
- Staff and customer suggestions/requests
- Groups, including local book and writing clubs

### 3.3. Selection criteria

Adult, Teenage and Junior Fiction and Non-Fiction stock (in physical, audio and digital formats) are primarily selected using the following criteria:

- Present and potential relevance to community needs
- Relevance to existing collections
- Suitability of subject, style and reading level for the intended audience
- Depth of coverage
- Comprehensiveness of scope
- Price/value/maintenance cost
- Literary and artistic merit
- Local and Scottish content and/or authorship
- Potential to enrich and support the curriculum
- Appropriate formats for age and ease of use, particularly by the visually or physically impaired
- Evidence of popularity of similar materials

### 3.4. Local collections

Orkney Library & Archive maintains a local reference collection, containing both fiction and non-fiction titles, to make available a comprehensive collection of published and publicly available information about Orkney, Orcadians, Shetland, and subjects of long-term local interest.

The materials making up the local reference collection are selected and acquired from the same sources as other library materials as well as from local auction sales of antiquarian books and antiquarian bookseller catalogues.

Generally, there is no disposal of stock from this collection, though this is at the discretion of the appropriate manager after discussions with the management team within the Library & Archive.

The local collection is stored separately from other library stock and is made available in the Archive/Orkney Room area.

### 3.5. Customer requests

Orkney Library & Archive welcome suggestions for stock. Customers can request items to be added to stock via library staff, email, or telephone.

Request for items not in stock will be considered for purchase if they are in print and if they meet the selection criteria listed in sections 3.3/3.4 of this document. Some items may be rare, and in such circumstances, we may offer them as reference only to be read in the library.

The decision not to purchase a requested item for stock may be influenced by any of the following factors:

- Unsuitable format (e.g. loose leaf binding)
- Budget constraints
- Poor content or presentation
- Outdated information
- Low demand
- Not relevant to Scotland (e.g. English Law or regulations)

### 3.6. Donations

Orkney Library & Archive welcome donations in any format with the understanding that the items meet the selection criteria in sections 3.3/3.4 of this document, and that the items themselves are in good condition.

Donations become the property of the Library & Archive, and staff will decide what branch(es) the donations will be stocked in and how many copies, if relevant, will be retained. Staff will also decide if the books become part of a display.

Items considered unsuitable for stock will be sold in the library book sale or sent to Better World Books, with the resulting income retained by the Library & Archive service.

The Library & Archive stock is purchased through our contracted suppliers. Unsolicited items sent to us will not be considered for purchase and will not be returned to the sender. Authors who wish to make their books available for selection by contracted library suppliers should register the details of



their book with Bibliographic Data Services. Alternatively, authors can donate a copy of their book to the Library & Archive.

## 4. Censorship

Orkney Library & Archive's role as a free forum for ideas precludes censorship. The Chartered Institute of Library and Information Professionals (CILIP) states that:

*The function of a library service is to provide, as far as resources allow, all books, periodicals etc., other than the trivial, in which its readers claim a legitimate interest. In determining what is a legitimate interest the librarian may safely rely on one guide only – the law of the land. If the publication of such matter has not incurred penalties under the law it should not be excluded from libraries on any moral, political, religious, or racist grounds along, to satisfy any sectional interest. (Freedom of Access to Information, CILIP Guide, 2015)*

The Library & Archive will only restrict access to materials to protect them from damage or theft, not as a form of censorship.

The Library & Archive do not label items to warn customers of potentially sensitive content, and it is acknowledged that on occasion individuals may find some items in the Library & Archive offensive.

## 5. Maintenance

As in any library, constraints upon space and the continual purchase of new stock requires the regular management and removal of existing material.

Orkney Library & Archive staff have the responsibility of keeping stock well maintained, tidying shelves and assessing the condition of stock at the point it is returned.

In general, materials will be removed from stock when deemed to be:

- Outdated content which could mislead customers
- Superseded by newer, or revised version
- In poor physical condition when repair and/or recovery is not appropriate
- No longer in current use and unlikely to be in future demand
- Duplicates of titles no longer popular (quality duplicates may be retained for use by book groups etc.)

Once an item has been identified for disposal it will be sold in the library book sale or sent to Better World Books, with the resulting income retained by the Library & Archive service. If the condition of the item is poor which means it cannot be sold, it will be sent for recycling.

Items not normally withdrawn from stock are:

- Orkney materials
- Classics and Scottish materials (unless in poor physical condition)

## 6. Stock Performance

Orkney Library & Archive needs to measure the performance of stock to ensure that our primary resource is in the right place to encourage use by customers.

Identifying gaps in subject coverage or of particular titles is a continuous process and all library staff contribute to this process.

The LMS is used to measure stock performance and identify areas of poor stock. Poor stock is defined as:

- Fiction with no issues in the last 3 years
- Non-fiction stock with no issues in the last 5 years
- DVDS with no issues within the last 2 years
- Audio books with no issues within the last 2 years

Regular weeding and refreshing of titles with proportional quantity of stock allows the library to provide a tailored, proportional, and relevant collection to our communities.

## 7. Promotion and Publicity

The use and promotion of Library & Archive stock in all its formats takes place daily and is undertaken by all Library & Archive staff. Stock promotion is used to:

- Make the best use of stock
- Raise awareness of the range of stock and services available (in branch and online)
- Ensure that the stock reflects the diversity of collections and titles
- Promote books, reading, lifelong learning, digital skills and social inclusion

Stock promotion is undertaken in a range of ways, such as displays in the libraries, on social media, on the library website and public catalogue.

## 8. Review

This policy will be reviewed regularly (at least every three years), with revisions of individual sections being undertaken as required.

