Item: 7

Education, Leisure and Housing Committee: 13 November 2019.

National Improvement Framework: Orkney Islands Council Education Standards and Quality Report and Improvement Plan.

Report by Executive Director of Education, Leisure and Housing.

1. Purpose of Report

To consider the National Improvement Framework: Orkney Islands Council: Education Standards and Quality Report and Improvement Plan 2019.

2. Recommendations

It is recommended:

2.1.

That the Orkney Islands Council: Education Standards and Quality Report and Improvement Plan 2019, attached as Appendix 1 to this report, be approved for submission to the Scottish Government and thereafter be used to inform the working plan of staff across the Education service for the forthcoming year.

3. Background

3.1.

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

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and has the right range of skills, qualifications and achievements to allow them to succeed.
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

3.2.

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

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.

- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

3.3.

In focusing on strategic priorities through the National Improvement Framework the Scottish Government seeks to build on the success delivered through a series of key reforms including:

- Getting it right for every child.
- Curriculum for Excellence.
- Investment and expansion of early learning and childcare provision.
- Teaching Scotland's Future.
- Youth Employment Strategy.

3.4.

More specifically, the National Improvement Framework represents a key strand of the Scottish Government's response to the 2015 Organisation for Economic Co-operation and Development review focussing on Scottish Education, 'Improving Schools in Scotland: An Organisation for Economic Co-operation and Development Perspective'. That review identified the need to develop an integrated framework for assessment and evaluation which encompasses all system levels and ensures all partners are focused effectively on key priorities.

3.5.

Changes introduced by the Education (Scotland) Act 2016 mean that, as from academic year 2017 to 2018, each Education Authority must submit, to the Scottish Government, its National Improvement Framework Education Standards and Quality Report and Improvement Plan by 31 August or as close to this date as practically possible.

4. Education Standards and Quality Report and Improvement Plan

4.1.

Attached, as Appendix 1 to this report, is the Education Standards and Quality Report and Improvement Plan 2019, which highlights the approach within Education, Leisure and Housing to working with schools to raise attainment. The document also incorporates the improvement priorities and progress made to date, together with an overview of attainment for academic session 2018 to 2019, and proposed improvement priorities for the forthcoming year.

4.2.

The improvement priorities are to establish strategies for the following:

- School Leadership and Empowerment.
- Teacher Professionalism.
- Parental Engagement.
- Data Management, Tracking, Monitoring, Moderation and Assessment.
- Language and Literacy.
- Numeracy and Mathematics.
- Health and Wellbeing.
- Broad General Education and Learning Pathways.
- Learning, Teaching and Assessment.
- Developing the Young Workforce.
- Additional Support for Learning.

4.3.

If the Improvement Plan is agreed by Council, officer working groups including school staff, will be run in line with the timescales within the plan.

5. Pupil Equity Fund

5.1.

On 5 June 2019, when considering the results of a follow-up survey on the review of Support for Learning, the Education, Leisure and Housing Committee recommended that the Executive Director of Education, Leisure and Housing should submit a report, to a meeting of the Committee no later than November 2019, on how the Pupil Equity Fund was being utilised in order to meet learners' needs.

5.2.

The Pupil Equity Fund is a specific grant allocation, made to schools, so that they can provide additional support for learning in relation to children and young people adversely affected by socio-economic disadvantage.

5.3.

The Improvement Plan, attached as Appendix 1, outlines how the Pupil Equity Fund has been used. It also highlights some future actions in relation to assuring the quality of the support provided.

6. Human Resource Implications

6.1.

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.

6.2.

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.

7. Equalities Impact

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

8. Corporate Governance

This report relates to 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.

9. 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.

10. Legal Aspects

There are no legal implications arising from this report.

11. Contact Officers

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12. Appendices

Appendix 1: The National Improvement Framework: Orkney Islands Council Education Standards and Quality Report and Improvement Plan 2019.

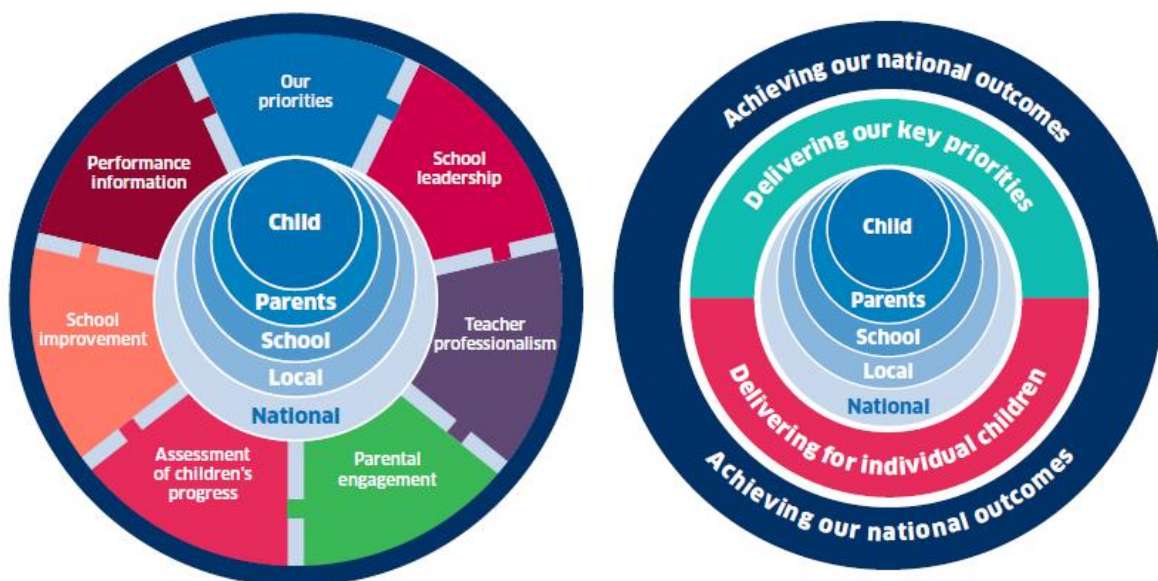Appendix 2: Equality Impact Assessment.

The National Improvement Framework

Orkney Islands Council

Education Service

Standards and Quality Report and Improvement Plan

October 2019

Preface

This document sets out our Service approach to ensuring Excellence and Equity for all children and young people in our care; an overview of our most recent attainment results and positive destinations data; the progress made to date in our present set of improvement priorities and future planning to ensure a clear strategic and operational improvement agenda to raise attainment, close the gap and therefore deliver on the Scottish Government's National Improvement Framework and Orkney Islands Council's, Council Plan 2018 to 2023.

This document has been significantly reduced to allow for evaluations of priorities for the last academic year only, 2018/19. Officers have also worked carefully on the actions and priorities for this forthcoming session, 2019/20.

It is important that we now take stock and ensure that our priorities and actions are the most appropriate ones to meet the requirements of learners in Orkney. Over the next months officers will work with relevant partners to establish priorities and actions for the next plan.

Contents

Section 1: Executive Summary

National Improvement Framework[1]

The National Improvement Framework builds on the best practice within Curriculum for Excellence in using a range of data and evidence to report and plan improvements for children.

The 2017 National Improvement Framework and Improvement Plan and the https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/ for Scottish Education is designed to help us deliver the twin aims of excellence and equity in education - ensuring children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs.

The Framework is based on the best practice which exists internationally on the use of data and intelligence to improve education and has been informed by the OECD research on Synergies for Better Learning.

The Framework identifies key 'drivers' of improvement, as illustrated in figure 1, and key priorities listed below:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and well-being; and
- Improvement in employability skills and sustained, positive school leaver destinations.

This executive summary highlights key areas from this document following the same sections.

Section 2: Orkney Schools Attainment Report for 2018 to 2019 which was taken to Education, Leisure and Housing Committee on 3 April 2019

Early Learning and Childcare

Between August 2017 and August 2018, the number of children entering with no language or very little language increased to 8.4%, and, the number of children who were working with a wider team prior to entry increased to 55%. This year, the number of children entering P1 who had reached their developmental milestones had increased slightly to 83%. Small fluctuations in the numbers of children in the year group, however, broadly, one in five children (20%) in nursery may be said to have additional support needs at any particular time.

Broad General Education

At P1 to S3, Seven of Orkney's 2018 measures showed significant increased levels from 2017, 1 measure dropped (Early Level Writing) and 8 remain broadly the same. Some of the variation in figures for 2018, compared with 2017, are still attributable to the need to continue developing more consistent approaches to moderation and the quality assurance of teacher judgements and this is part of the ongoing national support programme for moderation of teacher judgement levels. The national figures show that teacher judgements in Orkney have yet to show a consistent pattern across all levels.

Levels are however, strong and on a par with national figures at Level 3 and above by the end of S3. Overall the figures confirm the continued focus that the Scottish Government and the Local Authority have in supporting staff in their judgements, through the quality assurance and moderation of teacher judgements in and across Orkney schools as well as developing moderation activities across the Northern Alliance local authorities.

Senior Phase

These figures show a continuing positive picture of attainment in numeracy and literacy by Orkney school leavers. In Orkney 65% of the school leavers achieved literacy and numeracy at SCQF Level 5 in 2018, and 86% achieved it at SCQF Level 4. Schools will continue to seek opportunities to ensure schools leavers achieve the highest possible awards in Numeracy and Literacy, particularly when they have not achieved these awards through National courses in the core subjects of Mathematics and English by S4.

Overall attainment varies from year to year due to the makeup of the relatively small leaver cohorts, so small variations are not always statistically significant. This year however, Orkney's leavers in S4, while still performing well in their courses, show fewer overall tariff points owing to a wider variety of subjects taken by each young person from their Orkney Offer, some of which may not be accredited.

Attainment in the highest performing 20% of young people remains strong. It is slightly lower than Virtual Comparator, Northern Alliance and national levels which is mainly due to cohort variation. This, however, continues to be an area schools are focussing on to ensure higher attaining children and young people get the right balance of academic and wider achievements.

Further consideration is needed to link more relevant measures of deprivation in Orkney to attainment. In Orkney, there is no significant relationship between SIMD and attainment as the national profile and the gap in Orkney is low giving a near horizontal line which shows that the attainment gap is not as closely linked to SMID as it is in other places.

Overall, Orkney leavers have a consistently high record in moving into positive leavers destinations. The percentage of leavers in a positive destination is much greater than our Virtual Comparator in 2017 to 2018 and in the top three in Scotland.

The initial leaver destination profile does not follow our comparator trends, with many more leavers going directly into employment, fewer moving into further education and slightly fewer going into Higher Education. The majority of S4 and S5 leavers (67%) move into employment which is an increasing trend and is much higher than our Virtual Comparator.

Section 3: progress made against the targets and actions set for 2018 to 2019

School Leadership and Empowerment - Leadership Skill Development

A variety of leadership training opportunities for staff at all levels were offered this session including but not exclusively: Into Headship, middle management leadership, systems thinking leadership, developing teacher leadership programme, early learning and childcare leadership pathway. These opportunities enable staff to become empowered leaders and enhance the experience for children and young people.

Teacher Professionalism - Review of Professional Update and PRD Policy

A working group has been established to undertake the review and development of the local authority professional review and development process. This needs to be ready for re-accreditation in March 2020.

Parental Engagement - Develop a Parental Engagement Strategy

Two Parent Council Chair conferences were held enabling Parent Councils to share practice, network and help inform the work of the service. The parental engagement strategy was completed.

Assessment of Children's Progress - Learning Teaching and Assessment

A further moderation event during the February Inservice day was held with almost all primary teachers taking part in moderating children's learning in reading, writing and numeracy. Secondary teachers used the same time to share understanding and standards including the use of benchmarks within broad general education. The Attainment Advisor worked with the five big primary schools supporting them to analyse their data more closely.

Broad General Education - Learning Pathways

Officers and staff have worked together and have almost completed learning pathways in key curriculum areas: literacy, numeracy and health and wellbeing.

Literacy and Language

A number of themes were covered through this priority. Some key areas have been detailed.

1+2 Languages - Additional resources were provided to schools to support learning and teaching in French. Staff had the opportunity to take part in professional learning to develop language 3.

Developing Early Language (Hanan) – Further training took place for new additional staff leading increased confidence by practitioners of the stages of language development and how to use this to best support children.

Developing Early Literacy Through Active Learning Approaches at Second Level - This project has continued to focus on teacher professionalism and the quality and effectiveness of approaches to learning, teaching and the assessment of children's progress at Second Level through active learning approaches.

Raising Attainment in Numeracy and Mathematics

Professional learning packs in numeracy have been created to support the development of concepts and skills in learning numeracy for children at second level. Primary/secondary transition work was established in some schools to help build confidence in shared standards and approaches to learning and teaching in both sectors.

Health and Wellbeing Pathways in Learning

All primary schools are now using Jigsaw as their main health and wellbeing curriculum outline. Aspects of Jigsaw are being used in the two senior secondary schools. Almost all schools have updated their Anti-bullying policies in line with local and national guidance.

Additional Support for Learning

Relational Approaches have been promoted at all levels of Educational Psychology Service delivery with a range of professional learning opportunities for staff available throughout the year. Focussed work on relational approaches was undertaken with 2 schools: Papdale Primary and Kirkwall Grammar.

Developing the Young Workforce

A strategic and operational plan has been established to improve consistency of approaches. In partnership with Skills Development Scotland, a Careers Fair was held which had employers, education and training providers exhibiting side by side.

Data Management and Attainment Review and Dialogue

A clear focus on the use of data has been undertaken this session with head teachers and teachers and there is a growing confidence in the ways to use data to track and monitor children's progress and achievement.

Section 4: Summary of the updated improvement priorities for this academic session of 2019/20.

Priority 1: School Leadership and Empowerment

To continue to develop a variety of Leadership training opportunities for staff at all levels.

Priority 2: Teacher Professionalism

Develop evaluation structures for Professional Review and Development (PRD) (including Professional Update) ensuring reaccreditation for the local PRD process.

Priority 3: Parental Engagement

To continue to build positive partnerships with parents to help them support their children in their learning.

Priority 4: Data Management, Tracking, Monitoring, Moderation and Assessment

To ensure a consistent and shared approach to data management across the service with a focus on children who are not achieving expected levels.

Priority 5: Language and Literacy

This priority focusses on a number of themes which will develop approaches to language learning.

Priority 6: Numeracy and Mathematics

To deliver coherence and consistency in high quality learning and teaching in Numeracy and Mathematics across all schools.

Priority 7: Health and Wellbeing

To deliver consistently high-quality learning and teaching in the Health and Well-being curriculum across all schools.

Priority 8: Broad General Education Learning Pathways

Review and development of key Curriculum Learning Pathways and resources to ensure quality consistent, progressive learning to ensure Excellence and Equity for all.

Priority 9: Learning, Teaching and Assessment

Supporting high quality learning and teaching as a key focus in raising attainment. Using quality assurance processes to support self-evaluation.

Priority 10: Developing the Young Workforce

Continuing to identify and improve the work placement system. Supporting the development and delivery of STEM activities for children and young people.

Priority 11: Additional Support for Learning

To improve the effectiveness of our support for the wellbeing of young people, families, schools, and other partners, through an increased capacity for self-evaluation and quality assurance which places relationships at the centre.

Priority 12: Science, Technology, Engineering, Mathematics (STEM)

This project will develop from October 2019 with the secondment of a STEM Educational Support Officer.

Section 2: Orkney Schools Attainment Report

Orkney Schools Attainment Report Session 2017 to 2018

This report summarises the key measures of attainment and achievement in Orkney schools in session 2017-2018 as presented to Elected Members during a seminar and approved by the Education Leisure and Housing Committee on 3 April 2019:

- Section 1 of the report presents data collected on Early Learning.
- Section 2 of the report presents the Curriculum for Excellence levels achieved by children and young people in their Broad General Education in Orkney schools at stages P1, P4, P7 and S3.
- Section 3 of the report presents the levels of achievement by Senior Phase leavers in Orkney schools in national examinations.
- Section 4 of the report gives details on the Wider Achievements of young people reported by the Community Learning and Development Service.
- Section 5 of the report presents the Positive Leaver Destinations of young people, in Orkney, in session 2017 to 2018.

Section1: Early Learning

Practitioners in Early Years gather data about early language on entry to nursery at three years old. Between August 2017 and August 2018, the number of children entering with no language or very little language increased to 8.4%, and, the number of children who were working with a wider team prior to entry increased to 55%.

	2012	2013	2014	2015	2016
'Little or no language at start of nursery'. (Practitioner observation)	10%	10%	10%	13%	7%

	2014	2015	2016	2017	2018
Significant additional support needs (Language) at start of P1. (Based on level of Staged Intervention at transition.)	7.4%	6.9%	6%	8%	9%

	2012	2013	2014	2015	2016	2017
Percentage of children entering with no language or very little language.	10%	10%	10%	13%	7%	8.4%
Percentage of these children who were identified/working with Speech and Language Therapy (SALT), or a wider team, before entry.	50%	47%	38%	70%	38%	55%

Practitioners in nursery use Staged Intervention processes to note how children are progressing in their development.

	2014	2015	2016	2017	2018
Percentage of Children entering P1 who have met their developmental milestones. (Based on level of Staged Intervention at transition.)	85%	78%	81%	79%	83%

This year, the number of children entering P1 who had reached their developmental milestones had increased slightly to 83%.

Small fluctuations in the numbers of children in the year group, and in those who have complex needs, can make a significant difference to the figures, however, broadly, one in five children (20%) in nursery may be said to have additional support needs at any particular time.

Section2: Curriculum for Excellence Levels

The Scottish Government conducts an annual survey of Achievement of Curriculum of Excellence Levels (the ACL survey) by children and young people in all publicly funded schools in Scotland. The data is published annually, for the previous school session, in December of each year. The data supports one of the drivers for improvement within the National Improvement Framework for Scottish Education by providing a measure of progress in learning linked to the Curriculum for Excellence.

Data gathered in ACL relates to achievement in the Broad General Education (BGE), which covers stages P1 to S3 and is based on teacher professional judgements of the Curriculum for Excellence (CfE) Levels achieved by each child or young person in areas of literacy and numeracy for children and young people in stages P1, P4, P7 and S3, as of June 2017.

The areas of literacy reported on within ACL are Reading, Writing and Listening and talking. For Numeracy, there is only one reported category, namely Numeracy itself.

The teacher judgements which underpin the data reported in ACL are based on all of the evidence collected by teachers during the on-going assessment of children and young people's learning. This includes evidence garnered from observing learners at work, from assessment of their work in class, from talking to them about their learning and from the outcomes of more formal diagnostic assessments, which will include the outcomes of Scottish National Standardised Assessments (SNSA).

In order to ensure that the judgements about progress in learning are consistent across Orkney, moderation procedures are in place at schools, and whole authority level. Orkney also participates in the national quality assurance moderation programme with local representatives attending the national programme. Quality assuring these procedures is an ongoing process and is ensuring that, over time, the quality of the data within ACL will continue to improve.

Curriculum for Excellence sets out 5 levels of achievement through which children and young people are expected to progress in their learning journey, starting from their early (pre-school) years. In general terms, it is expected that most children and young people will achieve the CfE Levels by the stages set out in the following table:

CfE Level	Most children and young people are expected to achieve this level by the end of:
Early	P1
First	P4
Second	P7
Third and Fourth	S3

It should be emphasised that because each child's learning journey is unique, there will be children and young people who achieve the levels above both earlier and later than is set out in the table above.

