

National Improvement Framework

2021/22 Progress Report



Foreword

I am pleased to publish our National Improvement Framework Progress Report which sets out the progress we have made in pursuance of the four national improvement framework priorities in academic year 2021/22. This report demonstrates the positive impact that all staff have had on our children and young people in what has been another year of disruption, uncertainty and change.

Despite the challenges, we have made good progress against our National Improvement Framework Plan for 2021/22 and most of the commitments have progressed well or have been completed. There has, however, been an inevitable impact on our ability to deliver the 2021/22 plan in its entirety and a number of aspects of development work were paused or could not be initiated as we remained focused on education continuity and recovery, prioritising the health safety and wellbeing of our children, young people and staff.

The national priorities and drivers for improvement are changing and we have taken time to consider where we are as an authority through the analysis of data and feedback from ongoing consultations and self-evaluation. This has informed the next steps in our improvement journey and the creation of The Ambition – Excellence and Equity for Shetland’s Learners, a four year strategic plan, setting out our core aims for improvement. The details within this progress report have played a central role in designing that plan and we look forward to making further progress in to 2022/23 and beyond.



A handwritten signature in black ink that reads "Helen Budge".

Mrs. Helen Budge

Director of Children’s Services

Shetland Islands Council

Introduction

The National Improvement Framework and Improvement Plan for Scottish Education have been designed to help deliver excellence and equity in education. This is to ensure that children and young people develop a broad range of skills and capacities regardless of their social circumstances or needs.

In 2021/22 the four key priorities of the National Improvement Framework were:

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

In 2021/22 the six drivers of improvement were identified as making the biggest difference to the four key priorities. These were:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

This report summarises the performance, and progress made, including examples of work, by Shetland Islands Council in pursuance of the four national priorities.

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Our Vision

Building a brighter future together.

Every encounter matters. We know that everyone in Children's Services works towards building a brighter future together, either explicitly or implicitly, during our working day.

Our Values

- Delivering excellent service
- Working well together
- Taking personal responsibility

Our Service Priorities in 2021/22

- Early Learning and Childcare
- Mental Health and Emotional Wellbeing
- Sustaining Education in Rural Communities
- Employability
- The Promise

The National Improvement Framework plan plays a central role in contributing to Shetland Islands Council's wider strategic objectives. Relevant extracts are included below.

Our Ambition, 2021-2026

Working together for a positive and sustainable future

Skills and learning

We will continue to develop early learning and childcare to provide more opportunities for parents, particularly mothers, to access employment opportunities.

We will continue to provide opportunities for young people to access employment resulting in sustained high participation rates in Modern Apprenticeships, Foundation Apprenticeships and Employability Programmes.

We will sustain the quality of learning and teaching in our schools to ensure all learners experience motivating and engaging learning opportunities that maximise attainment and achievement of positive destinations with a particular focus on closing the attainment gap.

We will work to achieve an empowered school system, with participation at all levels including parents, pupils and teachers.

COVID-19 – recovery and renewal

Shetland Islands Council's Recovery and Renewal Framework provides a structure around which the Council's COVID-19 activities will be delivered.

Caring for our community

We will deliver services to children and young people with additional support needs and to adults with learning disability and autism that meet the eligible need and reduces inequality.

We will support the mental health and emotional wellbeing of those in our community.

We will drive forward the work of The Promise in line with the national implementation plan.

We aim to reduce the number of children that are accommodated in residential accommodation out with Shetland, as part of our overall improved performance for looked after children.

Fairer Shetland

We will champion prevention and early intervention, taking the leadership for health improvement by tackling the social determinants of health.

We will ensure children who are eligible for free school meals and other benefits receive them, helping to make a positive contribution to the wellbeing of those children.

We will continue to invest in the Anchor Early Action Project to help to make positive changes to the lives of families in Shetland who are struggling.

We will continue to invest in emotional wellbeing and resilience to help reduce poor outcomes for children and young people and families in Shetland.

Abbreviations and explanation of terms

PEF	Pupil Equity Funding
NIF	National Improvement Framework
HGIOS	How Good is Our School 4 th edition
SIMD	Scottish Index of Multiple Deprivation (SIMD) is the official tool for identifying areas of poverty and inequality across Scotland
NeLO	National e-Learning Offer
CLPL	Career Long Professional Learning
CPD	Continuing Professional Development
UHI	University of the Highlands and Islands
ACEL	Achievement of a Curriculum for Excellence Level
BGE	Broad General Education
CfE	Curriculum for Excellence
ELC	Early Learning and Childcare
SAC	Scottish Attainment Challenge
PSE	Personal and Social Education
LECN	Literacy and English Curriculum Network
DYW	Developing the Young Workforce
SDS	Skills Development Scotland
VC	Virtual Comparator - A virtual cohort that is comprised of similar pupils (based on key demographic characteristics) to pupils in your school. This allows the local authority (and to schools) to compare their performance to a meaningful benchmark.
Total Tariff Points or Tariff Score	The total tariff measure is the sum of tariff points accumulated across the best attainment in all subjects in which a learner has achievement
Lowest 20%, Middle 20%, Highest 20%	The selected cohort is ordered according to their total tariff or complementary tariff score and allocated into three groups based on attainment.

Explanation of terms of quantity

This report adopts the standard Education Scotland terms of quantity:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

The six-point scale

The six-point scale is a tool used by Education Scotland, local authorities and other governing bodies for the purpose of national and/or local benchmarking across a number of establishments.

In education, an evaluation can be arrived at in a range of contexts and it is important to bear in mind that awarding levels using a quality scale will always be more of a professional skill than a technical process. Education Scotland have used the following definitions and these are applied to the evaluation of progress within Shetland Islands Council's National Improvement Framework Plan.

Excellent	An evaluation of excellent applies to services which are a model of their kind. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice. It is characterised by professional understanding which is being shared to support system-wide improvement. It implies that very high levels of performance are sustainable and will be maintained.
Very good	An evaluation of very good means that there are major strengths. There are very few areas for improvement and any that do exist do not significantly diminish the service user's experience. An evaluation of very good represents a high standard of provision and is a standard that should be achievable by all. There is an expectation that the organisation will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent.
Good	An evaluation of good means that there are important strengths, yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all service users. However, the quality of service users' experiences is diminished in some way by the aspects in which improvement is required. It implies that the organisation should seek to improve further the areas of important strength, and also take action to address the areas for improvement.
Satisfactory	An evaluation of satisfactory means that the strengths within this aspect of the service's work just outweigh the weaknesses. It indicates that service users have access to a basic level of provision. It represents a standard where the strengths have a positive impact on service users' experiences. However, while the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of service users' experiences. It implies the organisation needs to take action to address areas of weakness by building on its strengths.
Weak	An evaluation of weak means that there are important weaknesses within this aspect of the organisation's work. While there may be some strengths, the important weaknesses, either individually or collectively, are sufficient to diminish service users' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the organisation
Unsatisfactory	An evaluation of unsatisfactory means there are major weaknesses within this aspect of the organisation's work which require immediate remedial action. Service users' experiences are at risk in significant respects. In almost all cases, this will require support from senior managers, or, in some cases, at corporate level, in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the organisation.