A copy of the Orkney Library & Archive Stock Management Policy will be readily available to the public during all open hours and will be always available on the Library & Archive website.



**Orkney Islands Council  
Education Leisure and Housing**

**Support for Learning  
Strategy**

**2023 - 2028**

**Version Control**

<b>Document Reference.</b>	<b>Revision.</b>	<b>Issue Date.</b>	<b>Reason for Issue.</b>	<b>Reviewer.</b>	<b>Sign.</b>
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## Part 1 Introduction

### 1.1.

Supporting Children’s Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended), notes (page 11) that the term additional support needs is both broad and inclusive. It ‘applies to children or young people who, for whatever reason, require additional support’.

### 1.2.

The guidance further notes that the definition of additional support is wide and inclusive (page 20); it does however fall into three broad and overlapping headings: approaches to learning and teaching, support from personnel, and provision of resources.

### 1.3.

In preparing the strategy there has been a particular focus on

- Auditing the current resource (which includes support from people) and
- Identifying the current unmet need across schools and nurseries.

### 1.4.

The emergent five-year strategy for Support for Learning across Orkney involves the following key elements:

- Improving efficiency and effectiveness.
- Developing confidence and capability.
- Ensuring sufficiency and capacity.

### 1.5.

This strategy makes reference to the ‘Additional Support for Learning Action Plan’, produced by the Scottish Government and updated in October 2020. The purpose of these references is to provide clear links between our own priorities and strategies and the national context.

### 1.6.

Underpinning all that follows is the desire to “ensure that there is no reduction in aspiration and ambition for all children and young people to achieve the maximum of their learning potential” (Additional Support for Learning Action Plan, 2020)

### 1.7.

While this document applies specifically to Support for Learning and the full spectrum of additional support needs, it also links to other developments and strategies within Education. For example, the current focus, within Orkney’s National Improvement Framework (NIF) Plan, on the principles of teaching, learning and assessment, includes an emphasis on inclusion. Improving inclusive practice and the standard of teaching and learning benefits all, including those with additional support needs.

**1.8.**

Clear links have also been made with the Education Service's Raising Attainment Strategy 2023 - 2026. The Support for Learning Strategy seeks to provide the structure which will contribute to an increase in enabling all pupils to access the right support for their needs, which will clearly have a positive impact on attainment across the authority.

**1.9.**

There is also a deliberate emphasis within this strategy on promoting positive mental health within our schools and nurseries. At the time of writing, we are seeing a significant increase in concerns about the mental health and subsequent wellbeing of our children and young people in Orkney. Tragically the Orkney community has experienced three completed suicides of school age young people over an 18-month period.

**1.10.**

Schools have worked hard to provide support alongside partners for a growing number of young people expressing suicidal ideation. This creates acute pressure on staff, who are working tirelessly to monitor the wellbeing of our young people and communicate with parents and carers, partners and colleagues.

**1.11.**

It should also be noted that the intention is for the Support for Learning Strategy to be amended and updated following the currently scheduled review of both the Resource School Provision, at Glaitness School and Kirkwall Grammar School, as well as the current Guidance Provision across the whole of the secondary sector.

**1.12.**

Part 1 of the strategy offers a broad introduction. Part 2 then explores current trend, patterns and pressures, in relation to additional support needs. Part 3 describes the current resources being deployed across Orkneys schools and settings.

**1.13.**

Parts 4,5 and 6 expand on each of the strategy's themes: Improving Efficiency and Effectiveness; Developing Confidence and Capability; Ensuring Sufficiency and Capacity.

**1.14.**

Finally, Part 7 provides a summary overview by drawing together the actions, cost and impacts set out in each section of the strategy.

## **Part 2 Trends in Additional Support Needs**

### **2.1.**

There is a wide range of factors which may lead to some children and young people having a need for additional support. These fall broadly into four overlapping themes:

- Learning environment.
- Family circumstances.
- Disability or health need.
- Social and emotional factors.

### **2.2.**

Over the last six years, across Scotland, the number of children with additional support needs has been steadily increasing. Between 2017 and 2022, the number (as a percentage of the total pupil population) of children with additional support needs in Scotland increased from 27% to 34%.

### **2.3.**

In the same period, in Orkney, the number (as a percentage of the total pupil population) of children with additional support needs increased from 31% to 40%. By way of comparison Annex 1, attached to this report, compares the national picture with Orkney, Shetland, the Western Isles and Highland.

### **2.4.**

In Orkney, across many of the categories of additional support needs, numbers have remained relatively constant. In some categories, while numbers have gone up, the percentage change is 'modest'. An example of this is the specific learning difficulties category.

### **2.5.**

As can be seen in Annex 2, the increase in the specific learning difficulties category sits at around 6% over the 4-year period. However, the definition for specific learning difficulty is quite narrow – it refers to processing difficulties, but dyslexia, which could be included, is captured separately. Examples within this category would be dyscalculia and dyspraxia.

### **2.6.**

In contrast, there has been quite a significant increase with respect to social, emotion and behavioural difficulties as well Autistic Spectrum Continuum which have both seen increases of over 37%.

### **2.7.**

As described in the same chart, the number of children and young people experiencing social and emotional difficulties has increased markedly.



**2.8.**

This includes those on flexible learning pathways (not attending school full-time) and those that do not attend at all. This number has increased from 27 to 45 since 2019. Significant support is required to engage these children and young people in full time education.

**2.9.**

From 2017 to 2022, the number of children and young people who have a support team that includes colleagues from other services has increased from 309 children or young people with identified additional support needs to 654. While this is a positive picture in terms of partnership working, this level of involvement is also a good proxy for how complex the needs are, compared to six years previously.

