

Item: 5

Education, Leisure and Housing Committee: 7 September 2022.

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

Report by Corporate Director for Education, Leisure and Housing.

1. Purpose of Report

To advise of improvement targets for academic session 2022/23.

2. Recommendations

The Committee is invited to note:

2.1.

That, in December 2021, the Scottish Government published the latest update on progress in relation to the National Improvement Framework.

2.2.

The draft summary of progress made locally in relation to the National Improvement Framework, as well as an outline of next steps, attached as Appendix 1 to this report.

It is recommended:

2.3.

That the National Improvement Framework: Orkney Islands Council Report and Plan 2022/23, attached as Appendix 1 to this report, be approved for submission to the Scottish Government by 30 September 2022.

The Committee is invited to note:

2.4.

That, due to the time constraints involved, the Chief Executive would be requested to exercise emergency powers to authorise submission of the National Improvement Framework: Orkney Islands Council Report and Plan 2022/23, referred to at paragraph 2.3 above, prior to approval by Council.

3. Background

3.1.

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

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

3.2.

The National Improvement Framework sets out the undernoted five strategic priorities which must be focussed on if that vision is to be realised:

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.

3.3.

The latest update by the Scottish Government on progress in relation to the [National Improvement Framework](#) was published in December 2021. This reports on progress under the framework's organisational themes of:

- School and Early Learning and Childcare (ELC) leadership.
- Teacher and practitioner professionalism.
- Parent/carer involvement and engagement.
- Curriculum and assessment.
- School and ELC improvement.
- Performance information.

4. Looking Back, Looking Forward

4.1.

Over the last academic year, Orkney's education service has been focused on managing learning, progress, achievement and attainment in the context of the ongoing COVID-19 pandemic. Some schools and nurseries have been closed or partially open for short periods, but largely institutions have been able to manage absences whilst remaining fully open. Systems and processes to support 'learning at home' have been developed and refined over the last few years and continue to be used to support learners as appropriate.

4.2.

In August 2022, the new academic year started. In preparation for this, self-evaluation exercises were carried out across schools, nurseries and the education service as a whole, to devise improvement plans.

4.3.

Consequently, services, schools and nurseries will be focusing on three main themes:

- Inclusion and Wellbeing.
- Learning and Achievement.
- Systems and Processes.

4.4.

Underpinning the three themes outlined in section 4.3 above, the main goals of the education service, namely 'raising the bar and closing the gap' (excellence through raising attainment and ensuring every child has the same opportunity to succeed)' remains unchanged.

4.5.

A refreshed local plan, in respect of the National Improvement Framework, which includes a summary of the progress made, as well as an outline of next steps, is attached at Appendix 1 to this report. Should the Committee be minded to approve the National Improvement Framework, the Chief Executive will be asked to exercise emergency powers by allowing submission to the Scottish Government by the deadline of 30 September 2022, prior to approval by Council.

5. Human Resource Implications

5.1.

Whilst there are no direct Human Resource implications arising out of this report, the Education Improvement Plan provides an overarching framework that will inevitably impact on the workload for all staff delivering and supporting education for the young people of Orkney.

5.2.

The targets in the improvement priorities will be required to be delivered during the working day or negotiated with staff through the Teacher's Working Time Agreement process, which will require engagement and negotiation with the relevant Teaching Trade Unions.

6. Equalities Impact

An Equality Impact Assessment has been undertaken and is attached as Appendix 2 to this report.

7. Corporate Governance

This report relates to the Council complying with governance and statutory reporting duties and therefore does not directly support and contribute to improved outcomes for communities as outlined in the Council Plan and the Local Outcomes Plan.

8. Financial Implications

The Service has confirmed that all development will be funded through the existing Continuing Professional Development and Curriculum for Excellence budget streams as well as the existing Scottish Attainment Challenge Fund.

9. Legal Aspects

There are no legal implications arising from this report.

10. Contact Officers

James Wylie, Corporate Director of Education, Leisure and Housing, extension 2477, Email james.wylie@orkney.gov.uk.

Claire Meakin, Interim Head of Education, extension 2436, Email claire.meakin@orkney.gov.uk.

11. Appendices

Appendix 1: National Improvement Framework: Orkney Islands Council Report and Plan 2022-2023.

Appendix 2: Equality Impact Assessment.

Orkney Education Service Report



Excellence and Equity in Education

Introduction

The Orkney Education Service Report takes into account our past performance to help us set priorities and targets for the coming years. The report sets the framework for our communication to our staff, our communities and our partners about the priorities of the service and how our performance will be monitored and assessed.

Orkney Islands Council is currently reviewing its Strategic Plan which will outline its priorities and commitments over the next 5 years.

Through this report, we detail how the Education Service will support the delivery of the council's Strategic Plan, along with a range of other plans aimed at ensuring all children and young people across Orkney have the very best experiences and outcomes.

The report will also set out:

- How the Education Service is demonstrating it is providing value for money (VfM) through the use of benchmarking exercises;
- Progress in implementing priorities identified through self-assessment, external audit and inspection.



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Consultation



The creation of this plan included opportunities for evaluation and professional discussion with stakeholders including children and young people, parents, nursery and school staff, communities, union colleagues, along with colleagues from Education Scotland, Association of Directors of Education in Scotland (ADES) networks and across the 3 Islands Group (Orkney, Shetland and Western Isles).

For example, a self-evaluation week was organised where we asked ourselves:

How effective are quality assurance and governance systems in ensuring improvement across the service?

We focused on 3 key themes:

1. Approaches to self-evaluation
2. Analysis and evaluation of intelligence and data
3. Impact on improving learning, raising attainment and closing the poverty related attainment gap.

Consultation

Priorities identified during the stakeholder feedback included:

Common approach to self-evaluation and quality assurance across the service to guide establishments

Increased level of consultation and information sharing about service and establishment level developments with parents, including parent councils

Greater emphasis on local evidence and data influencing improvement plans

Developing a coherent understanding of what good learning and teaching looks like in schools and what good practice looks like in nurseries

A supportive accountability culture which is consistent and based on quantitative and qualitative data.

More frequent opportunities for children and young people to add their voice to planning and development

Consultation

All nurseries and schools have also consulted directly with children and young people, parents, wider communities and their staff teams. Key themes emerging from these consultations are included below:

Children and Young People	Staff
<ul style="list-style-type: none"> • More opportunities to contribute to decisions that matter most to them • Greater input into topics and extra-curricular activity choice • More involvement in planning and creating positive learning spaces • Greater influence over dress codes • Safer modes of travel to school 	<ul style="list-style-type: none"> • Review of establishments' Vision, Values and Aims and Curriculum Rationale • Expanded opportunities for pupil voice and incorporating the UNCRC • Consistent internal tracking, monitoring and assessment systems
Parents / Carers	<ul style="list-style-type: none"> • Specific training for supporting ASN • Clarity over tracking learning in ELC • Guidance on self-evaluation
<ul style="list-style-type: none"> • Clear and consistent lines of communication • More extra-curricular activities for children after school • Safer travel routes to school • More opportunities for involvement in school events • More advice from the schools in order to support children's learning. 	<ul style="list-style-type: none"> • Clear and consistent communication systems • Greater opportunities to collaborate with colleagues from other settings • Explore resources for the core curriculum

UNCRC: United Nations Convention on the Rights of the Child
 ASN: Additional Support Needs
 ELC: Early Learning and Childcare

Local Priorities

Along with stakeholder feedback, a thorough self-evaluation process has taken place to ensure the Education Service plan meets the needs of all children and young people across Orkney.

Current plan, strategies and initiatives have been reviewed with summaries drawn up. These include:



Previous National Improvement Framework (NIF) Report [2021 – 2022]

Last year's NIF report focused the 6 National Improvement Framework drivers:

Leadership	Professionalism	Parental Engagement
Assessment of Children's Progress	Improvement	Performance Information

In each area, priorities were set for the following 12 – 18 months period.