IMPROVEMENT IN ATTAINMENT, PARTICULARLY IN LITERACY AND NUMERACY

Self-Evaluation: **we have made good progress against this national priority.**

Improvement Summary

Senior Phase

- Attainment in literacy and numeracy at levels 4 and 5 remain above the virtual comparator and national average. This is true for 2021 school leavers and for the current 2022 cohort.
- Our average tariff scores remain positive for our lowest, middle and highest attainers.
- Most learners achieved A-C pass in National 5 qualifications. Learners in Shetland perform better than the Scottish average.
- Most learners achieved A-C pass in Higher qualifications. Learners in Shetland perform better than the Scottish average.
- Most learners achieved A-C pass in Advanced Higher qualifications. Learners in Shetland perform better than the Scottish average.

Broad General Education

- More children have achieved the expected level of literacy and numeracy by the end of Primary 1.
- More children have achieved the expected level of literacy and numeracy by the end of Primary 4.
- More children have achieved the expected level of literacy and numeracy by the end of Primary 7.
- More young people have achieved the expected level by the end of S3.
- There has been a 7% improvement in overall literacy attainment in primary.
- There has been a 4% improvement in numeracy attainment in primary.

Broad General Education

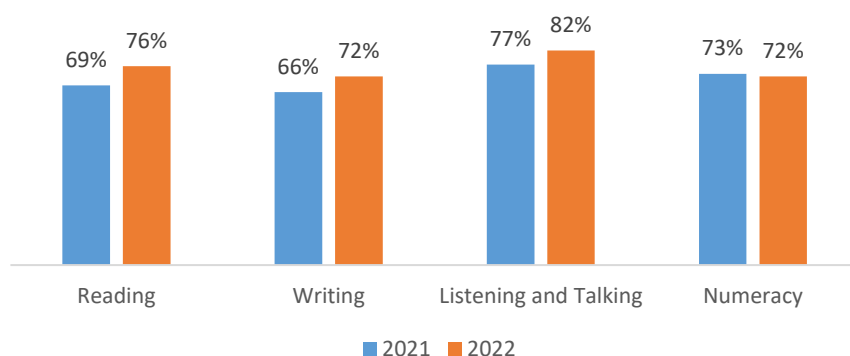
The Scottish Government gathers annual information about children and young people's achievement in literacy and numeracy during their Broad General Education (BGE) which covers children from age three until the end of third year at secondary school.

The Achievement of a Curriculum for Excellence Level (ACEL) data, which is based on teacher judgment and assessment of everyday learning, shows the percentage of children within key stages (P1, P4, P7 and S3) who have achieved the Curriculum for Excellence (CfE) level expected for most children at their stage in reading, writing, listening and talking, and numeracy.

Children's Services' internal data is included in the section below. The validated national data is published in December 2022.

Early Level

% children achieving the expected level by the end of P1



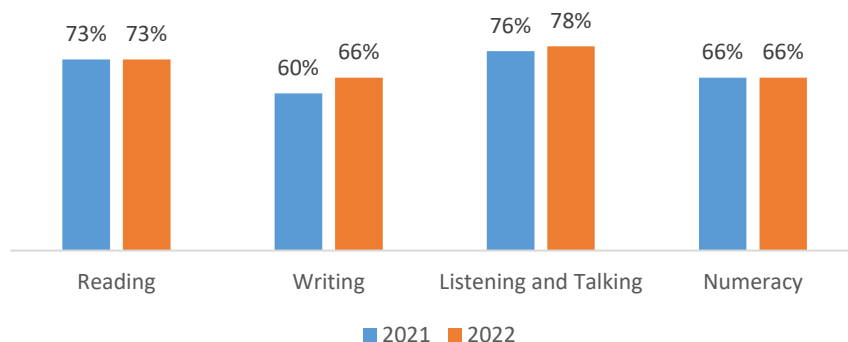
There has been improvement in all aspects of literacy and a 1% reduction in numeracy attainment.

By the end of P1:

- Most learners have achieved the expected level in Reading;
- The majority of learners have achieved the expected level in Writing;
- Most learners have achieved the expected level in Listening and Talking;
- The majority of learners have achieved the expected level in Numeracy.

First Level

% children achieving the expected level by the end of P4



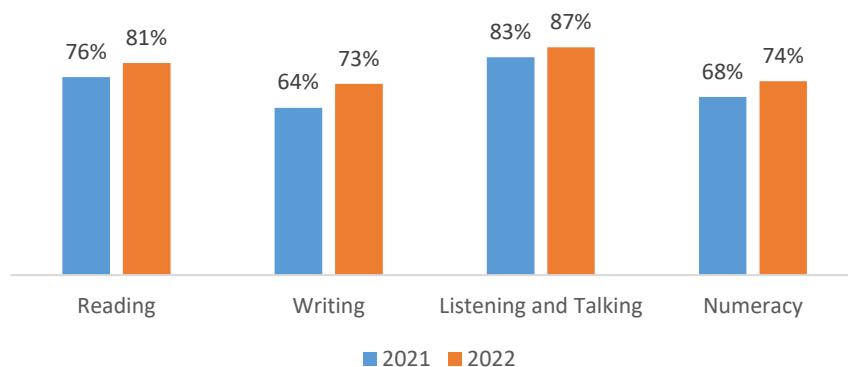
Attainment has remained stable in two, and improved in two, aspects of literacy and numeracy.

By the end of P4:

- The majority of learners have achieved the expected level in Reading;
- The majority of learners have achieved the expected level in Writing;
- Most learners have achieved the expected level in Listening and Talking;
- The majority of learners have achieved the expected level in Numeracy.

Second Level

% children achieving the expected level by the end of P7



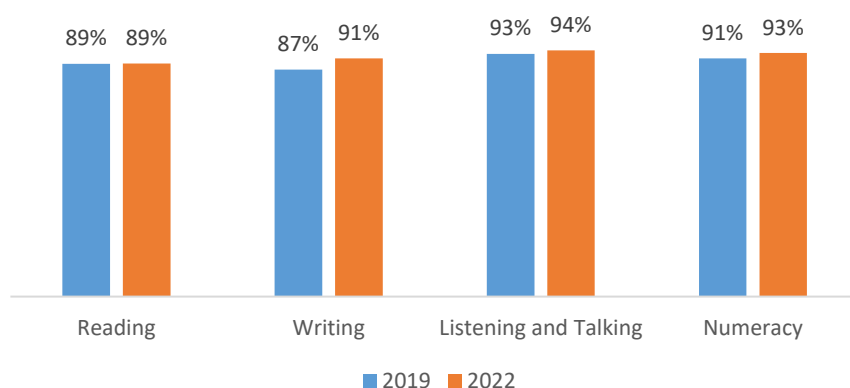
There has been improvement in attainment across all aspects of literacy and numeracy.

By the end of P7:

- Most learners have achieved the expected level in Reading;
- The majority of learners have achieved the expected level in Writing;
- Most learners have achieved the expected level in Listening and Talking;
- The majority of learners have achieved the expected level in Numeracy.

Third Level or Better

% children achieving the expected level by the end of S3



Learners completing their broad general education at the end of S3 continue to demonstrate very good levels of attainment.

By the end of S3:

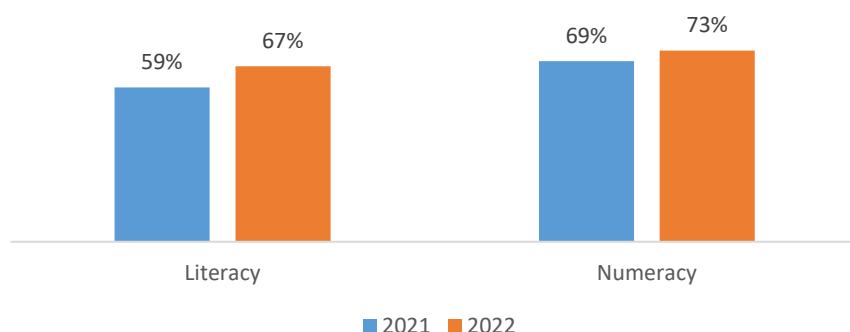
- Most learners have achieved the expected level in Reading;
- Almost all learners have achieved the expected level in Writing;
- Almost all learners have achieved the expected level in Listening and Talking;
- Almost all learners have achieved the expected level in Numeracy.