Data in the ACL survey is reported in terms of the percentage of the year group stage who are recorded as having achieved the "expected" level by that stage. For S3, the data is reported as the percentage achieving Level 3 or 4, and this is reported in the tables as achieving Level 3 or better.

The ACL survey also incorporates an additional category which is appropriate for children and young people who have long term significant and complex additional support needs which mean that they are unlikely to progress through CfE Levels during their time in education. These children and young people are recorded in ACL under the category "Children/young people following individual milestones for learning". These small figures are not included in this report.

A summary of the data for the 2018 ACL survey for Orkney is presented in the tables and graphs below:

Figures show percentages achieving appropriate level by stage.

Literacy

Reading	P1	P4	P7	S3
Orkney 2017	77%	76%	69%	91%
Scotland 2017	80%	77%	76%	90%
Orkney 2018	76%	75%	75%	92%
Scotland 2018	81%	77%	79%	90%

READING
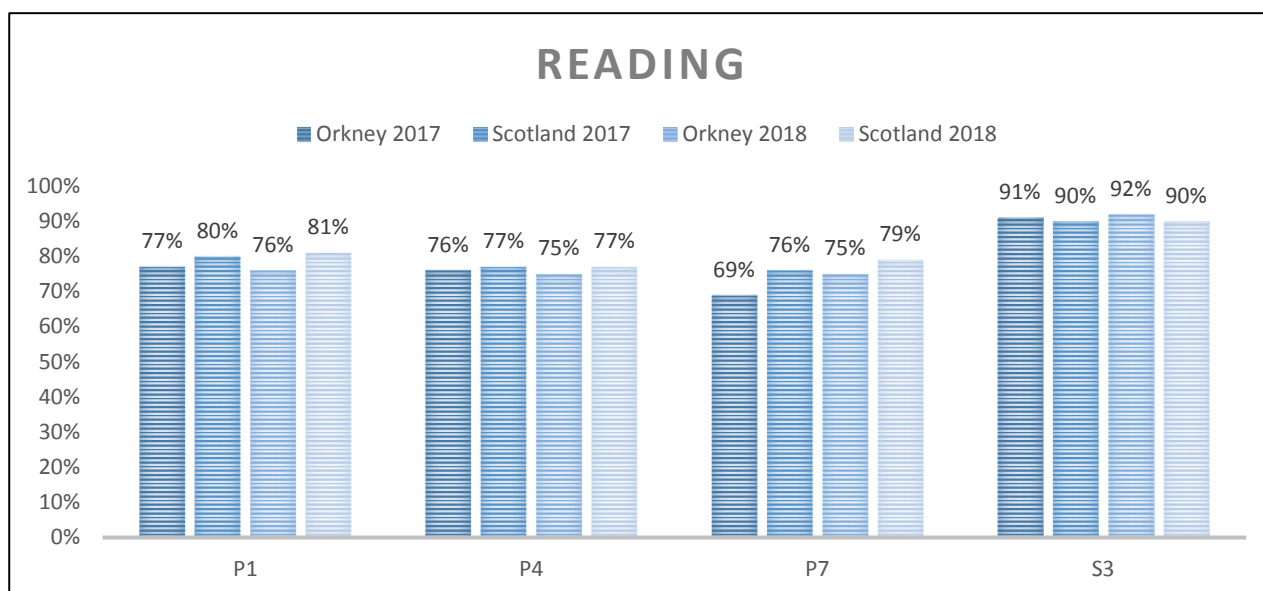
Writing	P1	P4	P7	S3
Orkney 2017	73%	66%	60%	88%
Scotland 2017	77%	71%	69%	89%
Orkney 2018	68%	70%	70%	89%
Scotland 2018	78%	72%	73%	89%

WRITING
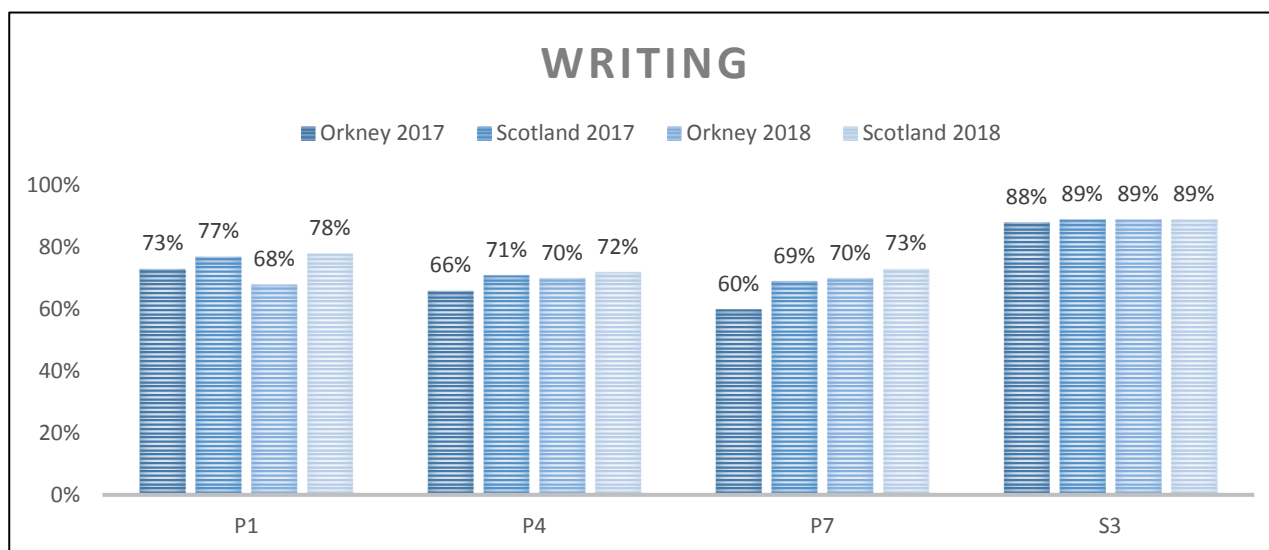
Listening and Talking	P1	P4	P7	S3
Orkney 2017	80%	79%	67%	85%
Scotland 2017	85%	83%	81%	91%
Orkney 2018	79%	80%	76%	94%
Scotland 2018	87%	85%	84%	91%

LISTENING AND TALKING

■ Orkney 2017　■ Scotland 2017　■ Orkney 2018　■ Scotland 2018

P1: 80%, 85%, 79%, 87%
P4: 79%, 83%, 80%, 85%
P7: 67%, 81%, 76%, 84%
S3: 85%, 91%, 94%, 91%
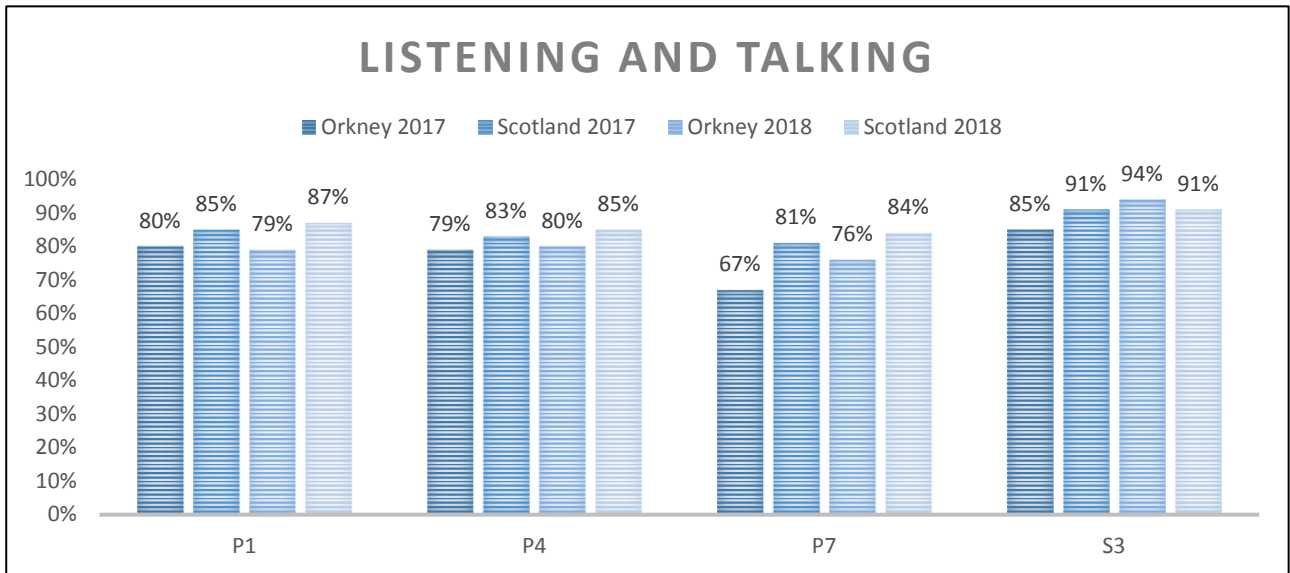
Numeracy

Numeracy	P1	P4	P7	S3
Orkney 2017	79%	71%	63%	93%
Scotland 2017	83%	75%	70%	88%
Orkney 2018	82%	77%	73%	93%
Scotland 2018	85%	76%	75%	89%

NUMERACY

■ Orkney 2017　■ Scotland 2017　■ Orkney 2018　■ Scotland 2018

P1: 79%, 83%, 82%, 85%
P4: 71%, 75%, 77%, 76%
P7: 63%, 70%, 73%, 75%
S3: 93%, 88%, 93%, 89%
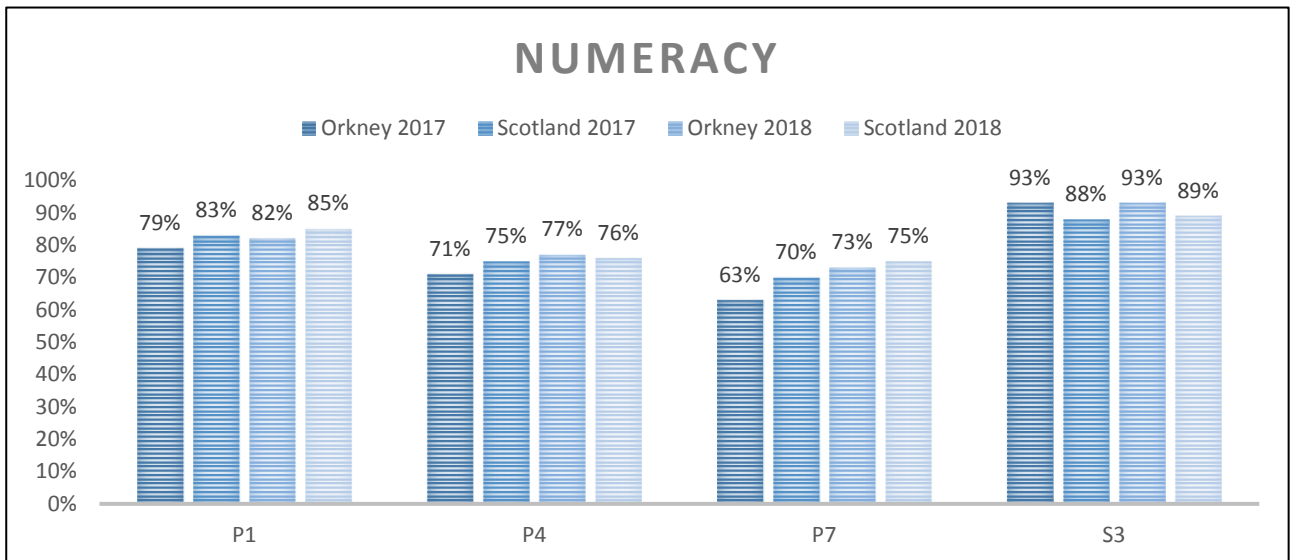
Analysis

- At P1 to S3, Seven of Orkney's 2018 measures showed significant increased levels from 2017, 1 measure dropped (Early Level Writing) and 8 remain broadly the same.
- Some of the variation in figures for 2018, compared with 2017, are still attributable to the need to continue developing more consistent approaches to moderation and the quality assurance of teacher judgements and this is part of the ongoing national support programme for moderation of teacher judgement levels. Also, teacher confidence is being built through this process.
- The Orkney profile of achievement as all children and young people progress through the levels in line with the national profile showing a drop-in level from Early Years through to P7 followed by a rise in levels at S3.
- The national figures show that teacher judgements in Orkney have yet to show a consistent pattern across all levels. Levels are however, strong and on a par with national figures at Level 3 and above by the end of S3.
- Overall the figures confirm the continued focus that the Scottish Government and the Local Authority have in supporting staff in their judgements, through the quality assurance and moderation of teacher judgements in and across Orkney schools as well as developing moderation activities across the Northern Alliance local authorities.
- The improvements reflect the continuing Service Improvement Plan focus in all schools on literacy and numeracy in supporting learning and teaching across the curriculum for all children and young people in Orkney.

Section 3: Levels of Achievement in National Examinations.

Each year young people in secondary schools in Orkney are presented for National Courses and Units certificated by the Scottish Qualifications Authority (SQA), as well as a smaller number presented for a range of qualifications and awards accredited by bodies other than SQA. Since September 2014, young people's achievements in these awards are collated, analysed and presented through the Scottish Government's benchmarking system, "Insight". The data and analysis presented in this report is sourced from Insight.

Insight presents attainment data in a few forms, most importantly in the form of four key national benchmarking measures as follows:

- Improving attainment in Literacy and Numeracy.
- Improving attainment for all.
- Increasing post-school participation.
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

The measures are based on the achievement of each school leaver in each year. They include the leavers at each stage (S4, S5 or S6) in any one year. The cycle of when new data becomes available to refresh Insight means that each year's stage data is refreshed in September (following the release of SQA exam results in August), and the leavers data is refreshed each February (once the full analysis of destinations of each cohort of school leavers has been completed).

The analysis presented in this report reflects the update of Insight published on 27th February 2019 which incorporates the 2018 SQA exam results and 2018 leavers

destinations data. The Insight measures used to illustrate attainment levels in this report are of two types:

- Measures of attainment that focus on the key skills of Literacy and Numeracy;
- General measures of attainment, based on the Insight tariff point score, which allocates several points to each award achieved, with more points being awarded for more advanced awards.

The key benchmark for performance in Insight is provided by the "Virtual Comparator". The data that underlies performance of the Virtual Comparator for Orkney is generated by randomly selecting young people from across Scotland that match the characteristics of the Orkney young people whose performance is being evaluated. Insight also allows performance to be compared against appropriate national level measures.

It should be noted that Insight is primarily an online resource that presents data in both graphical and tabular form. Reproductions of some of the graphical presentations from Insight have been provided below. To assist in interpretation of graphs from Insight, tables of data are also provided for some of the measures.

The data that follows refers to National Benchmarking Measures which represents data relating to young people who have left school (school leavers) in the current reporting year i.e. the qualifications they obtained by the end of their Senior Phase.

Some graphs and tables in the analysis that follows also use the Northern Alliance group of local authorities and national figures for comparison purposes.

National Benchmarking Measure: Improving Attainment in Literacy and Numeracy for all school leavers

We are ambitious for our young people and want as many of our school leavers as possible to be highly literate and numerate, increasing their life chances.

Curriculum for Excellence stresses the responsibility of all teachers for developing literacy and numeracy skills. This reflects the importance placed on these crucial skills which unlock learning in all other areas of the curriculum and are therefore vital for success in learning, life and work in the modern world and workplace.

The following table and graphs illustrate the trends in the levels of attainment in literacy and numeracy of school leavers at SCQF levels 4 and 5.

Leavers achieving Literacy and Numeracy	SCQF Level 4			SCQF Level 5		
	2016	2017	2018	2016	2017	2018
Orkney Islands	93%	92%	86%	66%	75%	65%
Virtual Comparator	89%	91%	89%	67%	72%	64%
The Northern Alliance	89%	90%	89%	66%	67%	66%
National	88%	89%	89%	64%	66%	67%

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy and Numeracy

Legend:
- Orkney Islands SCQF 4
- Virtual Comparator SCQF 4
- Orkney Islands SCQF 5
- Virtual Comparator SCQF 5

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining SCQF Level 4 Literacy and Numeracy

Legend:
- Orkney Islands SCQF 4
- Virtual Comparator SCQF 4
- The Northern Alliance SCQF 4
- National SCQF 4

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining SCQF Level 5 Literacy and Numeracy

Legend:
- Orkney Islands SCQF 5
- Virtual Comparator SCQF 5
- The Northern Alliance SCQF 5
- National SCQF 5

Analysis

- 2017 a very strong cohort in Orkney. These figures show a continuing positive picture of attainment in numeracy and literacy by Orkney school leavers. In Orkney 65% of the school leavers achieved literacy and numeracy at SCQF Level 5 in 2018, and 86% achieved it at SCQF Level 4.
- Schools will continue to seek opportunities to ensure schools leavers achieve the highest possible awards in Numeracy and Literacy, particularly when they have not achieved these awards through National courses in the core subjects of Mathematics and English by secondary 4.

National Benchmarking Measure: Improving Attainment for All

This is a general measure of the level of attainment of all school leavers during 2018. It is based on the Insight Tariff Point Scale which allocates points to each qualification, depending on the level of difficulty and volume of work involved.

The variation of curriculum design and choices across schools and local authorities makes it difficult to compare data at each stage in S4, S5 and S6. These tables and graphs therefore focus on the level of attainment of school leavers.

The graph below shows the average tariff point score for each of three sub-cohorts of leavers in 2018. i.e. the lowest 20%, the 60% in the middle, the highest 20%.

The selected year is **2018**

Improving attainment for all

Average Total Tariff Points

Legend:
- Orkney Islands
- Virtual Comparator
- The Northern Alliance
- National
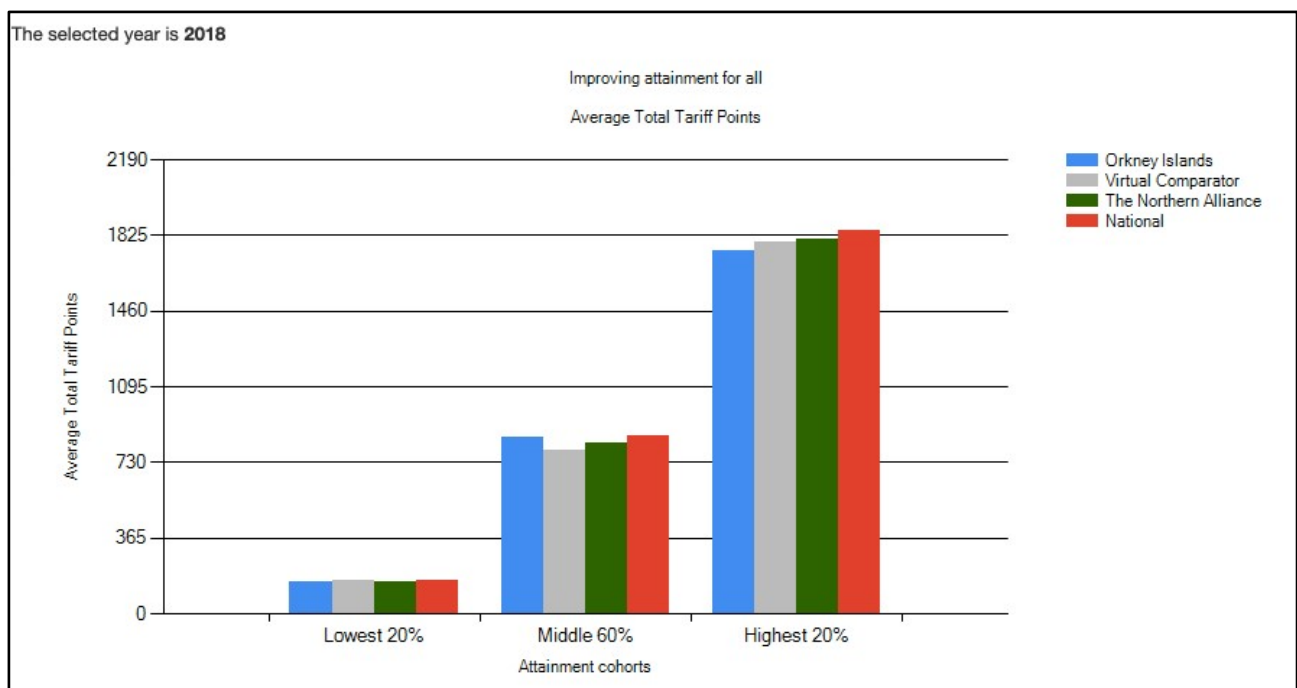
The graphs and table below set out to show the distribution of overall leaver attainment (tariff points) over time.