Key highlights include:

- Use of the BGE tracking toolkit, supported by the Attainment Advisor
- Developing approaches to learning, teaching and moderation at the P4 stage with a focus on writing
- Northern Alliance's 'Driving Improvement from Within' project with 2 schools
- Development of induction programmes – for leaders and probationary teachers

Ongoing focus areas include:

- Full embed UNCRC Bill
- Support schools to engage with the Rights Respecting school programme
- Develop the learning offer in relation to Inclusive Practice
- Support engagement from parents and carers
- Review the structure of the senior phase, along with tracking and monitoring strategies
- Develop approaches to quality assurance

School Priorities [2022 – 2023]

All schools will be taking part in a local authority project for listening and talking. Other priorities include:

Increase progress
and attainment in
writing

High quality learning
and teaching
practice

Assessment for
learning strategies

Health and wellbeing

Target-setting
processes

The curriculum

Safeguarding and
child protection

Transitions and
partnerships

Inclusive practices

School environment

Positive behaviour
and relationships

Vision and values

Early Learning and Childcare Priorities [2022 – 2023]

Priorities include:

Promoting
independence,
interactions and
resilience

Outdoor experiences

Parental
engagement

Self-evaluation for
self-improvement

Woodworking

Staff roles

Child-centred
provisions

Community links

Literacy and
numeracy

Vision, values and
aims

Tracking progress

Nurturing care and
support

Community Learning Development & Employability (CLDE) Priorities [2022 – 2023]

Priorities include:

Early Intervention & Prevention

Life Skills

Parental Involvement & Engagement

Community Schools

Wider Achievement & Attainment

Youth Voice & Youth Engagement

Family Learning

Positive Progressions

Health & Wellbeing

Learning Hubs

Youth Work Review

Adult Learning

HMIE Recovery Visits

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 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.

Key strengths identified

- Effective communication and support to families during Covid related school closures which has been maintained with very positive feedback from parents about the learning and care provided by schools
- Increasing opportunities for children in primary schools to be involved in planning their learning, leading to improved engagement
- Staff professional learning in areas of child protection, safeguarding and neglect, leading to a better understanding of the new and updated approaches
- Tracking and monitoring Broad General Education attainment in primary schools and in the Senior Phase

Some initial areas for consideration identified during the feedback included

- Identifying each school's 'way/brand' (eg the 'Papdale Way') in terms of what the school approaches are for learning and teaching and curriculum
- Identifying what good learning and teaching looks like
- Tracking and monitoring the Broad General Education in S1-3

HMIE Recovery Visits CLDE

Between December 2021 and May 2022, The Community Learning Development & Employability Service (CLDE) self-referred for two Education Scotland thematic recovery visit by HM Inspectors.

- The first thematic inspection focused on Outdoor Learning whilst the second looked at the role CLD partners played in supporting Covid 19 recovery.
- Inspectors were “amazed and humbled by the array of community and partnership projects developed”.

Key strengths identified:

- Collaborative working to deliver a range of progressive and creative outdoor learning experiences
- New and creative ways developed to engage learners using the outdoors
- Clear strategic direction and buy-in from elected members, senior officers and partners
- Clear focus and understanding of local issues and needs and solution focused nature of activities
- Impressive amounts of funding attracted in over this period
- Some initial areas for consideration identified during the feedback included:
 - Increase the outdoor learning professional learning opportunities for partners
 - Investigate how to share further the learning and innovative work going on across Orkney, both regionally and nationally

Inspection: Orkney College UHI

Progress Visits (PVs) are planned collaboratively between the college, Education Scotland and Scottish Funding Council. A PV took place for Orkney College UHI on 7th March 2022 and explored 5 themes:

Curriculum, learning, teaching and assessment	Services to support learning	Learner engagement	Evaluation to facilitate improvement	Learner progress and outcomes
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There are only 2 possible outcomes for PVs: Satisfactory or Unsatisfactory. The outcome for this PV was Satisfactory.

Key highlights include:

- The significant tenacity and commitment shown by the staff
- Individualised support offered to learners, including wellbeing, resilience and mental health support
- Use of the learner voice to influence the work of the college
- Attainment rates for learners have been above the latest published national level for the past three years
- Almost all learners on FE programmes achieve a positive destination

Areas for further progress include:

- Incorporation of meta skills and Career Management Skills (CMS)
- Ensuring consistent class representation across FE level programmes



Inspection: Eday Community School

Eday Community School was originally inspected in September 2019 and, following a Covid related delay, had a further follow up visit in March 2022.

The report highlights the nursery as a strength of the school where children make very good progress. Within the school, staff provide a warm and welcoming environment for children who demonstrate improved respect for one another. All parents report that children are now more interested in learning and want to go to school.

The original areas for improvement remain those that the school needs to focus on, and the school will receive a further visit from Education Scotland inspectors within 12 months of this report being published.

Areas for Improvement:

- Raise attainment and improve children's progress in learning.
- Ensure effective professional learning and development results in improved quality of learning and teaching.
- Develop rigorous self-evaluation based on robust evidence leading to improved outcomes for children.
- Continue to improve the learning environment and curriculum.



Care Inspectorate Visit

During Covid, the Care Inspectorate suspended face to face visits, except for settings identified as being at the highest risk level. Orkney do not currently have any nursery settings that might fall into this category. Instead, the Care Inspectorate provided online and telephone support to settings, including evaluating how well they were operating infection control measures during the Covid period.

A summary of the most recent Care Inspectorate Quality Grades are:

- Nurturing care and support (1.1) 100% Good or better
- Play and learning (1.3) 100% Good or better
- Quality assurance and improvement are led well (3.1) 83% Good or better
- Staff skills, knowledge and values (4.1) 100% Good or better

In June 2022, the Care Inspectorate launched their Quality Framework, which sets out a wide range of Quality Indicators to ensure provision is meeting the care, learning and play needs of all children in regulated day care services. The Quality Framework is linked to the new National Standard for Early Learning and Childcare, and settings need to receive grades of good or better to be able to offer funded ELC provision.

Inspection activity took place in Orkney in June, and Papdale was the first nursery setting to receive an unannounced inspection.

Key messages include:

- Children were well nurtured and supported throughout their daily experiences
- Children were effectively supported by staff who worked closely with other agencies, when appropriate
- Children experienced an excellent quality of play, learning and development opportunities
- Opportunities for children to develop in their literacy and numeracy skills were embedded throughout play
- Staff used children's interests to provide considered and effective approaches to play
- Children and families were supported by a manager who had a very positive approach to improvement and welcomed any feedback
- Quality assurance arrangements made a positive impact in maintaining and improving high quality care
- Children were encouraged to care for and respect one another, helping to build confidence and allowing them to feel respected, loved and included.

Inspection grades:

1. How good is our care, play and learning?

5 Very good

1.1 Nurturing care and support: 5 Very good

1.3 Play and Learning: 6 Excellent

2. How good is our setting? 5 Very good

2.2 Children experience high quality facilities: 5 Very good

3. How good is our leadership: 6 Excellent

3.1 Quality assurance and improvement are led well: 6 Excellent

4. How good is our staff team?

4.3 Staff deployment: 5 Very good

Note: If a theme has two different QIs within it, the lowest grade indicates the overall grade.

ADES/Education Scotland 3 Island Authorities Collaborative Improvement Review of Senior Phase

May 2022; Orkney, Shetland and Comhairle Nan Eilean Siar (Western Isles)

3 key themes were explored with focus and stakeholder groups:

- 1) The curriculum and learner pathways
- 2) Vocational provision within the curriculum and the contribution of partners
- 3) BGE and the support given for transition to Senior Phase

Some key areas identified for exploration in Orkney are:

- Review whether the 6/6/6 model for S4-6 choices has delivered expected outcomes
- Inequity of curriculum offer between institutions; what is acceptable?
- Develop a curriculum which prepares pupils for their future, rather than for exams
- Inclusion of learner voice in curriculum planning
- Strengthening curriculum links to the local labour market, including work experience
- The role of online learning in increasing learner access and teacher employment
- Improving communication of the total curriculum offer to support learner choices
- Continued development of Literacy and Numeracy beyond S4
- Embedding Meta-skills and the Career Education Standards
- Building learners' resilience and independence
- Re-invigoration of Interdisciplinary Learning (IDL) post-covid
- Value added for all pupils

A joint inspection of services for children and young people in need of care and protection in Orkney took place between August 2019 and October 2019.

