Item: 8

Education, Leisure and Housing Committee: 15 November 2023.

National Improvement Framework: Orkney Islands Council Report and Plan.

Report by Corporate Director for Education, Leisure and Housing.

1. Purpose of Report

To advise of improvement targets for academic session 2023/24.

2. Recommendations

The Committee is invited to note:

2.1.

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

2.2.

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

It is recommended:

2.3.

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

3. Background

3.1.

The Scottish Government's National Improvement Framework (NIF) and Improvement Plan for Scottish Education was first published in December 2016.

3.2.

In brief, the NIF outlines the Scottish Government's vision and priorities for education as well as describing the context as well as identifying the key drivers of improvement.

3.3.

Progress towards the priorities is updated annually and the most recent update, published in December 2022, can be found in an [Interactive Evidence Report](#).

3.4.

As well as publishing a progress report, an annual update is produced. [The 2023 national improvement framework and improvement plan - summary document](#), published in March 2023 provides an abbreviated version of the current context for delivering improvement, as well as the planned improvement activity for the year ahead.

3.5.

Each local authority is required to submit a local progress report and plan, outlining the work being carried out in relation to making the NIF relevant at a local level and meeting the needs of learners in their communities.

3.6.

In particular there is an expected focus on progress towards:

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

4. National Improvement Framework: Orkney Islands Council Report and Plan

4.1.

In August 2022, schools in Orkney began work on the delivery of a 3-year strategic plan, which was considered by the Education, Leisure and Housing Committee on 7 September 2022 and subsequently submitted to the Scottish Government.

4.2.

The focus of this plan was:

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

4.3.

A refreshed, National Improvement Framework: Orkney Islands Council Report and Plan 2023-2024, which includes a summary of the progress made during the course of the academic year 2022-2023, as well as an outline of next steps (2023-2024 and 2024-2025), is attached at Appendix 1 to this report.

5. Self-evaluation for Improvement

In preparing the refreshed plan, careful consideration has been given to the process of self-evaluation for improvement. In particular:

- The review of progress and impact, with respect to targets and outcomes set. This includes, where appropriate, any recommendation to 'park' or 'delete' aspects of the plan in order to make efficient and effective progress with identified priorities.
- The collection, collation, evaluation and analysis of key performance data (including Scottish Attainment Challenge Triannual Reports), including compliments and complaints and Freedom of Information requests.
- 'Horizon Scanning' with respect to the changing landscape of 'demand and expectation', both nationally and locally.
- The use of feedback, including ongoing and/or continuous (structured and informal) – from activities and meetings with individuals, teams and heads of establishment; specific – from inspection activity by HMIE (participative, thematic, school or setting specific) and the Care Inspectorate; and observed – for example during establishment visits by the extended Education Service Directorate Team.

6. Human Resource Implications

6.1.

Whilst there are no direct Human Resource implications arising out of this report, the National Improvement: Orkney Islands Council; Report and 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 was undertaken ahead of the adoption of the initial 3-year plan. This has been reviewed and is attached as Appendix 2 to this report.

8. Island Communities Impact

As the plan being reviewed in terms of this report has been assessed as being unlikely to have an effect on an island community which is significantly different from its effect on other communities (including other island communities) in Orkney, a full Island Communities Impact Assessment has not been undertaken.

9. Corporate Governance

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

10. 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.

11. Legal Aspects

There are no legal implications arising from this report.

12. Contact Officers

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13. Appendices

Appendix 1: National Improvement Framework: Orkney Islands Council Report and Plan 2023-2024.

Appendix 2: Equality Impact Assessment.

Orkney Education Service Plan

(Including: The National Improvement Framework Report and Plan)

Excellence and Equity in Education

Table of Contents

Introduction

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

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

Finally, the plan also sets out Orkney's approach to overtaking the national challenge in relation to raising attainment and closing the poverty related attainment gap, as described in the National Improvement Framework.

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

This process has involved 3 key elements:

1. **Consideration of Progress and Impact:** Review of progress and impact, with respect to targets and outcomes set. This includes, where appropriate, any recommendation to 'park' or 'delete' aspects of the plan to make efficient and effective progress with identified priorities.

2. **Consideration of Data**: Collection, collation, evaluation, and analysis of key performance data (including Scottish Attainment Challenge Triannual Reports), including compliments & complaints and Freedom of Information requests; 'Horizon Scanning' with respect to the changing landscape of 'demand and expectation', both nationally and locally.

3. **Consideration of Feedback:** Ongoing and/or continuous (structured and informal) – from activities and meetings with individuals, teams, and heads of establishment; Specific – from inspection activity by HMIE (participative, thematic, school or setting specific) and the Care Inspectorate; Observed – during school visits by the extended directorate team.

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

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

Format and layout.

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

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

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

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

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

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

Section 1: Service Priorities 2023-2024

Overview and Relationship with National Improvement Framework

Local Priorities	Link to NIF Priorities/Drivers	(Year 1)	Year 2 2023-2024	Year 3 2024-2025
Inclusion and Wellbeing	• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing.	**Staged Intervention**		
		Health and Wellbeing		
		UNCRC		
Learning and Achievement	• Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in attainment, particularly in literacy and numeracy.	**Curriculum Review**		
		Key Principles of High-Quality Learning, Teaching and Assessment		
		Scottish Attainment Challenge		
Systems and Processes	• School and ELC leadership. • Teacher and practitioner professionalism. • Parent/carer involvement and engagement. • Curriculum and assessment. • School and ELC improvement. • Performance information	**Self-Evaluation for Continuous Improvement**		
		Professional Learning		
		Resources and Management Systems		

Grey shading indicates programme extended following end of year 1 review

Inclusion and Wellbeing				
Staged Intervention	**Continue to...** implement the revised approach to Staged Implementation. **In addition...** implement a Child's Plan tracking system across all institutions, including tracking progress against individualised targets.			
Health and Wellbeing	**Continue to...** provide training and support in relation to low arousal approaches and positive mental health. **In addition...** undertake a health and wellbeing survey (P5-S6), introduce a Wellbeing Indicator tracker across primary and secondary schools; refresh the focus on Safeguarding and Child Protection; work with partners to refresh and improve family support across the county; establish the work of Emotional Support Assistants; develop a plan for See Me See Change; refresh the positive behaviour/anti-bullying policy.			
UNCRC	**Continue to...** support schools with adopting a Rights Respecting School approach; support schools with adoption the LGBT Charter. **In addition...** establish a Rights Respecting School Working Group; Embed the Northern Alliance – 'Include: Equality, Diversity and Inclusion Guidance for Educational Settings' and the review of the Anti-Bullying Policy.			
Key Performance Indicators	Health and Wellbeing	Attendance Rate & CECYP & FME	Exclusion Rate	Bullying Incidents
	Child's Plan	Variable Timetables	CECYP Exclusion Rate	Out of Orkney Placements
	Rights Respecting School	LGBT Charter		Learner Satisfaction

KPIs 'Deleted': 27-30 Month Review (NHS Data)
KPIs Moved: 'Developmental Milestones' to Learning and Achievement
KPIs 'New': CECYP Exclusion Rate
KPIs to be reviewed/refined: Health and Wellbeing, Learner Satisfaction

Learning and Achievement

Curriculum Review	**Continue to…** develop an online learning offer. **In addition…** review senior phase curriculum, implement S1-3 tracking (literacy and numeracy), complete a skills audit from Broad General Education through to Senior Phase, embed meta-skills and the career education standard across settings.
High-Quality Learning and Teaching	**Continue…** to support schools in developing their approaches to and principles of, high quality learning and teaching (including Slow Pedagogy and Play Pedagogy). **In addition…** Finalise LA Key Principles and guidelines in response to staff feedback and referenced to How Good is Our School (HGIOS) Learning Teaching and Assessment (QI 2.3) and General Teaching Council for Scotland (GTCS) standards; establish support and challenge groupings for peer moderation of QI 2.3; Deliver Learning and Teaching focused Professional Learning in October and February based on feedback from Head Teachers.
Scottish Attainment Challenge	**Continue to…** implement our Raising Attainment Strategy, collect and analyse data, monitor Pupil Equity Fund (PEF) spend and impact. **In addition…** Set new 3-year core stretch aims (following updated guidance from Scottish Government), develop the focus on Free (School) Meals Entitlement (FME) and Care Experienced Children and Young People (CECYP), update Broad General Education (BGE) tracking tool, extend tracking across S1-3.