	Lowest Attaining 20%			Middle Attaining 60%			Highest Attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Orkney Islands	224	221	155	891	988	849	1756	1826	1749
Virtual Comparator	182	205	161	884	915	790	1823	1854	1791
The Northern Alliance	169	177	157	830	812	826	1816	1792	1804
National	170	172	164	838	842	857	1822	1830	1848

Improving attainment for all

Average Total Tariff Points Highest 20%
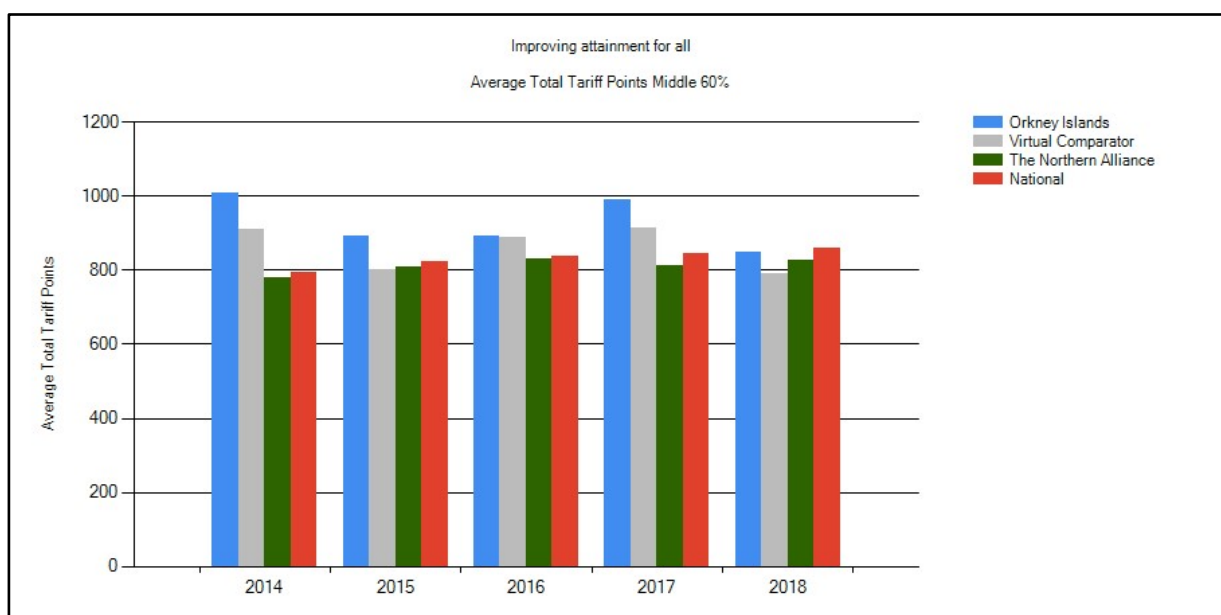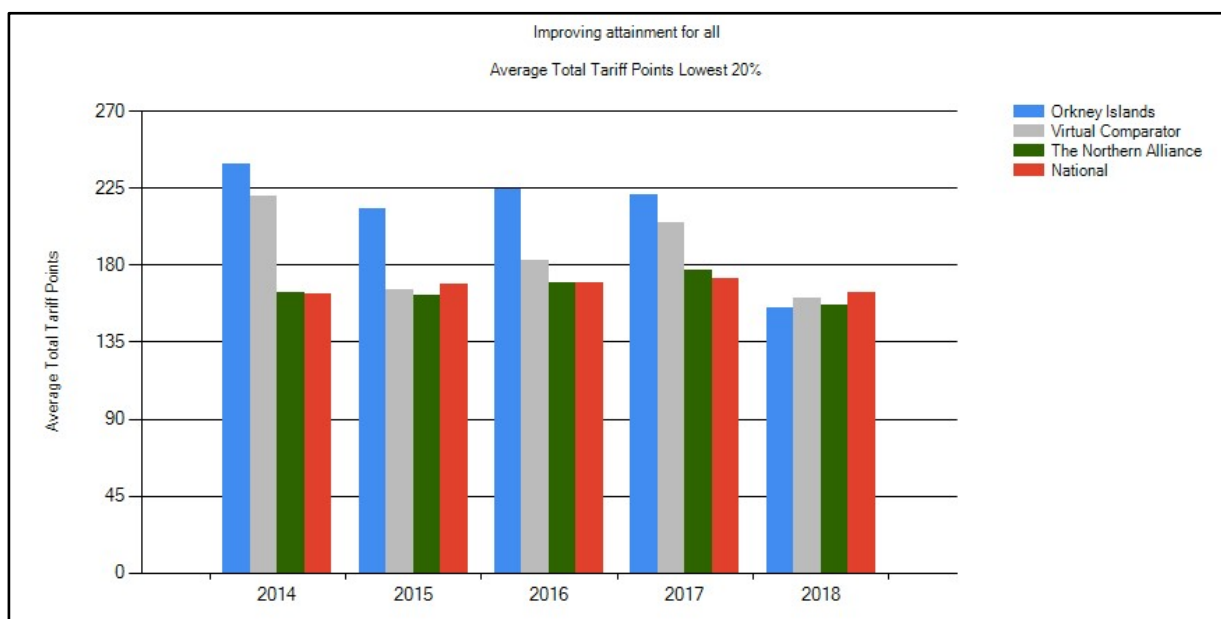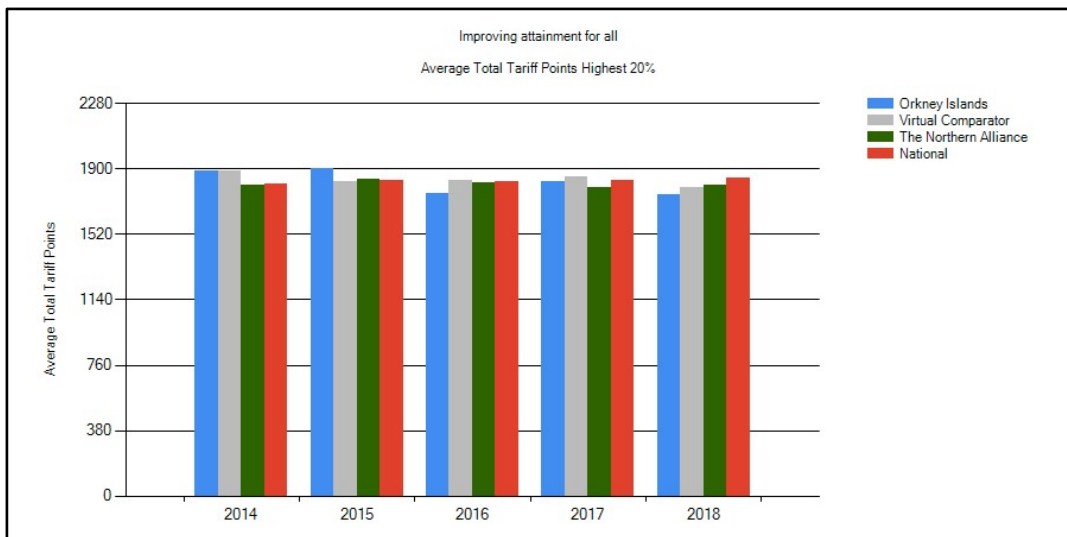
Analysis

Overall attainment varies from year to year due to the makeup of the relatively small leaver cohorts, so small variations are not always statistically significant. This year however, Orkney's leavers in S4, while still performing well in their courses, show fewer overall tariff points owing to a wider variety of subjects taken by each young person from their Orkney Offer, some of which may not be accredited.

Attainment in the highest performing 20% of young people remains strong. It is slightly lower than Virtual Comparator, Northern Alliance and national levels which is mainly due to cohort variation. This however continues to be an area schools are focussing on to ensure higher attaining children and young people get the right balance of academic and wider achievements.

As our young people consider more bespoke curriculum choices through the added opportunities provided by the Orkney Offer, there is an expectation that increasing numbers of young people will choose pathways that lead to higher quality and more sustainable positive destinations, but which may not necessarily contribute to the traditional tariff pointage process.

National Benchmarking Measure: Attainment versus Deprivation: Average total tariff score for Orkney leavers and Virtual Comparator by Single Index of Multiple Deprivation (SIMD Decile) 2018.

This measure seeks to provide an overview into the relationship between attainment and relative deprivation and in terms of the current national priorities, is therefore an important measure.

The graph below indicates in red the national profile of leaver's average attainment against each SIMD decile[2]. The trend line clearly indicates that there is a significant attainment gap nationally. This is the gap that is the key driver for the Government's National Improvement strategy. The blue trend line represents the Orkney profile and the varying size of the circle represents the number of children and young people in each SIMD decile.

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[2] SIMD Decile - the Scottish Index of Multiple Deprivation is the Scottish Government's official tool for identifying areas in Scotland concentrations of deprivation by incorporating several different aspects of deprivation (multiple-deprivations) and combining them into a single index partitioned into 10 equal deciles.

Graph 1: National (Red) vs Orkney Blue
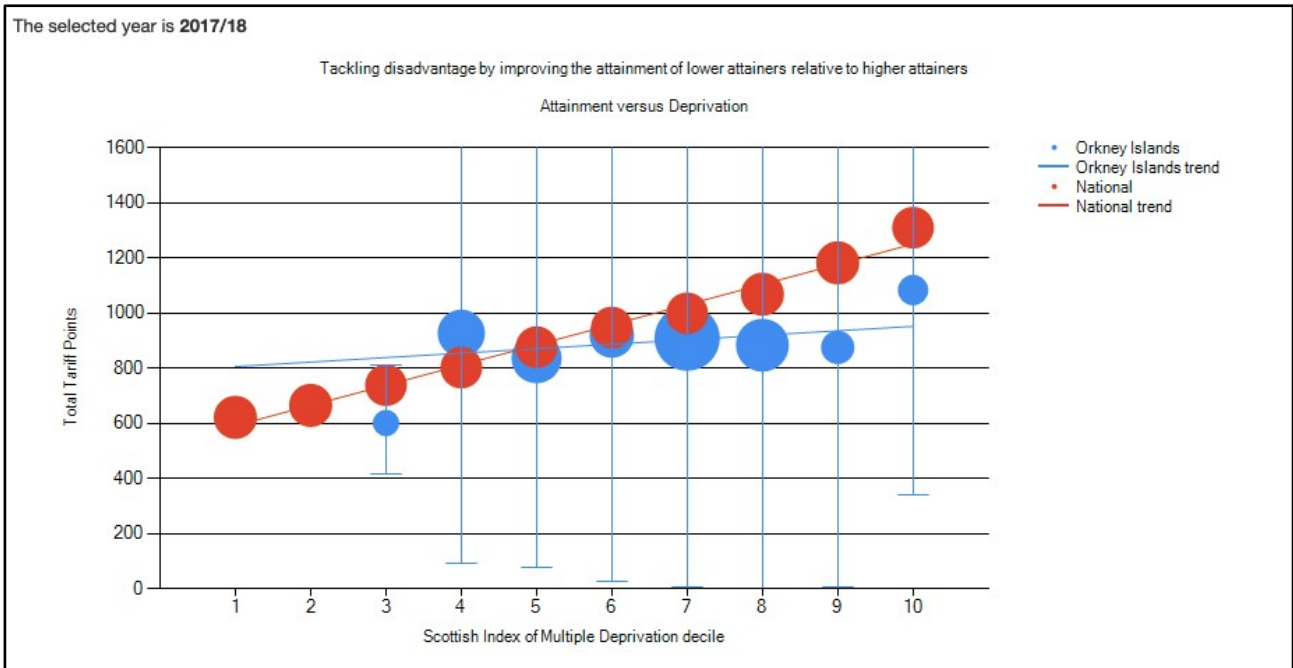
Graph 2: Virtual Comparator deciles Grey vs Orkney Blue
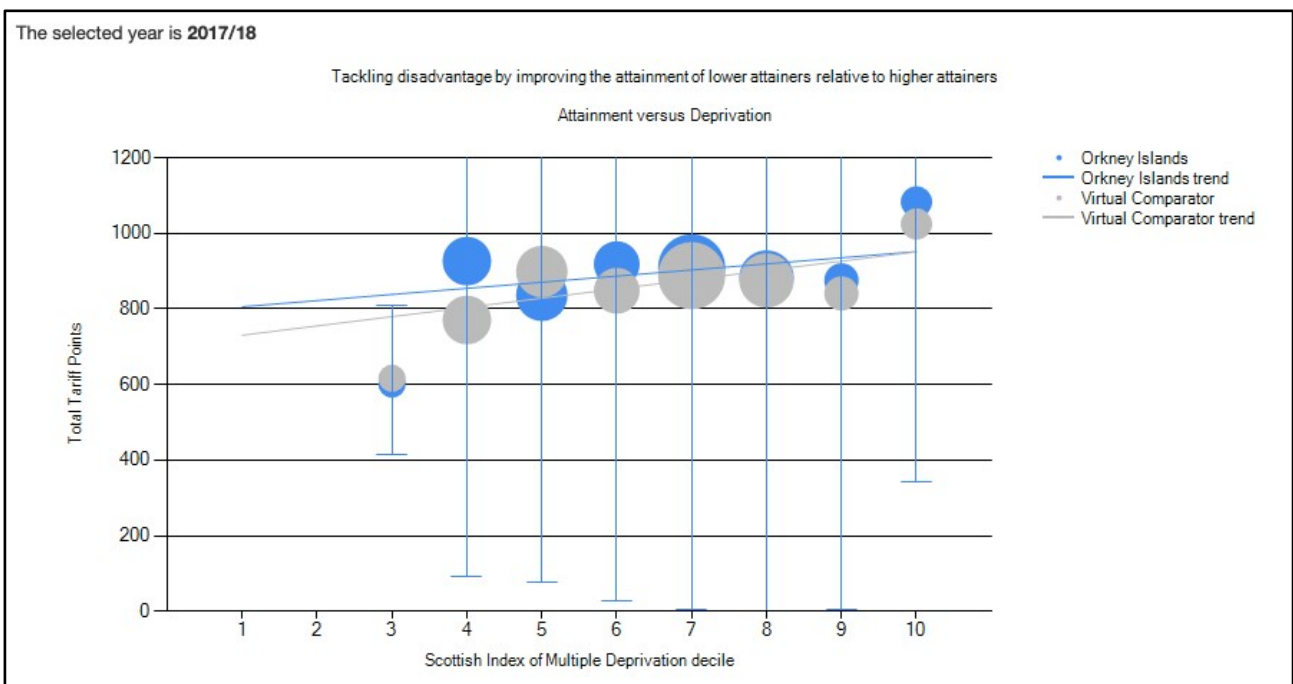
Analysis

- In Orkney, there is no significant relationship between SIMD and attainment as the national profile and the gap in Orkney is low giving a near horizontal line which shows that the attainment gap is not as closely linked to SMID as it is in other places.
- This is confirmed when considering Graph 2 Orkney vs Virtual Comparator (similar settings), where trend lines are similar.
- Further consideration is needed to link more relevant measures of deprivation in Orkney to attainment.

Section 4: Wider Achievement

There are many ways that young people can be accredited for their achievements other than through traditional SQA exams. Wider achievements of young people are increasingly recognised, and their benefits appreciated.

This section, which is an extract from the Community Learning and Development Service Annual Report 2017 to 2018, is an excellent example of how curriculum for excellence is developing within youth work settings around Orkney as part of the Orkney Offer where the curriculum fails the child or young person having to fit a pre-determined curriculum.

Improving attainment and achievement through accreditation and other opportunities are continuing to flourish. During 2017-18 there were many positive outcomes related to these including:

- Overall Youth Achievement Awards (YAA) have risen from 4 to 16 awards (300% increase) from 2015 to 2016 to 2017 to 2018.
- The number of bronze YAAs has risen from 8 in 2016 to 2017 to 12 in 2017 to 2018 a 50% increase.
- 2017 to 2018 saw our largest number of Gold YAAs achieved in Orkney.
- Excellent success rates in uptake of young people having a Young Scot Card in Orkney with 94% of 12 to 25 year olds holding a card, which is 24% higher than the national baseline of 70%.