Following this, two progress reviews have been completed by the Care Inspectorate, the first between April and June 2021 and the most recent between February and April 2022.

The Care Inspectorate note that clear and significant progress has been made since the first visit and they have now tasked the partnership to consolidate and embed the improvements and partnership-working.

For the Education Service, 5 key priorities have been established:

1. Supporting the workforce with strengthened induction and training
2. Ensuring all establishments have consistent, high-quality procedures
3. Ensure outcomes for children and young people are routinely recorded, monitored and evaluated to evidence the impact being made
4. Develop a consistent application of information management systems
5. Strengthen the work on listening to the voice of children and young people further so they are fully involved in decisions that affect them.

Orkney Children's Services Plan 2021 – 2023

The vision for this plan is taken from The Promise:

'We grow up loved, safe and respected so that we realise our full potential.'

The 5 priorities for 2021-23 are:

- Mental health and wellbeing
- Overcoming disadvantage
- Care and protection
- Equality and empowerment
- Options and opportunities

The key principles underpinning the plan are:

- Safeguarding, supporting and promoting wellbeing
- Ensuring that any action that meets needs (including prevention) is taken at the earliest appropriate time
- Integrating services from the point of view of the recipients
- Achieving the best use of available resources

Significant progress has already been made in relation to education-specific actions regarding our in-school counselling service and our BGE tracker which enables us to track outcomes for care experienced learners.

The remaining action is to fully embed the UNCRC.

Good Parenting Plan 2020 – 2025

The purpose of a corporate parenting plan is to uphold the rights and safeguard the wellbeing of looked after children or care leavers and promote physical, emotional, spiritual, social and educational development.

The actions within the plan fall under the following themes:

- Engagement and participation: making the promise real for Orkney's Care Experienced Children and Young People
- Health, Wellbeing and Relationships
- Housing and Accommodation
- Education and Training
- Employment
- Youth and Criminal Justice

In March 2021, the actions for the education service were updated to the following outcomes:

- Compile an accurate and up to date list of care experienced children and young people (CECYP)
- Complete a tracker for school-attending CECYP across Orkney in relation to attainment and progress
- Identify targeted interventions with use of CECYP funding and post of family support worker
- Ensure CECYP transition to positive destinations when they leave school
- Improve staff knowledge and understanding of CECYP and the importance of their role and responsibilities.

In moving ahead, planning will work towards meeting the outcomes in the [The Promise](#).



Community Learning & Development Partners Plan 2021 – 2024

The role of Community Learning and Development (CLD) is to support individuals, groups, and communities to make a positive change in their lives or in their community by using a range of different approaches including youth work, community-based adult learning, family learning and community development.

The Community Learning & Development (CLD) Partners Plan 2021-24 sets out how we will deliver CLD across Orkney over the next 3 years, ensuring services are planned for and delivered in a joined-up way.

The CLD Partners Plan aligns to the priorities recently identified for the new Orkney Community Planning Partnership Plan 2021-2023

The current priority areas for the CLD Partners Plan 2021-24 are:

- Connectivity
- Sustainable Recovery
- Community Wellbeing
- Partnership Workforce Development and Planning

Significant progress has already been made during year one of the plan which has been monitored, reviewed and updated to ensure it remains relevant and responsive to emerging needs. [Community Learning and Development \(orkney.gov.uk\)](https://orkney.gov.uk)

Local Employability Partners Plan 2022 - 2024

Working to the principles of No One Left Behind, the Orkney Local Employability Partnership (LEP) Plan, coordinates employability provision for those who are seeking employment or looking to enter positive destinations including education or training, supporting them to gain fair and sustainable work. Key policy drivers which connect with the ambitions and delivery priorities of No One Left Behind include:

- Tackling Child Poverty
- Addressing the Gender Pay Gap
- Closing the Disability Employment Gap
- Promoting and Embedding Fair Work
- Delivering Young Person's Guarantee
- Delivering on The Promise

Priority Groups include those with disabilities or long-term health conditions, care experienced young people, individuals disengaged with education, employment or training, young parents, those with/or at risk of criminal convictions, low-income households, long term unemployed, those at risk of homelessness, low skilled or those in precarious work or underemployed.

The Orkney LEP have completed an audit of local employability provision and mapped this to stages of the Employability Pipeline. [Employability \(orkney.gov.uk\)](https://www.orkney.gov.uk/employability)

Scottish Attainment Challenge: Recovery and Progress Report 2021 – 2022

A Recovery and Progress Report for Orkney was compiled by the Attainment Advisor for Orkney detailing progress made toward previous targets from the 2015 – 2020 Impact Report. Headteachers and practitioners are becoming more confident in monitoring and tracking attainment through regular engagement with the AA.

The next steps identified in this report are:

- Clarity and support for headteachers when accessing and understanding budgetary information in relation to the spending of Pupil Equity Funding (PEF). Additional support would help to assist schools in the decision-making process on PEF spend and address potential underspends.
- Continue to support headteachers in being able to identify impact of PEF and where possible underspends emerge, to respond by using the ‘stop, start, continue’ model
- Improve the systems and procedures for the governance and management of the Scottish Attainment Challenge, including Care Experienced Children and Young People (CECYP) through the setting up of The Promise Board and the recruitment of a coordinator
- Extend Orkney’s BGE Tracking Toolkit into the secondary sector
- Develop further the skills, understanding and confidence of headteachers and their staff in using Orkney’s Broad General Education Tracking Toolkit to track and monitor attainment
- Further support headteachers and their staff in identifying gaps using the tracking toolkit with FSM/CECYP as a measure and a focus on narrowing those gaps
- Track and monitor the progress of the authority’s stretch aims and schools’ set targets



Planning Days and Meetings with Attainment Advisor

On the 11th May, 2022 almost all head teachers and ELC managers came together for the first face to face meeting in over two years to share expectations on the newly created standardised Standards and Quality Report and School Improvement Plan. Feedback on this day was positive:

- Really good session, where I worked with colleagues and came away with less on my to do list than I went in with. Thank you!
- Was great to have everyone together for the day again and for it to be a structured and focused day where we all went away with something. Discussions around tracking between sectors and particularly looking at continuity of learning in the early level were useful.
- So good to have the heads in the same room, we need to do that to build our HT team provide resilience for the members and to ensure that we can support staff. It was well run.

Annually, the Attainment Advisor asks schools for feedback on her work and engagement with them. This return from June 2022 was highly positive:

- Being new to the authority I have found the AA meetings a real support. Having that one person with the expert knowledge field has helped spread a valuable and consistent message throughout the whole authority. The meetings have also been productive, challenging, thought provoking but in a completely non-threatening way. They have also made a historically tricky task more manageable and streamlined.
- So supportive helpful and impactful, the support has been fantastic.
- I feel quite fortunate that I can email our AA and be confident in receiving a quick reply, which is very reassuring. I also feel that our AA, whilst interrogating our data, wants the best for us and our children.