Key Performance Indicators	Developmental Milestones	Achievement of CECYP	Achievement of FSM(e) CYP	Participation Rate
	P1/4/7 Reading	P1/4/7 Writing	P1/4/7 L&T	P1/4/7 Numeracy
	National 5 Pass Rate	5+ National 5 Pass Rate	Higher Pass Rate	Advanced Higher Pass Rate
	P1,P4,P7 &S3 Literacy	P1,P4,P7 & S3 Numeracy	1+ Level 5	1+ Level 6

KPIs 'Deleted': none

KPIs Moved: none

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

KPIs to be reviewed/refined: none

Systems and Processes

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

	Complaints and Compliments	FOI Response Time	Budget Variances & Invoices Paid within 30 Days	ELC Providers 'good or better'
Key Performance Indicators	Accidents and Incidents	Sickness Absence	Sickness Management	Vacancies
	Staff Review and Development	Mandatory Training	QA Calendar Deadlines (LA Monitoring)	Community Satisfaction

KPIs 'Deleted':
KPIs Moved: 'Developmental Milestones' to Learning and Achievement.
KPIs 'New': QA Calendar Deadlines, Accidents and Incidents, How satisfied are residents with local schools.
KPIs to be reviewed/refined: Health and Wellbeing, Learner Satisfaction.

Section 2 Inclusion and Wellbeing

Staged Intervention

2022-25 Outcomes	Performance Indicators
- All children and young people in need of additional support receive appropriate interventions through the implementation of reliable and clear staged intervention guidance. - Staged intervention guidance enables support staff to be allocated on a needs basis to have the maximum impact on learners	**Monthly:** Referrals - Social work and Children's Reporter; Child Protection Register; Child's Plans and Budgets inc. Funding. **Termly:** Variable timetables; Home Education; Looked after children and Out of Orkney placements.
Year 1 (Looking Back: 2022-23)	**Progress & Impact**
- Staged Intervention model reviewed and implemented across all institutions. - Guidance and Support for Learning structures and processes reviewed and refreshed. - Child's Plans system reviewed and tracking system devised.	Staged Intervention published and launched in February 2023. Staged Intervention in the Early Years Guidance refreshed to match new approach. Review and implementation of guidance and SfL structures underway, but not yet complete or refreshed. Work to track Child's Plans and progress against individualised targets has begun but needs to be developed further.
Year 2 (Next Steps: 2023-24)	
action	**impact**
- Child's Plan tracking system implemented across all institutions, including tracking progress against individualised targets. - Deliver session on using Staged Intervention in the Early Years at cluster	The ability to track how frequently plans are being reviewed, coupled with information on the new Staged Intervention system enables us to review our prioritisation of support and resources. There is a more comprehensive view of the progress of children with Additional Support Needs. There is a greater focus on timely and measurable targets for children and young people with support needs. Staff feel more confident about the ways to intervene at each stage and how to create induvial support plans.

Health and Wellbeing

2022-25 Outcomes	Performance Indicators
• Children will be supported by practitioners who understand the developmental needs of children and have a range of strategies to support them. • School staff will have accurate information about learners' perception about wellbeing. • Targeted interventions matched to learners' needs will lead to improved perceptions in identified areas.	**Monthly:** Attendance, VPDs and Placing requests. **Termly:** Exclusions; Health and Wellbeing; 27-30 month reviews; Mental Health training; Solihull Approach training and Development milestones

Year 1 (Looking Back:2022-23)	Progress & Impact
• Review of current HWB tracking across Orkney including investigation into Wellbeing SEEMIS module and GMWP tracking. • Engagement with pupil councils about appropriate next steps. • Health and wellbeing questions and tracking devised and implemented across schools. • Mental Health Guidance for Schools is embedded through training opportunities. • Continuation of authority level prioritisation and delivery of relational approaches (Connected and Compassionate Community). • Training for staff including low arousal approaches, PEEP and problem-solving approach to conflict. • Develop collaboration with SALT, particularly to support early language development. • Develop a parental engagement strategy in partnership with CLD, including a nurture / support group for parents of very young children and those with additional support needs.	Mental Health Guidance for schools was published and launched in January 2023. Training needs have been audited to ensure schools are equipped to embed the Guidance. The training offer for staff has been extended and we have 2 Education staff trained as trainers in the Promoting Positive Behaviour approach. Educational Psychology and the pupil Support Team have developed their menu of training options to include Seasons for Growth, Talking Mats, See Me See Change, and My Rights My Say, Zones of Regulation, Emotion Coaching, Meeting the needs of Neurodivergent learners, Emotion Support Assistants, Video Interaction Guidance. A Pupil Engagement Team using Strategic Equity Fund (SEF) and Pupil Equity Funding (initially across 2 schools – Kirkwall Grammar School and Papdale Primary School) has been established. Problem solving approach to conflict has been delivered to a cohort of new staff through the early years course and aspects incorporated into probationer sessions. More staff have been PEEP trained and the family team in the early years service have offered support and mentoring to settings. Nurture group for children who are under school age set up by the family team in the early years' service. The group has been well attended and other agencies such as CAB and Women's Aid have attended to link parents with other support. Parents have successfully been supported to apply for Disability Living Allowance. Due to the popularity of the group, a second group has been set up to meet the need. Collaboration with SALT has led to SALT giving input into in-service day training.

We have consulted on HWB tracking with HTs and a system for Primary and Secondary is being drafted for trial in the next school year.

Educational Psychology has delivered training on meeting the needs of neurodivergent learners to ELC staff.

Educational Psychology has delivered Emotion Support Assistant (ESA) training to 5 Support for Learning Assistants in Kirkwall Grammar School. Training covered emotion coaching, training informal practice, meeting the needs of nero-divergent pupils.

Following the 6 days of training monthly supervision has been offered by Educational Psychology.

Educational Psychology has led on training in low arousal and strengths based approaches to coping with challenge and stress. Eg solution-oriented approaches, cognitive behavioural approaches, mindfulness, e-mentoring and synergy principles: active listening, stress management.

Aspects of parental engagement happen across Education, Leisure & Housing. The support of a member of staff, to focus around work with Parent Council's and parental engagement, has been secured for 23/24.

Year 2 (Next Steps:2023-24)

action	impact
• Wellbeing Indicator tracker introduced across primary and secondary schools. • Apply the learning drawn from the (local) Learning Review. • Consolidate collaborative working with Community Learning and Development on training and delivery of low arousal approaches and mental health related training for staff. • Consolidation and possible extension of the work of Pupil Engagement Team • Establish the work of the Emotional Support Assistants in Kirkwall Grammar School. • Establish a trained 'Companion' who is able to deliver Seasons for Growth training within Stromness Academy, Kirkwall Grammar School and Papdale Primary School. • A plan to be developed for delivering See Me See Change within each Secondary and Junior High School. • Refreshed introduction of the Mental Health Guidance for Schools with the expectation that it is embedded within schools.	Areas of strength and concern are identified from accurate authority wide data on pupil wellbeing. Interventions are strategically planned (and carried) out on the basis of high-quality data. Children and young people benefit from improved levels of wellbeing. Interventions are more efficient and effective and matched to learners' needs. Parents feel more confident that they can support their children's development.

• Refocus PEEP* work to focus on delivery by the Early Learning and Childcare family team in island locations, and also by combining PEEP approaches with Bookbug to support children with language delay.	