Overall Literacy and Numeracy

A pupil is deemed to have achieved overall literacy if they have achieved the expected level in all three literacy organisers: reading, writing and listening and talking.

There has been improvement in overall primary literacy and numeracy attainment.

P1, P4, P7 Overall Primary Literacy and Numeracy

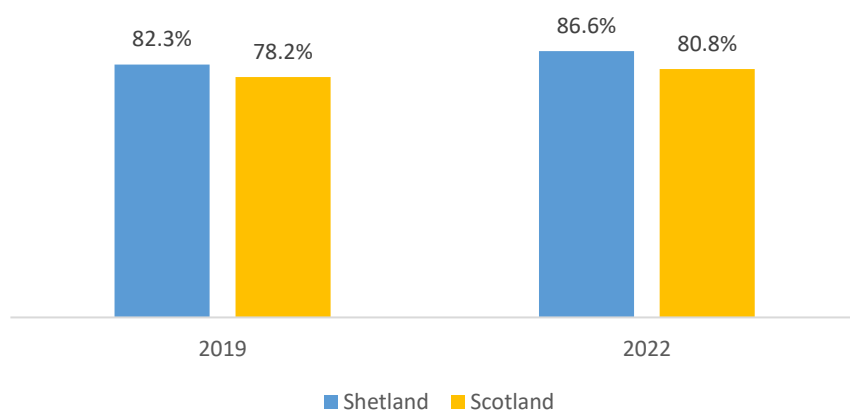


- The majority of learners in P1, P4 and P7 combined have achieved the expected level for overall literacy.
- The majority of learners in P1, P4 and P7 combined have achieved the expected level for numeracy.

Senior Phase

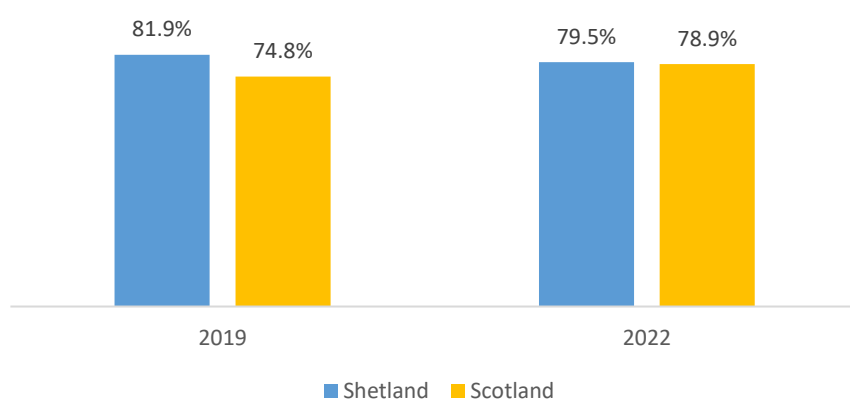
Pupils completed exams for National 5, Higher and Advanced Higher qualifications for the first time since 2019. The return to the exam diet followed two years of awarding through the Alternative Certification Model when the Scottish Government cancelled exams due to the Coronavirus pandemic. It is generally accepted that, whilst still not a like for like comparison, the 2022 national qualification results are best understood in comparison to the 2019 exam diet, given the more significant changes to the awarding model in 2020 and 2021.

National 5



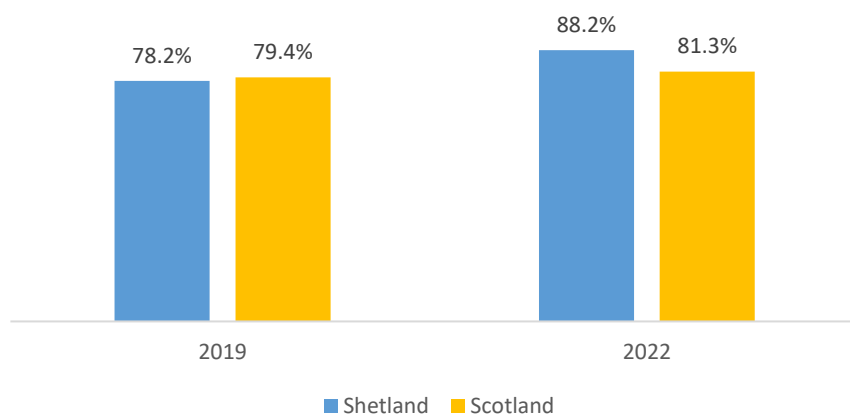
National 5 results at grades A-C improved by 4.3 %. This reflects a broader picture of a stable, positive trend in results at this level. This figure is 4.8% above the national average.

Higher



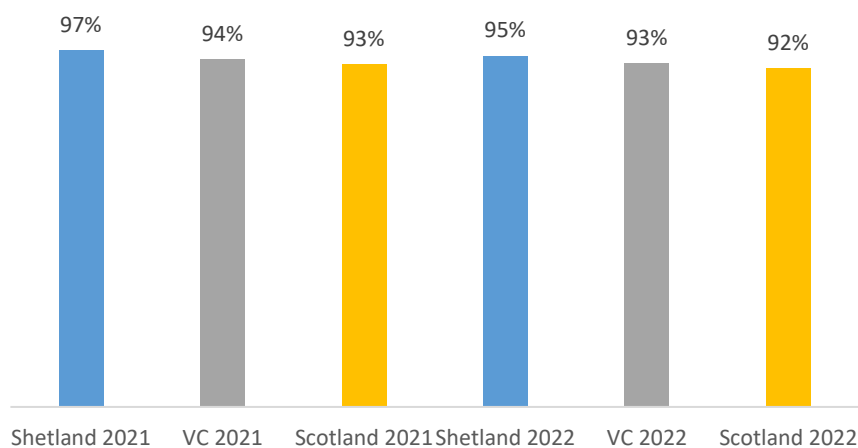
Higher results at grades A-C fell by 2.4% but remained above the national average by 0.6%.

Advanced Higher

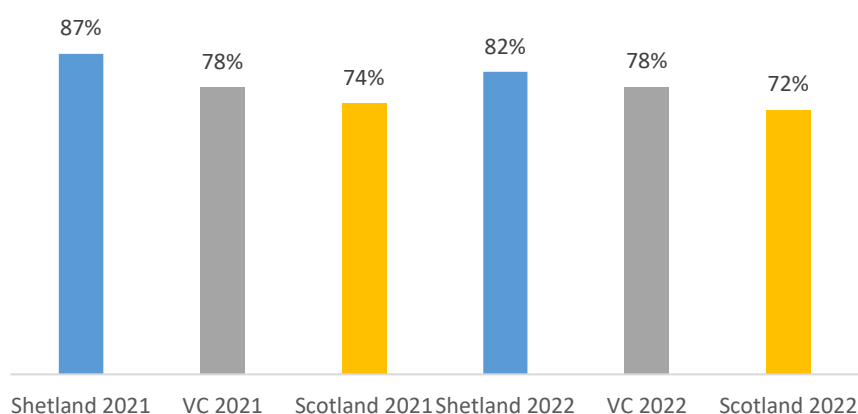


A-C pass rate at Advanced Higher improved by 10% and was above the Scottish average by 6.9%.