In 2017 to 2018 young people in Orkney achieved the following:

Type of Award	Number of Recipients 2017 to 2018
Dynamic Youth Awards These are peer assessed awards for young people in the 10+ age group. Dynamic Youth Awards give young people the opportunity to be recognised and accredited for the activities they take part in either within or outwith the school setting. A Dynamic Youth Award is equivalent to a SCQF Level 3.	74 - 3036 hours of activity (55 in 2016 to 2017)
Youth Achievement Awards Youth Achievement Awards offer formal recognition and accreditation for young peoples' achievements. Youth Achievement Awards are a Scottish Qualifications Authority customised award and are Scottish Credit and Qualifications Framework credit scored from level 4 – 7 appearing on a young person's Scottish Qualifications Certificate alongside their academic achievements. In Orkney the majority of these awards are gained beyond the school setting and often provide significant benefits for the local community.	16 (14 in 2016 to 2017) Bronze: 12 (8 in 2016 to 2017) Silver: 1 (5 in 2016 to 2017) Gold: 3 (1 in 2016 to 2017)
Duke of Edinburgh Awards The Duke of Edinburgh is a balanced, progressive programme which aims to support young people aged 14-24 to develop their teamwork skills, improve their physical fitness, enable them to	30 (58 in 2016 to 2017) Bronze: 23 (50 in 2016 to 2017)

develop a lifelong interest and engage them more fully in their local community through volunteering. Young people plan their own programme for each of the three levels (Bronze, Silver, Gold) building their own individual learning plan for the four distinct sections of each Award: volunteering, physical, skills and expedition. Each Award recognises the young person's commitment, determination, teamwork, flexibility and their awareness of their own potential. They develop their self-belief and resilience and independence of thought and action.	Silver: 5 (4 in 2016 to 2017) Gold: 2 (4 in 2016 to 2017)
MSYPs The Scottish Youth parliament allows young people to develop their skills and confidence through representing their peers both locally and nationally. Calum McArthur from Kirkwall Grammar School and Jack Norquoy from Stromness Academy to continue represent Orkney at the Scottish Youth Parliament.	2 MSYPs Number of votes cast in 2017: 613 (465 in 2015)
Orkney Youth Forum The Orkney Youth Forum is a recently developed initiative to bring young people together to provide greater opportunities for young people to have their voices heard and to engage on a range of youth and wider community issues.	12 Youth Forum members (15 in 2016 to 2017)
Young Scot Community Learning and Development provides access to the Young Scot National Entitlement card services to young people in Orkney by managing both the bulk and individual processes for issuing cards. The Local Authority has excellent card holder uptake. Orkney's young people do not always benefit from all the national entitlements for Scotland, for example, the rail discount and some of the national discount partners are only available on the Scottish mainland. Orkney, however, has been very successful in promoting other ways to use the Young Scot services. The PASS proof of age element, the digital platform and the discounts on offer locally are well used by young people. Percentage of Young Scot Card holders in Orkney. Percentage of Young Scot Card holders across Scotland.	Number of Young Scot Card holders in Orkney: 3133 (3030 in 2016 to 2017) 94% (89% in 2016 to 2017) 70%

Section5: National Benchmarking Measure: School Leavers Destinations

The Leaver Initial Destinations measure is useful when trying to understand which learner journeys through Senior Phase lead to initial positive destinations.
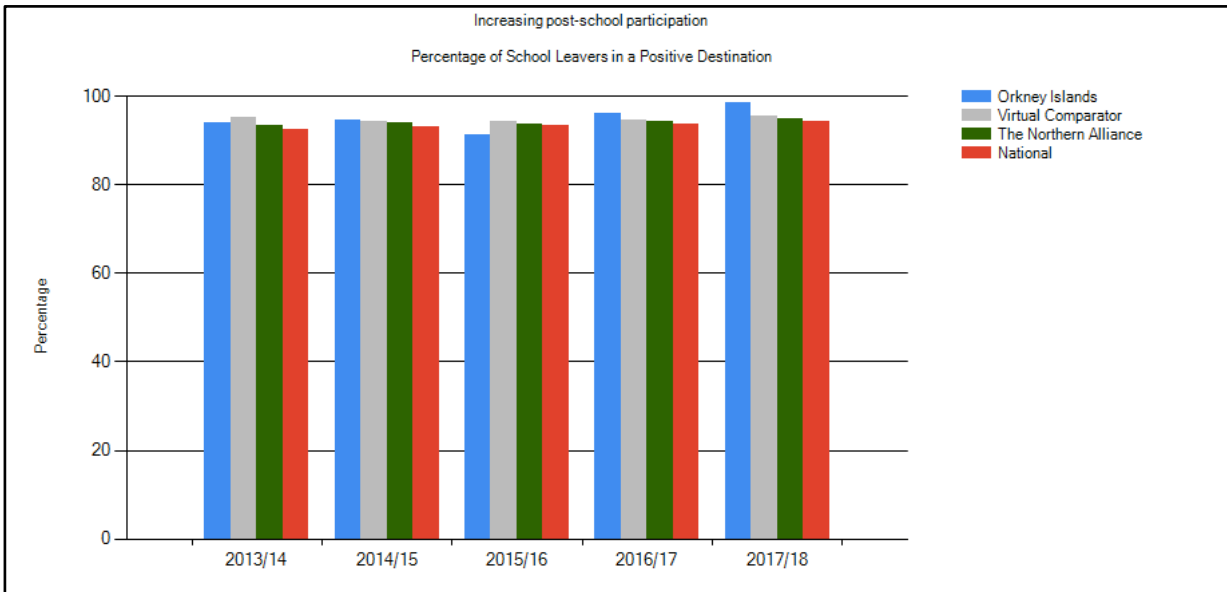
School leavers in a positive destination			
	2015 to 2016	2016 to 2017	2017 to 2018
Orkney Islands	*91.1%	96.1%	98.5%
Virtual Comparator	94.3%	94.4%	95.4%
The Northern Alliance	93.6%	94.4%	95%
National	93.3%	93.7%	94.4%

*Error in the timing of the data recorded in Insight, actual figure was 94%.

Taking a closer look at the underlying data reveals our school leavers destinations.
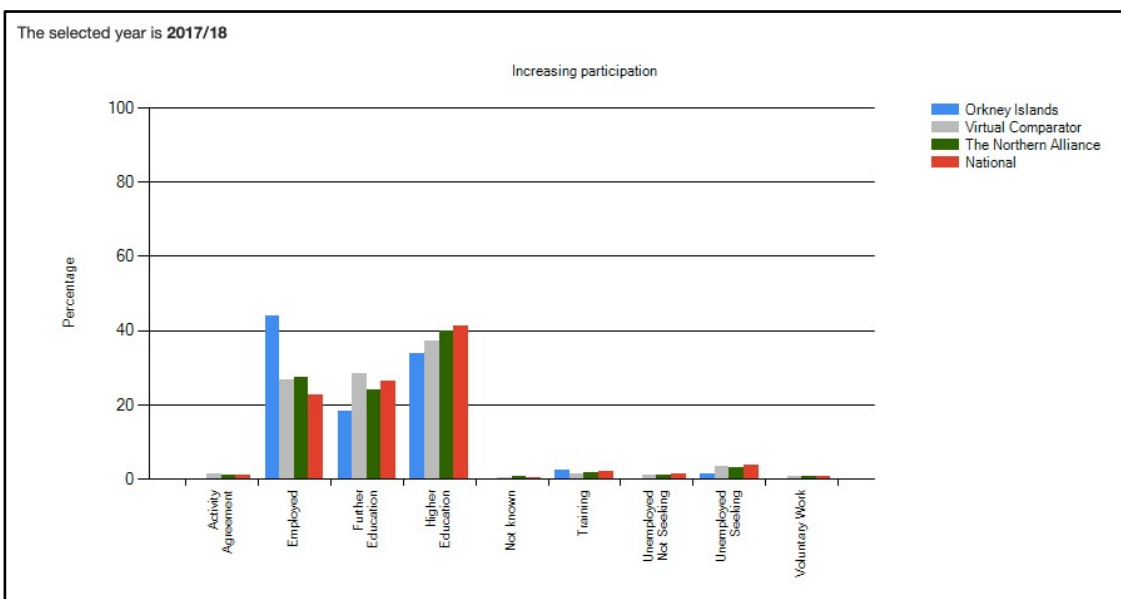
Analysis

- Overall Orkney leavers have a consistently high record in moving into positive leavers destinations. The percentage of leavers in a positive destination is much greater than our Virtual Comparator in 2017 to 2018 and the 2nd/3rd highest in Scotland.
- The initial leaver destination profile does not follow our comparator trends, with many more leavers going directly into employment, fewer moving into further education and slightly fewer going into Higher Education.

Breaking down leaver destinations at the time of leaving shows the destinations of S4, S5 and S6 leavers. The majority of young people now stay at school throughout their Senior Phase, so the number of children and young people represented by the following graphs represent very small numbers.

Destinations of S4 and S5 leavers:

The selected year is **2017/18**

Increasing participation

Legend: Orkney Islands, Virtual Comparator, The Northern Alliance, National
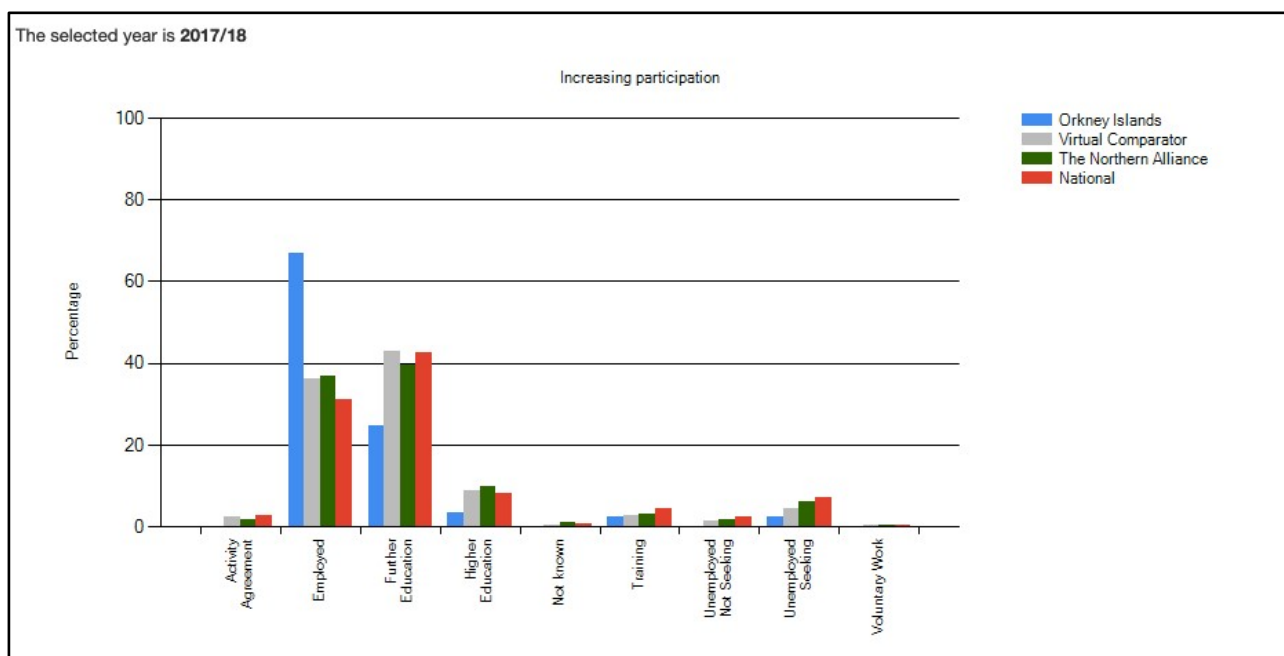
Analysis

- The majority of S4 and S5 leavers (67%) move into employment which is an increasing trend and is much higher than our Virtual Comparator.
- Only 25% of S4 and S5 leavers went into further education which is much lower than our Virtual Comparator.
- The small number of leavers in non-positive destinations are known to our services and supported through the Connect project.
- A key challenge for our Orkney Offer and Government's Developing the Young Workforce (DYW) [3]projects is to ensure children and young people who are leaving school leave with quality, sustained positive destinations and where possible through further training for example through the Apprenticeships family.

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[3] Developing the Young Workforce (DYW) - is a seven-year programme (2014 to 2021) that aims to better prepare children and young people aged 3–18 for the world of work. The headline aim of Developing the Young Workforce is to reduce youth unemployment.

Destinations of S6 leaver

The selected year is **2017/18**

Increasing participation

Orkney Islands
Virtual Comparator
National

Percentage

100
80
60
40
20
0

Activity Agreement | Employed | Further Education | Higher Education | Inactive Candidates | Not known | Stayed on at school | Training | Unemployed Not Seeking | Unemployed Seeking | Voluntary Work
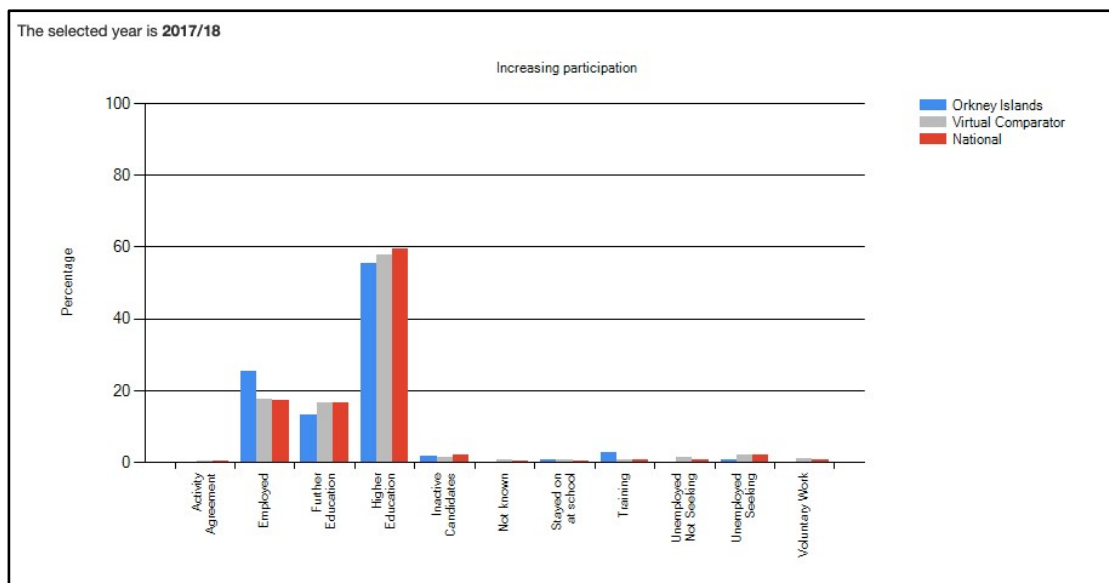
Analysis

The majority of S6 leavers, 55%, move into higher education which is slightly lower than our Virtual Comparator. This is explained by the 25% of leavers in S6 who went straight into employment which is much higher that our Virtual Comparator and national leavers. As with S4 and S5 leavers, a smaller percentage go into further education compared with our Virtual Comparator and national leavers.

As the Orkney Offer and senior phase develops, there will be further opportunities for young people to take a mix of school based and college based courses. This is in keeping with the aim to further develop individual career pathways for young people through the senior phase. This includes a new range of Foundation Apprenticeships[4].

A key outcome of the Scottish Government's Developing the Young the Workforce programme is to achieve increased positive and sustainable destinations and employment for all our young people.

Through the work of the DYW programme and the Orkney Offer we aim to improve our labour market intelligence to help schools to give better career advice to young people on the pathways they can take into the local employment market.

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[4] Foundation Apprenticeships – is a qualification, over 1 or 2 years (S5 /S6), that lets children and young people gain work experience in one of Scotland's 12 growth industries while they are still at school. It fits in with their other senior subjects and also develops their communication, team-work and self-management skills.

Section 3: Progress Review 2018 to 2019

A key function of the service's Standards and Quality Report is to provide an update of progress made within the Service Improvement Plan. This section details the progress made in 2018-19 against the priorities set and provides next steps in each area.

School Leadership and Empowerment - Leadership Skill Development

To develop a variety of leadership training opportunities for staff at all levels to enhance practice, develop empowered leaders, enhance the experience for children and young people and raise attainment to ensure excellence and equity for all.

Progress made for 2018 to 2019

- Feedback from Primary School Depute Head Teachers and Principal Teachers (PTs) indicates that workload as being the main barrier to participation on the Into Headship course. However, there is one primary participant in the 2019-20 Into headship cohort. In addition, there are 3 Primary Principal Teachers registered for a new Education Scotland Professional Learning and Leadership (EDSPLL) middle management programme due to begin Sept 2019. Discussion regarding leadership development is not yet established in the Professional Review and Development (PRD) process.
- There are 3 participants on Into Headship programme and 1 participant on In Headship.
- The Local Authority Professional Review and Development process is due for re-accreditation in March 2020. This coincides with changes to the General Teaching Council Scotland (GTCS) on-line system (MyPU migration to MyPL). Members of a working group are being identified to help evaluate the present PRD process and support developments. A Quality Assurance exercise regarding PRD and Professional Update is due to be held with Head Teachers in November 2019. GTCS are offering support for training in the new MyPL system.
- A local Developing Teacher Leadership programme (in partnership with University Highlands and Islands) ran with 3 participants during the past session.
- Engagement with Scottish College of Education Leadership (SCEL) enabled support for middle leadership to be given at both 6 year Secondary Schools.
- The Local Authority, Education Service is aware of, and will continue to engage with, the Northern Alliance Regional Improvement Collaborative's Developing Leadership workstream as objectives become clearer. In the meantime, the above developments reflect passed guidelines from this workstream.
- Flexibility in delivery and funding by the Local Authority, Education Service enabled 5 Head Teachers and 1 Nursery manager to participate in the Columba 1400 programme during 2018-19.
- 1 member of staff was enabled to participate in SCEL's System Change programme (this was accessed through the Northern Alliance Regional Improvement Collaborative).
- The Early Learning and Childcare leadership pathway supported the development of six managers and two senior officers. In addition, aspiring leaders joined the pathway, and this led to the successful appointment of a number of senior posts in settings across the authority.
- Systemic supervision has been trialled with a group of Early Learning and Childcare managers and has been very successful in supporting them to develop strategies to work with teams and reflect on their own practice.

Next Steps for 2019 to 2020

- Continue to evaluate and develop an updated Professional Review and Development process which should include Quality Assurance process guidelines for schools and establish career (leadership) development.
- Engage with General Teaching Council for Scotland to help offer training sessions to mitigate any anxiety and uncertainty regarding migration from MyPU system to MYPL.
- Continue to engage with Primary Principal Teachers during Middle Leadership programme to enable any next steps to be considered early (especially February deadline for Into Headship).
- Deliver training for Head Teachers in Quality Assurance of Professional Review and Development process to enable whole school approach.
- Enable training sessions for Head Teachers (and School managers) on budget management in preparation for greater devolved school management.
- Identify local staff to shadow University of the Highlands and Islands tutor on Developing teacher Leadership programme in order to enable it to continue.
- Participate with Northern Alliance Regional Improvement Collaborative developing leadership workstream to ensure access to training opportunities accessed through the Regional Improvement Collaborative.
- Deliver Early Learning and Childcare training to head teachers who have responsibility for nursery classes to ensure that they can provide pedagogical leadership to the setting.
- Extend the use of systemic supervision across the Early Learning and Childcare manager team.

Teacher Professionalism - Review of Professional Update and PRD Policy

This project will implement the evaluation structures for the Professional Update and Professional Review and Development strategy.

Progress made 2018 to 2019

- Identified members of Professional review and Development Group, changes to General Teaching Council Scotland on-line system impacting on time-line.
- Training for Head Teachers identified as key to establishing meaningful Professional Review and Development process.
- The Education Service continues to have 100% return for Professional Update.
- 5 training sessions delivered to support Professional Review and Development process for both reviewees and reviewers.
- Coaching opportunities identified through EDSPLL.
- Have engaged with Partner Universities regarding offering training in pedagogy. Engagement has taken place with General Teaching Council for Scotland regarding developing early career teachers.

Next Steps for 2019 to 2020

- Continue to establish a robust Professional Review and Development process with a focus on developing leadership at all levels.
- Follow up coaching opportunities being offered by EDSPLL.

- Continue to engage with partner universities and General Teaching Council for Scotland to explore support / training in pedagogy for early career teachers.

Parental Engagement - Develop a Parental Engagement Strategy

To review and develop a Parental Engagement strategy and ensure clear shared understanding across the Service of Family Learning expectations.

Progress Made 2018 to 2019

- Two Parent Council Chair Conferences were held this session, led by the Executive Director of Education, Leisure and Housing.
- Completion of the Parental Engagement and Involvement Strategy.
- Establish cross-sector group to support strategy roll out.
- Continue to identify, audit and publicise Family Learning Programmes. Partnership working between the Community Learning and Development team, the Early Years team, the NHS, the Third Sector and parents will need to be monitored to ensure that needs are being met and duplication avoided. Steps are being taken (initial meetings held) to ensure that communication takes place between these groups.
- Review of Probationer Teacher Learning programme to include Parental Involvement training in session 2019/20.
- Pen Green Head teachers led training for early years practitioners at the October inservice day. This sector leading centre shared innovative ways to engage with parents and carers and practitioners reflected in the approaches they use. This has changed the way in which settings think about their engagement with parents.
- PEEP (Peers Early Education Partnership) workshops have been delivered to parents and practitioners in settings across Orkney, which has enabled parents and children to learn together. In addition, PEEP has supported parents to better understand how their children learn and how to support children's learning at home.