Year 3 (Looking Ahead 2024-25)	
Stress control – programme to be delivered to S4 pupils in Personal and Social Education (PSE) (a six session programme combining Cognitive Behavioral Therapy, positive psychology and wellbeing. Educational Psychology will deliver the Save a Life Training across all education settings.	All staff in Education will know how to open up discussion on self-harm and suicide.

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

UNCRC

Outcomes	Performance Indicators
• All children and young people in Orkney are protected and provided with opportunities according to the United Nations Convention on the Rights of the Child. • All education staff, wider partners and young people in Orkney are provided with training/guidance on their legal responsibilities in delivering on the UNCRC. • Create a structure that enables the voice of all children and young people to be heard. • All staff and learners understand the importance of creating an inclusive and safe environment for all. • Ensure all Early Learning Childcare providers (nurseries and childminders) are using the Care Inspectorate Quality Framework, and are using innovative approaches to capture the child's voice and consult children on decisions that are important to them.	**Termly:** Bullying incidents; UNCRC checklists; Rights Respecting Schools; LGBT Charter and Learners' satisfaction.
Year 1 (Looking Back: 2022-23)	**Progress & Impact**
• Develop youth voice and engagement strategies, liaising with key partners including Community Learning and Development (CLD) and Orkney Youth Forum. • All education establishments have access to My Rights, My Say training. • All primary and secondary schools supported to achieve Bronze Rights Respecting Award. • LGBT Charter Award achieved by Junior High and Secondary schools. • Creation of a UNCRC 'checklist' to ensure we are meeting our obligations as an authority.	• Our youth voice engagement is increasing through My Rights My Say training delivered to all HTs and Support for Learning Teachers and our Rights Respecting engagement. More work needs to be done to collaborate with Community Learning and Development. • All schools have signed up to the Rights Respecting programme and have achieved the Bronze Award. • All relevant schools signed up to the LGBT Charter programme and have achieved the foundation stage. Greater levels of acceptance, understanding and inclusion as a result. • UNCRC checklist created in collaboration with the Northern Alliance and shared with schools.

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

Year 2 (Next Steps:2023-24)	
output	**impact**
• Co-ordinate the support in place for ensuring all schools are progressing along the Rights Respecting Award process. • Create a working group led by Pupil Support.	• All schools have achieved the 'bronze' award, some schools have begun working towards their silver award. We are seeing meaningful pupil input through pupil councils, evidence of UNCRC in school policies and a growing awareness of the UNCRC in schools as a result.

• Embed the Northern Alliance – 'Include Equality, Diversity and Inclusion'. Guidance for educational settings.	• A professional learning network has been established to support schools through the Rights Respecting Schools Award and the LGBT Charter. • Schools' use of the self-evaluation tool within the Northern Alliance document illustrates that individual difference is understood.
Year 3 (Looking Ahead 2024-25)	
• All primary and secondary schools awarded Silver Rights Respecting Award.	

Section 3 Learning and Achievement

Curriculum Review

Outcomes	Performance Indicators

• Young people experience, and influence, a curriculum which prepares them for the next stage of their education, training or employment, leading to them entering positive destinations.	**Triennial:**
	Senior Phase attainment (predicted levels in November and March, actual attainment in August):
	• National 5, Higher and Advanced Higher pass rate.
	• Percentage of S4 cohort gaining 5 or more level 5 qualifications (National 5 or equivalent such as Skills for Work).
	• Percentage of S4 cohort gaining Level 4 and Level 5 Literacy and Numeracy qualifications.
	
	Tracked for full cohort and for young people with Free (School) Meals Entitlement (FME) and Care Experienced Children and Young People (CECYP).
	
	Participation rate of young people aged 16-19 in education, employment or training. Annual rate in August, snapshots in December and May.
	
	Annually:
	School Leaver attainment and destinations (reported in March for leavers in previous academic year):
	• Percentage of School Leavers in a positive destination.
	• Percentage of school leavers gaining:
	  ○ At least one qualification at level 5 (National 5 or equivalent).
	  ○ At least one qualification at level 6 (Higher or equivalent).
	  ○ 5 or more qualifications at level 5.
	  ○ 5 or more qualifications at level 6.
	  ○ Level 4 and level 5 Literacy and Numeracy qualifications.

Year 1 (Looking Back: 2022-23)	Progress & Impact

• Develop the curriculum model for senior phase pupils including:
  ○ reviewing the 6/6/6 model.
  ○ strengthening the provision in liaison with Orkney College UHI.
  ○ strengthening the wider achievement offer in liaison with CLD.
  ○ strengthening links to the labour market.
  ○ widening the work experience offer.
  ○ ensuring value added for all learners
 	
• Inclusion of learner voice in curriculum planning and improving communication about the curriculum offer.
	The report of the Association of Directors of Education Scotland/Education Scotland 3 Island Authorities Collaborative Review of Senior Phase was presented to the Education, Leisure and Housing Committee in March 2023.
	
	It found areas of strength including:
	• Curriculum links to local economies, strong relationships with partners including Skills Development Scotland, Developing the Young Workforce staff, colleges and local businesses.
	• Good breadth of wider opportunities within schools and employment options for young people.
	• Online engagement widening course choice for learners and addressing some recruitment challenges.
	
	Areas of challenge/for further exploration identified included:
	• Recruitment and retention of staff.
	• Inequity of curriculum across schools.
	• Relevance and consistency of curriculum for learners with additional support needs.
	• Travel and accommodation barriers to accessing the curriculum.
	• Digital inequity.
	• Skills gap post-covid.
	
	Areas for future focus included:
	• Building resilience in young people.
	• Involving young people in curriculum planning.
	• Networking opportunities for staff and young people within and across the island authorities.
	• Clarification of the totality of the Senior Phase curriculum offer.
	• Developing a consensus around online/digital learning.
	• Promoting parity between traditional subjects and vocational courses.
	• Embedding meta-skills and the Career Education Standard.
	
	An Orkney Senior Phase Curriculum Review building on these findings is to be presented to ELH in February 2024.

• Continued development of Literacy and Numeracy beyond S4.	Work has been undertaken in both secondary schools to identify young people who stay on at school beyond S4 and have not yet achieved Literacy/Numeracy at level 4/5 and to focus on these being achieved in S5. For the cohort of young people who were S4 in 2021-22, attainment of level 5 Numeracy was 74.54%. For the same cohort in 2022-23, including those who left school at the end of S4 (18%), level 5 Numeracy had risen to 76.64%, a difference of 2.1%. Whilst the increase in attainment from S4 to S5 is modest, it

	should be noted that this S5 attainment is substantially higher than the previous 2 years' levels of 61.01% (2021-22) and 62.8% (2020-21).
	For the same cohort, level 5 Literacy as S4 in 2021-22 was 77.49%, rising to 85.4% as S5 in 2022-23, a difference of 7.91%. This is approaching double the increase from S4 in 2020-21 to S5 in 2021-22, which was 4.12%.
	S5 Literacy/Numeracy data based on S4 cohort has not previously been systematically tracked, so we do not yet have sufficient data to ascertain whether there is a sustained impact.
• Develop tracking, monitoring and intervention processes to maximise achievement for all learners.	Common measures and processes and joint tracking meetings are in place for whole cohort attainment at Senior phase. These have brought a renewed focus on raising attainment in S4, including Literacy and Numeracy at levels 4 and 5, and attainment of 5 or more qualifications at level 5.

The percentage of the Orkney S4 cohort attaining Literacy at level 5 has risen from 77.49% in 2021-22 to 79.83% in 2022-23, while the percentage attaining Literacy at level 4 has been maintained at almost 93%.

S4 pupils' attainment of level 4 in Numeracy has also risen, from 85.24% in 2021-22 to 89.27% in 2022-23. Level 5 Numeracy attainment in S4 was anomalously high in 2021-22 at 74.54%. It has seen a significant fall to 59.23% in 2022-23, though this is still the third highest rate in the past 6 years. Staff absence at Kirkwall Grammar School has contributed to this, along with a lack of subject specialist supply teachers and inability to recruit to temporary/part-time positions. Maths staffing challenges in both secondary schools have continued into 2023-24.