% Level 4 Literacy and Numeracy



% Level 5 Literacy and Numeracy



The percentage of candidates achieving literacy and numeracy at Level 4 and level 5 remains higher in Shetland than the virtual comparator and the national average.

Progress on 2021/22 Commitments

- | | |
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| <ol style="list-style-type: none"> 1. Deliver a programme of Local Authority Team Improvement Visits to schools with a focus on approaches to raising attainment and achievement. | <p>The Quality Improvement Team resumed the School Improvement Framework. The framework sets out the Quality Improvement Team's approach to quality assurance in schools namely School Support Visits, School Improvement Visits and Team Improvement Visits.</p> |
| <ol style="list-style-type: none"> 2. Reintroduce the normal suite of School Improvement Visits to each school setting to explore further attainment and achievement patterns, trends and actions in both the Broad General Education and Senior Phase. | <p>The purpose of a Team Improvement Visit is to scrutinise and validate the school's own self-evaluation by gathering and analysing a wide range of evidence. The visits contribute significantly to validated self-evaluation and are intended to help build the capacity of schools to evaluate their own performance and improve outcomes for pupils. There have been two team improvement visits in session 2021/22 and further planning has taken place for seven schools in session 2022/23.</p> <p>Despite continued disruption due to COVID-19, Quality Improvement Officers undertook School Improvement Visits in almost all settings in 2021/21 focussing on attainment and achievement, leadership and self-evaluation. The visits have provided insight in to the impact of the pandemic and areas of consideration for improvement at school and local authority level.</p> |

Complete

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| <ol style="list-style-type: none"> 3. Enhance teacher skills and confidence in quality assurance and moderation in the BGE through the development of the Quality Assurance Moderation Support Officer (QAMSO) model as part of the wider moderation model. | <p>The Local Authority invited teachers and school managers to re-engage with the quality assurance and moderation support officer programme. From the initial meeting, a small working group was established to consider updates to the local authority guidance on moderation. This included guidance on the moderation process relating to the progress of children and young people with complex additional support needs. As the work to update the moderation guidance has progressed, it has become clear that a wider revision of Shetland's Tracking, Monitoring and Moderation Strategy from 2017 is required and so the moderation guidance will wait to be published alongside this wider piece of strategic work.</p> <p>Professional dialogue around this aspect of learning and teaching, coupled with the resumption of the school improvement framework and visits to schools on quality indicator 2.3 and 3.2, has highlighted the need for further clarity on local authority expectations around the awarding of a curriculum for excellence level. Two circulars have been published to support confident and robust teacher judgements.</p> |
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Ongoing

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| <ol style="list-style-type: none"> 4. Carry out a review of Senior Phase Attainment in 2021 at Higher and Advanced Higher Level and | <p>The review of 2021 Senior Phase attainment in Shetland has been concluded. Whilst there are references to attainment in secondary four, the review and subsequent recommendations focussed on attainment in secondary five and secondary six. The catalyst for the review was Higher</p> |
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implement the associated actions and recommendations emerging from this review.

and Advanced Higher performance in 2021 and Shetland's position as the lowest performing local authority in Scotland in relation to the % of A - C passes at Higher and Advanced Higher level, however, as the review developed, the scope of the review expanded to include a wider look at curriculum and learning pathways for secondary five and secondary six learners in Shetland. This expansion reflected the current and emerging drivers for change including the OECD report in relation to the Curriculum for Excellence and the education reform consultation published at the end of 2021.

The main findings from the attainment review were:

1. Despite the disruption of the pandemic over the last 19 months attainment across national qualifications in Shetland remains positive and stable compared with previous years. In particular, performance at National 5 has improved consistently over a number of years. This is to be commended and reflects the hard work of learners and school staff.
2. Children's Services remain very confident in the overall integrity and delivery of the Alternative Certification Model 2021 in Shetland given the rigorous quality assurance and moderation process undertaken by staff at all levels in the education system in Shetland Islands Council.
3. Schools and the Local Authority fulfilled their roles and responsibilities according to the expectations of the Alternative Certification Model 2021 as stipulated by the SQA.
4. There is no evidence that schools deviated from existing policies or developed new policies in order to create methodology driven changes to attainment.
5. Following additional fact-finding by Children's Services, it is clear that there is no national consistency in approaches to remote learning and no direct correlation can be established between approaches to remote learning and increased attainment.
6. High attainers in Shetland have performed well under all the certification models that have been in place in recent years. However, from the evidence examined through the review, approaches to learners with lower forecasted attainment need to be strengthened through continued focused and evaluated interventions.
7. From the data considered, it has been concluded that the % D Grades and No Awards are high in both exam and alternative certification models for Higher and Advanced Higher in recent years. Therefore, the Senior Phase curriculum, including approaches to tracking, monitoring and learner pathways, should continue to be strengthened, building on processes already in place in schools, to ensure that it is even more responsive to learner needs.

The review concluded with a number of recommendations related to:

- Curriculum and Learner Pathways;
- Learning, Teaching and Assessment;
- Digital Access and approaches to Remote Learning;
- Professional Collaboration.

These recommendations reflect the expanded scope of the review from solely focusing on Shetland's 2021 ACM performance at Higher and Advanced Higher level to considering, strategically, and more widely, the shape, direction and organisation of secondary five and secondary six provision moving forward. The local authority and both secondary schools to secondary 6 have carried out a mapping exercise against the recommendations outlining areas of improvement to be carried forward.

Complete

5. Enhance our authority's engagement with the National e-Learning Offer, including its support for teachers, establishing how it can support learning during the recovery period and into the future.

The National e-Learning Offer has been used by educators and learners during periods of remote learning or self-isolation. It brings together the best nationally available live events, webinars, recorded lessons and online resources from partners like West OS, e-Sgoil, Scholar and BBC Bitesize. Children's Services staff communicated with schools, who, in turn, signposted parents and learners to the opportunities available through NeLo. Furthermore, a few learners in Shetland have engaged with i-sgoil, a virtual school environment for children unable to attend school.

Complete

6. Audit the use of Literacy and Numeracy Progression Frameworks to support curriculum delivery, assessment approaches and progression for young people throughout the Broad General Education phase and into the Senior Phase of their learner journeys.

We have gathered information regarding the progression frameworks used in settings and the extent to which these are embedded. This work will enable targeted support to schools that are at the early stages of integrating progression frameworks in to their school planning,

Complete and further work planned

7. Ensure access to career-long professional learning for practitioners through in setting support, local authority training

The Emerging Literacy network has been re-established following the pandemic. The Emerging Literacy network is available to staff with an interest in Emerging Literacy within ELC, Primary and Secondary. It is highly recommended for teachers new to the early years, P1 and P2 stage. The Peripatetic Teacher of Emerging Literacy has visited settings to provide support for practitioners and delivered authority wide training.

opportunities and the reinstatement of the local Emerging Literacy Network.

Complete and further work planned

8. Grow the Play Pedagogy Network to ensure that teachers and practitioners developing play pedagogy have a safe learning community to support their improvement journey
- The Play Pedagogy Network has grown in number throughout the year and attendance continues to increase over time. Guest speakers from out with Shetland have joined the meetings to share different aspects of practice and to facilitate discussions with a focus on play pedagogy. At a local level, members of staff have shared effective practice and elements of their developing play journey. Every meeting has had a focus on key aspects of play pedagogy, referring to Realising the Ambition, CfE and current research. Staff have had time to ask questions in a safe environment and reflect on practice.