National Strategies

When creating this plan, the greatest emphasis was given to local evidence, including consultation with stakeholders and review of local data. 7 national strategies are referenced throughout the plan though to ensure the Education Service aligns its strategy with the national priorities:

National Improvement Framework

Striving for excellence and equity

Excellence through raising attainment and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors;

Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

National Adult Learning Strategy

Ensuring accessible opportunities for adults to learn throughout their lives

Getting it Right for Every Child

Making sure that children and young people receive the right help, at the right time, from the right people

Our children and young people are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

Scottish Attainment Challenge

Making sure that every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Curriculum for Excellence

Making sure that our children and young people gain the knowledge, skills and attributes needed for life in the 21st century

Our children and young people are:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Developing the Young Workforce

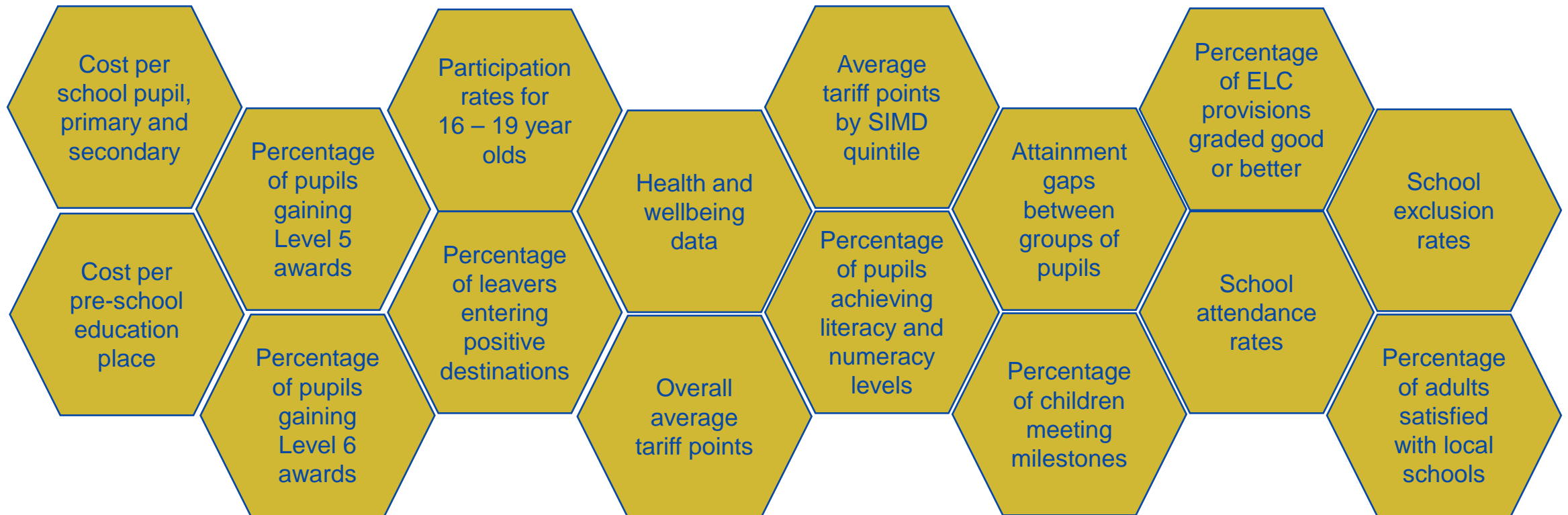
Making sure that our young people are better prepared for the world of work

National Youth Work Strategy

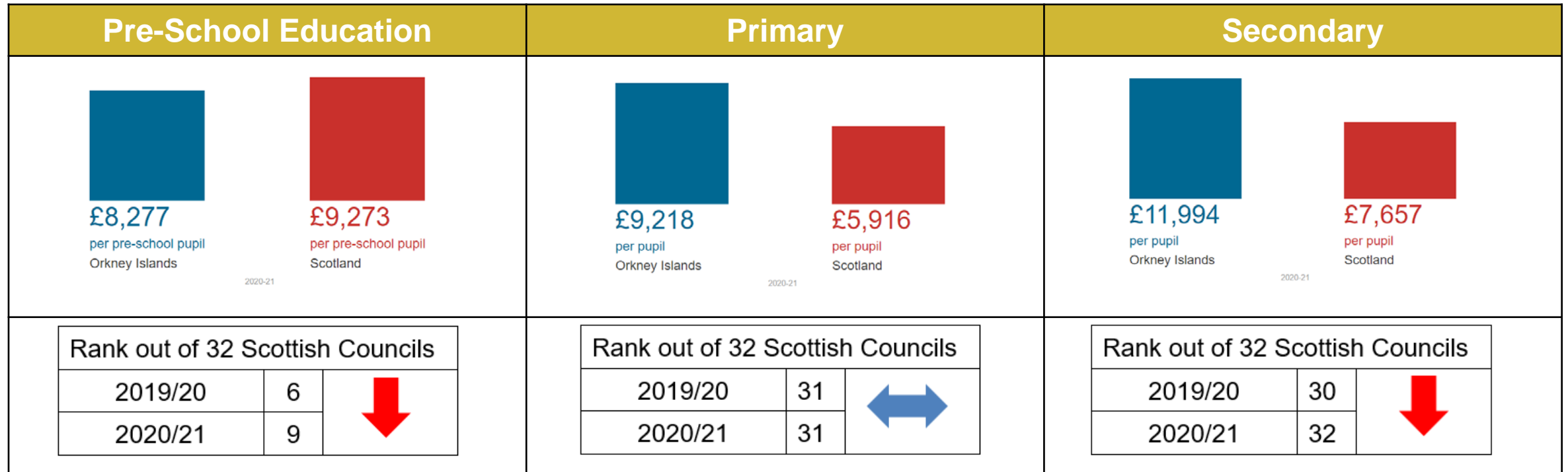
Improving the life chances of young people in Scotland

Key Performance Indicators

The Education Service assesses its performance against a range of quantitative outcomes, including from the Local Government Benchmarking Framework [LGBF] and the National Improvement Framework [NIF]. Key performance indicators are listed below but due to covid and related school closures, not all data is currently available - ensuring consistent collection and monitoring of these KPIs is a priority for the service moving forward.



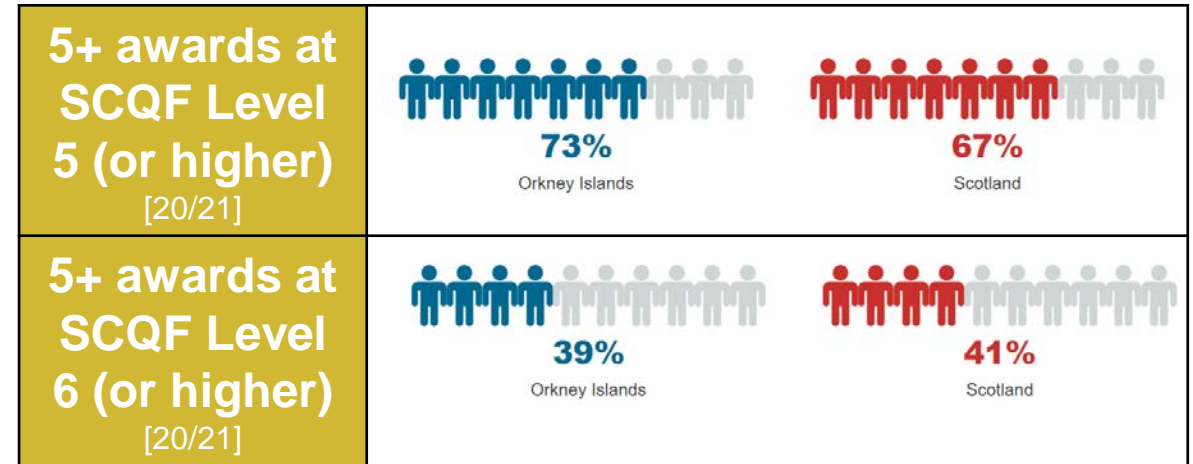
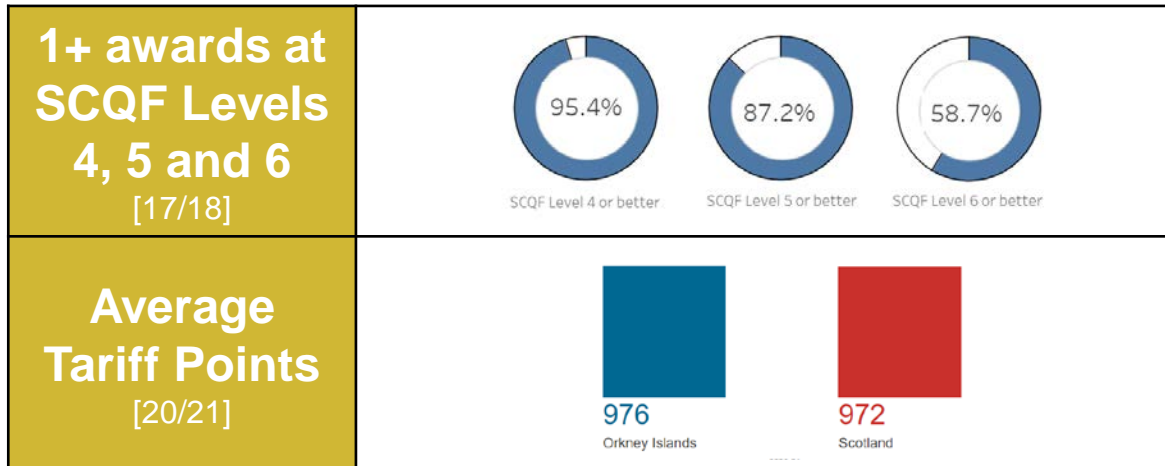
Expenditure per Child or Young Person [LGBF]