The percentage of the Orkney S4 cohort attaining 5 or more qualifications at level 5 rose from 64.58% in 2021-22 to 66.52% in 2022-23. This measure has risen every year for six years, from 41.41% in 2017-18.

Tracking and monitoring processes now need to be further developed in Senior Phase, to streamline production of the data and to include a focus on young people with Free School Meal Entitlement (FME) and those who have experienced care. A similar common tracking and monitoring process will begin to be developed for S1-3 in 2023-24. |
| • Re-establish subject groups, across Orkney and in partnership with Northern Alliance and 3 Islands. | Northern Alliance subject groups are regularly publicised but it is too early to evaluate the impact of Orkney staff participation in these. |

Year 2 (Next Steps:2023-24)	
action	impact
• Review Senior Phase curriculum (Orkney), incorporating an audit of Meta-skills and the Career Education Standard, and of uptake of online learning provision.	Data gathered upon which plans for 2025-6 Senior Phase curriculum updates can be made, creating a curriculum which responds to young people's needs and aspirations and supports attainment and progression into positive destinations. Ability to identify good practice in Skills/Career Education Standards (CES) integration for future sharing across settings.
• Implement S1-3 Literacy and Numeracy tracking.	Young people who are not on target to reach expected literacy levels are identified and intervention is targeted appropriately to increase attainment.
• Extend Senior Phase Tracking to include a focus on young people with free school meal entitlement (FME) and those who have experienced care.	Appropriate measures are established to report on the attainment of young people in these small cohorts in a manner which does not breach confidentiality but allows actions to be identified to raise their attainment.
Year 3 (Looking Ahead 2024-25)	
Planning for Senior Phase curriculum updates for 2025-26 based on 2023-24 Curriculum Review.	Almost all young people experience, and influence, a curriculum which prepares them for the next stage of their education, training or employment, leading to them entering positive destinations
Review of the S1-3 Broad General Education Curriculum, building on the outcomes of the 3 Islands Review.	
Sharing of good practice from Skills/CES Audit.	

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

Key Principles of High-Quality Learning and Teaching

2022-25 Outcomes	Performance Indicators
Children and young people consistently access high quality teaching and learning.	Triannual: Broad General Education levels in attainment in Literacy and Numeracy Annually: How Good is Our School (HGIOS) evaluation of Quality Indicator 2.3; Learning, Teaching and Assessment Care Inspectorate Quality Framework self-evaluations
Year 1 (Looking Back: 2022-23)	**Progress & Impact**
• Identification of what 'good' learning and teaching looks like across each sector.	Following the February 2023 in-service professional learning session, 6 key principles were established and shared with schools. These 6 principles are broken down into two overarching principles supported by four other principles that focus more clearly on learning in the classroom. The two overarching principles are self-evaluation and positive whole school ethos. The other four principles are planning, inclusion, engagement and structure. Schools will now work on their own principles in session 2023/24 that will be specific to each school and take account of their own unique context.
• Baseline of school/setting self-evaluation set targets for improvement based on data.	Quality Indicator (QI) evaluations are undertaken by schools for the 4 main QIs used as part of a school inspection are gathered annually. The four QIs used for this data collection are: QI 1.3, Leadership of change; QI 2.3, Learning, teaching and assessment, QI 3.1 Ensuring wellbeing, equality and inclusion; QI 3.2 Raising attainment and achievement. The target set for 2025 for QI 2.3, Learning, teaching and assessment is that all schools will evaluate this QI at 4 (good) or higher with increased confidence by Head Teachers and Local Authority officers on the evaluative judgements. The current evaluations suggest that 75% of schools evaluate themselves as good or better in QI 2.3, Learning, teaching and assessment.
• Create (or review) Local Authority guidance on expectations of learning, teaching and assessment for each sector.	Target amended for year 2, as it was felt more relevant for each school to create their own context specific learning, teaching and assessment expectations. (as bullet point above).
• Pilot expectations (where appropriate) and amend guidance as required.	This action is no longer needed as each school will create their own guidance to implement at own school during session 2023/24 and 2024/25.(Year 3). Local authority officers will review the guidance documents with schools as part of the ongoing quality assurance processes with a clear focus on the evaluation of quality indicator 2.3, Learning, teaching and assessment.

• Establish support and challenge groupings for peer moderation.	This didn't happen, significant inspection activity across 4 primary schools took priority. Carry forward to 23/24.
• Relaunch Realising the Ambition (ELC National Practice Guidance) for ELC providers (nurseries and childminders) and P1 staff.	Realising the Ambition formed a key part of the programme delivered to Primary 1 practitioners engaged in the Play Pedagogy Project (see below)
• Revise the Orkney Nursery Handbook to reflect 1140 and the Care Inspectorate Quality Framework.	Partially updated – in progress
• Develop play pedagogy guidance and extend the P1 project to more schools.	Play pedagogy project delivered to 4 schools. Feedback from Education Scotland in a recent inspection at Glaitness highlighted play pedagogy as a school strength and attainment (and confidence in attainment) at P1 at that school has been improved.
• Develop maths guidance for early level.	Maths document completed and trialled through the maths course. Maths course due to be repeated with cohort 2 and maths document has been produced in draft. Practitioners report significantly increased confidence in understanding children's stage of development and planning maths experiences. Increase in the quality of mathematical observations, with the majority of practitioners documenting learning successfully, and also in gathering information for tracking children's progress. Most children have a broader mathematical experience on entry to P1.

Year 2 (Next Steps:2023-24)	
action	impact

• Finalise LA Key Principles and guidelines in response to staff feedback and referenced to How Good is Our School, Quality Indicator 2.3, Learning, teaching and assessment and the General Teaching Council of Scotland standards for teachers and create a briefing for presentation to staff by Head Teachers in August in-service.
• All schools to create their own:
    ○ Principles of High-quality Learning and Teaching.
    ○ Lesson evaluation toolkit.
    ○ PRDs focused on learning and teaching.
• All school should increase the opportunity for peer moderation of learning and teaching using their lesson evaluation toolkits.
• Carry out baseline evaluation of learning and teaching with learners P4 and older, parents, teachers and classroom-based support staff, by the end of August; repeat in April 2024 and 2025.
• All schools to have learning and teaching in their School Improvement Plans for 2023/24.
• Review school SE data, setting further targets for improvement.
• Establish support and challenge groupings for peer moderation of QI 2.3; these will be sector-specific in 2023/24 and move to cross-sector in 2024/25. Provide professional learning to this group from Education Scotland.
• Create a framework for self-evaluation of HGIOS 2.3.
• Deliver Learning and Teaching focused Professional Learning in October and February based on feedback from Head Teachers.
• Establish clusters to support practitioner development in aspects of practice, including meeting the needs of 2 year olds and depth and challenge.
• Support practitioners to provide experiences that challenge young learners and provide depth and breadth, including the use of projects.
• Recruit cohort 2 for the Slow Pedagogy project, and continue to support practice development in relation to slow pedagogy in Cohort 1.
• Evaluate play in P1 and develop practice guidance for staff.
• Finalise ELC maths document and distribute to all settings
• Collate professional learning priorities from schools through the PRD process to ensure that LA PL offer responds to identified need.
• Include Educational Psychology in initiatives to support learner resilience and independence
	Increased percentage of learners, parents and staff report positive experiences of learning and teaching in survey by April 2025.
	
	Almost all schools report a self-evaluation of 4 or above for QI 2.3.
	
	As a result of Education Scotland involvement, Head Teachers report increased confidence in their judgement of QI 2.3, Learning, teaching and assessment and may amend their evaluation as appropriate. Head Teachers report increased confidence in leading the process of self-evaluation of QI 2.3.
	