The ELC central team have supported staff in various ways following on from network meetings such as resources, environment, pedagogy, reading and research.

Guest speakers have had different outlooks and approaches to play and this has supported staff to consider their own values and pedagogy whilst reflecting on what this means for the children in their class. Time for discussion during the meetings have supported professional dialogue and developed staff confidence. Contributions to discussions have increased throughout the year as a safe learning community is established.

Since the network has been established, staff have made connections and are supporting each other out with meeting times.

A recent exercise asking staff to consider what skills and attributes children need to develop highlighted a clear focus on soft skills (problem solving, team work, resilience, confidence, enquiry, and co-operation) with less appreciation of how play develops skills and attributes set out in the curriculum.

Complete and further work planned

9. Establish an Outdoor Learning Working Group comprising of practitioners and teachers at all CfE levels to a) develop a shared understanding of high quality outdoor experiences; b) identify professional learning needs and relevant training and
- An outdoor learning working group has been established with consistent attendance from early years, primary and secondary colleagues. Members of the group have shared examples of their own practice and these have been discussed and quality assured. Consideration has been given to developing this further to ensure effective practice, both locally and nationally, is shared more widely.
- Professional learning needs have been identified with an understanding that there is a need for an ongoing programme to support varying levels of staff confidence and experience. Kate Hookham, an external trainer, has delivered sessions to staff working at all CfE levels and delivered the

development opportunities; and c) recognise quality assure and share effective practice.

same sessions to parents/carers and member of the community. Kate will visit Shetland during the August and October in-service days to deliver bespoke training to individual schools.

A local authority position statement for outdoor learning has been drafted.

Members of staff in the working group are developing a shared understanding of the benefits of being outdoors and of high quality outdoor experiences. It is highlighted that this is not yet consistent across schools with children and young people having varied outdoor experiences depending on their context.

Feedback from members of the group are utilising their interests and skills to support further training opportunities.

Staff reported that group is helping to develop a learning community and interest in the outdoor working group is growing with new members of staff joining in August.

100% of parents and carers who completed a survey found Kate's sessions useful and would be interested in attending further sessions following a similar format.

100% of staff who completed a survey found Kate's sessions useful.

Complete and further work planned

10. Engage in Improvement Collaboration within the Northern Alliance

Central Officers, school managers and teachers have engaged in collaborative opportunities with colleagues from across the Northern Alliance and further afield. Examples of engagement include:

- Data for Improvement Network
- Northern Alliance World Education Summit – toolkit
- Northern Alliance Curriculum Leads
- Northern Alliance BGE Assessment & Moderation
- LANGS (Languages Network Group Scotland)
- Northern Alliance Numeracy & Mathematics Network
- Northern Alliance Systems Level Curriculum Hub – progression frameworks
- Northern Alliance Moderation Group – Learning teaching and assessment
- Northern Alliance LA Literacy Lead Network

Ongoing

11. Further embed the Emerging Literacy

An Emerging Literacy Network has been established and the peripatetic teacher for Emerging Literacy has facilitated seven sessions throughout

approach as a means to raising attainment in literacy through high quality developmentally appropriate practice.

the year. The main focuses have been on phonological awareness and pre-writing skills, Words Up, brain development and using data to support practice. Colleagues from speech and language and education psychology have had input into some of the sessions to further support key messages.

Three primary teachers and three secondary teachers are on the LECN team.

The literacy, language and communication group have met several times throughout the year to ensure the Emerging Literacy approach is becoming embedded in practice, is consistent and meets the needs of individual schools and children.

The peripatetic teacher for Emerging Literacy has provided support of varying levels to fourteen early learning and childcare settings and schools this year.

There are examples of staff using the emerging literacy approach as a means to raising attainment in literacy through high quality, developmentally appropriate practice. Staff in one early learning and childcare setting developed a video and a case study as a result of training.

The literacy, language and communication group have highlighted key areas for development when considering the Covid impact, in particular a rise in reported language and communication difficulties.

The majority of schools identified areas of literacy development on their school improvement plan for 2021/2022. Some of which made explicit links to aspects of Emerging Literacy.

Ongoing

12. Enhance literacy and numeracy professional learning opportunities for newly qualified and recently qualified teachers.

The probationer programme has been strengthened through enhanced partnership working with Education Scotland. The national programme of professional learning in numeracy has been included in Shetland Islands Council's probationer programme, supplemented by three further, Shetland specific sessions, designed by the numeracy and mathematics education officer from Education Scotland and supported by a local Head Teacher and previous Numeracy Hub Champion. We have engaged with the recently appointed Education Scotland Literacy Lead (North) with a view to enhancing professional learning around literacy in the same way as we have done for numeracy.

Complete and further work planned

13. Deliver data analysis training for secondary school managers.

A programme of virtual and face to face visits was delivered in early 2022. All secondary schools had a visit from an Insight Professional Advisor. Insight is the professional benchmarking tool for analysing attainment data in the senior phase, accessible by secondary schools and local authorities. It is designed to support self-evaluation and provide schools

with their attainment information in a format that makes it straightforward to identify possible areas for improvement for young people in S4 to S6.

There are two releases of Insight per year, the first of which is in September and provides attainment data for the summer exam diet. The February update adds initial leaver destinations data for those leaving school in the previous academic year, which allows for analysis of data on cohorts of young people at the point of exit from the Senior Phase.

The Professional Advisor provided opportunities for school managers to explore the data for their school and to continue to build knowledge of how curriculum design and learner pathways can support raising attainment.

One school's feedback is set out below:

"It was useful to get a wider perspective on where our school stands in relation to what is going on in the rest of Scotland in terms of presentation and attainment. How to use INSIGHT to find out what schools across Scotland are doing in terms of NPAs and wider achievement. Challenge questions shared by the Advisor were particularly impactful in relation to supporting and engaging pupils who are struggling to achieve at Level 5".

The programme of visits also included some training for the Quality Improvement Team in order that Officers can continue to support and scrutinise attainment in the senior phase. Furthermore, colleagues from Shetland – UHI were invited to participate in a session hosted by the Professional Advisor to highlight the important role that the university has in designing learning pathways for young people and raise attainment.

Complete

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| <p>14. Continue to monitor the short- and longer-term impacts of COVID-19 on children's and young people's learning and wellbeing and take action when required to mitigate the effects and improve outcomes.</p> | <p>Central education officers visited all schools in Shetland in 2021-22 to discuss the impact of the pandemic on learners and staff.</p> <p>Key themes from the visits to all 29 settings, which will support the Central Service with the recovery phase, and school improvement planning for session 2022-23, are as follows:</p> <ol style="list-style-type: none"> 1. The health and wellbeing of school communities remains a key priority. These have been unprecedented and extremely challenging times and the impact of the pandemic cannot be underestimated. 2. Moreover, children and young people and staff described the welcome, current, focus on health and wellbeing, including emotional check-ins, nurture approaches, trauma informed practice, the Zones of Regulation and focus on daily exercise on return from lockdowns. 3. The high level of pupil and staff absence have meant fragmented learning for many, with an increased need for differentiated work |
|---|---|

and/or individualised teaching to support learners' progress and address gaps in learning.