**2.10.**

This quantitative data supports the feedback from school and nursery leaders, who provide a qualitative narrative on what this means in practice. For example, it will mean that more time is required to manage and plan the process, including the need for support for learning assistants to attend and participate in planning and review meetings, which in turn reduces availability for contact time and adds to the pressure in the system.

## **Part 3 Current Resource**

### **3.1 Context**

#### **3.1.1.**

The current resource to meet the additional support needs of children and young people in schools falls into two broad categories.

#### **3.1.2.**

In the first instance there is an expectation that the approaches to learning and teaching deployed by every teacher (schools) and practitioner (early learning and childcare settings), will meet the needs of most learners most of the time. As noted in the introductory comments, there is a focus on quality learning, teaching and assessment within the current education service plan and this includes the commitment to inclusive practice.

#### **3.1.3.**

In addition, further resources are deployed in order to support inclusive practice and help to ensure all children and young people benefit from their time at nursery or school. These additional resources can be described as follows:

- Support for Learning Teachers in schools.
- Support for Learning Assistants.
- Pupil Support Team.
- Educational Psychology.
- Guidance Teachers.
- 100 Days posts (5 FTE Teachers and 2 Support for Learning Assistants).
- In-School Counselling.

### **3.2. Support for Learning Teachers in Schools**

#### **3.2.1.**

Each school is allocated additional support for learning teaching time based on the school roll and type. The allocation varies from 0 (for very small schools) to a maximum of 0.5 per class (mid-sized and larger primary schools). In secondary schools the allocation is fixed and based on the general characteristics of the school.

#### **3.2.2.**

The annual staffing cost for Support for Learning Teachers is £1,700,497.

#### **3.2.3.**

The Support for Learning Teacher fills a variety of roles within each school including:

- Supporting individual children or young people.
- Supporting small groups.
- Working in class.

- Advising staff and providing resources.
- Organising and tracking support meetings.
- Managing the timetables of Support for Learning Assistants.

#### **3.2.4.**

There are currently 25 FTE Support for Learning Teachers across 21 schools.

### **3.3. Support for Learning Assistants**

#### **3.3.1.**

Support for Learning Assistants are currently allocated annually based on the need that exists in each setting. Schools fill out a request, and this request is then moderated with the Head Teacher by the Service Manager (Support for Learning and Inclusion), Educational Psychologists and the Principal Teacher for Pupil Support.

#### **3.3.2.**

The Support for Learning Assistant allocation to each school is described in the number of hours allocated per week. The current allocation totals 2,368 hours per week.

#### **3.3.3.**

This increased from 1,771.8 hours in 2022 and was achieved by combining existing baseline budget with additional COVID-19 Recovery Funding and 100 Day Funding provided by the Scottish Government. As an indication of the coverage the Support for Learning Assistant allocation would give full time support to 67 pupils.

#### **3.3.4.**

Of the current resource, 42 children and young people receive full time support, with the remaining hours distributed to pupils who require less than full time support. The support provided includes in class support and bespoke provision outside the classroom. A child receiving full time support from a Support for Learning Assistant has an allocation of 35 hours per week.

#### **3.3.5.**

Some children and young people with profound needs may require support from more than one adult, so the allocation might exceed this number. Other children may receive one or two hours per week for specific tasks they find difficult.

### **3.4. Pupil Support Team**

#### **3.4.1.**

The Pupil Support Team is based in Papdale House and provides support to all schools and nurseries. It operates on a referral basis with schools putting in requests for advice.

#### **3.4.2.**

The baseline staffing budget for 2023/24 for the Pupil Support Team is £525,400.

**3.4.3.**

The Pupil Support Team consists of 7 teachers, including a Principal Teacher who leads the team, and two Youth Support Workers. The teachers specialise in:

- Hearing support (supporting 29 pupils).
- Visual support (supporting 14 pupils).
- Neuro-diversity (Autism, ADHD. Supporting 68 pupils).
- Communication and EAL (English as an additional Language). (Supporting 20 pupils).

**3.4.4.**

The Youth Support Workers and one of the teachers form the SEAL (Social and Emotional Aspects of Learning) Team. This team focuses on engaging children and young people who demonstrate challenging behaviours, have experienced childhood trauma and those that find attending school difficult. Currently 21 pupils are receiving input from the SEAL team.

**3.4.5.**

The Pupil Support Team operates a managed caseload approach, and they are currently oversubscribed. There is a waiting list which is most acute in relation to neurodiversity and social and emotional needs. There are currently 29 pupils on the waiting list.

**3.5. Educational Psychology****3.5.1.**

The Education Service currently has 1.8 FTE allocated for Educational Psychology. This team consists of one full time Principal Educational Psychologist and a second 0.8 FTE Educational Psychologist.

**3.5.2.**

The baseline staffing budget for 2023/24 of the Educational Psychology team is £174,100.

**3.5.3.**

Each Psychologist is allocated schools and nurseries to support. This means that each Psychologist has approximately 1,400 children and young people allocated to them. Not all children and young people will require input from Educational Psychology, but data shows that 40% of pupils in Orkney are classed as having Additional Support Needs.

**3.5.4.**

Schools refer children and young people to Educational Psychology who play a vital role in advising strategies, sourcing support, training staff, consulting school leaders and co-ordinating support meetings. There are currently 441 children and young people who have direct Educational Psychology involvement.

**3.5.5.**

Educational Psychology also plays a vital strategic role in informing policies and processes around Additional Support Needs.

**3.6. Guidance Teachers****3.6.1.**

Guidance teachers play a vital role in the Secondary and Junior High School settings. These professionals have oversight of the wellbeing, safeguarding and child protection of the young people they work with. In the larger schools, guidance staff are allocated a number of children and young people to work with.