	Learners will understand learning as a process and themselves as learners.

through promotion of Growth Mindset and metacognition. • Continue to support schools in developing approaches to linguistic phonics.	

Year 3 (Looking Ahead)	
• Repeat of Learning and Teaching Survey in April 2025. • School QA calendars in all schools include planned opportunities for peer observation using the school's lesson evaluation toolkit. • Cross-sector moderation groupings. • All schools to report a self-evaluation of 4 or above for QI 2.3, with improved confidence in the quality of the judgement by LA and Head Teachers.	All children and young people consistently access high quality teaching and learning.

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

Scottish Attainment Challenge

Outcomes	Performance Indicators
- Reduction in the poverty-related attainment gap. - Stretch aims set for schools and LA that are ambitious for the attainment outcomes for children and young people. (CYP) - Reduction in the attainment gap for care-experienced children and young people. (CECYP)	Monthly: Attendance (sits in health and wellbeing priority) Triannual: BGE Literacy and Numeracy attainment for P1,4,7 and S3.
Year 1 (Looking Back:2022-23)	**Progress & Impact**
Greater focus on the attainment of children and young people in receipt of free school meals and those who have been care experienced.	The focus this session during the meetings between school staff and the Attainment Advisor and/or the Quality Improvement Officer has been on the progress of children and young people impacted by poverty and those who have experienced care. This still remains a key area to focus. The management tabs on the Broad General Education primary toolkit provide the information schools need to be able to analyse their data carefully. The improvements in attainment of literacy and numeracy in the primary sector for children and young people in receipt of free school meals and those who have been care experienced can be found on page 27 of this report.
Clearer planning, tracking and monitoring and reporting on use of Pupil Equity Funding by schools.	A standardised report and plan template is now used by every school that receives Pupil Equity Funding. This has a clear focus on outcomes and measures planning. Local Authority officers review the plans and engage with schools to provide feedback on the plan ensuring that the outcomes are appropriate to support children and young people impacted by poverty and that the measures identified will capture the impact of the interventions effectively. Pupil Equity Funding spend is closely monitored monthly and engagement with schools was undertaken where required. There was an improvement in the spending of the Pupil Equity Funding during the academic session 2022/23, a significant achievement on previous years where there had been a significant underspend. In 2021/22 the underspend across the schools was £165,482. In 2022/23, the underspend at April 2023 was £110,886 of which one school had a carry forward of £72,100. They had the agreement of the Scottish Government to carry this forward. The remainder of the Pupil Equity Funding of £38,786 which was carried forward into April 2023 was almost fully committed to staffing costs until July 2023 as per Scottish Government guidance. This resulted in almost all schools fully spending their Pupil Equity Funding allocation within the academic session. The impact of the Pupil Equity Funding resulted in improved outcomes for identified children within schools but in moving ahead, further work has been planned to ensure that the impact of spending is even more clearly identified through the school plans.

• Continue to develop use of the Broad General Education tracking toolkit to monitor and track attainment.	All primary schools consistently use the Broad General Education tracking toolkit. This is adding to the robustness of primary tracking meetings between head teachers or other senior leaders and classroom teachers. On occasion, the Attainment Advisor or the Quality Improvement Officer will join schools for the tracking meetings. As a result, attainment in the primary sector is increasing. The toolkit continues to evolve and develop and provides increased ways of analysing data and 'gaps' that exist between cohorts of children and young people. This helps capture more effectively the specific areas within attainment of literacy and numeracy for schools to work on as a priority. The improvements in attainment over time can be found in the table on Page 26.
• Set school targets and local authority stretch aims as part of the refreshed SAC programme.	In 2022/23, the Scottish Government required every local authority to set stretch aims as a key element of their programme for recovery and accelerated progress following the interruptions to learning as a result of the impact of COVID-19. Core stretch aims (or targets) were to be set in literacy and numeracy within the Broad General Education at P1/4/7 and S3 as well as some measures for Senior Phase (S4-S6). Local authorities were also able to set additional 'plus' stretch aims in areas that were important for them. These stretch aims had to be sent to the Scottish Government and progress towards them had to be reported to them.

Within Orkney, local authority stretch aims were set. Primary school also set targets for each year group and these were set in relation to both cohort data and data over time. The stretch aims and targets were added to each school's Broad General Education tracking toolkit. This was then used as part of the regular tracking meetings. Initial data analysis from June 2023, would suggest that the P1/4/7 stretch aims in literacy and numeracy have been met.

A stretch aim for improving attendance at school was also set at 95% as part of the health and wellbeing measure. We did not meet our stretch aim of 95% for attendance which was only 91.62% in June 2023. A significant amount of monitoring of attendance took place during this session and engagement with schools was undertaken where required.

We are unable to say yet whether the senior phase stretch aims have been met as they rely on leaver data which is only published annually in February by the Scottish Government in their Summary Statistics for Attainment and Initial Leaver Destinations report.

Plus stretch aims were set for children and young people eligible to receive free school meals and those who have experienced care within the primary sector. Almost all of these stretch aims have been met. This shows a demonstrable improvement in attainment for these specific groups of young people. |

	The stretch aims set and the progress made towards them during session 2022/23 can be found in the tables that follow on pages 26 and 27.
• Contribute to the delivery of 'The Promise' as part of a multi-agency group, establishing the 'The Promise Board' and recruiting a coordinator to support children and families who are care experienced.	This work has not progressed fully. A Care Experienced Children and Young Person's coordinator was appointed and works closely with schools and within the service. This post has helped to raise the profile of the impact of being care experienced. The Promise board has not yet been established due to significant staffing changes, vacancies and challenges.
• Appoint a Quality Improvement Officer with remit for attainment and closing the poverty-related attainment gap	This post was appointed to and started in January 2023. The Quality Improvement Officer works closely with schools on raising attainment and has a particular focus on supporting schools with the impact of poverty on children and families. She monitors closely the Pupil Equity Funding and engages with schools where required. This has contributed to the reduction in underspend of Pupil Equity Funding. The Quality Improvement Officer has significantly improved capacity within the service and her direct engagement with schools has ensured closer links and greater support for schools in a number of areas.
• Increase collaboration with wider partners on targeted support opportunities [KS]	Community Learning and Development and Employability (CLDE) offer a range of support both in and outwith school settings, offering universal and targeted youth work, family learning and employability support. Community Learning and Development and Employability also received funding from the Strategic Equity Fund to further embed Community Learning and Development approaches and positive impacts and coordinate 2 Youth Work posts across two schools funded through allocated Pupil Equity Fund. Community Learning and Development and Employability have developed a comprehensive Youth Work Offer which is opened offered to all schools providing targeted programmes of support. The Local Employability Partnership work closely with schools to ensure a coordinated approach to support positive progressions.

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

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

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

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

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

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

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

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

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

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

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

Year 2 (Next Steps:2023-24)	
action	impact
- New 3-year core stretch aims set following updated guidance from Scottish Government. There will be an annual trajectory for all core aims. - Continue with the attendance stretch aim set for Local Authority health and wellbeing agenda. - Using all available data, review and identify core and plus stretch aims 2023-26. - School targets set by all primary schools across all class year groups. - All schools submit a Pupil Equity Funding report and plan.	Continue to focus on attainment of children and young people as a priority, maintaining high attainment where it exists and improving identified areas. Focus on outcomes for children who experience poverty and those who have experienced care.