Priorities for Education Service:

- Review the financial model for schools and learning against nationally agreed staffing ratios
- Produce 'cost per place' data to support better understanding
- Review the itinerant teacher model
- Disaggregate costs associated with community use

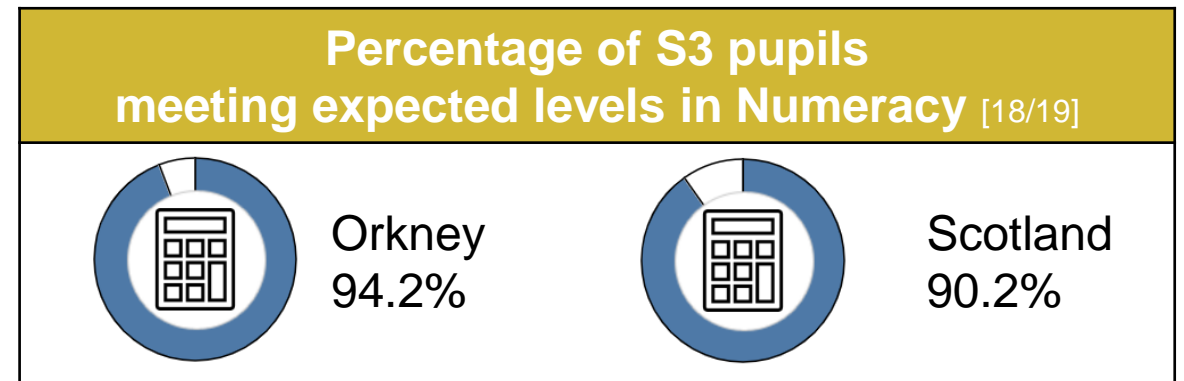
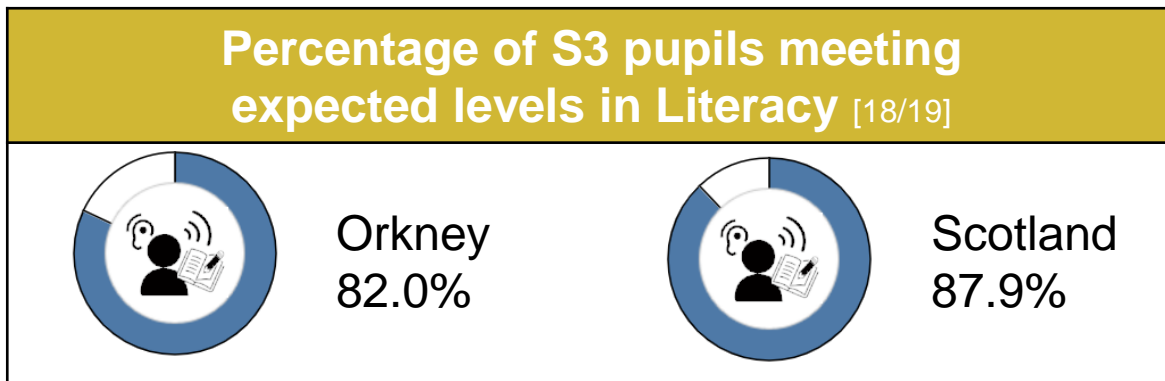
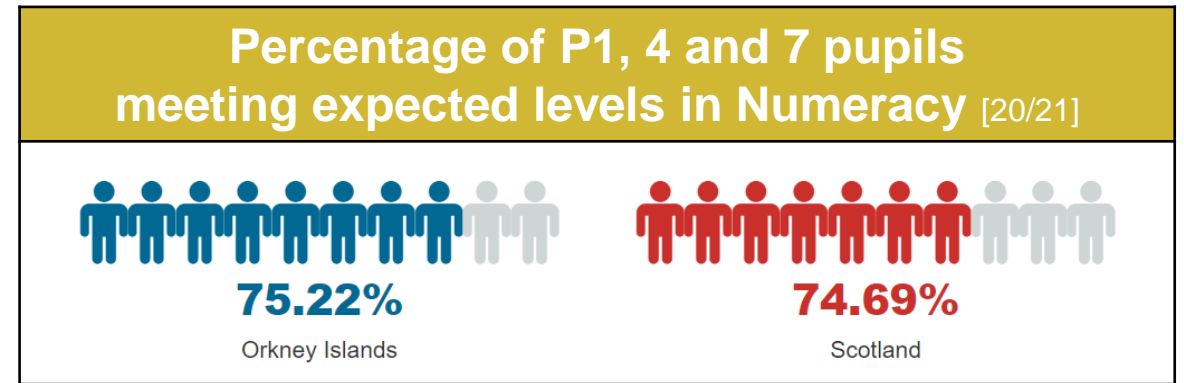
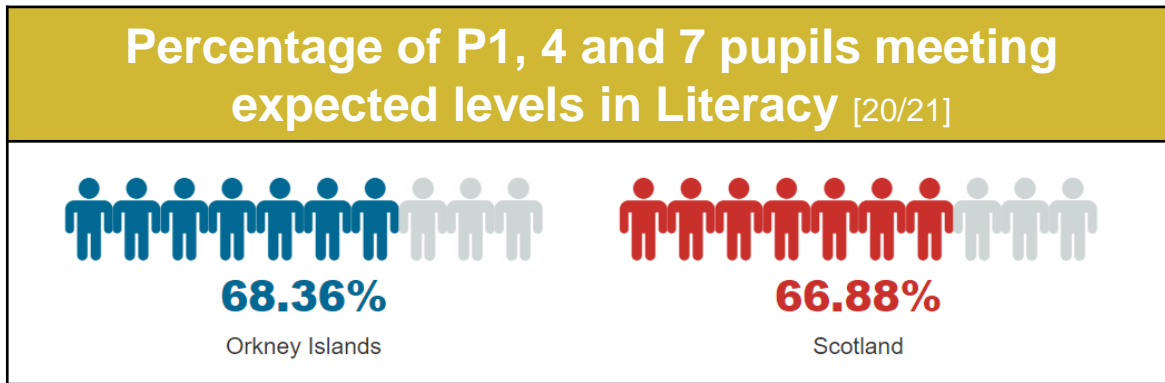
SCQF Attainment [LGBF and NIF]



Priorities for Education Service:

- Early identification and support for pupils who intend to leave school at the end of S4 or S5.
- Undertake a senior phase review across Orkney, including wider achievement and alternative pathways.
- Set ambitious targets (stretch aims)
- Develop tracking, monitoring and intervention programmes to ensure all learners receive timely support

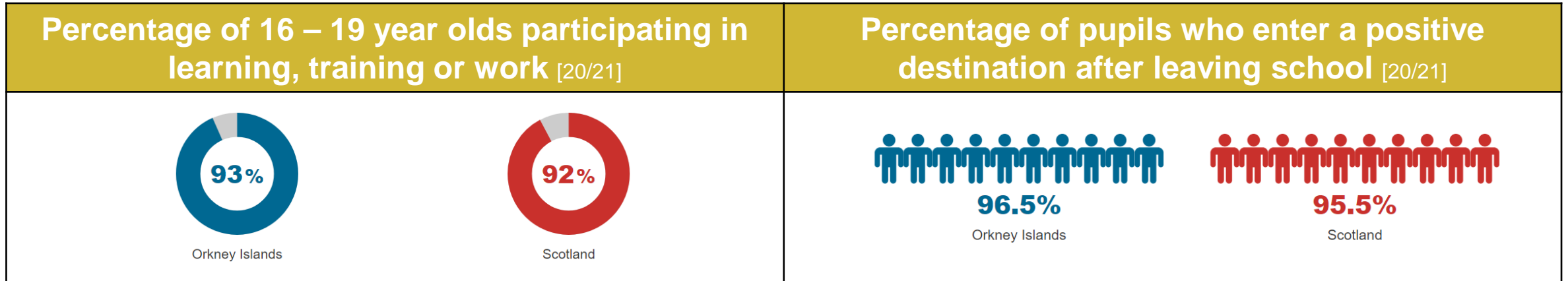
Curriculum for Excellence Levels [LGBF and NIF]