**3.6.2.**

The baseline staffing budget for 2023/24 the permanent guidance staff is £491,600 which covers 6.6 FTE staff. In addition, 2.0 FTE temporary positions are being funded through the 100 Days fund and the (school-based) Pupil Equity Fund.

Each of the Junior High Schools has a 0.2 allocation, provided to support (and funded through) the In-school Counselling service.

**3.6.3.**

Guidance teachers are the point of contact for children and young people who are having difficulty coping with the social and emotional requirements of school, are experiencing social conflicts or bullying, have concerns about their safety or have immediate child protection concerns. They also lead on and deliver the Personal and Social Education curriculum. This is a vital and taxing role as all interactions with the pupils needs to be planned for, recorded and then acted on. They have to escalate concerns in a timely manner and work with partners from Social Work, Police Scotland and the NHS.

**3.7. 100 Days posts****3.7.1.**

The 100 Days funded posts refer teaching and support positions that have been funded through the 100 Days allocation by the Scottish Government.

**3.7.2.**

First received in 2021, this fund was given to employ 5 FTE classroom teachers and 2 FTE Support for Learning Assistants.

**3.7.3.**

The current 100 Days provision is £296,300.

**3.7.4.**

This funding is currently being used to provide support to the most critical needs across the schools. This provision means that children and young people who could not otherwise attend school are able to have bespoke provision.

### 3.8. In-School Counselling

#### 3.8.1.

While In-school Counselling has been available for a number of years, the education service has now established an in-house, In-School Counselling team. These counsellors are based in Kirkwall Grammar School and Stromness Academy.

#### 3.8.2.

The baseline staffing budget for 2023/24 of the In-School counselling service is £166,000.

#### 3.8.3.

The counsellors provide support for pupils' wellbeing, particularly in regard to mental health. The service is currently oversubscribed. The counsellors report back to the service on a termly basis and have described a significant number of young people within the schools experiencing poor mental health. Currently there are 50 pupils receiving counselling, with a further 15 waiting. This service currently only covers Kirkwall Grammar School and Stromness Academy.

#### 3.8.4.

There are two counsellors currently, and attempts have been made to recruit a third. It is anticipated that the new provision of training at UHI Orkney will, in time, result in an increase in the available workforce and that the service can be grown. The aim is for the service, in line with national guidance, to be available to all secondary school pupils (which it is) and to primary school pupils, with additional support needs, aged 10 and over (which it is not).

### Summary of Current Resources and Costs

Current Provision	Current Spend
1. Support for Learning Teachers in schools	£1,700,497.00
2. Support for Learning Assistants	£1,395,600.00
3. Pupil Support Team	£525,400.00
4. Educational Psychology	£174,100.00
5. Guidance Teachers	£491,600.00
6. 100 Days posts	£296,300.00
7. In-School Counselling	£166,000.00
<b>Total Cost per annum</b>	<b>£4,749,497.00</b>

## **Part 4 Improving Efficiency and Effectiveness:**

### **4.1.**

While a portion of the current deployable resource is centrally based, the largest part is allocated to specific schools, either on a permanent or temporary basis. This means that the whole system is not as efficient, and consequently not as effective, as it could be. Where new or emergent significant need is identified, it takes a long time to move the necessary staffing from one setting to another. Within the existing resource envelope, the most practical solution is to centralise the resource, and for this team to be on permanent contracts.

### **4.2.**

Efficiency and effectiveness is also about working with and across partner services and organisations to support both preventative measures and interventions at the earliest opportunity. Consequently, the education, support for learning strategy, is set within the wider context of the plans and aspirations of the wider children's service plan. This includes, but is not restricted to, the work being undertaken in relation to developing whole family support in collaboration with colleagues within Orkney Health and Care.

### **4.3.**

While there are specific implications in relation to contracts and contractual obligations, there are no specific financial implications arising from this strand of the strategy, other than it is predicated on current funding levels being maintained.

### **4.4.**

In recent years the support allocated to schools (Support for Learning Assistants (SfLA)) has been placed within each establishments staffing structure. This meant that each individual staff member was then associated with a school or nursery. As an unintended consequence, this has hindered our ability to be flexible and adaptable when it comes to allocating support. For instance, it is not unusual for a child or young person receiving support to change settings within Orkney during a school year. In the current system, it is very difficult to then ensure that the support follows the child as the staff member providing the support is allocated to the school.

### **4.5.**

By centralising the management and oversight of our SfLA's and removing them from specific establishments, it would mean we could ensure support was dynamic, flexible and directed at the need of each child. Under this model, we could also look to decrease the high number of Support for Learning Assistants working under temporary contracts.

**4.6.**

Providing the right support for our children and young people is a task that falls to a number of groups of professionals within our education service. Alongside those already noted in Part 3 of this strategy, within Education, Leisure and Housing more broadly we also have colleagues in CLD (Community Learning and Development) who work directly with children, young people and their families and colleagues in Housing who oversee and run the Papdale Halls of Residence. We also now have the Pupil Engagement Team which consists of one full time co-ordinator and two youth support workers. This is funded by PEF (Pupil Equity Fund) from Papdale and KGS.

**4.7.**

Centralising the systems and procedures used to seek support and track progress is vital in order to co-ordinate the resources we have. Set out in the table below are the specific actions that would enable a cohesive approach to support in schools and nurseries across Orkney.

**4.8.**

Though not mentioned in the table below, it is worth noting that the centralisation and consolidation of our support resources would enable a smooth transition into our proposed Additional Support Needs Centre, proposed in the Learning Estates Strategy. We would have the core of a centralised team to deploy into that space as well as the internal structures and systems in order to co-ordinate and manage the support staff.