Next Steps 2019 to 2020

- Continue to engage with Scottish Parent Involvement Officers Network to help identify National priorities and any potential funding sources.
- Identify possible national training providers (e.g. Education Scotland) willing to give input to Parent Council Chairs sessions.
- Analyse data from parent survey to inform local priorities.
- Review and update Parental Involvement and Engagement Strategy to reflect changing local and national priorities.
- The Lead Early Years Practitioner in the central team and a practitioner from Glaitness will undertake the Solihull parent course training to enable them to deliver parent sessions individually and in groups.

Assessment of Children's Progress - Learning Teaching and Assessment

The Local Authority is committed, through school leadership, to provide continued support to schools to build confidence in the reliability and validity of teacher judgements, as they assess children's' progress, and moderation of Curriculum for Excellence Levels.

The Local Authority, supported by Education Scotland, will work with schools and officers to ensure a shared and confident understanding and consistency of approach across all schools.

The Local Authority will develop capacity for staff to participate and deliver effective moderation to ensure future national Curriculum for Excellence data sets are increasingly accurate. This should build upon the work already in place in schools and allow us to demonstrate that moderation at school and local authority level is effective and performance information, reliable. There is an expectation that schools will set aside time within their WTA for school and cluster moderation activity.

Progress Made 2018 to 2019

- Working in collaboration with the Education Scotland Attainment Advisor, Papdale Primary, Glaitness School, Stromness Primary, St Andrews Primary and Dounby Primary analysed their attainment data, making comparisons between their performance and that of Orkney and Scotland. A data profile has been created for each of these five schools by the Attainment Advisor as part of the ongoing work with the schools.
- Glaitness School and Papdale Primary worked with the link Service Improvement Officer to develop an electronic tracking system based on the Clackmannanshire model from the National Improvement Hub. This work is now on hold subject to developing similar approaches through the Progress and achievement module on SEEMiS.
- The link Attainment Advisor led sessions for senior managers on the use of the Pupil Equity Fund (PEF) and outcomes and measures planning to help Head Teachers create more specific, measurable targets in their improvement plans for schools for 2019 to 2020.
- A full day of moderation activity was held in February 2019 with primary teachers taking along a range of evidence of children's learning in reading, writing and numeracy. Feedback showed that this had a mixed response in terms of its usefulness and in moving forward we need to consider how to support schools in engaging in within and across school moderation as part of the day to day work of the schools.
- Secondary staff used the same in-service day to work across the schools in subject groups to share understanding and standards of their subject including the use of benchmarks in Broad General Education (BGE).
- All schools submitted predicated levels of achievement for P1, P4, P7, and S3 in December 2018 and Service Improvement Officers engaged with schools on their data predications. Head Teachers are increasingly using the information from other sources to support their discussions with staff in relation to professional judgement. Class teachers are becoming more confident in using data as part of their discussions about the performance of the children and young people in their classes.
- The Froebel Childhood Practice course was delivered to Orkney, Shetland and Moray practitioners during a residential at the start of the summer. Along with tutors

from Edinburgh University, Tina Bruce delivered the sessions. The residential enabled the sharing of practice within Orkney and across the Northern Alliance. Key learning included the developmental stages of block play and the pedagogy of play. This has led to a more intentional focus on the learning associated with Block Play.

Next Steps 2019 to 2020

- Curriculum for Excellence attainment levels (ACEL data) are still too low for too many primary schools and this needs to be the priority focus for attention in the next session. Although teachers are developing confidence in their professional judgements of ACEL data, this remains a priority. Our primary attainment levels are too low, and we need to consider these on a school by school basis to ensure that they are accurate, that data submitted is reliable and that should it be accepted that he low attainment is accurate support schools to improve.
- Our Level 3 teacher judgements at S3 appear to be accurate, however, we need to take a closer focus on the achievement of Level 4 and the preparation for progression into Senior Phase. There will also be a focus on progression particularly in literacy and numeracy in both our senior secondary schools to ensure that our young people are on the most appropriate pathway for them to get the most out of their time at school regardless of the year they choose to leave school.
- Head Teachers and Service Improvement Officers need to continue to have a focus on high quality learning and teaching as the key tool to raising attainment. This will be a key feature of the amended service quality assurance calendar and engagement with schools during 2019 to 2020.
- With the refresh of Building the Ambition, the early years' service will take a closer look at pedagogy and play and how environments, experiences and adult interactions support learning.

Broad General Education - Learning Pathways

Progress made 2018 to 2019

- Officers and staff have almost completed learning pathways in literacy in early, first and second level within the Broad General Education.
- Pathways in learning for modern languages through the 1+2 agenda are complete.
- Numeracy pathways following the same model have begun but have yet to be completed.
- Jigsaw is the main pathway resource used in primary schools as the core programme for Health and Wellbeing.
- A pathway in primary music, early, first and second level within the Broad General Education has been created by the itinerant music team.

Next Steps 2019 to 2020

- Complete numeracy pathway in learning for all Broad General Education levels.
- Extend pathway for primary music to go up to fourth level.
- Develop pathways in learning for Art and Design across the Broad General Education.
- Audit implementation of Jigsaw and pathways of learning for Health and wellbeing.

Literacy and Language

1 + 2 Languages Development within the BGE and Senior Phase

1+2 languages is a government initiative funded until 2021 to ensure learners have the opportunity to develop language learning of two other languages, as well as their mother tongue.

Key outcomes for learners will be:

- Motivation, confidence and enthusiasm in their language learning;
- To reflect and develop skills to learn a new language;
- To improve and understand more securely aspects of literacy in their first language;
- A greater understanding of future career choices and pathways in language learning leading to greater participation and involvement through the Broad General Education, Senior Phase and beyond;
- A clear understanding of active global citizenship;
- Increased percentage of young people studying languages at the Senior phase;
- Increased percentage of young people seeking/achieving future employment/Learning using their language/cultural skills and understanding.

Progress Made 2018 to 2019

- Professional leadership opportunities were funded by the Education Service for Primary and Secondary colleagues to access two programmes to develop Language 3 further.
- Two primary schools have successfully piloted Language 2 and Language 3 within their curriculum.
- All Orkney schools took part in a national audit and review of 1+2. Key findings will form part of the 1+2 strategic plan for 2019 to 2020.
- Additional support for P4-P7 teachers, via the 2nd level French resource, 'Salut', was purchased by the Education Service for all Primary schools to build skills in our workforce to teach French at second level. This included a lifetime licence, so that schools will not incur any future additional charges and have a sustainable resource.

Next Steps 2019 to 2020

- Central 1+2 funding will be devolved into secondary school budgets for a working group to lead and develop Transitions, Language 3 and Moderation across their primary and secondary stages.
- An in-depth audit of Language 2 French provision will take place across primary and secondary stages.
- Language 3 Spanish or German will begin to be delivered in all Primary schools.

Developing Early Language (Hanan)

This project will focus on developing practitioner professionalism by enhancing their understanding of early language development and quality interactions. It will support practitioners to understand and assess children's progress.

Progress Made 2018 to 2019

- A further twelve practitioners were offered training in 2017 to 2018. A second and third trainer will be trained when Hanan are offering the workshops, so that the roll out is sustainable.
- Three new trainers were trained in August 2018 and a third cohort of practitioners has completed the Learning Language and Loving It course.
- Practitioners have reported increased confidence in understanding the stages of language development and how best to support children.

Next Steps 2019 to 2020

- A fourth trainer will be trained. Training will be offered to practitioners who have completed the basic early years course. This will ensure that all settings have at least one practitioner who has undertaken the training.
- An additional session to support practitioners to work with young children with English as an additional language will be delivered.

Developing Early Literacy Through Active Learning Approaches at Second Level

Support leadership and planning for school improvement through a focus on data literacy and the use of relevant, contextualised, performance information. This project has continued to focus on teacher professionalism and the quality and effectiveness of approaches to learning, teaching and the assessment of children's progress at Second Level through active learning approaches.

Progress Made 2018 to 2019

Developing Readers and Writers at the Second Level by:

- Redefining Learning Spaces and developing key features for an effective Literacy – rich environment.
- Pedagogy into practice: Developing independent learners through the creation of quality Learning Experiences.
- The Planning Process: This now Includes a new revised Literacy Progression Pathway from Early to 2nd Level, incorporating the national benchmarks overlaid by a skills progression.
- Review of project to date: What are we building upon?
- Audit of current practice and establishment of next steps.
- Planning into practice and developing a coherent approach -review of possible Planning for Second Level.
- Developing Learning Walls, Learning Prompts and the Language of Learning.
- Classroom organisation for effective management and organisation.
- Making real and appropriate links to the potential for digital Literacy.
- Developing the final Planning Tool:

o Implications for Transition to Secondary.

o Write up and review of the Literacy Project.

o Analyse attainment data of past cohorts within this programme to influence next steps and report outcome.

Next Steps 2019 to 2020

Develop, embed and sustain active learning across all Orkney schools at Early/First and Second level through:

- Develop a Leaders of Learning Programme i.e. Train the Trainer.
- Finalise and trial refreshed Literacy progression planners with selected schools.
- Develop an overarching Literacy Policy which incorporates redesigned support materials /guidelines to ensure easy access and clear progressive support.

Improving Literacy - Speaking and Listening - Through a Philosophy for Children Approach to Learning

To improve teacher pedagogy and teacher professionalism through developing the quality of teaching through high quality approaches to learning e.g. developing high quality questioning and higher order thinking skills; there is a clear focus on approaches to the assessment of children's progress and the use of performance information (data literacy) to inform practice. Ensuring successful outcomes are sustainable and replicable on any scale will require significant high-quality school leadership.

Progress Made 2018 to 2019

Carry forward this target to 2019/2020.

Next Steps 2019 to 2020

- Run further Level 1 Philosophy for Children courses in the authority.
- Create a progression of skills in Philosophy for Children, particularly linked to Listening and Talking.
- Moderation of Philosophy for Children across schools that are participating in the Philosophy for Children programme.
- Explore Philosophy for Children in the secondary schools.
- Share the progress to date with Leaders of Learning at a meeting.

Sounds Reading System: Initial Small Pilot 2018 to 2019

The Sound Reading System (SRS): A phonics-based pedagogy for teaching the core literacy skills of decoding (reading) and encoding (writing), devised by Diane McGuinness and Fiona Nevola.

October 2018, one Educational Psychologist has been trained in this approach and then delivered the programme with 2 individual children, in partnership with a Support for Learning Teacher. The results have been promising.

Next Steps 2019 to 2020

- A total of 5 schools/school pairs have agreed to be part of a larger pilot for 2019 to 2020.
- A 4-day training programme by Fiona Nevola will be delivered for a group of key educators within this pilot group.
- Specific baseline data will be gathered at the beginning and end of this year to measure impact on the efficacy of literacy teaching and attainment.

Numeracy and Mathematics

Raising Attainment in Numeracy and Mathematics

To Develop a consistent understanding of and capacity for improvement in Numeracy through the Broad General Education and on through into Senior Phase. Our key outcomes are to develop better use of our performance information and benchmarking data on children's progress in Mathematics and Numeracy and confidence and success in Mathematics and other Science, Technology, Engineering and Mathematics (STEM) subjects.

The Numeracy and Mathematics Transition Programme will focus on data literacy and the use of relevant, contextualised, performance information. It will focus on teacher professionalism and the quality and effectiveness of approaches to learning, teaching and the assessment of children's progress. Ensuring success will require high quality school leadership (Senior Managers/ Principal Teachers).

This programme will be supported by curriculum leaders in Secondary schools and staff from their associated primary schools. The programme will build on and develop teacher professionalism through the opportunities created by the Numeracy Hub supported by the local Numeracy Champion. This programme will be extended to seek impact across all schools in Orkney.

Orkney will engage in the two Northern Alliance STEM Numeracy and Mathematics programmes:

- Supporting Primary level confidence in teaching Numeracy and Mathematics.
- Analysing data to develop capacity to identify and build capacity to improve the attainment in Senior Phase Numeracy and mathematics.
- Primary staff will work with Lynda Keith, Educational Consultant with a focus on Early and First Level Numeracy through play-based learning:
- Building on the effective pedagogy of play to create a quality environment and quality experiences.
- Create resources co-constructed by practitioners to share across Orkney schools at Early, First and Second Levels.

Progress Made 2018 to 2019

- Primary secondary transition activity has been established and continues to be embedded in associated primary schools. Mathematics practitioners in secondary school have continued to work with their primary colleagues to build mutual understandings of the challenges in addressing confidence in teaching and learning numeracy and mathematics.
- Over the past two years, groups of local practitioners have worked with Lynda Keith to develop "Professional Learning Packs" in Numeracy complementing the play-based approach developed in Literacy in the early and first level pathways.
- These packs include reference to progression planning, teaching resources to support active learning in literacy and numeracy and baseline assessments.
- There has been limited progress with the two Northern Alliance projects due to staffing issues and continuity of approach. The Secondary Mathematics project has now restarted with a Northern Alliance secondary mathematics practitioner conference taking place in Inverness with a focus on National 5. Orkney

representation felt this was a successful event which has created a network which can develop across the Northern Alliance.

Next Steps 2019 to 2020

- Consolidate the presentation and sharing of the resources Numeracy at Early and First levels.
- Support a group of practitioners to develop resources in second level Numeracy. The first offer to be involved will be last sessions level 2 Literacy group but depending on numbers we will open up participation to other interested staff.
- Develop a cluster model to build capacity and embed pedagogy across the service.
- Establish a cohort of staff trainers.

The Northern Alliance projects will continue to be supported:

- To promote networking and sharing across the Northern Alliance.
- To engage in further specific action planning to support this project e.g. transition from Broad General Education to Senior Phase courses.
- Participate as appropriate with the Primary project to support confidence building in primary stages in mathematics.

Health and Wellbeing

Health and Wellbeing Pathways in Learning

Develop a strategy for, and progressive pathway through, the Health and Wellbeing curriculum that is intertwined within an overarching ethos across the service.

Joint working with NHS Orkney and links to the Children's Services Plan is integral to the overall improvement in Health targets in Orkney.

There is a need to ensure a consistent pathway across our establishments to ensure that informed targeted support can be provided by our partners if and when required to ensure children and young people get the right help at the right time in the right way.

That all schools and settings have clear and updated policies and procedures for addressing issues relating to bullying. Senior Officers from the Service will scrutinise bullying returns and work with schools and settings.

Progress Made 2018 to 2019

Project 1 – Health and Wellbeing curriculum:

- All primary schools are now implementing Jigsaw as a key resource for their health and wellbeing curriculum. Training was undertaken by Papdale and Glaitness Schools in advance of them beginning the programme. Stromness Academy and Sanday Junior High trialled some elements of the secondary Jigsaw structure and they are using parts of this programme within their PSE curriculum.

- The Jigsaw programme is fully mapped to the experiences and outcomes of Curriculum for Excellence and guidance has been written in conjunction with Jigsaw to support schools in implementing the programme in small schools with composite and multi-composite classes.

- Additional resources on relationships, sexual health and parenthood have supplemented this programme and are available nationally https://rshp.scot/.

- Papdale Primary has become a 'flagship' school for their work using Jigsaw and their approach is being highlighted as a model of good practice within the national Jigsaw team.

Project 2 - Anti-bullying Policy

- All schools have now updated their Anti-bullying policies and they use the SEEMiS management information system to record any incidents of bullying. Anti-bullying incidents will continue to be monitored by the service. Actions complete.

Project 3 - Responding to a knife incident guidance

- Actions complete.

Project 4 – PE workstream to be undertaken during session 2018/19

- It was not possible to do this workstream task during 2018/19 and it will be carried forward to 2019/20.

Additional actions

- LGBTI+ training and awareness raising planned for February 2019 and moving towards gaining the Charter from LGBT Youth Scotland. It was not possible to carry out this planned training by LGBT Youth Scotland due to changes in their staffing. Awareness raising training, was carried out with Head Teachers and Tier 3 managers, however, by the Orkney Islands Council Equalities officer in February 2019.

Updated guidance has been developed in the following areas to provide consistency and support to schools:

- Healthcare guidance – August 2019.

- Monitoring attendance and lateness – May 2019.

- Recording and reporting concerns – November 2018.

- Provision of free sanitary protection in schools – now undertaken by corporate services.

Next Steps 2019 to 2020

Project 1 – Health and Wellbeing curriculum.

- Audit implementation and impact of Jigsaw in schools. All primary schools to undertake an online audit of the Jigsaw programme and implementation to allow clear feedback and impact to be evaluated. It will also help guide next steps for the curriculum.

Project 4 – PE workstream to be undertaken during session 2018/19.

- It was not possible to do this workstream task during 2018/19 and it will be carried forward to 2019/20.

Additional actions.

- LGBTI+ training and awareness raising. Investigate and consider developing approaches and training through Northern Alliance.

Additional Support for Learning

Progress Made 2018 to 2019

In line with the key local priority of promoting relationships as fundamental to learning and wellbeing of all, Relational Approaches have been promoted at all levels of Educational Psychology Service delivery.

- Orkney ACEs Hub support.
- Twilight training based on the Compassionate, Connected Community were delivered over 8 sessions.
- A progressive questionnaire has been created to aid evaluation of impact of relationship based projects.
- Evaluation materials for Jigsaw have been created.

Educational Psychology has successfully promoted:

- Synergy as a model of Collegiate Support and Wellbeing and strengthened its connection to other models of self regulation.
- Led by Educational Psychology a Synergy Steering Group has developed a 5 year plan to further embed and sustain synergy approaches across the authority.
- A Mindfulness in Orkney Steering Group has been set up led by the Principal Educational Psychologist.
- Do be Mindful has been promoted to build staff personal confidence and skill in Mindfulness.

Work on Approaches to Literacy to close the attainment gap for those at risk of literacy difficulties has progressed.

- Completion of trials of Sound Reading System (July 2019).

Schools and other agencies have been made aware of our Request for Involvement process - Information on this was also delivered at a Head Teacher's and Manager's meeting – and as a team we have been working with partners to support engagement and encourage improvement in the process.

An initial meeting of the Support for Learning Staff Network has taken place.

A pilot of gathering feedback from parents and partners was conducted with one service (SEAL) in order to explore approaches to measuring impact. It is now planned to develop a more general approach to gathering data for the purposes of measuring impact and establish next steps in support for children and young people.

Next Steps 2019 to 2020

Ensure relationship based approaches are developed across schools linking with this programme.

Support schools to have evaluated impact of relationship based approaches including;

- Promote Synergy (including CBT mindfulness practice) across services outwith Education e.g. NHS Orkney, OHAC.
- Promote Video Interaction Guidelines and Video Enhanced Reflective Practice to support work with vulnerable families and venerable learners.

- Embed approaches to literacy which maximise learning outcomes e.g. sound reading system.

To introduce approaches to data management in order to track and monitor aspects of progress/achievement and impact of Pupil Support services.

To develop a shared understanding of aims, key purposes, and roles, of Pupil Support Services.

To develop Support for Learning training menu for Support for Learning network programme, focussed on the roles of Support for Learning staff.