• All schools to spend Pupil Equity Funding by the end of the financial year, other than agreed staff committed spend. • Pupil Equity Funding spend monitored monthly by Quality Improvement Officer and action taken. • Updated Broad General Education tracking toolkit used by all primary schools. • Predicted Broad General Education data for P1/4/7 and S3 submitted in November and February with final data submitted in May. • Senior phase attainment tracked and monitored. • All submitted data analysed and actions taken. • Further develop Broad General Education tracking for literacy and numeracy in Broad General Education S1-3. • Monitor and report on impact of Strategic Equity Funding Quality Improvement Officer role. • Monitor and report on impact of Care Experienced Children and Young Person's coordinator role. • Implement Strategic Equity Funding plan. • Explore approaches to supporting the development of writing (primary Broad General Education).	Use core and plus stretch aims as Local Authority targets for improvement. Core stretch aims monitored 4 times per session, plus stretch aims monitored in December and May. (see stretch aim tables below) Any Pupil Equity Funding spend is carefully allocated and impact is clearly identified in terms of positive outcomes for identified Children and Young People.
Year 3 (Looking Ahead)	
• Continue with focus and meet requirements of SAC. • Roll out a focus on 'writing' (primary Broad General Education within the national writing programme)	The attainment gap between the most and least disadvantaged children and young people has narrowed. Attainment, particularly in literacy and numeracy has improved.

Scottish Attainment Challenge Stretch Aims

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

<table>
<tr><td colspan="6" align="center">Orkney Islands Council
Stretch Aims 2023-26</td></tr>
<tr><td colspan="6">Core stretch aims: Attainment for all
The core stretch aims are set to raise attainment for all. The use of SIMD data is less useful within the island context and as such poverty related measures are included in the plus stretch aims.</td></tr>
<tr><td></td><td></td><td colspan="2" align="center">Annual Trajectory</td><td align="center">Stretch aim</td><td align="center">Improvement</td></tr>
<tr><td colspan="2">Achievement of Curriculum for Excellence Levels</td><td align="center">2023/24</td><td align="center">2024/25</td><td align="center">2025/26</td><td></td></tr>
<tr><td>(a)</td><td>Literacy at P1/4/7 combined</td><td align="center">77-82%</td><td align="center">82-84%</td><td align="center">86%</td><td align="center">9pp</td></tr>
<tr><td></td><td>Numeracy at P1/4/7 combined</td><td align="center">83-85%</td><td align="center">85-89%</td><td align="center">91%</td><td align="center">8pp</td></tr>
<tr><td colspan="6">Additional information and rationale
The combined numeracy and literacy P1, P4 & P7 stretch aims for 2026, are ambitious and clearly demonstrate expected improvement overtime. Robust analysis of the unpublished cohort data from 2022/23 as well as data over time, indicated that there was scope to improve attainment in both of these measures.</td></tr>
<tr><td></td><td></td><td colspan="2" align="center">Annual Trajectory</td><td align="center">Stretch aim</td><td align="center">Improvement</td></tr>
<tr><td colspan="2">SCQF Level 5 or 6</td><td align="center">2023/24</td><td align="center">2024/25</td><td align="center">2025/26</td><td></td></tr>
<tr><td>(b)</td><td>Proportion of school leavers attaining 1 or more award at SCQF Level 5 based on Insight (all SCQF Awards) information</td><td align="center">93%</td><td align="center">94%</td><td align="center">95%</td><td align="center">3pp</td></tr>
<tr><td>(c)</td><td>Proportion of school leavers attaining 1 or more award at SCQF Level 6 based on Insight (all SCQF Awards) information</td><td align="center">60-65%</td><td align="center">63-67%</td><td align="center">68%</td><td align="center">8pp</td></tr>
<tr><td colspan="6">Additional information and rationale
1+ Level 5 attainment is already substantially above national averages. With MidYIS predicting around 30% of young people in band D, schools are already adding significant value in this measure, but we aim to improve further, with a curriculum review underway to ensure appropriate options are on offer to young people and a particular focus on the attainment of young people who intend to leave school at the end of S4. The focus on improving 5+ Level 5 attainment in S4 in the plus stretch aims should support attainment at Level 6 in S5, but the islands context of a relatively high rate of young people leaving school after S4 is a factor. The senior phase curriculum review this year will investigate whether different course options would encourage staying on into S5.</td></tr>
</table>

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

Plus stretch aims:								

(a)	**Reduce the gap in literacy combined and numeracy combined between children and young people in P1-7 eligible for free school meals against those who are not**							
		Annual Trajectory						Improvement
		2023/24		2024/25		2025/26		
	Literacy P1-7 combined	29-25%	12-8pp	27-21%	13-6pp	25-17%	16-8pp	12pp
	Numeracy P1-7 combined	21-17%	9-5pp	19-13%	13-7pp	17-9%	17-9pp	13pp
(b)	**Reduce the gap in literacy combined and numeracy combined between children and young people in P1-7 who have experienced care against those who are not**							
		Annual Trajectory						Improvement
		2023/24		2024/25		2025/26		
	Literacy P1-7 literacy combined	47-42%	8-3pp	44-35%	15-6pp	41-28%	22-9pp	16pp
	Numeracy P1-7 combined	47-42%	9-4pp	44-35%	16-7pp	41-28%	23-10pp	17pp

Additional information and rationale

These plus stretch aims for 2026 are ambitious and clearly demonstrate significant expected improvement over time. Robust tracking and monitoring of the progress and attainment of both cohorts of children in session 2022/23 has enabled progress to be made in narrowing the attainment gap over one year. The local authority will work with schools in relation to their understanding of these stretch aims and any interventions or different approaches they might need to take to work towards securing these improved outcomes for children.

	Achievement of Curriculum for Excellence Levels				
		Annual Trajectory		Stretch aim	Improvement
	Literacy combined	2023/24	2024/25	2025/26	
(c)	S3/3rd level	82-86%	86-88%	94%	12pp
	S3/4th level	59-61%	61-64%	66%	7pp
	Numeracy				
(d)	S3/3rd level	89-93%	93-94%	95%	11pp
	S3/4th level	66-70%	70-72%	74%	8pp

Additional information and rationale

These stretch aims are ambitious and aim for significant improvement. The P7 literacy and numeracy data from 2022/23 was used as well as the S3 data over time to evaluate trends and set predictions. The S3 data over time shows that pre-covid levels were consistently higher in some areas, particularly S3/4th level. Post 2020, there has been increased variability of the S3 data suggesting that there is scope to further improve tracking and monitoring of BGE attainment across S1-S3. This will ensure greater consistency in the data provided.

		Annual Trajectory		Stretch aim	Improvement
	Breadth of attainment in S4	2023/24	2024/25	2025/26	
(e)	Proportion of S4 pupils attaining 5 or more awards at SCQF Level 5 based on Insight (all SCQF Awards)	66-67%	67-69%	70%	4pp
(f)	Proportion of S4 pupils attaining Level 4 literacy	90-92%	93-94%	95%	5pp
(g)	Proportion of S4 pupils attaining Level 5 literacy	79-80%	80-81%	82%	3pp
(h)	Proportion of S4 pupils attaining Level 4 numeracy	88-92%	89-93%	94%	6pp
(i)	Proportion of S4 pupils attaining Level 5 numeracy	60-65%	66-70%	70%	10pp

Additional information and rationale

The S4 focus responds to a local labour market context where around 20% of pupils leave school at the end of S4 but will also provide a foundation for attainment at Level 6 in S5/6. Our aims for these measures are informed by MidYIS data for the preceding and upcoming cohorts and our stretch aim trajectory for S3 ACEL. Attainment of 5+ Level 5 has been rising steadily from 55.14% in 2018/19 to 66.52% in 2022/23. With a review of the Senior Phase curriculum offer underway we believe there is some scope to raise this further, though we are conscious of the percentage of young people in MidYIS band D being relatively flat over the next 3 years. Literacy attainment at both levels has been on an upward trajectory in the last 4 years and has been greater than national levels; we aim to be above our 2022/23 attainment for Literacy Levels 4 and 5 by 2025/26 but are conscious of cohorts entering S4 with lower ACEL at Levels 3 and 4 for the next 2 years. The addition of 'Applications of Maths' qualifications to our curriculum aims to raise Numeracy attainment.