4. At times, keeping schools open has been a real challenge and added considerable pressure on staff.
5. In many schools, staff are still experiencing feelings of isolation and disconnection, with online meetings and limited staffroom use being contributing factors. Therefore, opportunities for professional collaboration, the sharing of practice, moderation opportunities and dialogue for staff within settings, clusters, across Shetland, and beyond, need to be encouraged.
6. The impact on our youngest learners has been evident in a number of settings. The experiences missed in their early formative years means more support to encourage independence and resilience has been required to settle into new routines.
7. Meanwhile, older children and young people have been more isolated and disconnected.

Complete

15. Agree and implement the Digital Learning and Teaching Strategy to address inequity around digital connectivity and digital access.

The Digital Learning and Teaching Strategy for Shetland was adopted by Shetland Islands Council in November 2021. The strategy was developed during a period of significant change in the delivery of education in Shetland and across the world. The pace of change has presented a wide range of challenges for local authorities in Scotland with regards to pedagogy, connectivity and the skills required to navigate an evolving digital environment.

Most of the recent change has been out of necessity – a step change to ensure teachers and school managers have continued to provide high quality learning and teaching during a period of education disruption. Change has also created new opportunities and accelerated progress towards a more digitally agile education system, many times more able to respond to the challenge and take advantage of the vast learning and networking opportunities afforded by digital connectivity. The education system has experienced a seismic shift forward enabling staff to engage with technologies that are fast becoming ubiquitous across our system.

This strategy will help make further, more controlled, and strategic progress in enhancing learning and teaching through digital technologies. The strategy will provide the framework which will enable Shetland Islands Council to make planned and deliberate progress to support digital educators, create digital learners, enhance digital access, develop digital leadership and build digital protection within our education system.

A Digital Improvement Group has been established to progress the implementation of the strategy and a wide range of teachers, practitioners and other stakeholders have been involved to join a newly formed Digital Stakeholder Group tasked with supporting, and challenging, the strategy's implementation.

Complete

CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED CHILDREN

Self Evaluation: **we have made satisfactory progress against this national priority.**

Improvement Summary

- There has been no change to the primary literacy attainment gap.
- The attainment gap in primary numeracy attainment has widened.
- More children and young people are living in poverty and there is an expectation that this trend is expected to continue due to global and national factors.
- The difficulties faced by those children, young people and their families who live in poverty has become more widely acknowledged and better understood.
- Levels of child poverty in Shetland are still amongst the lowest in Scotland but this doesn't reflect the higher cost of living in Shetland - between 20-60% more to have an acceptable standard of living, compared to the UK average.
- The attendance and exclusions gap remains narrow with no significant difference between the general school population and children experiencing poverty or other barriers to learning.

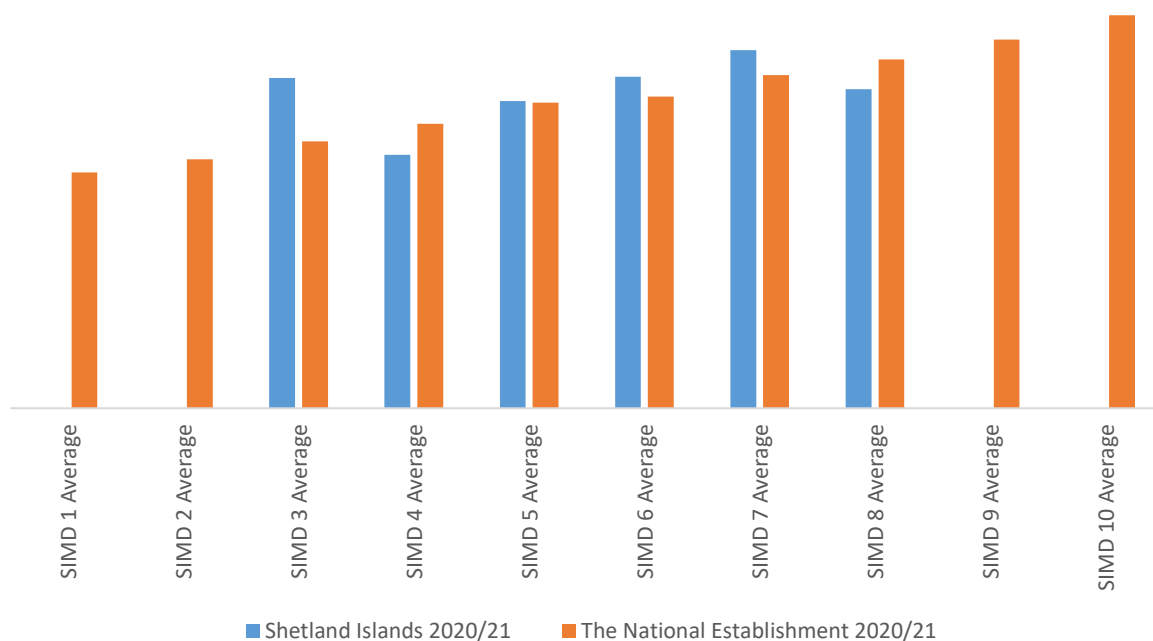
Measuring the Attainment Gap

The reference in the National Improvement Framework (NIF) to ‘the least and most deprived areas’ assumes an urban concept of deprivation. The Scottish Government has acknowledged that this does not apply well to places like Shetland. Indeed, whilst many other local authorities are delivering interventions to close the gap between pupils in SIMD 1-3 and pupils in SIMD 4-10, the absence of any lower SIMD area pupils in Shetland, coupled with the small number of learners in some SIMD zones each year, creates additional challenges for our schools in identifying the gap and then taking steps to close it.

(SIMD: Scottish Index of Multiple Deprivation)

Learners in Scotland are evenly distributed across all SIMD areas. This is not the case for Shetland where learners are only found in SIMD 3 to 8 and are distributed in a less consistent way.

SIMD Average Tariff Points

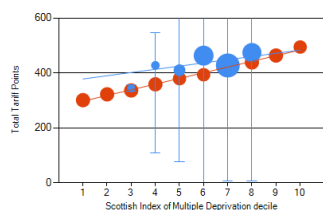


The distribution of average tariff points across SIMD does not follow the national trend and creates challenges in easily identifying the poverty related attainment gap and drawing conclusions about attainment in different SIMD areas.

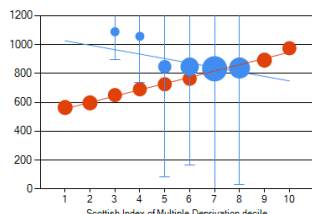
Furthermore, this lack of consistency is demonstrated in the graphs below highlighting the differences that exist between year groups and across years. This makes it difficult to identify patterns over time and limits the efficacy of strategic decisions based on SIMD profiles.