Developing the Young Workforce

Progress with the Orkney Developing the Young Workforce Strategy which is being taken forward by the Developing the Young Workforce Orkney Regional Group Board.

Progress Made 2018 to 2019

- A strategic and operational plan has been established to ensure a consistency of approach across the Education Service.
  - Work Placements – a priority for DYW Orkney. The existing employer database has been updated in relation to work placements to ensure that the information is accurate and up-to-date, and the database is now searchable by business name or job type so young people can better understand the range of jobs available in Orkney. Leaflets have been produced for young people, parents/guardians and employers which explains their role in the process and outlines the benefits of undertaking a work placement. Funding was provided to the Education Service to support the purchase of the online package WorkIT, a work placement management system which will better manage the whole process and support the delivery of a qualification in work placements.
  - Foundation Apprenticeships – a specific promotion and awareness raising of Foundation Apprenticeships was undertaken. This resulted in an increase in the numbers undertaking Foundation Apprenticeships in Orkney in the academic year 2019/20. There has also been awareness raising of the entire 'apprenticeship family', so young people and parents understand where Foundation Apprenticeships sit and the opportunities that exist to progress through the framework, up to Graduate Apprenticeship level.
  - Video Conferencing Equipment[5] (VC) – funding was provided to the Education Service to help purchase VC equipment for the three Junior High Schools and two Senior Secondary Schools. This will increase opportunities for children and young people to access courses as part of the Orkney Offer, and will also enable employers to be brought into the classroom more easily, especially for those on the outer isles.
  - Employer/Education Engagement – continue to build the network of employers and support their engagement with education. This is an ongoing priority for DYW Orkney.
  - Orkney Careers Fair – In partnership with Skills Development Scotland, a Careers Fair was held which had employers, education and training providers exhibiting side by side. It was open to all Senior Phase children and young people and gave them

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[5] The provision of VC Equipment is an integral part of and complementary to the Digital Culture Change Programme - e-Learning workstream.

the opportunity to speak to employers about the range of jobs available and then the appropriate training/education provider to identify the right pathway into their chosen career.

- A Skills and Employability Strategy (draft) has been produced.

Next Steps 2019 to 2020

Working in collaboration with partners it is imperative that there is a review of the various work streams across the council in relation to employability. In doing so a streamlined approach will interlink the various projects and dovetail into the requirements and outcomes of the Developing the Young Workforce Orkney Regional Group Board (DYWORGB) thus ensuring positive destinations and community sustainability. Teacher professionalism will be developed through training and involve partnership working with Skills Development Scotland and Education Scotland on the Career Education Standard and Career Management Standard and their use in classrooms and across schools.

- Work Placements – continue to work with schools and employers to identify areas for improvement in the work placement system. Working with the Education Service, help embed WorkIT in the two secondary schools and three junior high schools, supporting the training of teachers to use it and helping with the initial set up of the site.
- Science Technology Engineering and Mathematics (STEM) – work with the regional STEM Ambassador Co-ordinator and local employers to increase the number of STEM Ambassadors in Orkney, and help schools access this network more easily. The appointment of a STEM Development Officer, (see Priority 12: STEM Action Plan) will also enable schools to be supported in improving the science curriculum across BGE and support the development and delivery of a wide range of STEM activities for children and young people.
- Inclusion and Diversity – Working with relevant partners, support young people who face barriers to employment, helping them to identify and reach a positive destination.
- Sustainability of employer/education links – continue to build on the work undertaken in the last academic year, developing and strengthening relationships with schools and employers. This will include the introduction of online tools such as Marketplace and Founders4Schools, which will help facilitate and manage employer engagement. Continue to bring employers into schools to support initiatives such as the School Leaver's Programme, which is run in partnership with SDS.

Data Management and Attainment Review and Dialogue

Develop a systematic approach to, and consistent understanding of, data management across the service to aid and support the planning, assessment and moderation of work streams. This will provide a foundation for all Broad General Education work streams to manage data and aid the process of tracking attainment and achievement to appropriately target pathways and ensure positive outcomes for all.

Progress Made 2018 to 2019

- A focus on school attainment as part of the Local Quality Assurance Calendar continued to use relevant, contextualised, performance information. This helped schools to more effectively monitor and evaluate the effectiveness of approaches to learning, teaching and the assessment of children's progress.
  - Working with our Attainment Advisor we have further developed a model to record and analyse Curriculum of Excellence levels. We have increased the focus on the children who have not achieved levels at stage and have targeted key schools where levels are deemed to be low.
  - Consideration to the implementation of the SEEMIS Progress and Achievement module continues as the project becomes live.
  - SNSA Data is being analysed as schools become more aware of the information these data sets give to track and diagnose next steps in learning. Scottish Index of Multiple Deprivation data is also being considered in the Orkney context.
  - Our Attainment Advisor is supporting and challenging schools on their attainment and tracking data with an emphasis on interventions.
  - Increased use of SEEMIS is helping to manage and analyse data sets for different groups of learners and support for children and young people.

Next Steps 2019 to 2020

- Support school leadership at all levels to raise attainment through improved data literacy.
- Continued focus on raising attainment and securing reliable data through moderation at all levels.
- Following an analysis of ACEL data from 2018/19, identified schools will have targeted intervention from the link Attainment Advisor and link Service Improvement Officer with a clear focus on learning and teaching and attainment. A programme of engagement with the Attainment Advisor and these schools has been drawn up.
- Develop approaches to using Progress and Achievement as a tracking tool in SEEMiS by piloting this in identified schools.
- Implement revised Quality Assurance calendar to focus schools use of data sets for predicted levels at December prior to Scottish Government collection of Teacher Judgements in June.
- Further data gathering and presentation for analysis of Curriculum of Excellence levels and progression over time.
- Promote further training and support for SNSA analysis for all practitioners through the national Scholar professional learning programme.

Scottish Government Pupil Equity Funding Grant Projects

Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The purpose of the funding is to enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned; it should target support for children and young people affected by poverty to achieve their full potential.

Pupil Equity Funding is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria. Although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, headteachers can use their professional judgement to bring additional children in to the targeted interventions and approaches.

In many contexts schools may be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent groups; parent councils; other local authority and public sector services; third sector organisations (including youth work, family learning organisations); other educational sectors; and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration. Care needs to be taken however that funding is not be used in ways that stigmatise children and young people or their parents.

Where schools identify the need to recruit additional staff for an appropriate intervention or activity, they work closely with the Local Authority (as the employer) to ensure that the job remits and specifications are clearly tied to the aims of the intervention or approach.

Where schools are unable to spend their full allocation during the financial year, any underspent funds can be carried forward to the new financial year. We would expect that, other than in exceptional circumstances, it should be spent within the current academic year.

The following section gives a brief summary of how schools allocated the Pupil Equity Fund. Given the commitment and undertaking for the Pupil Equity Fund to continue to the life of the current parliament, reporting now needs to shift and focus more clearly on the difference being made to the progress and achievements of children and young people by the activity and resources deployed.

Dounby Community School - Grant Allocated £4800.

- Training for teachers on teaching writing and reading, working individually with each class teacher to raise attainment in in their classes.
- Additional resources for literacy and numeracy; subscription to Sumdog and Hamilton Trust for teaching resources.
- iPads for classroom use and sharing learning with parents.
- Additional teaching resources for maths and English.

Evie Primary School - Grant Allocated £5400.

- Numicon training for staff and the purchase of resources to support raising attainment in maths.
- Early literacy resources to support parents with learning at home as well as in school support.

- Additional staff hours to support identified children and young people develop communication skills and confidence.
- Resources to support the teaching of mathematics, literacy and technologies.

Firth Primary School - Grant Allocated £10800.

- Numicon training for staff and the purchase of resources to support raising attainment in maths.
- Additional staff hours to support two health and wellbeing groups (Seasons for Growth) supporting specific children in this area.
- Engaging reading resources were purchased to support literacy learning and motivate children and young people.
- A sensory room was created to support the wellbeing needs of children and young people – equipped with specific items.
- Resources to support the teaching of mathematics, literacy and technologies.

Glaitness School - Grant Allocated £27000.

- Numicon training for staff and the purchase of resources to support raising attainment in maths.
- Additional staff hours to have in place interventions for identified children and young people across a number of class stages.
- Development of Learning Journeys across the school.
- Funding a breakfast club to support transitions for identified children
- Additional support for learning assistants across the school.

Hope Primary School - Grant Allocated £1200.

- Maths resources purchased to support raising attainment in maths for identified groups of children.
- Nessy Read and Spell subscriptions purchased to support literacy development.

Kirkwall Grammar School - Grant Allocated £54000.

- Teaching supply to support liaison between secondary and primary colleagues to develop a shared language in mathematics and numeracy to improve staff confidence and raise attainment.
- In school counselling provision to support health and wellbeing of young people.
- Provide opportunities for young people to access productions to improve their understanding of language and literacy by giving access to performances both in the classroom and at home.
- Provide opportunities for all young people in S1 to S3 to access outdoor education to improve outcomes by developing aspiration and leadership skills.
- Establish two new part time posts: Home Link Support Worker and Health and Wellbeing Support Worker to work with hard to reach parents and help remove barriers to learning experienced by some young people. This will also have a focus on family learning and home-school partnerships.
- Partnership with Community Learning and Development to support a group of young people to attend the accredited 10-week Fire Skills Course running in partnership with The Scottish Fire & Rescue Service.

North Walls Community School - Grant Allocated £4800.

- Staff training for 2 members of staff in the Sounds Reading System.
- Resources to promote integrated learning in the Early Stages from nursery to P2/3.
- Support for Learning Literacy and Numeracy materials.
- Teaching supply to facilitate 4 curriculum design/ planning days to ensure that the curriculum meets the needs of learners.

Orphir Community School - Grant Allocated £7200.

- Additional reading resources to raise attainment in reading.
- iPads for classroom use and sharing learning with parents.
- Additional resources for literacy and numeracy; subscription to Sumdog and Toe by Toe materials.
- Staff training in Literacy to meet children's needs.

Papdale Primary School - Grant Allocated £50800.

- Additional support for learning assistants across the school.
- Additional resources for literacy and numeracy; Reading Eggs and Spelling online to raise literacy attainment.
- P1 resources to support learning through play and raise attainment in numeracy.

Rousay Primary School - Grant Allocated £2400.

- Dyslexia friendly resources purchased; Nessy.
- Additional reading resources purchased for the reading scheme.
- Additional support for learning assistant hours.

Sanday Junior High School - Grant Allocated £18000.

- Swimming lessons on site during the school day.
- Additional resources for literacy; new reading scheme, purchase of new books for library, Pobble, an online writing programme.
- Travel for staff to attend identified courses for staff training.
- Taxis for identified children and young people to access after school clubs/events.

Shapinsay Primary School - Grant Allocated £3200.

- Additional teaching time to support identified children's needs.
- Staff training in social stories and autism approaches.

St Andrews Primary School - Grant Allocations £3600.

- Staff training for 3 members of staff in the Sounds Reading System.
- Targeted interventions for identified children in developing literacy and improving attainment.

Stenness Community School - Grant Allocated £3200.

- Additional reading resources to raise attainment.
- Additional resources for literacy and numeracy; subscription to Sumdog.
- Staff training in Literacy to meet children's needs.
- Additional support for learning assistant hours.

Stromness Academy - Grant Allocations £9600.

- Purchase of the "Accelerated Reader" programme, to ensure that S1-3 children and young people are reading regularly and choosing books which give them an appropriate level of challenge.
- Equipping a nurture room for young people who are find it difficult to be in the classroom to support health and wellbeing.
- Additional resources for literacy and numeracy; Fresh Start literacy and Shine numeracy materials for intervention groups.
- Subsidising places on Outdoor Education residential trip for identified young people, giving them access to the Dynamic Youth Award.

Stromness Primary School - Grant Allocations £16800.

- Funding a breakfast club to support transitions for identified children.
- Additional support for learning assistant hours with a focus on early phonics.
- Additional resources for literacy: Project-X code, IDL code.

Westray Junior High School - Grant Allocated £5400.

- Additional support for learning assistant hours.
- Additional resources for literacy.

Section 4 - Improvement Plan Priorities 2019 to 2020

November 2017 Updated October 2019

Priority 1: School Leadership and Empowerment

To continue to develop a variety of Leadership training opportunities for staff at all levels.

Key Lead: George McKinlay, Principal Teacher: Learning Communities.

Linked to Quality Indicator/Theme:

- 1.1 Self-evaluation for self-improvement.
- 1.2 Leadership of learning.
- 1.3 Leadership of change.
- 1.4 Leadership and Management of Staff.
- 1.5 Management of resources to promote equity.

Links to National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Links to National Improvement Drivers:

- School Leadership.

Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Develop awareness of Scottish College of Educational Leadership's Framework for Educational Leadership and build on this to provide learning opportunities in leadership for all teachers by August 2017 (i.e. Develop an Orkney Teacher Leadership and Learning Pathway).	Principal Teacher: Learning Communities.	January 2017 Due to changes in SCEL this has been progressed to a completion date of December 2019.
Continue to run a local Developing Teacher Leadership Programme being led by Orkney and Shetland on a bi-annual rota.	Principal Teacher: Learning Communities.	Ongoing.
Engage with Scottish College of Educational Leadership's System Change programme which is to be accessed through the Regional Improvement Collaborative.	Principal Teacher: Learning Communities.	Ongoing.
Continue to engage with the Northern Alliance Regional Improvement Collaborative's Developing Leadership work stream.	Principal Teacher: Learning Communities.	Ongoing.

Continue to develop a broader Orkney Leadership and Learning pathway.	Principal Teacher: Learning Communities.	Access programmes through Regional Improvement Collaborative.
Explore use of Leading systems change training for Central Staff.	Principal Teacher: Learning Communities.	June 2019. Ongoing
Explore mechanisms to strengthen middle leadership.	Principal Teacher: Learning Communities.	June 2019 Ongoing.
Develop awareness of Scottish College of Educational Leadership's Framework for Educational Leadership and build on this to provide learning opportunities in leadership for all teachers by August 2017 (i.e. Develop an Orkney Teacher Leadership and Learning Pathway).	Principal Teacher: Learning Communities.	December 2019 Superseded by Regional Improvement Collaborative model.
Continue to evaluate and develop an updated PRD process which should include QA process guidelines for schools and establish career (leadership) development.	Principal Teacher: Learning Communities.	March 2020.
Engage with GTCS to help offer training sessions to mitigate any anxiety and uncertainty regarding migration from MyPU system to MYPL.	Principal Teacher: Learning Communities.	December 2019.
Continue to engage with Primary PTs during Middle Leadership programme to enable any next steps to be considered early (esp. February deadline for Into Headship).	Principal Teacher: Learning Communities.	September 2019 - January 2020.
Deliver training for Head Teachers in QA of PRD process to enable whole school approach.	Principal Teacher: Learning Communities.	November 2019.
Enable training sessions for Head Teachers (and School managers) on budget management in preparation for greater devolved school management.	Finance officer.	June 2020.
Identify local staff to shadow UHI tutor on Developing teacher Leadership programme in order to enable it to continue.	Principal Teacher: Learning Communities.	November 2019.
Participate with Northern Alliance Regional Improvement Collaborative developing leadership workstream to ensure access to training opportunities accessed through the RIC.	Principal Teacher: Learning Communities / W Bowen (HT).	July 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Course evaluation and assessment.
- Teaching and learning moderation.

Who will lead this?

- Principal Teacher: Learning Communities.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- The whole plan is to ensure equality for all teaching staff across the service.
- Travel funding creates equity implication to which we have requested national support.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Professional development time.
- Each staff member has a tutor link and online peer support.

Expected resource needs (including costings if applicable):

- Professional development time.
- Personal finance.
- Service budget allocation for transport.

Priority 2: Teacher Professionalism

Develop evaluation structures for Professional Review and Development (including Professional Update) ensuring reaccreditation for the local PRD process.

Key Lead: George McKinlay, Principal Teacher: Learning Communities.

Linked to Quality Indicator / Theme:

- 1.1 Self-evaluation for self-improvement.
- 1.2 Leadership of learning.

Links to National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Links to National Improvement Drivers:

- Teacher Professionalism.

Outcomes:

- Staff have access to high quality professional learning throughout their career.
- That there is consistency in delivery of, and access to, Professional Review and Development/Employee Review and Development, and Career Long Professional Learning across the service.
- That we review quality assurance structure for the impact of Career Long Professional Learning on learners.

Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Review of the quality and impact of the Professional Review and Development process for both a reviewer and reviewee perspective. Review of Career Long Professional Learning opportunities and equality of these.	Principal Teacher: Learning Communities.	November 2019
Establish a short life working group made up of staff who have participated in the Professional Update sign off process in the past session to evaluate the experience.	Principal Teacher: Learning Communities.	November 2019
Update Professional Review and Development Policy in preparation for General Teaching Council for Scotland re-accreditation.	Principal Teacher: Learning Communities.	March 2020

Establish/Identify a structure that collates all Career Long Professional Learning requirements across the service to help identify emerging common themes and plan training in line with Career Long Professional Learning budget.	Principal Teacher: Learning Communities.	Ongoing
Follow up coaching opportunities being offered by EDSPLL.	Principal Teacher: Learning Communities.	November 2019
Continue to engage with partner universities and GTCS to explore support / training in pedagogy for early career teachers.	Principal Teacher: Learning Communities.	June 2020

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- A streamlined Career Long Professional Learning structure.
- Impact on Learners.
- Achievement of targets within stated time-scale.

Who will lead this?

- Principal Teacher: Learning Communities.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- The whole plan is to ensure equality for all teaching staff across the service.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Work will be within Working Time Agreements.
- Working parties will take place at convenient times and venues.

Expected resource needs (including costings if applicable):

- Administration support.
- National support.
- Personnel to make up working groups.

Priority 3: Parental Engagement

To continue to build positive partnerships with parents to help them support their children in their learning.

Key Lead: George McKinlay, Principal Teacher: Learning Communities.

Linked to Quality Indicator/ Theme:

- 1.1 Self-evaluation for self-improvement.
- 1.2 Leadership of learning.
- 1.3 Leadership of change.
- 2.2 Curriculum.
- 2.3 Learning/teaching and assessment.
- 2.4 Personalised support.
- 2.5 Family learning.
- 2.6 Transitions.
- 2.7 Partnerships.
- 3.1 Improving wellbeing, equality and inclusion.
- 3.2 Raising attainment and achievement.
- 3.3 Increasing creativity and employability.
- How Good is Our Learning and Development in the Community?

Links to National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Links to National Improvement Drivers:

- School Improvement.
- School Leadership.
- Teacher Professionalism.
- Parental Engagement.
- Performance Information.

Outcomes:

A consistent approach to Parental Engagement/ Family Learning across Education, Leisure and Housing and relevant partners to:

- Build positive relationships and partnerships with parents.
- Improved communication and access to information.
- Developing a range of strategies and approaches to engage with parents to support learning.
- Training and support for all stakeholders to ensure a shared understanding and appreciation of parental involvement/engagement and family learning.
- All services to plan and collaborate together.
- Work with internal/external agencies and other local authorities to share good practice.

Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Schools to establish a Family Learning and engagement lead from existing budgets.	Principal Teacher: Learning Communities.	Ongoing.
Complete an audit of current Parental Engagement and Family Learning activity across the Country to identify good practice and establish a detailed Improvement plan in line with the national guidance.	Parental Engagement Officer.	Survey completed / ongoing planning.
Review of Professional training requirements against the Orkney Parental Engagement / Family Learning strategy.	Parental Involvement Officer.	August 2018 - Mat 2020 Ongoing.
Establish and implement a consistent communication framework with specific criteria to engage the hard to reach.	Communication Team Leader; Web Designer Officer; Parental Involvement Officer.	October 2017 - June 2020 extended.
Establish a Family Learning Programme.	Community Learning and Development Team Leader.	June 2018 - August 2020 Ongoing
Continue to engage with Scottish Parent Involvement Officers Network to help identify National priorities and any potential funding sources.	Parental Involvement Officer.	October 2019.
Identify possible national training providers (e.g. Education Scotland) willing to give input to Parent Council Chairs sessions.	Parental Involvement Officer.	September 2019.
Analyse data from parent survey to inform local priorities.	Parental Involvement Officer; Service Improvement Officer; Community Learning and Development.	November 2019.
Review and update Parental Involvement and Engagement Strategy to reflect any changes to local and national priorities.	Parental Involvement Officer.	May 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Achievement of stated targets within timescales.
- Establishment of a detailed improvement plan.

Who will lead this?

- Parental Engagement Officer (Principal Teacher – Learning Communities).

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- A key driver is to eliminate disadvantage. Will be planned against each target.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Sympathetic planning of meetings in line with the parental availability and WTA.
- Providing relevant support and training to achieve the targets.

Expected resource needs (including costings if applicable):

- Time.
- Administration.
- Travel budget.
- Staff.

Priority 4: Data Management, Tracking, Monitoring, Moderation and Assessment

To ensure a consistent and shared approach to data management across the service with a focus on children who are not achieving expected levels.

Key Lead: Graham Bevan, Service Improvement Officer Linked to QI/Theme:

- 1.3 Leadership of change.
- 1.5 Management of resources to promote equity.
- 2.2 Curriculum.
- 2.3 Learning/teaching and assessment.
- 3.1 Ensuring wellbeing, equality and inclusion.
- 3.2 Raising attainment and achievement.
- 3.3 Increasing creativity and employability.

Links to National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Links to National Improvement Drivers:

- School Improvement.
- School Leadership.
- Teacher Professionalism.
- Parental Engagement.
- Assessment of Children's Progress.
- Performance Information.

Outcomes:

- There will be a systematic approach to and consistent understanding of data management across the service.
- The consistent approach to data management will aid and support the planning, assessment and moderation work stream.
- This will provide a foundation for all the Broad General Education work streams to manage data.
- This will aid to the process of tracking attainment and achievement to ensure positive outcomes for all.
- This will support school managers in the expenditure and work stream planning for the Pupil Equity Fund.
- Children and young people as learners will: be clear on their attainment progression, next steps and predicted outcomes throughout their Broad General Education and Senior Phase Years.
- Staff as learners will: implement a consistent approach to data management, tracking, monitoring, Assessment and Moderation.

Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Development and implementation of recording and tracking progress using school tracking models and the introduction of SEEMIS Progress and Achievement.	Service Improvement Officer.	2019-20 Configuration, training and pilot Term 2/3. Further training with staff Term 4. Implementation due 2020-21: Tracking and Reporting.
Implement revised Quality Assurance calendar to focus schools use of data sets for predicted levels at December prior to Scottish Government collection of Teacher Judgements in June. Use of PIPS; SNSA; moderated levels.	Service Improvement Officer, Attainment Advisor.	As per on calendar. June 2020.
Further data gathering and presentation for analysis of CfE levels and progression through over time.	Service Improvement Officer, Attainment Advisor	As per on calendar. June 2020.
Through school engagements build Increased awareness of the need to identify clear actions/interventions to address barriers to children achieving levels at stage on time.	Service Improvement Officer, Attainment Advisor, Head Teachers and Senior Management Teams.	Through school visits and central analysis. June 2020.
Promote further training and support for SNSA analysis for all practitioners through the national Scholar professional learning programme.	Service Improvement Officer.	Through Scholar calendar of webinars and school visits. June 2020.
Further moderation activity will be supported within and between schools.	Service Improvement Officers, Trained Moderation staff.	Programme through school calendars and WTA.
Support the Development of a Northern Alliance inter authority virtual Moderation framework.	Service Improvement Officer.	June 2020.
Engage with national Moderation events though attendance as appropriate.	QAMSOs.	June 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- A clear and consistent approach will be in place across the service.
- Attainment will be reported on accurately throughout the Broad General Education and Senior Phase.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- The project will ensure children and young people at risk of missing out are clearly identified and that their progress is monitored closely.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Time for the working group.
- Time within the Schools Improvement Plan and Working Time Agreement.

Priority 5: Language and Literacy

This priority focusses on a number of themes which will develop approaches to language learning.

Key Lead: Carol McManus, Service Improvement Officer: Language and Literacy.

Linked to QI/Theme:

- 1.2 Leadership of learning.
- 2.2 Curriculum.
- 2.3 Learning, teaching and assessment.
- 2.6 Transitions.
- 2.7 Partnerships.
- 3.2 Raising attainment and achievement.
- 3.3 Increasing creativity and employability.

Linked to National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Linked to National Improvement Driver:

- School Leadership.
- Teacher Professionalism.
- Parental Engagement.
- Assessment of Children's Progress.
- Performance Information.
- School Improvement.

Outcomes – learners will:

- Have made good progress in their literacy learning evidenced by robust evaluative data/teacher professional judgements irrespective of any identified disadvantages/barriers to learning that they may experience.
- Will experience a Literacy curriculum that for them has coherence, relevance, depth, challenge, progression, enjoyment, personalisation and choice.
- Will be motivated, engaged in their learning and feel appropriately challenged and supported to make the best progress/attainment that they can.
- Have a clear understanding and development of core skills they will need to acquire for future employability/career pathways.

Theme 1: 1+2 Languages

Action Plan

Specific Targets 2019 to 2020

- Empower teachers to lead and develop Transitions, Language 3 and Moderation across their primary and secondary stages.
- In-depth audit of Language 2 French provision across primary and secondary stages.
- Language 3 Spanish or German will begin to be delivered in all Primary schools.

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Formation of a 1+2 strategic planning group of primary and secondary colleagues supported by Education Scotland/OIC central team to plan strategically for Language 3 and Transitions.	Strategic Planning Group.	October in-service 2019.
1+2 budget will be fully devolved to the 1+2 strategic group for 2019/20.	Service Improvement Officer and Strategic Planning Group.	November 2019.
Secondary/feeder primary cluster meetings led by planning group.	Cluster Groups and Strategic Planning Group.	Termly.
Review of initial implementation of Language 3.	Strategic Planning Group, Cluster Groups, Service Improvement Officers.	Summer Term 2020.
Transition events: Supported by planning group.	Strategic Planning Group, Cluster Groups.	Summer Term 2020.
1+2 full audit: French across all school settings: Strengths/Gaps and Next Steps identified to feed into 2020/21 plan.	Service Improvement Officer Team, Head Teacher cluster meetings.	January to March 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

Through an internal audit:

- All primary schools will be compliant ready to deliver Language 2 and Language 3 by August 2020.

Through collaborative planning between P7 and S1 teaching staff, learners will experience a coherent progressive learning pathway from primary into their secondary setting.

Specific Targets 2020 to 2021

- Embed Language 2 in Upper Primary and the Broad General Education in secondary.
- Develop further opportunities to study Language 2 and Language 3 to a national qualification/course and employability, through partnership working.

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Primary/secondary staff, through cluster working, collaboratively plan an Interdisciplinary topic (IDL) or overarching yearly theme, following the context of My World of Work - working with various partners, including parents. 2x cluster meetings. (GLOW)	2x Cluster meetings	Term 3 2021 IDL.
Moderate progression of levels through 2x cluster meetings with primary and secondary colleagues (within IDL) using OICs progression pathway/ benchmarks.	Skills Development Scotland; College Language Principal Teachers; Scottish Centre for Information on Language Teaching; Education Scotland; Northern Alliance; Business Partners; Primary Leads; Language Principal Teachers; Primary Staff.	Term 1 and 2 2x twilight meetings for planning.
Ensure opportunities for pedagogical language learning for Primary staff through: • Accredited pathways. • Master classes. • Refresh training on existing resources.	Language Principal Teachers; College; Scottish Centre for Information on Language Teaching.	By Term 4
Self-evaluation: Review and impact so far/next steps through triangulation of evidence throughout the year.	Service Improvement Officers; Head Teacher clusters; Focus groups of children and practitioners.	By Term 4
Track and analyse SQA data – uptake and grades achieved.	Head Teachers and Principal Teachers of Modern Language.	By Term 4

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- An increased percentage of young people are presenting/achieving at National 5 and Highers.

- Increased numbers of young people are successfully applying for Higher Education language courses.
- Increased numbers of young people are entering careers that have elements of modern language acquisition.
- Staff have a clear, shared understanding of standards and how and what to plan for next steps in learning for their learners.
- Learners are clear as to where they are and next steps in their learning.
- Staff are confident, enjoy and are knowledgeable in teaching languages, with a clear understanding of progression across the levels.
- Learners' outcomes met.

Specific Targets 2021 to 2022

- Self-evaluation - Audit/ review of plan: impact and next steps for languages 2021 to 2024.

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Ensure opportunities for pedagogical language learning for Primary staff through accredited pathways/masterclasses/resources. (GLOW)	Principal Teachers of Modern Languages; College; Scottish National Centre for Languages.	4x Twilight masterclass sessions.
Audit of primary/secondary schools implementation of 1+2 languages through robust data gathering (triangulation of evidence) and next steps identified.	Principal Teachers of Modern Languages and Head Teachers.	Term 1 to 3.
Develop an Orkney Modern Language Policy/Practice paper.	Development team (officer); Principal Teachers of Modern Languages.	Term 4.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Staff are confident, enjoy and are knowledgeable in teaching languages, with a clear understanding of progression across the levels.
- An increased percentage of young people are presenting/achieving at National 5 and Highers.
- Increased numbers of young people are successfully applying for Higher Education language courses.
- Increased numbers of young people are entering careers that have elements of modern language acquisition.
- Consistency of development of modern languages across the authority in line with National and Local drivers.

Theme 2: Sound Reading System (SRS)

Action Plan

Specific Targets 2019 to 2020

- To improve attainment in Reading and Writing for all learners, through a phonics-based pedagogy.

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Measuring impact of programme over a two-year period: Within each pilot school baseline test periods will take place to 'measure progress' with specific cohorts using a range of quantitative and qualitative assessments.	Service Improvement Officer. Educational Psychologist 5 Pilot schools.	Throughout 2019/20. Final assessments March 2020
4 day SRS training programme for participating pilot schools. Participants across the 4 days will include: • Support for Learning Teachers • Class teachers • Educational Psychologist • Service Improvement Officer • 5 Head Teachers • 2 Depute Head Teachers • Head of Education	SRS consultant. Service Improvement Officer. Educational Psychologist.	30 and 31 March. 2 and 3 April 2020.
Termly strategic meetings with school leads to review the programme so far and measure impact to date.	Service Improvement Officer. Educational Psychologist.	November 2019 January 2020 March 2020 May 2020

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- A combination of qualitative and quantitative data will be gathered for this trial which will include Standardised reading and spelling tests and a child friendly rating scale to measure confidence in reading and writing.

Theme 3: Developing Literacy Through Play-Based, Active and Independent Learning Approaches in the Primary Sector

Action Plan

Specific Targets 2019 to 2020

- Consolidate the presentation and sharing of key resources developed in Literacy at Early, First and Second Level
- Develop a cluster model to build capacity and embed pedagogy across the service. Leaders and facilitators for the clusters will be identified and supported through a train the trainer programme.

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Review of all current resources on Microsoft Teams to ensure ease of navigation for all staff. Design an overview starter pathway for Literacy at Early, First and Second Levels. Transfer resources on Orkney GLOW website to Microsoft Teams for coherence.	Educational Trainer and Service Improvement Officers.	End of October 2019.
Consult with new Leaders of Learning in Literacy group to identify: - Their role in sustaining the model, leading and supporting others in the pedagogy of active approaches in Literacy. - Ways in which to identify starting points for support and professional learning - How Microsoft Teams could further develop a community of learners with shared vision for this pedagogy. - The design of Cluster sessions over the session, considering different stages of teacher engagement and support required.	Educational Trainer and Service Improvement Officers.	4 November 2019.
Further implementation of Literacy progression pathways for Early and First Levels and initial trial of new Second Level progression pathways in schools already involved in the projects.	Teachers from project schools and Service Improvement Officers.	Mid way evaluation in December 2019, then in April 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Overview starter pathway created for simple initial navigation of Microsoft Teams.
- Enhanced use of digital technology to promote professional learning across the authority schools.

- Increased levels of confidence in staff in using this pedagogy and sharing their own learning experiences and impact on practice.
- Increased levels of children's engagement in learning.
- Observed application of skill development and application of Literacy skills in different contexts.
- Rich environments for Literacy established in classrooms.
- Feedback on effectiveness of new progression pathways and their impact on ensuring balance and depth.

Priority 6: Numeracy and Mathematics

To deliver coherence and consistency in high quality learning and teaching in Numeracy and Mathematics across all schools.

Key Lead: Graham Bevan, Service Improvement Officer: Numeracy and STEM.

Linked to QI/Theme:

- 1.1 Self-evaluation for self-improvement.
- 1.2 Leadership of Learning.
- 2.2 Curriculum.
- 2.3 Learning, Teaching and Assessment.
- 3.2 Raising attainment and achievement.

Links to National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Links to National Improvement Drivers:

- School Improvement.
- School Leadership.
- Teacher Professionalism.
- Parental Engagement.
- Performance Information.

Outcomes – learners will

- Experience consistent and coherent high-quality learning experiences in Numeracy and Mathematics.
- Be confident in talking and thinking mathematically.
- Develop key skills for Numeracy and Mathematics in everyday life.
- Demonstrate increased engagement in the learning process in Numeracy and Mathematics.
- Be able to discuss strategies, processes and demonstrate positive attitudes towards learning through increased confidence.
- Apply mathematical learning in different contexts and with increased skill.

Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Consolidate the presentation and sharing of the resources Numeracy at Early and First levels. Support a group of practitioners to develop resources in second level Numeracy. Develop a cluster model to build capacity and embed pedagogy across the service. Cluster sessions will be facilitated by a group of practitioners who have been supported through a train the trainer approach and Service. Improvement Officer and Educational Trainer. Develop Numeracy support pack to complement Literacy approach.	Service Improvement Officer and Educational Trainer. Numeracy Groups	June 2020.
The Northern Alliance (NA) projects will continue to be supported: To promote networking and sharing across the NA. Engage in further specific action planning to support this project e.g. transition from Broad General Education to Senior Phase courses. Participate as appropriate with the Primary project to support confidence building in primary stages in mathematics.	Curriculum leads in mathematics. Service Improvement Officer. Service Improvement Officer/identified practitioners.	Through agreed NA programme timing.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next Improvement Plan Report?):

- Achievement of stated targets within timescales.
- Broad General Education and Senior Phase attainment results over time.
- Monitoring and Moderation outcomes.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- This programme is designed to ensure excellence and equity for all. It will link to the Family Learning Work Stream to identify where and how support can be added for those at risk of missing out.

Staff wellbeing and pastoral support implications: (How will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Key developments will take place within the working day and where not this will be linked to the Working Time Agreement.
- Quality support for staff from Educational trainer and Service Improvement Officer.
- Support for Service Improvement Officers and Senior Leaders.

Priority 7: Health and Wellbeing

To deliver consistently high-quality learning and teaching in the Health and Well-being curriculum across all schools.

Key Lead: Morag Miller, Service Improvement Officer: Health and Wellbeing

Linked to QI/Theme:

- 2.2 Curriculum.
- 2.3 Learning, Teaching and Assessment.
- 3.1 Improving wellbeing, equality and inclusion.

Links to National Improvement Framework Priority:

- Improvement in children and young people's health and wellbeing.

Links to National Improvement Drivers:

- School Improvement.
- Teacher Professionalism.

Outcomes – learners will

- Experience consistent, high quality learning experiences in health and wellbeing.
- Be confident that they feel safe in any establishment.
- Build the skills and resilience needed to lead safe and healthy lives.

Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Project 1 - Health and Wellbeing Curriculum.		
Establish a suite of training and Career Long Professional Learning (CLPL) opportunities in conjunction with Orkney Health and Care (OHAC) for school staff in relation to key themes in health and wellbeing, e.g. sexual health, drugs education.	Principal Teacher: Learning Communities; Service Improvement Officer; Principal Educational Psychologist; Health Colleagues.	Extended to July 2020 Audit undertaken in term 2 will identify further training requirements.
Provide consistent key information and approaches relating to the learning and teaching of sensitive areas for parents including template letters for schools, e.g. sexual health and drugs.	Service Improvement Officer; Principal Educational Psychologist; Health Colleagues.	Extended to July 2020 Supplementary resources.
Project 2 - Anti-bullying Policy		
Create key 'ethos type' questions to be included in any self-evaluation that schools and establishments undertake – refer to previous ethos questions/Education Scotland questions.	Service Improvement Officer	Shelved pending consideration of Scottish Government's health and wellbeing survey.

Project 3 - Responding to a knife incident guidance completed		
Project 4 - Physical Education (PE) Work Stream 2018/2019.		
Ensure that schools are meeting the target of 2 hours of quality Physical Education per week for children and young people. Learning and teaching should follow a progressive programme in liaison with Physical Education teachers. Undertake audit of practise in schools.	Service Improvement Officer team; Principal Teacher: Expressive Arts.	Extended to July 2020.
Ensure schools are aware of the difference between Physical Education, Physical activity and sport and this is reflected in school/Curriculum plans. Review schools use of new materials in Physical Education.	Service Improvement Officer team; Principal Teacher: Expressive Arts.	Extended to July 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next Improvement Plan Report?):

Project 1 - Health and well-being curriculum:

- Undertake review/audit of Health and Wellbeing programme in 2019/2020 once Jigsaw has been established in all schools. Sample learning and teaching, feedback from staff, children and young people, families and partners. Review ways of recognising children and young peoples' achievement in Health and Wellbeing.

Who will lead this (details of responsibilities and timescales)?

- Service Improvement Officer: Health and Wellbeing -to be completed in session 2019/20.

Project 2 - Anti-bullying Policy:

- Monitor implementation of policy during school visits - sample schools records. Continue to track and monitor incidences of bullying through school returns.

Who will lead this (details of responsibilities and timescales)?

- Service Improvement Officers on school visits; Data through SEEMIS; Monthly monitoring through SEEMIS.

Project 3 - Responding to a knife incident guidance:

- Monitor implementation of policy during school visits. Continue to track and monitor incidences through school returns.

Who will lead this (details of responsibilities and timescales)?

- Service Improvement Officers on school visits.

Project 4 - PE work stream 2018/2019 - As project 1 – subsume within whole school audit approach:

- Undertake review/audit of the PE programme 2019/2020 once it has been established in all schools. Sample learning and teaching, feedback from staff, children and young people, families and partners. Review ways of recognising children and young peoples' achievement in this area.

Who will lead this?

- Service Improvement Officer: Health and Wellbeing: Principal Teacher: Expressive Arts.

Additional project 5: LGBTI+ training and awareness raising:

- Undertake awareness raising training on LGBTI+ for senior managers and Head Teachers provided by LGBT Youth Scotland.