Section 4 Systems and Processes

Self-Evaluation for Continuous Improvement

2022-25 Outcomes	Performance Indicators
- A range of effective approaches is used to ensure all staff, partners, learners, and other stakeholders are actively involved in ongoing self-evaluation activities. - Pupil and parent / carer participation is a strong feature of the approach to self-evaluation and continuous improvement. - Self-evaluation focuses on key aspects of learners' successes and achievements and there is clear evidence of improvement based on actions taken as a result of self-evaluation. - All stakeholders, including children and young people, have shared ownership of this evidence and use it to plan continuous improvement.	Monthly: Budgets, Risk register Termly: Employee Review and Development; Business continuity, Complaints and Compliments
Year 1 (Looking Back: 2022-23)	**Progress & Impact**
Develop a service wide approach to self-evaluation.	A service wide approach to self-evaluation for improvement was actioned during 2022/23. Progress and outcomes featured as part of the program of engagement (Service wide Improvement Priorities SWIP) meetings. As a consequence, more staff across the service are more familiar with the scope of the service plan. Scope to broaden and strengthen engagement (eg with Parent Councils and other partners) should now be explored. As yet, securing feedback from children and young people does not feature as part of the program.
Develop service wide, and individual institutions', quality assurance calendars.	Service wide Quality Assurance Calendar launched August 23, this supports existing and newly appointed establishment managers with planning for assurance.
Develop engagement strategies for learners, parents / carers and communities.	Education, Leisure and Housing has representation on the Consultation and Engagement Officers' Group, which has recently relaunched to develop a joint approach and modernised suite of tools and protocols for community consultation and engagement which meet the needs and expectations of the community and ensure better co-ordination between the Council, Orkney Health and Care and The Orkney Partnership.
Strengthen funding tracking and monitoring including Pupil Equity Funding.	Through the positive work of the newly appointed Quality Improvement Officer, significant improvement in the monitoring of Pupil Equity Funding spend has taken place. This scrutiny helps to ensure both timely use of the fund, and also the most effective use within each school community.

Reference to How Good is Our School and Care Inspectorate Quality Framework during all visits	There is significant engagement by local authority officers with all schools and settings as part of the day-to-day business. The use of How Good is Our School and early Learning and Childcare documents as well as the Care Inspectorate Quality Framework is a key part of the engagement. In addition, specific sessions have been held with senior leaders to look at the requirements of the quality indicators. Schools undergoing inspection activity are well supported by local authority officers.
Peedie clusters' focus on CIQF to enable practitioners to share best practice	Focussed sessions on the Care Inspectorate Quality Framework was delivered to childminders to support confidence in self-evaluation and reflection on practice. Sessions delivered, including exploring the cycle of self-evaluation. All childminders who attended have started a self-evaluation floorbook. Ongoing engagement in relation to practice development.
Build projects with key partners, including Northern Alliance and 3 Island Group, into professional learning and governance calendars.	The Strategic Community Learning Group, which has education representation, are currently developing a programme of training based on the findings of a recent training needs audit, across the Community Learning and Development sector. This includes a suite of mental health awareness training which is being developed in conjunction with the Education Psychology Service.
Develop a service wide approach to raising attainment and achievement, supported by the Quality Improvement Officer, Attainment Advisor and Care Experienced Children and Young Person's coordinator	The Raising Attainment strategy was approved by Council in March 2023. This is a strategy informing the development of year 1 priorities and year 2 actions and priorities

Year 2 (Next Steps: 2023-24)

action	impact
Develop pro-forma for Service Quality Assurance visits (based on 2023 Northern Alliance documentation). Familiarise practitioners and managers with the new Shared Inspection framework. Continue to embed service wide approaches to self-evaluation for continuous improvement ensure transparency and consistency.	Purpose, scope and outcome of visits is transparent with the link to overall ambition of improving outcome for learners is clear. Practitioners will be confident in understanding what expectations for good practice are, plus will be able to link the new Qualities indicators to self-evaluation experiences. Schools (and service) are able to demonstrate that all aspects of provision are 'good or better'.

Professional Learning

Outcomes	Performance Indicators
• Staff are confident with key processes and apply them consistently to a high standard. • This leads to young people and their families stating they are satisfied with the service they receive across the partnership.	Monthly: Mandatory training (iLearn). Termly: Early Years provisions rated as good. Annually: Student placements and Satisfaction - Parents and Learners.
Year 1 (Looking Back:2022-23)	Progress (Looking Back) & Impact
• Scope training requirements across Education Service and partnership.	Children's Services (directorate leads) engaged in meeting the training requirements across the partnership; Public Protection Committee have reinvested and restarted provision of reviewed and revised child protection and safeguarding learning events.
• Develop annual programme of training.	Service training offer built on national directive as well as requests and feedback from staff and managers is supporting all staff to be more confident with key processes.
• Devise implementation strategy for new policies and procedures.	Progress with development and consultation of both new and existing policies has been intermittent, which means the intended impact (clarity and consistency) has not yet been achieved. Supporting work on the implementation strategy needs to follow.
• Develop induction processes across partnership.	Induction for new (probationer) teachers and senior managers in place; impact and review/revision to be undertaken during 23-24.
• Training for all Early Learning and Childcare providers to support practice development to meet National Standard. • Restart leadership pathways for Early Learning and Childcare. • PEEP and Solihull training for Early Learning and Childcare. Maths Early Learning and Childcare workshops Quality Assurance and Moderation Support Officer training for secondary practitioners.	Leadership pathway restarted, resulting in managers having increased confidence in relation to their leadership role. Two multi-agency cohorts of practitioners completed the Solihull Foundation Course, with further courses being planned for 23-24. A small group of practitioners completed PEEP training however, there has been limited establishment of parent sessions. Maths workshop delivered to a group of practitioners, Very positive feedback on impact of course on practice and the increase in mathematical confidence of the practitioners.
• Quality Assurance and Moderation Support Officer training for secondary practitioners.	Quality Assurance and Moderation Support Officer training offered to secondary schools on two separate occasions, no staff took up the opportunity to take part in this training.

Year 2 (Next Steps: 2023-24)	
action	impact
October Inservice for teachers to follow an inclusive practice theme. Early Learning and Childcare focus on developing high quality interactions (inspection feedback indicates this could be improved upon). Julie Fisher (Interacting or Interfering) to lead learning input at in-service. Impact and review/revision of induction. Devise implementation strategy for new policies and procedures.	Increased staff confidence with key processes and how to apply them consistently to a high standard. Young people and their families are satisfied with the service they receive.

Management Resources and Procedures

Outcomes	Performance Indicators
• Percentages for whole cohorts, institutions and vulnerable groups (including those entitled to free school meals, those with Additional Support Needs and those who are care experienced) meet (or exceed) stretch aims / targets. • Services provide high-quality provisions which are demonstrate value for money. • All institutions have robust policies and procedures in place, including personnel policies and those for health and safety.	**Monthly:** Incident forms; Freedom of Information requests; Budgets; Invoice payments; Sickness absence; Accidents; Recruitment and Retention (inc. Change in Establishment processs) **Termly:** Training records, Risk assessments, Expenditure per Child and Young Person; Education Maintenance Allowances; Free School Meals and School roll
Year 1 (Looking Back:2022-23)	**Progress & Impact**
• Consistent implementation of SEEMiS across schools including for academic and pastoral information. (Interim equivalent for Early Learning and Childcare.)	Progress with SEEMiS has been delayed, some new modules can be brought online for the start of 23/24, however a comprehensive programme for SEEMiS is not yet available. We will continue to work with SEEMiS to maximise the potential of the existing system (which is indeed underused across our schools) – carry forward.
• Review of finances including a Devolved School Management Review and support for leaders.	Devolved School Management Review is now complete, and the draft is awaiting final consultation and will be implemented during the course of 23/24 carry forward.
• Business Review for Orkney College UHI. [JP]	…
• Strengthen year-round and extended provision, e.g. Summer Childcare.	Funding for year-round and summer provision (beyond that rolled out as part of the Early Learning and Childcare expansion) has not yet been confirmed by the Scottish Government. Consequently, plans for development in this need to be placed on hold.
• Devise Learning Estates strategy and bid, including ongoing review and governance.	Learning Estate Investment Programme LEIP Bid submitted on time (late 2022). No outcome has been offered. The accompanying Learning Estate Strategy was in the form of a 'part 1' document. Work now needs to be programmed on the remaining parts (which also cover leisure and culture and as well as Orkney College)
• Devise a central database for Health and Safety policies, risk assessments and training records along with service-wide monitoring procedures.	Joint training was undertaken with the Safety & Resilience Officer to give an overview of the risk assessment process. At present a secure site with access to all schools is being explored to ensure a central database.