**Summary of actions, costs and outcomes**

Proposed Actions	Estimated costs
<ol style="list-style-type: none"> <li>1. Move all Support for Learning Assistants to be managed and funded centrally by the Service Manager for Support for Learning and Inclusion.</li> <li>2. Consolidate roles within the Pupil Support Team in order to match increasing needs. This would involve reallocating staff to cover neurodivergent needs as well as the growing social and emotional needs.</li> <li>3. Share the same request for advice procedure and paperwork for all Education based support resources.</li> </ol>	<p>No additional costs associated with these measures of outcomes</p>
Outcomes	
<ol style="list-style-type: none"> <li>1. Enable dynamic and responsive support directed at the needs of our children and young people.</li> <li>2. Streamlined and simplified processes for schools to request support. As a result, support allocated more efficiently and in a targeted way.</li> </ol>	



## **Part 5 Developing Confidence and Capability**

### **5.1.**

The most significant successes, in terms of meeting the needs of children and young people, would appear to have a common theme – the staff involved are confident about the approaches they are taking and, based on knowledge, skills and experience, can adapt, in an agile and responsive way, to the presenting needs of those they support.

### **5.2.**

Along with securing staff on a permanent basis, ensuring the team are well trained and that this learning is regularly refreshed and updated is a key factor in nurturing success.

### **5.3.**

Again, while there are specific implications in relation to contracts and contractual obligations, there are no specific financial implications arising from this strand of the strategy, other than it is predicated on current funding levels being maintained.

### **5.4.**

Opportunities for teaching staff to undertake relevant post graduate learning exist across the higher education sector. As an integral part of this thread (confidence and capability) appropriate mentoring and guidance needs to be available to those who wish to pursue this.

### **5.5.**

As a further measure to increase the capacity of Support for Learning Assistants, work is underway to design a bespoke training suite which utilises Orkney College to provide SVQ qualifications. Cost details from Orkney College are currently being awaited.

### **5.6.**

The table below also makes reference to the Support for Learning and Guidance networks. These networks involve the establishment of regular professional learning opportunities and the chance for professionals in both areas to shape policy and procedure and share best practice. Both groups will meet once a month, with longer targeted sessions twice a year.

## Summary of actions, costs and outcomes

Proposed Actions	Estimated costs
<ol style="list-style-type: none"> <li>4. Develop and evolve the Support for Learning network to centralise communication and training for all SfL Teachers and Assistants.</li> <li>5. Explore further the role of Educational Psychology in increasing capacity through delivering and sourcing training for core staff.</li> <li>6. Introduce bespoke learning pathway for Support for Learning Assistants</li> <li>7. Provide support (mentoring and guidance) for Support for Learning Teachers wishing to undertake relevant post graduate learning.</li> <li>8. Continue the current Guidance Network.</li> </ol>	<p>No additional costs associated with these measures of outcomes</p>
<b>Outcomes</b>	
<ol style="list-style-type: none"> <li>3. More efficient communication and training pitched at the needs of our children and young people. Greater ability to track trends and patterns in terms of support needs.</li> <li>4. More efficient communication and training pitched at the needs of our children and young people. Greater ability to track trends and patterns in terms of mental health and safeguarding needs across Orkney. Continue to improve the collegiate working between all agencies who support children and young people.</li> </ol>	

## **Part 6 Ensuring Sufficiency and Capacity**

### **6.1. Context**

#### **6.1.1.**

While efficiency, effectiveness, confidence and capability are all essential aspects of meeting learners needs, it is also important that the resource available is in line with the needs identified.

#### **6.1.2.**

The apparent widening gap between identified need and resources available is outlined in the various annexes to this strategy. Various options and choices for ensuring sufficiency and capacity are set out below. Each has a very specific financial implication. The ability to progress this strand of the strategy would be dependent on one or more (or a combination of) the following:

- Redirecting/reallocating existing resources within education, leisure, and housing, or
- Capitalising on additional grant funding for the Scottish Government, or
- Increasing the resources aligned to the service during the Council's budget setting process.

#### **6.1.3.**

The purpose of this analysis is primarily to provide data for future decision making and to ensure that, should funds from any source become available, the resource can be directed towards a strategic purpose.

### **6.2. Current Level of Unmet Need**

“Professional development and learning processes must align with the changed and changing profile of children and young people in Scotland.” (Additional Support for Learning Action Plan, 2020).

#### **6.2.1.**

Attached to this strategy are three supporting appendices that describe the trends in additional support needs both nationally and here in Orkney. This information broadly describes an increase in the number of children and young people classified as having additional support needs, but also demonstrates the changes in underlying needs in our schools and nurseries.

#### **6.2.2.**

Here in Orkney, the number of children with additional support needs has increased from 31% to 40% from 2017 to 2022. In secondary schools, 50.5% of young people have additional support needs.

#### **6.2.3.**

An increase in the allocation of Support for Learning Assistants to keep pace with the increasing level of need as detailed in Appendix 1 would have a significant and immediate impact.

**6.2.4.**

In June 2022 we were able to increase the Support for Learning Assistant allocation to schools by 21%. While this is a significant increase, it comes after 3 years without an increase at all and 4 years since the number of Support for Learning Assistants was reduced to ensure budgets were met. Given what we know about the increase in need over that time, we are still looking at gaps in provision for children and young people.

**6.2.5.**

A further, increase of 490 hours (or 14 full time Support for Learning Assistants), per week, would enable the Education Service to provide support for all of those children and young people described as requiring support to engage in education.

**6.2.6.**

If the increase referred to at above was permanent, it would also enable the Education Service to reduce the number of short-term temporary contracts which not only make recruitment and retention very difficult but also have an administration cost associated with their management. The cost associated with the increase for the Support for Learning Assistants would be approximately £393,113 per annum.