Different Year Groups within the same academic year, 2021/22

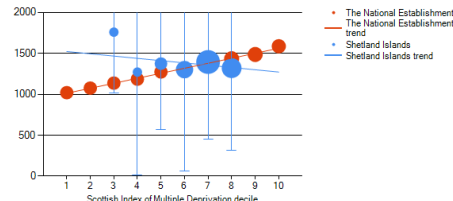
S4, 2021/22



S5, 2021/22

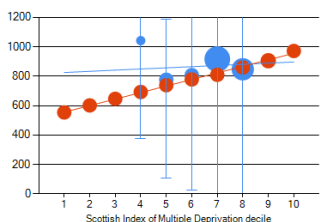


S6, 2021/22

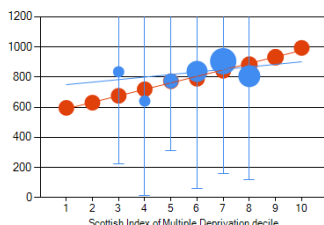


The same year group, S5, across three years

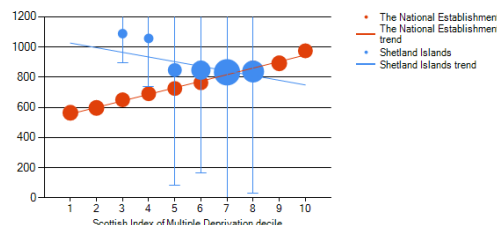
2019/20



2020/21



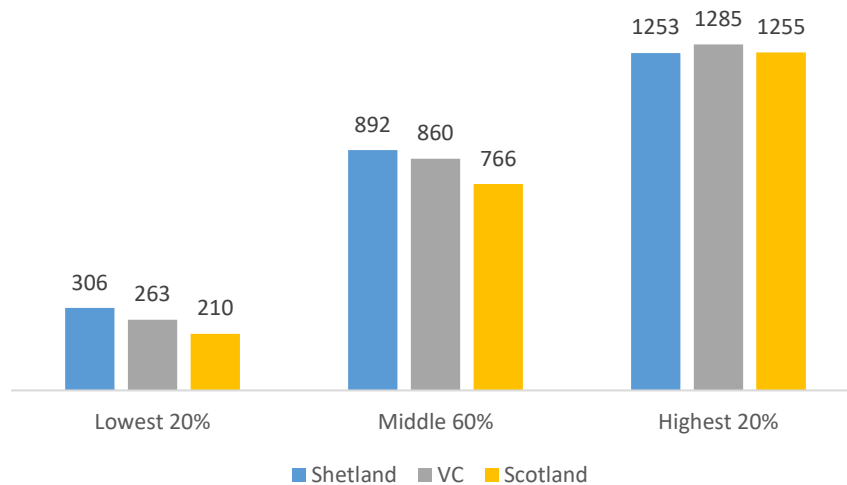
2021/22



Our overall aim is to have our pupils attain as highly as possible regardless of socio-economic circumstances and this indicator, despite its weaknesses due to the Shetland context, can be a useful dataset for excellence and equity dialogue. We continue to monitor the performance of learners from different SIMD deciles, both as school leavers and as current pupils on the roll, discussing the data with schools and taking action where it is appropriate to do so. An alternative model for defining deprivation in Shetland has been developed with the help of Shetland's Attainment Advisor. It involves using locally-agreed vulnerability criteria to identify individual children and families who may be at risk of socio-economic disadvantage not directly elicited by SIMD or free school meal (FSM) data. The guidance stated that schools may also wish to consider, in determining poverty, in their setting:

- Parental/family/household circumstances;
- Mental/emotional/physical wellbeing;
- Poverty of opportunity.

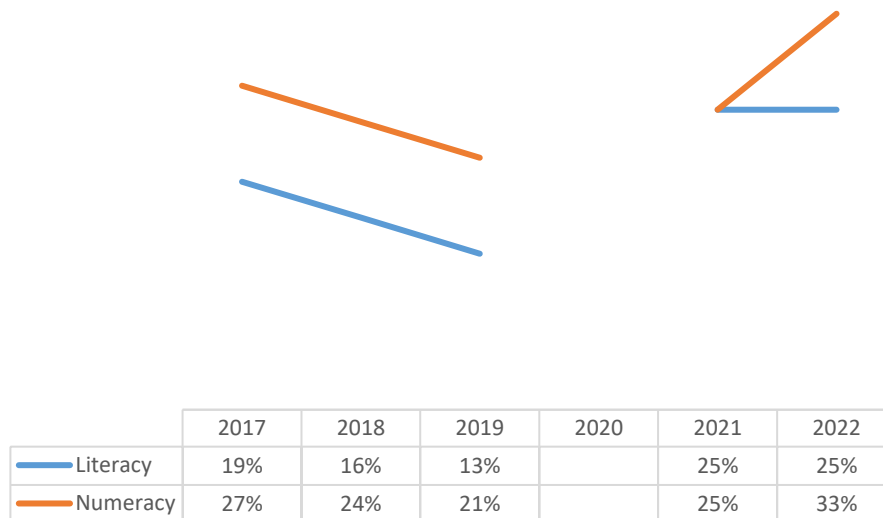
Prior to the pandemic, Children's Services had developed an analysis tool which tracked learners as they made progress through the Broad General Education, enabling a deeper analysis of the poverty related attainment gap over time. The cancellation of Achievement of a Level (ACEL) collection in 2020 and partial collection in 2021 has hindered the ability to look at this in the same way.

Attainment for All - Overall Tariff

Shetland has maintained a high level of average total tariff points when compared to the virtual comparator and the national average.

The positive differential with our Virtual Comparator was biggest for the 20% of pupils who had the lowest overall attainment and narrower for the middle 60% of attainers. Only amongst the highest 20% of attainers do Shetland learners perform less well but the difference is negligible. The gap between the lowest and highest attainers at school-leaving point in Shetland is considerably narrower than in the Virtual Comparator. Note, this is not strictly the same as the poverty-related attainment gap, but given the known correlation between poverty and attainment it can be viewed as a sign of progress in narrowing that gap.

The Attainment Gap in Primary Literacy and Primary Numeracy

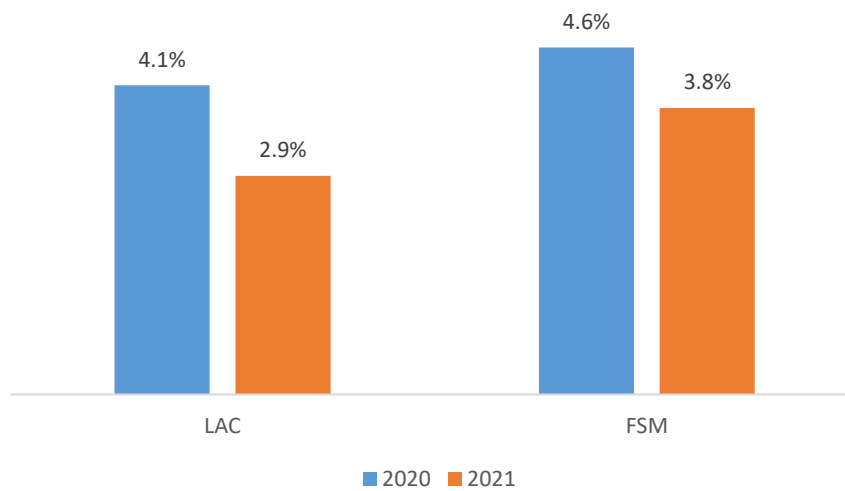


The gap is calculated by comparing the attainment of children in receipt of free school meals against the attainment of all other children. Attainment across reading, writing, listening and talking (literacy) and numeracy, is measured for children in primary 1, primary 4 and primary 7 combined.

Prior to the pandemic, Shetland Islands Council was making progress in closing the poverty related attainment gap, however, in the two years covering the pandemic, the attainment gap has widened with the gap at its widest since data has been available using this measure.

Schools have been supported to identify gaps in learning and to plan the way forward in tackling these and reducing any impact on attainment. Partnership working continues to develop between schools, clusters and beyond the authority to maximise progress.