	A review of the retention policy has been undertaken to streamline processes and ensure the policy is up to date and effective.
Year 2 (Next Steps:2023-24)	
action	impact
- Implementation of new Devolved School Management policy. - Make Policy, Procedure and Guidance Suite available to all who need it; initiate programme of refresh and learning with policy and procedure suite. - Establish Phase 2 and 3 of the Learning Estates strategy and bid, including ongoing review and governance.	More transparent and effective budget management; more effective targeting of resources to support core business and priority areas. Consistent and reliable implementation of Council and Service policies and procedures; openness and transparency with respect to the underpinning systems and processes that support core business.
Year 3 (Looking Ahead)	
- Should funding from Scottish Government be made available, implement a reduction of teachers' contact hours in line with national policy position.	The services provides high-quality provision which demonstrates value for money

Section 5 Associated Plans and Strategies

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

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

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

Orkney's Children's Services Plan

Orkney's Good Parenting Plan

Orkney's Child Poverty Strategy

Orkney CLD Partners Plan

Section 6 Glossary

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

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

		progress, and insights that support better decision making
LEIP	Learning Estate Investment Programme	The Scottish Government's programme to see more schools that are low emission, digitally enabled and better connected to their local communities.
LA	Local Authority	The (local) provider of public services, including education, social care, waste management, libraries and planning. Funded by the Scottish Government, there are 32 local authorities (Councils) in Scotland. The local authority in Orkney is also the Harbour Authority.
LGBT LGBTQ+	Lesbian, Gay, Bisexual, and Transgender Lesbian, gay, bisexual, transgender, queer or questioning and more	The LGBT Charter is a straightforward programme that enables organisations to proactively include LGBTQ+ people in every aspect of their work.
OHAC	Orkney Health and Care	Orkney Health and Care is a partnership between Orkney Islands Council and NHS Orkney.
PEEP		The name adopted by the Peeple (charity) for their programmes
PEF	Pupil Equity Fund	Additional funding allocated by the Scottish Government directly to schools and targeted at closing the poverty-related attainment gap
PRD	Professional Review and Development	Professional Review and Development (PRD) is an essential part of Professional Update (PU) and professional learning. PRD provides teachers with ongoing opportunities to reflect on their practice and personal learning through professional learning conversations supported by an annual review meeting.
The Promise	_	The national commitment to supporting care experienced children and young people
PSE	Personal and Social Education	With a focus on the curriculum for personal and social education in schools this may also include pastoral care and guidance, as well as school counselling services.

QAMSO	Quality Assurance and Moderation Support Officer	Locally based staff participating in wider area and national programmes to support quality assurance and moderation
SAC	Scottish Attainment Challenge	A systematic approach to achieve equity in educational outcomes, with a particular focus on significantly reducing the poverty-related attainment gap
SALT	Speech and Language Therapy	Treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing
SEEMiS	_	The nationally used information management system for schools
SEF	Strategic Equity Fund	Funding shared by all 32 local authorities to invest in approaches to achieving the mission of the Scottish Attainment Challenge (see above)
Senior Phase	_	The senior phase of Curriculum for Excellence lasts from S4 to S6 (from around ages 15 to 18). It follows a young person's broad general education.
SfLA	Support for Learning Assistant	Key group of staff deployed across schools to work alongside teachers and support children and young people with additional support needs
SQA	Scottish Qualifications Authority	The national accreditation and awarding body for Scotland.
Stretch Aim	_	An ambitious and challenging target that exceeds current abilities and resources.
SWIP	Service Wide Improvement Planning	SWIP describes the meeting of education managers (service managers, nursery managers and head teachers) that takes place each term to review overall progress and development stemming from the service improvement plan
UNCRC	United Nations Convention on the Rights of the Child	UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children.

QA	Quality Assurance	Quality assurance involves the systematic review of educational provision to maintain and improve its quality, equity and efficiency
QI	Quality Indicator	Used by early learning and childcare settings, schools, Local Authorities and HM inspectors to consider what is going well and what needs to be improved.
SAC	Scottish Attainment Challenge	The Scottish Attainment Challenge is about achieving equity in educational outcomes, with a particular focus on closing the poverty-related attainment gap.

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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.	Claire Meakin.
Date of assessment.	9 October 2019 (reviewed 4 August 2022 and again on 31 October 2023).
Is the function / policy / plan new or existing? (Please indicate also if the service is to be deleted, reduced or changed significantly).	This is an existing plan and is reviewed annually.

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

How have stakeholders been involved in the development of this function / policy / plan?	Head Teachers have been significantly involved in the delivery of the plan to date.
Is there any existing data and / or research relating to equalities issues in this policy area? Please summarise. E.g. consultations, national surveys, performance data, complaints, service user feedback, academic / consultants' reports, benchmarking (see equalities resources on OIC information portal).	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, care experienced children and young people and those living in the most deprived areas had lower levels of attainment than average. • Subject choices continued to show difference based on gender stereotypes for girls and boys, with likely implications for career paths in adult life. Following the closure of schools in March 2020 in response to Covid-19, a significant focus has been understanding the impact on the welfare and wellbeing of children, young people and families.
Is there any existing evidence relating to socio-economic disadvantage and inequalities of outcome in this policy area? Please summarise. E.g. For people living in poverty or for people of low income. See The Fairer Scotland Duty Guidance for Public Bodies for further information.	The National Improvement Framework sets out to deliver excellence and equity for all children. The current priorities include: • Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in attainment, particularly in literacy and numeracy. The Education Report and Improvement Plan 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 a focus on staged intervention, health and wellbeing and embedding the UN convention of the rights of children which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
2. Sex: a man or a woman.	Yes. The plan contains outcomes that seek to promote greater inclusion for all children and young people and therefore will have a positive impact on potential gender gaps.
3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	Yes. The plan includes a focus on staged intervention and health and wellbeing, with specific actions relating to planned LGBTI+ training and awareness.
4. Gender Reassignment: the process of transitioning from one gender to another.	Yes. The plan includes a focus on staged intervention, health and wellbeing and embedding the UN convention of the rights of children which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
5. Pregnancy and maternity.	No.
6. Age: people of different ages.	Yes. By its nature, the plan aims to deliver outcomes that will have positive impacts for children and young people.
7. Religion or beliefs or none (atheists).	Yes. The plan includes a focus on staged intervention, health and wellbeing and embedding the UN convention of the rights of children which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
8. Caring responsibilities.	Yes. The plan includes a focus on staged intervention, health and wellbeing and embedding the UN convention of the rights of children which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
9. Care experienced.	Yes – the Promise sets out closing the attainment gap between Care experienced children / young people and their peers disadvantaged. This plan therefore seeks to address inequalities in this area and will likely have a positive impact.
10. Marriage and Civil Partnerships.	No.
11. Disability: people with disabilities (whether registered or not).	Yes – positive. The plan seeks to address inequalities for children and young people with disabilities through a variety of actions such as improving the additional support for learning

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

3. Impact Assessment

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

4. Conclusions and Planned Action

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

Signature: ███████████   Date: 4 August 2022
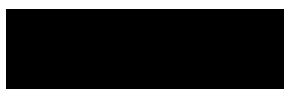
Name: PETER DIAMOND   (BLOCK CAPITALS).

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