Priorities for Education Service:

- Set ambitious LA stretch aims and school targets, monitoring and intervening 3 times per session
- There will be an authority wide drive to raise attainment in listening and talking for session 2022 – 2023

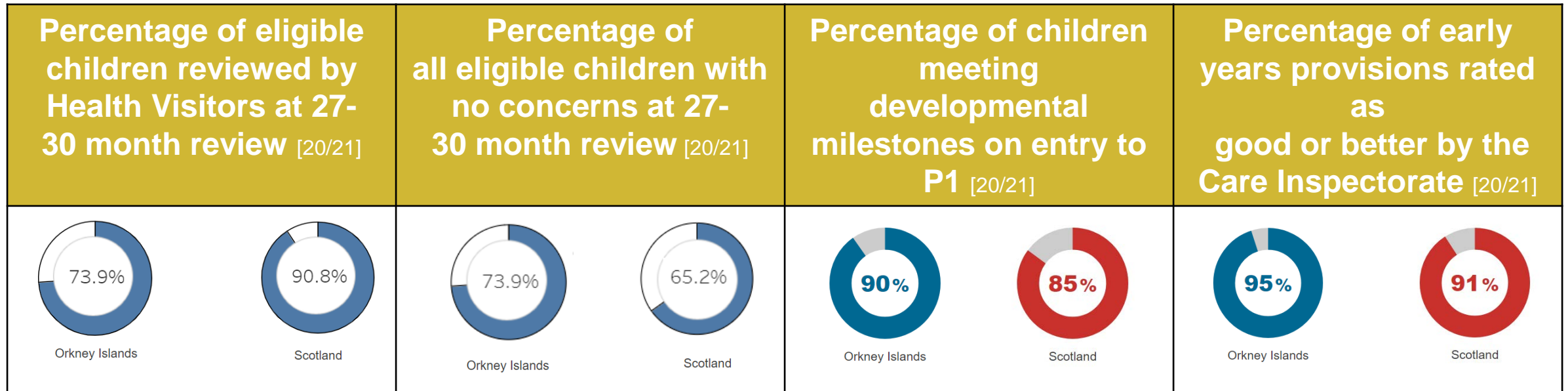
Participation Rates and Positive Destinations [LGBF and NIF]



Priorities for Education Service:

- Early identification and support for pupils who intend to leave school at the end of S4 or S5.
- Continue to develop the impact of the Pathway Planning group to support young people who may not achieve or sustain a positive destination.
- Fully embed the Career Management Standards (CMS)

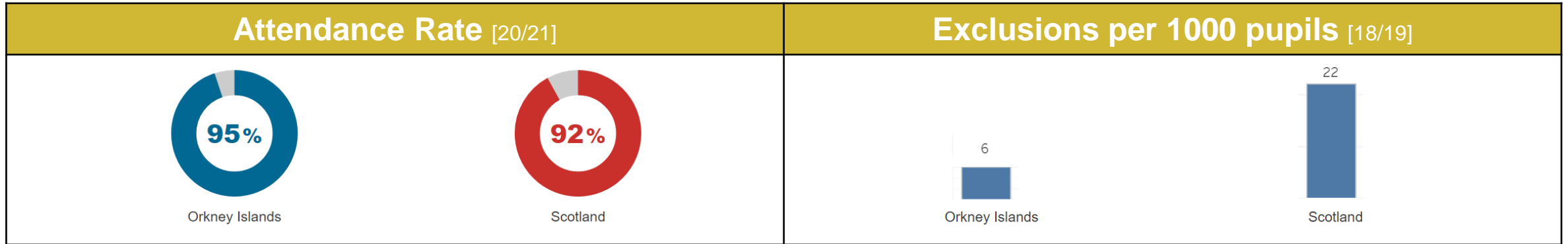
Early Years Provision [LGBF and NIF]



Priorities for Education Service:

- Ensure all nurseries are familiar with and are using the New Care Inspectorate Quality Framework
- Ensure all nurseries are meeting the National Standard for Early Learning and Childcare
- Ensure childminders in partnership to offer funded ELC provision are using the Care Inspectorate Quality Framework and are meeting the National Standard for Early Learning and Childcare
- Provide training and mentoring for settings to meet new quality requirements
- Workforce development and recruitment and training of new staff

Attendance and Exclusion [LGBF and NIF]



Priorities for Education Service:

- Establish a consistent attendance policy across Orkney schools with regards to recording, monitoring and prompt action to work with families where levels drop.
- Training for staff on the role of Scottish Children's Reporter Administration in supporting attendance.

How satisfied are residents with local schools? [2017 – 2020]



84.7%

Orkney Islands



71.8%

Scotland

Priorities for Education Service:

- Devise an engagement strategy for learners, staff, parents / carers and wider communities

How Good is our School Self-Evaluation

Leadership of Change (1.3)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

78% evaluated as Good or better

28% evaluated as Very Good or better

Teaching, Learning and Assessment (2.3)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

72% evaluated as Good or better

17% evaluated as Very Good or better

Ensuring Wellbeing, Equality and Inclusion (3.1)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

83% evaluated as Good or better

22% evaluated as Very Good or better

Raising Attainment and Achievement (3.2)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

83% evaluated as Good or better

11% evaluated as Very Good or better

How Good is our Early Learning and Childcare Self-Evaluation

Leadership of Change (1.3)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

100% evaluated as Good or better

30% evaluated as Very Good or better

Teaching, Learning and Assessment (2.3)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

100% evaluated as Good or better

40% evaluated as Very Good or better

Ensuring Wellbeing, Equality and Inclusion (3.1)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