**6.3. Mental Health and Wellbeing****6.3.1.**

With respect to support needs, the data indicates that the biggest growth areas are Dyslexia, Autism Spectrum Disorder, and Social and Emotional Behaviour Disorder.

**6.3.2.**

The latter describes a range of underlying causes that manifest themselves in difficulties coping in social situations such as schools and nurseries. Many of the children and young people who fit within this description either attend school on a part-time basis or not at all. The number of children who either don't attend or only attend part time has increased from 27 to 45 over the same period of time. This is out of a total pupil population of 2,796.

**6.3.3.**

Schools require specialist support to provide alternative provision for these children and young people. Currently we have a SEAL (Social and Emotional Aspects of Learning) team consisting of one part-time teacher and two youth support workers. They are constantly working at capacity and have a waiting list.

**6.3.4.**

Recently, the CLD Service collaborated with the Education Service to establish a Pupil Engagement Team, consisting of a Co-Ordinator and two support workers. While this increase is absolutely welcome and vital, the two support workers are funded through the Pupil Equity Fund through Papdale and Kirkwall Grammar School respectively. This means that they are limited to working with children, young people and families in these schools only, and the funding is only temporary.

**6.3.5.**

Related to the increase in Social, Emotional and Behavioural Difficulties is the growing concern over the mental health of our children and young people. This growing need is difficult to quantify due to the confidential nature of the needs and the reliance on our partners, particularly CAMHS (Child and Adolescent Mental Health Services) and Social Work. One indication outlined in the appendices is the rapid increase in the number of our children and young people requiring multiple agencies to be co-ordinated for support. That number has increased from 309 in 2017 to 654 in 2022.

**6.3.6.**

As our valued colleagues in CAMHS and Social Work are stretched due to the increase in need for support, colleagues in schools are required to monitor, track and seek alternative support for a rapidly growing number of families and young people who are in crisis. Everyone in our community has been impacted by the tragic suicides of three school-age young people over the last 18 months, and Guidance staff and partners are regularly commenting on the increasing number of young people engaging in self-harm, discussing suicidal ideation and making attempts on their own lives.

**6.3.7.**

This impacts guidance staff and secondary leaders more than any other school staff, and they have worked tirelessly to keep our young people safe. We know that the waiting list for CAMHS engagement is increasing and we are also aware that this increasing need has not yet been accompanied by an increasing resource. This limits our ability to provide early intervention across the partnership, which would in turn reduce the number of children, young people and families in crisis in the longer term. Frontline staff across all partners, education included, are entirely occupied with addressing immediate concerns across our pupil population.

**6.3.8.**

A targeted increase in the Pupil Support Team aimed at the growing need would help schools and families seek alternative support. An increase of 2.0 FTE teachers and a 1.0 FTE Youth Support Worker would enable an increase in provision in relation to neurodiversity and SEAL support, the two biggest aspects of the service under pressure currently. The total cost of this increase would be approximately £165,800 per annum.

**6.3.9.**

At Kirkwall Grammar School, two of the guidance team are temporary. An option would be to make these posts permanent. In order to do so £149,834 per annum would need to be added to the staffing establishment budget of the school.

**6.3.10.**

Since April 2022, the number of children with Child's Plans to co-ordinate their support has increased by 14%. More anecdotally, school staff and Education Psychology have reported an increase in concerns over mental health in Children and Young People. We have seen an increase in reports of self-harm and suicidal ideation, particularly among secondary age pupils. In the current academic year the team has seen 16 reports of secondary age pupils self-harming or expressing suicidal ideation, a 40% increase on the previous year. This puts growing pressure on Guidance and support staff alike in the crucial area of Child Protection and Safeguarding.

**6.3.11.**

Adding an extra 1.0 FTE Educational Psychologist to the team would reduce current waiting lists as well as add flexibility to the current roles the Educational Psychology team fill. It would allow more strategic working such as staff training and classroom observations which would build capacity and create opportunities for early intervention. The total cost of this increase would be approximately £92,300 per annum.

**6.3.12.**

In addition, an increase of CLD provision for Youth Workers in School (unless project/needs led, the probable, ideal, working ratio would be 1 youth worker per 400 children/young people or a team of up to 10, centrally managed and working across all schools).

**6.3.13.**

Finally, in order to support and consolidate the overall aims and ambitions of this strategy, it would be helpful to establish a specific budget to help with the provision of Additional Support Needs related equipment and to fund the training pathways for support staff outlined earlier. At the present time both activities are funded through generic and sometimes devolved budgets, which have other priorities and pressures.

## Summary of actions, Cost and Outcomes

In the table below is set out the key actions that would address the current gap in provision. Maintaining the current level of unmet need presents a risk to the Education Service and the Local Authority. The items are ranked in order of predicted impact.

Proposed Actions	Estimated costs
9. Increase the allocation of Support for Learning Assistants to keep pace with the increasing level of need.	<b>£393,113.00</b>
10. Increase the Pupil Support Team by two FTE Teachers and 1 FTE Youth Support Worker.	<b>£165,800.00</b>
11. Make permanent the existing temporary guidance posts	<b>£149,834.00</b>
12. Increase Educational Psychology by 1.0 FTE.	<b>£92,300.00</b>
13. Increase CLD provision of Youth Workers in school	<b>£332,700.00</b>
14. Establish a specific budget to help with the provision of Additional Support Needs related equipment and to fund the training pathways	<b>£50,000.00</b>
15. Recruit third In-School Counsellor to cater for Junior High Schools and Primary Schools*.	<b>(Cost within budget)</b>
<b>Outcomes</b>	
5. The impact of the proposed actions and investment above would address the immediate unmet need described in the section above, as well placing on a sound basis the commitment to prevention and early intervention.	