Who will lead this (details of responsibilities and timescales)?

- 2018 to 2019 – it was not possible to do this as planned as staff changed and they were no longer able to do this. We will now work with colleagues in the Northern Alliance to facilitate and move forward on this in 2019 to 2020.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- Ensure impact assessment carries out against each project.

Priority 8: Broad General Education Learning Pathways

Review and development of key Curriculum Learning Pathways and resources to ensure quality consistent, progressive learning to ensure Excellence and Equity for all.

Key Lead: Quality Improvement Team

Linked to QI/Theme:

- 1.3 Leadership of change.
- 1.5 Management of resources to promote equity.
- 2.2 Curriculum.
- 2.3 Learning/teaching and assessment.
- 3.1 Ensuring wellbeing, equality and inclusion.
- 3.2 Raising attainment and achievement.
- 3.3 Increasing creativity and employability.

Links to National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Links to National Improvement Drivers:

- School Improvement.
- Teacher Professionalism.
- Performance Information.

Outcomes:

- Equity and diversity of experience for children and young people across all schools to ensure Excellence and Equity for all.
- Consistent, progressive, differentiated pathways/experiences for all children and young people across the service.
- Learning experiences are designed to the Career Education standards, Literacy, Numeracy, Health and Well-being, Cross Cutting Themes and Digital Technologies.

Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Numeracy pathway in Broad General Education.	Graham Bevan, Service Improvement Officer.	By July 2020.
Extend pathway for music into Level 3 and 4 of the Broad General Education.	Lynn Procter, Principal Teacher: Expressive Arts.	By July 2020.
Develop pathways in art for all levels in the Broad General Education.	Lynn Procter, Principal Teacher: Expressive Arts.	By July 2020.
Audit health and wellbeing pathway/ Jigsaw.	Morag Miller, Service Improvement Officer.	By July 2020.
Trial and Review pathway in literacy.	Carol McManus, Service Improvement Officer.	By July 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Classroom monitoring.
- Achievement of a level moderated against benchmarks.
- Self-Evaluation.
- Attainment Results.

Who will lead this?

- Service Improvement Officers.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- Each working group will reflect the findings of the 'Children's Services Plan' on financial, social and rural disadvantages and how this could impact on the delivery and successful outcomes across the curriculum areas.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Staff members will develop this through the Working Time Agreement and in-service days.

Expected resource needs (including costings if applicable):

- This will be informed by the outcomes of the various targets.

Priority 9: Learning, Teaching and Assessment

Supporting high quality learning and teaching as a key focus in raising attainment. Using quality assurance processes to support self-evaluation.

Key Lead: Morag Miller, Service Improvement Officer: Learning Teaching and Assessment.

Links to Quality Indicator/Theme:

- 1.1 Self-evaluation for self-improvement.
- 1.2 Leadership of learning.
- 2.3 Learning, teaching and assessment.
- 3.2 Raising attainment and achievement.

Linked to National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.

Linked to National Improvement Driver:

- School Improvement.
- School Leadership.
- Teacher Professionalism.
- Assessment of Children's Progress.

Outcomes:
- To ensure that high quality learning and teaching remains a key focus for raising attainment.
- To ensure that the interventions planned for children and young people's learning are making a positive difference.

Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Classroom observations through quality assurance and self-evaluation will continue to focus on high quality learning and teaching, ensuring key strengths and areas for next steps are identified. For session 2019 to 2020 there will be a continued focus on differentiation for learners and targeted interventions for children not achieving expected levels ensuring that learning is planned and differentiated appropriately for all.	Service Improvement Officers; School Leaders.	July 2020.
Service Improvement Officers will monitor and sample learning and teaching and school's self-evaluation a minimum of once during the session. Service Improvement Officers will	Service Improvement Officers	July 2020 Sampling learning built into updated Quality Assurance

engage with focus groups of learners as part of these visits.		calendar for 2019/20.
Teachers will self-evaluate their learning and teaching against the school's policy/statement and the General Teaching Council for Scotland standards as preparation for their Professional Review and Development meeting clearly evaluating impact of Career Long Professional Learning activities undertaken in previous years against improving learning and teaching as well as setting new targets for the next 12 months.	School Leaders.	Ongoing - templates provided to schools as coaching wheels to support staff in evaluation of learning and teaching.
All schools will continue to allocate time within the Working Time Agreement for moderation activities within or across their schools.	School Leaders	To be continued until July 2020
Teachers will become more familiar and confident in using data as part of their planning for learning, teaching and assessment. (Links with data management work stream.)	School Leaders	To be continued until July 2020

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Service Improvement Officers and senior managers will continue to work together as part of the school's quality assurance and self-evaluation processes to ensure improvements in learning and teaching and raising attainment.

Who will lead this? (details of responsibilities and timescales.)

- Service Improvement Officer: Learning, Teaching and Assessment.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- Use of self-evaluation procedures to actively raise attainment and close the gap where young people are at a disadvantage. Schools use of Children and young people Equity Funding for targeted interventions for children and young people facing disadvantage.

Expected resource needs (including costings if applicable).

- Allocation of time against the working time agreement.

Priority 10: Developing the Young Workforce

Continuing to identify and improve the work placement system. Supporting the development and delivery of STEM activities for children and young people.

Key Leads: Graham Bevan, Service Improvement Officer: DYW.

Links to QI/Theme:

- 2.2 Curriculum – Skills for learning, life and work.
- 2.7 Partnerships – Collaborative learning and improvement.
- 3.2 Raising attainment and achievement – Attainment over time, Overall quality of learners' achievement.
- 3.3 Creativity and employability – Increasing employability skills.

NB: There is a relationship between Developing the Young Workforce as a work stream for education and Developing the Young Workforce across the wider Orkney community; a key driver is Developing the Young Workforce Orkney Regional Group Board which is established and must now deliver the Key Performance Indicators highlighted in the Bid for funding to the Scottish Government in April 2017.

Linked to National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Linked to National Improvement Driver:

- School Improvement.
- Teacher Professionalism.
- Performance Information.

What difference will it make for learners? (what impact do we expect to see?)

Outcomes - learners will:

- Engage with the Career Education Standards 3-18 across all curriculum area as appropriate to age.
- Have an entitlement to a Senior Phase in which they continue to develop the four capacities of Curriculum for Excellence – successful learner, confident individual, responsible citizen and effective contributor – through a range of activities in and beyond school, based on their prior experience.
- Have more personal progression pathways to reach their own positive destination.
- Enjoy greater autonomy in making their own informed choices.
- Be more effectively prepared for entering the workplace, at whatever age 16+.

Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Work Placements: We will continue to work with schools and employers to identify areas for improvement in the work placement system. Working with the Education Service, we will help embed WorkIT in the two secondary schools and three junior high schools, supporting the training of teachers to use it and helping with the initial set up of the site.	Project Manager Developing the Young Workforce (DYW) Orkney. Project Manager DYW, Service Improvement Officer, Senior Management Team and Guidance staff in schools: Gateway WorkIT providers.	Term 2: 2019.
STEM Developments: We will work with the regional STEM Ambassador Co-ordinator and local employers to increase the number of STEM Ambassadors in Orkney, and help schools access this network more easily. The appointment of a STEM Development Officer will also enable us to focus on areas of need within this agenda and support the development and delivery of STEM activities for children and young people.	Project Manager DYW, STEM Support Officer. STEM Support Officer/ Service Improvement Officer.	Term 2/3 2019 23 month post start: Term 2: 2019 to 2020. Term 1: 2021 to 2022.
(This has become a Local Authority wide STEM project joint funded by DYW, and Education Scotland Raise Awareness in Science Education (RAiSE) Programme. See STEM RAiSE Project Priority 12)		
Inclusion and Diversity: Working with relevant partners, we will ensure that we are supporting young people who face barriers to employment, helping them to identify and reach a positive destination.	Project Manager DYW, Skills Development Scotland	2019 to 2020.
Sustainability of employer/education links: We will continue to build on the work undertaken in the last academic year, developing and strengthening relationships with schools and employers. This will include the introduction of online tools such as Marketplace and Founders4Schools, which will help facilitate and manage employer engagement. We will continue to bring employers into schools to support initiatives such as the School Leaver's Programme, which we run in partnership with Skills Development Scotland.	Project Manager DYW, Skills Development Scotland	2019 to 2020.

Careers Education Standards 3-18: We will continue to develop and support good practice in all schools.	Project Manager DYW, Head Teachers/ Guidance.	2019 to 2020.
Video Conferencing: We will work with schools and the e-learning digital culture change programme to develop the effective use of video conferencing to address rurality issues for young people.	Service Improvement Officer/ E-learning project manager.	2019 to 2022.
Orkney Offer: We will continue to develop and monitor the curriculum structures in senior phase.	Service Improvement Officer / Orkney College / DYW. Orkney Offer Strategy Groups.	2019 to 2020.
We will monitor uptake and success in developing and delivering individual pathways for young people to seek positive leaver destinations.	Service Improvement Officer / Project Manager DYW/ Head Teachers. Orkney Offer Strategy Groups	
We will monitor the attainment of all leavers to ensure leavers at all stages maximise their learning successes.	Service Improvement Officers/ Orkney College /Head Teachers	

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Bi-monthly reports to Developing the Young Workforce National Board.
- Internal arrangements – Service Improvement Officer visits; evaluation events; pupil and parent questionnaires.

Who will lead this?

- DYWORGB Project Manager.
- DYW Development Officer.
- Orkney College /University of the Highlands and Islands Assistant Principal.
- Service Improvement Officer: DYW.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- This improvement agenda will ensure that all final strategies have an Equalities Impact Statement to ensure excellence and equity for all.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Meetings will be held either through the working day or will be accounted for through the Working Time Agreement.

Expected resource needs (including costings, if applicable)

- Funding (£430 000) received from Scottish Government, controlled by Developing the Young Workforce Orkney Regional Group Board but available to the wider education community as per the Developing the Young Workforce Strategic and Operational plans.
- Continued funding for Developing the Young Workforce Development Officer post (June 2018 to August 2021).
- Increased funding for new courses N5-N7 e.g. Engineering Science, which involve specialist apparatus.

Priority 11: Additional Support for Learning

To improve the effectiveness of our support for the wellbeing of young people, families, schools, and other partners, through an increased capacity for self-evaluation and quality assurance which places relationships at the centre.

Key Leads: Carol McManus, Service Improvement Officer, Catherine Lyner, Principal Educational Psychologist and Alastair Tait, Principal Teacher: Pupil Support.

Links to QI/Theme:

- 1.1 Self-evaluation for self-improvement.
- 1.3 Leadership of change.
- 2.4 Personalised Support.
- 2.5 Family learning.
- 2.6 Transitions.
- 2.7 Partnerships.

Linked to National Improvement Framework Priority:

- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Linked to National Improvement Driver:

- Teacher Professionalism.
- Parental Engagement.
- Assessment of Children's Progress.

Outcomes - learners will:

- Experience high quality additional support that will enhance their sense of wellbeing.
- Be active participants in planning their learning, evaluating their progress and identifying next steps.

Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Embed the Compassionate Connected Community (CCC) through practitioner enquiry methods to foster nurture-based and trauma-informed approaches.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	2020.
Embed mindfulness as a universal tool for wellbeing and a specific approach to anxiety through linking Mindfulness practice with CBT approaches and the Stress Control Programme.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	July 2020.
Achieve an ethos where the stress of working in complex and emotionally charged contexts, under constant time pressure, and with	Principal Educational Psychologist; Principal Teacher: Pupil Support.	June 2021.

scarce resources, is recognized and managed in ways which are empathic and empowering.		
Develop and support approaches ensuring the people who work with children and young people have good wellbeing and resilience: 'look after the people who look after the children'.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	June 2020.
Ensure that the role and functions of the Educational Psychology Service is properly understood by key partners and at Authority level.	Principal Educational Psychologist.	Ongoing.
Maximize the impact and efficiency of the Educational Psychology Service.	Principal Educational Psychologist.	Ongoing.
Ensure that skilled listening and co-construction based on existing strengths lie at the heart of personalized planning with and for children and their families.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	June 2021.
Ensure that the professionals from all agencies can demonstrate knowledge, skill, and confidence in child's planning processes and their roles and responsibilities along with those of others in relation to Getting It Right For Every Child. Ensure consistent outcomes-focused child's planning processes facilitate the collaborative inter-agency assessment, identification, and addressing of need, and fully capture the voices of children and families.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	February 2020.
Embed the language of wellbeing across all agencies and learning communities.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	Ongoing.
Ensure Educational Psychology continues to play a pivotal and strategic role in the creation of local Getting it Right policy and guidance, keeping Solution Oriented Practice at the heart of principles and practice.	Principal Educational Psychologist.	February 2020.
Maintain the Support Manual as key interagency guidance to national and local policy drivers, processes and practice.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	Ongoing.
Promote Synergy as a model of collegiate support across a broad range of OIC and NHS departments.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	Ongoing.
Establish an autism assessment pathway which maintains the integrity of good interdisciplinary working and partnerships with parents and which places realistic demands on the capacity of professionals	Principal Educational Psychologist.	Ongoing.

involved. Ensure that appropriate intervention follows ASD identification and that service managers across all relevant agencies are made aware of future requirements for provisions, services, etc.		
Ensure that Orkney's approach to literacy minimizes barriers to literacy learning, including closing the attainment gap for those learners most at risk of literacy difficulties due to poverty and disadvantage.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	Spring 2020.
Ensure that scarce resources are being allocated to remove barriers and improve outcomes for children who are disadvantaged by a range of factors including poverty, disability, and learning differences	Principal Educational Psychologist; Principal Teacher: Pupil Support.	June 2022.
To reintroduce Support for Learning staff network programme.	Principal Teacher: Pupil Support; Pupil Support Team.	September 2019 Complete.
To introduce approaches to data management in order to track and monitor aspects of progress/achievement and impact of Pupil Support services.	Principal Teacher: Pupil Support; Pupil Support Team; Service Improvement Officer: Personalised Support.	June 2020.
To develop a shared understanding of aims, key purposes, and roles, of Pupil Support Services.	Principal Teacher: Pupil Support; Pupil Support Team; Service Improvement Officer: Personalised Support.	June 2020.
To develop Support for Learning training menu for Support for Learning network programme, focussed on the roles of Support for Learning staff.	Principal Teacher: Pupil Support; Pupil Support Team; Service Improvement Officer: Personalised Support; Educational Psychologists; Other Partners (e.g. Speech and Language Therapy)	June 2020.
To work with Pupil Support Staff on developing focussed quality indicators for the effective delivery of their services, and which dovetail with How Good Is our School, and How Good is our Early Learning and Child Care.	Principal Teacher: Pupil Support; Educational Psychologist; Service Improvement Officer: Personalised Support.	June 2021.
To develop Support for Learning induction pack for new Support for Learning teachers and staff.	Principal Teacher: Pupil Support; Educational Psychologist; Service Improvement Officer: Personalised Support.	June 2021.

To develop quality indicators focussed on effective delivery of all facets of Support for Learning.	Principal Teacher: Pupil Support; Educational Psychologist; Service Improvement Officer: Personalised Support.	June 2021.
To develop Pupil Support/ Support for Learning handbook/manual covering all areas, roles, and quality indicators for effective delivery of Support for Learning, and to be working with systems and processes characterised therein.	Principal Teacher: Pupil Support; Pupil Support Team; Service Improvement Officer: Personalised Support; Educational Psychologists	June 2022.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Principal Teacher, Educational Psychologists and Pupil Support Management team will continue to monitor, through self-evaluation, Professional Review and Development meetings, service management meetings, and partner/young person/family feedback.

Who will lead this?

- Principal Teacher: Pupil Support; Service Improvement Officer: Personalised Support; Educational Psychologists; Pupil Support Service leads - Ongoing.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- This plan will support such children and continual monitoring of targets will take equalities into consideration.

Expected resource needs (including costings if applicable).

- Allocation of time against the working time agreement.

Priority 12: Science, Technology, Engineering and Mathematics (STEM)

This project will develop from October 2019 with the secondment of a STEM Educational Support Officer.

Key Leads: Graham Bevan, Service Improvement Officer: STEM.

Service work stream outline action plan: STEM.

We will develop a specific action plan to develop STEM across all schools in line with the expectations set out in the national STEM strategy and the Curriculum for Excellence STEM outcome.

This workstream will be supported by the appointment of a 23 month secondment of a STEM Support Officer to work up the plan and support the key actions identified.

This will encompass the expected DYW outcomes for STEM the new RAiSE programme and two STEM project awards from Education Scotland for 2019-20:

- The Flipped Learning Curriculum using Teams/ online resources.
- Development and professional learning in teaching elements of the Computing curriculum coding and robotics and control.

ORKNEY
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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.	James Wylie
Date of assessment.	9 October 2019
Is the function/policy/plan new or existing? (Please indicate also if the service is to be deleted, reduced or changed significantly).	Associated costs will be within existing budget allocation with the budget lines: Continuing Professional Development and; Curriculum for Excellence.

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.
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.

Budget setting form updated 30.05.17

How have stakeholders been involved in the development of this function/policy/plan?	Head Teachers have been consulted over the draft plan.
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 engagement and consultation resources on OIC information portal).	Recent evidence from the Equality and Human Rights Commission shows that levels of attainment at school has generally improved although gaps persisted nationally including: • 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, looked after children 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.
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 Interim Guidance for Public Bodies for further information.	The National Improvement Framework sets out to deliver excellence and equity for all children. The current priorities include: • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing and; • Improvement in employability skills and sustained, positive leaver destinations for all young people. The Education Standards and Quality Report and Improvement Plan 2018 proposes improvement priorities which include data management, developing the young 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 delivery of anti-bullying policies and the Jigsaw resource 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 to address gender stereotypes

	relating to particular educational (including early years) and career choices 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 delivery of anti-bullying policies and the JIGSAW programme which support a basis of inclusion and valuing difference and will therefore have a positive impact for all. The plan also contains 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 delivery of anti-bullying policies and the JIGSAW programme 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 delivery of anti-bullying policies and the JIGSAW programme which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
8. Caring responsibilities.	The JIGSAW Programme delivers staged programmes about being me in my world which looks at caring for others.
9. Care experienced.	Yes – the National Improvement Plan sets out closing the attainment gap between the most and least disadvantaged children as a key priority. Evidence shows that those children and young people who are care experienced are often those also experiencing socio-economic disadvantaged. This plan therefore seeks to address inequalities in this area and will likely have a positive impact.
10. Marriage and Civil Partnerships.	No.
11. Disability: people with disabilities (whether registered or not).	Yes – positive. The plan seeks to address inequalities for children and young people with disabilities through a variety of actions such as improving the additional support for learning provision, including the development of a new Autism Assessment pathway. 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	Yes - positive. Specific actions are identified to

disadvantage.	address and measure the attainment gap versus deprivation and this gap is the key driver for the National Improvement Strategy. There will therefore likely be a positive impact for those experiencing socio-economic disadvantage.
13. Isles-proofing.	All targets will be inclusive to staff and pupils across all our islands through engagement in working groups and teaching and learning through video conference and transportation.

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?	Ensure that staff work within the working day and that time is negotiated within the Teachers Working Time Agreements
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?	Ensure that staff work within the working day and that time is negotiated within the Teachers Working Time Agreements.
When will it be done? (please provide specific dates).	If council agrees the plan from November 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: 9 October 2019

Name: JAMES WYLIE   (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.