100% evaluated as Good or better

40% evaluated as Very Good or better

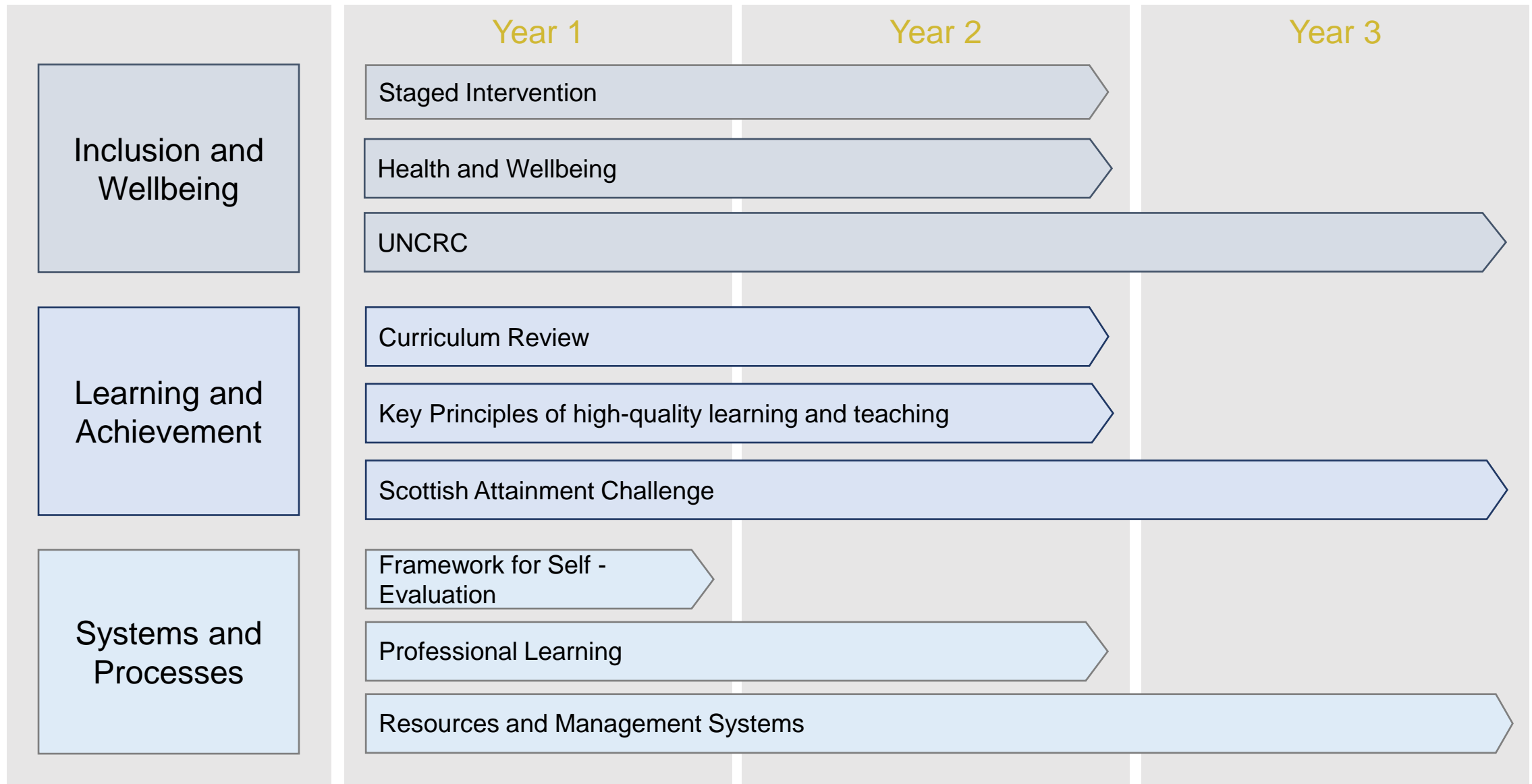
Raising Attainment and Achievement (3.2)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

100% evaluated as Good or better

20% evaluated as Very Good or better

Our Service Priorities (2022 – 2025)



Inclusion and Wellbeing: Staged Intervention

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> All children and young people in need of additional support receive appropriate interventions through the implementation of reliable and clear staged intervention guidance. Staged intervention guidance enables support staff to be allocated on a needs basis to have the maximum impact on learners 	<p>Monthly: Referrals - Social work and Children's Reporter; Child Protection Register; Child's Plans and Budgets inc. Funding</p> <p>Termly: Variable timetables; Home Education; Looked after children and Out of Orkney placements</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Staged Intervention model reviewed and implemented across all institutions [SA] Guidance and SfL structures and processes reviewed and refreshed [SA] Child's Plans system reviewed and tracking system devised [SA] 	<ul style="list-style-type: none"> Child's Plan tracking system implemented across all institutions [SA] 	

Inclusion and Wellbeing: Health and Wellbeing

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> Children will be supported by practitioners who understand the developmental needs of children and have a range of strategies to support them. School staff will have accurate information about learners' perception about wellbeing. Targeted interventions matched to learners' needs will lead to improved perceptions in identified areas 	<p>Monthly: Attendance, VPDs and Placing requests Termly: Exclusions; Health and Wellbeing; 27-30 month reviews; Mental Health training; Solihull Approach training and Development milestones</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Review of current HWB tracking across Orkney including investigation into Wellbeing SEEMIS module and GMWP tracking. [SA] Engagement with pupil councils about appropriate next steps [SA] Health and wellbeing questions and tracking devised and implemented across schools [SA] Mental Health Guidance for Schools is embedded through training opportunities [SA] Continuation of authority level prioritisation and delivery of relational approaches (Connected and Compassionate Community) [SA/CL] Training for staff including low arousal approaches, PEEP and problem-solving approach to conflict [CD] Develop collaboration with SALT, particularly to support early language development [CD] 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 [KS/CD] 	<ul style="list-style-type: none"> Wellbeing Indicator tracker fully implemented across primary and secondary schools [SA] 	

Inclusion and Wellbeing: UNCRC

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> All children and young people in Orkney are protected and provided with opportunities according to the United Nations Convention on the Rights of the Child All education staff, wider partners and young people in Orkney are provided with training/guidance on their legal responsibilities in delivering on the UNCRC Create a structure that enables the voice of all children and young people to be heard All staff and learners understand the importance of creating an inclusive and safe environment for all Ensure all ELC 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 	<p>Termly: Bullying incidents; UNCRC checklists; Rights Respecting Schools; LGBT Charter and Learners' satisfaction</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Develop youth voice and engagement strategies, liaising with key partners including CLD and Orkney Youth Forum All education establishments have access to My Rights, My Say training [SA] All primary and secondary schools supported to achieve Bronze Rights Respecting Award [SA] LGBT Charter Award achieved by Junior High and Secondary schools [SA] Creation of a UNCRC 'checklist' to ensure we are meeting our obligations as an authority [SA] 	<ul style="list-style-type: none"> All primary and secondary schools awarded Silver Rights Respecting Award [SA] LGBT Charter Award achieved by primary schools [SA] 	<ul style="list-style-type: none"> All primary and secondary schools awarded Gold Rights Respecting Award [SA]

Learning and Achievement: Curriculum Review

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> 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>Triennial: 1+ L4, 5 and 6 awards; 5+ L5 and 6 awards; Tariff points and Early leavers Annually: Participation and Destinations</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Develop the curriculum model for senior phase pupils including: <ul style="list-style-type: none"> reviewing the 6/6/6 model, strengthening the provision in liaison with Orkney College UHI, strengthening the wider achievement offer in liaison with CLD, strengthening links to the labour market, widening the work experience offer, and ensuring value added for all learners [JP] Inclusion of learner voice in curriculum planning and improving communication about the curriculum offer [JP] Develop the online learning offer, increasing learner / teacher access [JP] Continued development of Literacy and Numeracy beyond S4 [JP] Embedding Meta-skills and the Career Education Standards [JP] Building learners' resilience and independence [JP] Re-invigoration of Interdisciplinary Learning (IDL) post-covid [JP] Develop tracking, monitoring and intervention processes to maximise achievement for all learners [JP] Re-establish moderation and professional learning groups, across Orkney and in partnership with Northern Alliance and 3 Islands [JP] Strengthen the work with the Pathway Planning group to ensure all learners leave to positive destinations [JP/KS] 	<ul style="list-style-type: none"> Review BGE curriculum across all institutions 	

Learning and Achievement: Key Principles of High-Quality Learning and Teaching

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> Children and young people consistently access high quality teaching and learning 	<p>Triennial: BGE Literacy and Numeracy attainment Annually: HGIOS and CIQF self-evaluations</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Identification of what 'good' learning and teaching looks like across each sector [MM/JP] Baseline of school/setting self-evaluation set targets for improvement based on data [MM] Create (or review) LA guidance on expectations of learning and teaching for each sector [MM/JP] Pilot expectations (where appropriate) and amend guidance as required. [MM/JP] Establish support and challenge groupings for peer moderation [CD/MM/JP] Relaunch Realising the Ambition (ELC National Practice Guidance) for ELC providers (nurseries and childminders) and P1 staff. [CD] Revise the Orkney Nursery Handbook to reflect 1140 and the Care Inspectorate Quality Framework. [CD] Develop play pedagogy guidance and extend the P1 project to more schools. [CD] Develop maths guidance for early level [CD] 	<ul style="list-style-type: none"> Implement learning and teaching guidance in all schools [MM/JP] Review SE data, setting further targets for improvement [MM/JP] Moderate learning and teaching against HGIOS and CIQF [CD/MM/JP] Evaluate play in P1 and develop practice guidance for staff [CD] 	