\* Across the service there are a number of unfilled vacancies. This includes a vacancy for a third In-School Counsellor. This has been advertised a number of times. An exploration of how to fulfil the function (even on a temporary basis) by using alternative provision from outside agencies (this includes services not necessarily based in Orkney) is underway.

## Part 7 Summary of Actions and Costs

### 7.1 Improving efficiency and effectiveness.

Proposed Actions	Estimated costs
<ol style="list-style-type: none"> <li>1. Move all Support for Learning Assistants to be managed and funded centrally by the Service Manager for Support for Learning and Inclusion.</li> <li>2. Consolidate roles within the Pupil Support Team in order to match increasing needs. This would involve reallocating staff to cover neurodivergent needs as well as the growing social and emotional needs.</li> <li>3. Share the same request for advice procedure and paperwork for all Education based support resources.</li> </ol>	<p>No additional costs associated with these proposed actions</p>

### 7.2 Developing confidence and capability.

Proposed Actions	Estimated costs
<ol style="list-style-type: none"> <li>4. Develop and evolve the Support for Learning network to centralise communication and training for all SfL Teachers and Assistants.</li> <li>5. Explore further the role of Educational Psychology in increasing capacity through delivering and sourcing training for core staff.</li> <li>6. Introduce bespoke learning pathway for Support for Learning Assistants</li> <li>7. Provide support (mentoring and guidance) for Support for Learning Teachers wishing to undertake relevant post graduate learning.</li> <li>8. Continue the current Guidance Network.</li> </ol>	<p>No additional costs associated with these proposed actions</p>



### 7.3 Ensuring sufficiency and capacity.

Proposed Actions	Estimated costs
9. Increase in the allocation of Support for Learning Assistants to keep pace with the increasing level of need.	<b>£393,113</b>
10. Increase in capacity of the Pupil Support Team	<b>£165,800</b>
11. Make permanent the existing temporary guidance posts	<b>149,834</b>
12. Adding an extra 1.0 FTE Educational Psychologist to the team	<b>£92,300</b>
13. Increase the provision for Youth Workers in School	<b>£332,700</b>
14. Establish a specific budget to help with the provision of Additional Support Needs related equipment and to fund the training pathways	<b>£50,000</b>
15. Recruit third In-School Counsellor to cater for Junior High Schools and Primary Schools*.	<b>(Cost within budget)</b>

**7.4** While change and impact of the individual actions will be recorded and evaluated, the overall impact of the provision will continue to be measured and monitored via the following mechanisms:

- BGE Tracking Toolkit.
- Nursery Tracking.
- Wellbeing Indicators.
- Attendance.
- Numbers of children and young people on part-time timetables.
- Secondary qualifications.
- Positive destinations.
- Personalised targets and milestones.
- Teacher/practitioner judgements.

*“The investment in pupil support assistants should be in line with need and be measured for impact.” (Additional Support for Learning Action Plan, 2020)*

## Annex 1: Children with Additional Supports Needs (2017-2022)

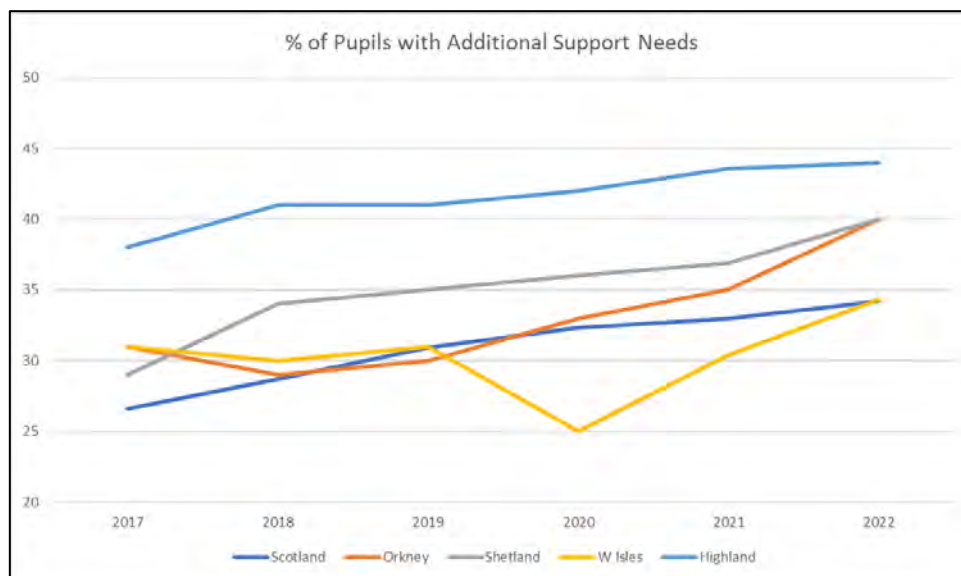
Between 2017 and 2022, the number (as a percentage of the total pupil population) of children with additional support needs in Scotland increased from 27% to 34%. In the same period, in Orkney, the number (as a percentage of the total pupil population) of children with additional support needs increased from 31% to 40%. In 2017, the number (as a percentage of the total pupil population) of children with additional support needs in Scotland was 27%.

- The lowest incidence of additional support needs (across all local authorities in Scotland) in 2017 was 14%.
- The highest incidence of additional support needs (across all local authorities in Scotland) in 2017 was 38%.
- The number (as a percentage of the total pupil population) of children with additional support needs in Orkney in 2017 was 31%.

In 2022, the number (as a percentage of the total pupil population) of children with additional support needs in Scotland was 34%.

- The lowest incidence of additional support needs (across all local authorities in Scotland) in 2022 was 18%.
- The highest incidence of additional support needs (across all local authorities in Scotland) in 2022 was 48%.
- The number (as a percentage of the total pupil population) of children with additional support needs in 2021 Orkney was 40%.