Learning and Achievement: Scottish Attainment Challenge

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> Reduction in the poverty-related attainment gap Stretch aims set for schools and LA that are ambitious for the attainment outcomes for children and young people (CYP) Reduction in the attainment gap for care-experienced children and young people (CECYP) 	<p>Monthly: Attendance</p> <p>Triennial: BGE Literacy and Numeracy attainment</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Greater focus on the attainment of CYP in receipt of FSM and those who have been care experienced [SR/MM/SA] Clearer planning, tracking and monitoring and reporting on use of PEF by schools [SR/PD] Continue to develop use of the BGE tracking toolkit to monitor and track attainment [SR/MM/JP] Set school targets and LA stretch aims as part of the refreshed SAC programme [SR/PD] 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. SR/[MM/SA] Appoint a QIO with remit for attainment and closing the poverty-related attainment gap [PD] Increase collaboration with wider partners on targeted support opportunities [KS] 	<ul style="list-style-type: none"> Revise and set new stretch aims [PD] Continue to monitor and track impact of PEF [PD] Monitor impact of work of CECYP coordinator as part of the Promise Board and QIO in relation to SAC remit [PD] 	<ul style="list-style-type: none"> Continue with focus and meet requirements of SAC [MM]

Systems and Processes: Self-Evaluation for Continuous Improvement

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> • A range of effective approaches is used to ensure all staff, partners, learners, and other stakeholders are actively involved in ongoing self-evaluation activities. • Pupil and parent / carer participation is a strong feature of the approach to self-evaluation and continuous improvement. • Self-evaluation focuses on key aspects of learners' successes and achievements and there is clear evidence of improvement based on actions taken as a result of self-evaluation. • All stakeholders, including children and young people, have shared ownership of this evidence and use it to plan continuous improvement. 	<p>Monthly: Budgets, Risk register Termly: ERD; Business continuity, Complaints and Compliments</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Develop a service wide approach to self-evaluation [PD] • Develop service wide, and individual institutions', quality assurance calendars [CD/MM/JP] • Develop engagement strategies for learners, parents / carers and communities [SA] • Strengthen funding tracking and monitoring including PEF [PD] • Reference to HGIOS and CIQF during all visits [CD/MM/JP] • Peedie clusters' focus on CIQF to enable practitioners to share best practice [CD] • Build projects with key partners, including Northern Alliance and 3 Island Group, into professional learning and governance calendars [JP] • Develop a service wide approach to raising attainment and achievement, supported by the QIO, AA and CECYP coordinator 		

Systems and Processes: Professional Learning

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> Staff are confident with key processes and apply them consistently to a high standard. This leads to young people and their families stating they are satisfied with the service they receive across the partnership. 	<p>Monthly: Mandatory training (iLearn) Termly: EY provisions rated as good Annually: Student placements and Satisfaction - Parents and Learners</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Scope training requirements across Education Service and partnership [CM] Develop annual programme of training [CM] Devise implementation strategy for new policies and procedures [CM] Develop induction processes across partnership [CM] Training for all ELC providers to support practice development to meet National Standard [CD] Restart leadership pathways for ELC [CD] PEEP and Solihull training for ELC [CD] Maths ELC workshops [CD] QAMSO training for secondary practitioners [JP/MM] 	<ul style="list-style-type: none"> Evening classes for those considering a change of career or returning to ELC [CD] 	

Systems and Processes: Management Resources and Procedures

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> 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. Services provide high-quality provisions which demonstrate value for money All institutions have robust policies and procedures in place, including personnel policies and those for health and safety. 	<p>Monthly: Incident forms; FOIs; Budgets; Invoice payments; Sickness absence; Accidents; Recruitment and Retention (inc. CIEs)</p> <p>Termly: Training records, Risk assessments, Expenditure per CYP; EMAs; FSM and School roll</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Consistent implementation of SEEMIS across schools including for academic and pastoral information. (Interim equivalent for ELC.) [SA/CD/CM] Review of finances including a DSM Review and support for leaders [DB/PD] Business Review for Orkney College UHI [JP] Strengthen year-round and extended provision, e.g. Summer Childcare. [CD] Devise Learning Estates strategy and bid, including ongoing review and governance [DB/PD] Devise a central database for Health and Safety policies, risk assessments and training records along with service-wide monitoring procedures [DB/PD] 	<ul style="list-style-type: none"> Implementation of SEEMIS across ELC [CD/CM] Implementation of new DSM policy [DB/PD] 	<ul style="list-style-type: none"> Implementation of teachers' hours reduction plan [PD]

Stretch Aims

Stretch aims will be published at the end of September 2022 and will be added to this document when available. A rationale for how the stretch aims are being set though is available below:

- The analysis of the data at P1, P3 and P6 is being used to set improvement targets but consideration was also given to the actual 2022 P4 and P7 data return recognising that attainment is continuing to improve again following the interrupted learning in the last 2 years.
- The actual data for P3 and P6 cohorts was significantly lower than expected and reflects the impact of the regular tracking and monitoring of data at P1,4 and 7 that has taken place over the last 3 years.
- There are a significant number of children identified as 'needing support' within P3 and P6 to achieve the level and teachers will now need to ensure that they focus on these children to provide the learning and teaching that they need to achieve the level.
- In the new tracking toolkit for 2022/23, the column 'requires support' is being changed to 'on the cusp' to reflect more fully those children who are almost meeting the level and with some support, are expected to achieve the level.
- Moving forward, schools should try and reduce the number of children 'requiring support' or 'on the cusp' as part of their tracking and monitoring and have in place the expectations of children achieving the level through the day-to-day learning and teaching.
- Consideration was also given to the S3 results which are always consistently high and reflect a gap between the primary return and the secondary return. As a result, the stretch aims are ambitious.
- The percentage for improvement identified relates to the difference between the P1, P3 and P6 actual and the stretch aim set.
- The initial stretch aim for Health and Wellbeing will focus on attendance. This will be reviewed when a more consistent tracking system has been embedded across school and ELC provisions.



Equality Impact Assessment

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

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

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

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

	workforce and additional support for learning.
Could the function / policy have a differential impact on any of the following equality areas?	(Please provide any evidence – positive impacts / benefits, negative impacts and reasons).
1. Race: this includes ethnic or national groups, colour and nationality.	Yes. The plan includes a focus on staged intervention, health and wellbeing and embedding the UN convention of the rights of children which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
2. Sex: a man or a woman.	Yes. The plan contains outcomes that seek to promote greater inclusion for all children and young people and therefore will have a positive impact on potential gender gaps.
3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	Yes. The plan includes a focus on staged intervention and health and wellbeing, with specific actions relating to planned LGBTI+ training and awareness.
4. Gender Reassignment: the process of transitioning from one gender to another.	Yes. The plan includes a focus on staged intervention, health and wellbeing and embedding the UN convention of the rights of children which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
5. Pregnancy and maternity.	No.
6. Age: people of different ages.	Yes. By its nature, the plan aims to deliver outcomes that will have positive impacts for children and young people.
7. Religion or beliefs or none (atheists).	Yes. The plan includes a focus on staged intervention, health and wellbeing and embedding the UN convention of the rights of children which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
8. Caring responsibilities.	Yes. The plan includes a focus on staged intervention, health and wellbeing and embedding the UN convention of the rights of children which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
9. Care experienced.	Yes – the Promise sets out closing the attainment gap between Care experienced children / young people and their peers disadvantaged. This plan therefore seeks to address inequalities in this area and will likely have a positive impact.
10. Marriage and Civil Partnerships.	No.
11. Disability: people with disabilities (whether registered	Yes – positive. The plan seeks to address inequalities for children and young people with

or not).	disabilities through a variety of actions such as improving the additional support for learning provision. Also, the Developing the Young Workforce programme aims to improve the preparedness of young people entering the workplace through a more personal progression plan which will likely positively impact future employment outcomes for young people with disabilities.
12. Socio-economic disadvantage.	Yes - positive. Specific actions are identified to address and measure the attainment gap versus deprivation and this gap is the key driver for the Scottish Attainment Challenge There will therefore likely be a positive impact for those experiencing socio-economic disadvantage.

3. Impact Assessment

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

4. Conclusions and Planned Action

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

Signature:



Date: 4 August 2022

Name: Claire Meakin

(BLOCK CAPITALS).

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