The change (2017-2022) is illustrated below. Included is the national figure, the Orkney Islands Council figure, and figures for Highland Council, the Comhairle nan Eilean Siar (Council of the Western Isles) and Shetland Islands Council. All of these local authorities are in the Northern Alliance Regional Collaborative.



**Comment:** The data would indicate that the numbers of children with additional support needs in Orkney, Shetland and Highland are above the national average. While more children have their additional support needs recognised/recorded in Highland, we can see that Orkney has had a more rapid increase, particularly between 2021 and 2022. It is also worth noting that the percentage of secondary pupils with additional support needs in Orkney for 2021 was 50.5%. The figure for primary pupils stands at 31%.

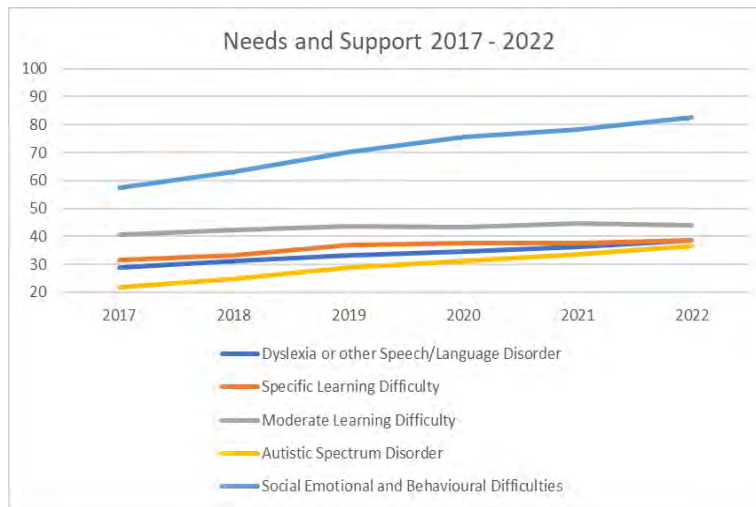
It is worth noting that this period of time encompasses the COVID 19 pandemic. While it is difficult to quantify the impact of the pandemic on the proportion of children with additional support needs, the Children and Young People's commissioner has completed a study which finds that on a national basis "those with disabilities or additional support needs have been disproportionately impacted by the pandemic." In addition, "Provision of education for children and young people in this group is inconsistent and uptake in school hubs is extremely low." This suggests that there was a potential lack of provision which may have added to the complexity and quantity of need during this time. This was reflected in our own context during the pandemic.

## Annex 2: Needs and Support

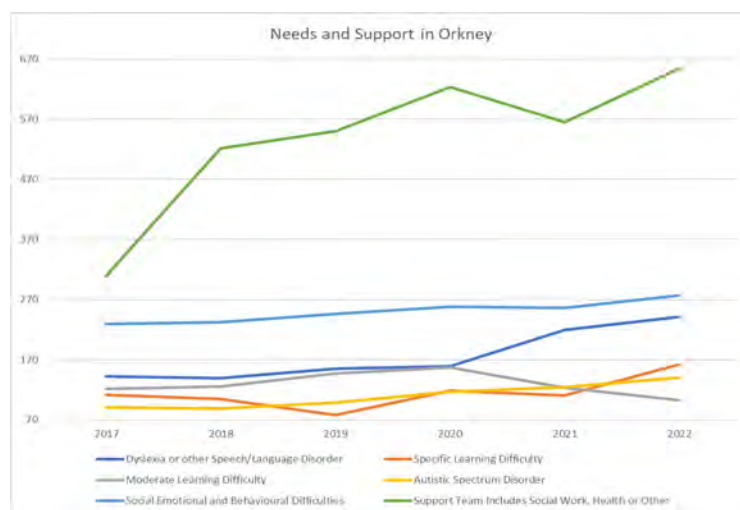
The chart below focuses on which additional support needs have driven the increase over the last 6 years on a national level (2017-2022).

Across many categories, numbers have continued to increase at a relatively steady rate. The numbers on the chart below represent the number of children in each category per 1000 pupils. In some areas, while numbers have gone up, the % change is 'modest'. An example of this is 'moderate learning difficulties'. The increase sits at around 10% over the 6-year period.

In contrast, there has been quite significant increase with respect to Autistic Spectrum Continuum and Social, Emotional and Behavioural Difficulties, which have seen increases of around 35%.



**Comment:** In the chart below we can compare this national data with our own Orkney specific data over the same time period.



For clarity, the term moderate learning difficulty is used to describe pupils who are having difficulty accessing the curriculum, even when the learning is well differentiated, and support is put in place. This difficulty would be undiagnosed.

The term specific learning difficulty could describe a range of diagnosed conditions that don't fit into any of the other categories described.

The Y axis on this chart represents the total number of pupils for each category in Orkney.

On the chart above however, the make-up of the team around the child is also noted (green line) and it is evident that there has been a quite significant increase in the number of services who are involved in the support arrangements. While this by definition is a positive outcome, it will also mean that more time is required to manage and plan the process. This includes the need for support for learning assistants, for example, to attend and participate in planning and review meetings. It should also be noted that this involvement is a good proxy for understanding how complex the needs are.

In terms of the local trends in support needs, we can see a significant increase in children with Dyslexia or other speech/language disorders between 2020 and 2022. This corresponds with a similar drop in Moderate Learning Difficulties. This could indicate more accurate classification and diagnosis in this instance. There is also a steady increase in children with Autism Spectrum Disorder. It is interesting to note the correlation in pattern between the ASD line and the Social, Emotional and Behavioural difficulties.