The Attendance Gap



Overall school attendance remains high in Shetland. The attendance gap has narrowed in the past year for both children in receipt of free school meals and for looked after children. Whilst this demonstrates positive progress, year on year data should be viewed with caution due to the small number of learners within the cohorts.

The Exclusions Gap

Exclusion rates remain very low in Shetland. There has been no statistically significant change in the past year with regards to exclusion as a factor of poverty or other barriers to learning. Year on year data should be viewed with caution due to the small cohort size.

Progress on 2021/22 Commitments

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| 1. Analyse new Pupil Equity Fund school plans, to inform further support required for schools to close the poverty related attainment gap. | <p>Analysis has been completed of submitted plans. Key themes, strengths and areas for development have been identified.</p> <p>As a result, there is a clearer understanding of what PEF is being used for. Identified themes continue to inform individual support to schools and universal support. Further support is needed on the use of data. Data packs and associated professional learning are planned for 2022-23.</p> |
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Complete

- | | |
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| 2. Ensure that schools not in receipt of Pupil Equity Funding are not disadvantaged in relation to their own attainment gaps. | <p>Schools not in receipt of PEF continue to be able to apply for £1200 from Children's Services. A plan must be submitted which details planned spend and impact in relation to closing the poverty related attainment gap.</p> |
|---|--|

Complete

- | | |
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| 3. Participate in collaborative learning opportunities including the Islands' School Leaders' Professional Learning Programme and the Northern Alliance's Promoting Equity Improvement Programme. Develop opportunities for sharing learning from these projects, and other around the Cost of the School Day, across schools in Shetland. | <p>Opportunities for professional dialogue and sharing learning have been embedded into head teacher development days. A virtual 'Excellence and Equity' afternoon was held and four schools presented their progress and impact using Pupil Equity Funding (PEF). A range of partners attended the event.</p> <p>Three sessions of the Islands' School Leaders programme were delivered with good attendance from Shetland. The programme had to be paused due to pressures in schools caused by COVID. This will resume next session.</p> <p>Three teams from Shetland completed the Northern Alliance Promoting Equity Programme. Improvement projects were planned and delivered. All three teams took part in a Northern Alliance virtual sharing event.</p> |
|--|---|

As a result, stakeholders are starting to have an increased awareness of the impact of local targeted approaches. Partners are becoming more aware of what is working in schools.

Attendees at the Islands School Leaders Programme reported an increased knowledge on the themes from the sessions. Opportunities to collaborate across the islands were evaluated as positive.

As a result of participation in the Northern Alliance Improvement Programme, teams have increased knowledge of using Quality Improvement Methodology. Two teams completed projects which had a positive impact on learners.

Increased opportunities for sharing are leading to increased awareness of the progress in closing the poverty-related attainment gap.

Ongoing

4. Support all schools to accelerate progress on identifying and closing the poverty related attainment gap helping all settings build up their data analytical, evaluation and quality improvement skills to ensure evidence-based decisions on interventions and the deployment of resources, including through the organisation of dedicated Pupil Equity Funding events in 2021/22.
- The use of data has been a focus at Head Teacher development days in 2021-22. Authority wide data has been shared. This has been used to facilitate discussions on priorities and planning. Individual discussions on improvement priorities and data have been part of these visits. As a result, there is increased awareness of local and authority wide data. There is growing confidence in identifying the gap within each school. This will continue to be developed next session.
- Sessions on using data to set measurable outcomes have been delivered to Head Teachers. Analysis of school improvement planning shows a notable improvement. Templates for planning have been amended to further encourage schools to analyse their data. Further professional learning on analysis of data has been requested by Head Teachers and are planned for 2022-23.
- Between April and June, five schools participated in a programme to improve attainment in writing. This has been delivered by Education Scotland staff. Practitioners set improvement aims, using analysis of individual class data. As a result, practitioners report they were more skilled in planning for targeted improvement within their class.
- To ensure a continued focus on equity, The Scottish Attainment Challenge (SAC) is included on each Head Teacher development day. School managers are encouraged to share the impact of approaches within their schools. Head Teachers report that the sharing of practice is having a positive impact on planning for equity within their establishments. There are early indications of increased cluster level conversations and planning for PEF and equity. There is scope to further consider planning for sustainability of these approaches.
- In April 2022, the attainment advisor organised a virtual event on achieving 'Excellence and Equity in Shetland'. This was a multi-agency event with a number of professionals attending. The event focused on the SAC refresh, what has been learned so far and on sharing practice from across Shetland. Time was given for groups to consider ideas for moving forward. Multi-agency partners gave consideration to how they could support the SAC refresh.

Complete

Support, deliver and facilitate Professional Learning opportunities to support consistency and high quality learning and teaching across schools with a particular focus on equity and closing the poverty related attainment gap.

Not progressed

5. Use all relevant and available data to understand trends in outcome measures over time and across different demographic groups, including national measures and stretch aims.

A local authority strategic governance group has been established and meets monthly. This group consists of representatives from education, social work, Youth Services, finance and the attainment advisor. Currently, the group is considering how to make best use of the Strategic Equity Funding (SEF) and Care experienced Children and Young People (CECYP) funding. Local data is informing planning. A Force Field analysis is being used to identify barriers and driving forces to equity across the authority. This will inform targeted use of funding to address specific local gaps.

To date, considerable progress has been made in setting stretch aims and implementing the SAC refresh. The SAC lead in Shetland and attainment advisor have worked closely to develop an overarching local logic model – ‘The Ambition – Our journey to excellence and equity for Shetland’s learners’. This draft logic model sets out the local stretch aims and long term strategic outcomes for the next four years. It has been developed in consultation with central local authority staff and with Head Teachers. Within this, development groups are being set up to plan and take forward each of the stretch aims. Head Teachers have had considerable input into setting the priorities during recent development days. Local data is informing the stretch aims and strategic outcomes. Work has taken place to create a consistency of understanding of what needs to be achieved and of the terminology within the logic model. As a result, there is a strong sense of ownership of the plan. A shared vision is in place for future priorities, both at local and individual school level.

Complete

IMPROVEMENT IN CHILDREN'S HEALTH AND WELLBEING

Self-Evaluation: **we have made good progress against this national priority.**

Improvement Summary

- The Health and Wellbeing of staff and pupils has remained the number one priority for Children's Services over the past year.
- School level interventions, resources and professional learning have continued to have positive impact for children, young people and their families.
- Over 1000 primary school pupils and 700 secondary school pupils participated in the Health and Wellbeing Census.
- All schools in Shetland have continued to deliver two hours or two periods of Physical Education per week, unless disrupted by COVID-19.
- The school counselling service continues to become embedded and capacity is growing to ensure children and young people have better access to mental health and wellbeing support.

All children and young people require support to help them to develop and learn but some children and young people need this more often and some may need more specialist support.

Support offered to children and young people across Shetland is provided in a staged intervention approach:

Universal Support

- Stage 1: Additional Intervention
- Stage 2: Targeted Intervention
- Stage 3: Intensive Intervention

There are a range of resources for universal support including:

- Child Inclusion Research into Curriculum Learning Education;
- Nurture;
- A trauma informed approach;
- Restorative approaches and resilient kids;
- Zones of regulation;
- School counselling service;
- Early action programme;
- Early intervention approach and
- Youth participation initiatives.

In February 2022 there were 439 children in early years, 1859 children in primary and 1454 young people in secondary education. This means that there are 10% of children in early years, 36% of children in primary and 36% of children in secondary education who have needs identified within the staged approach of intervention.

Health and Wellbeing Census

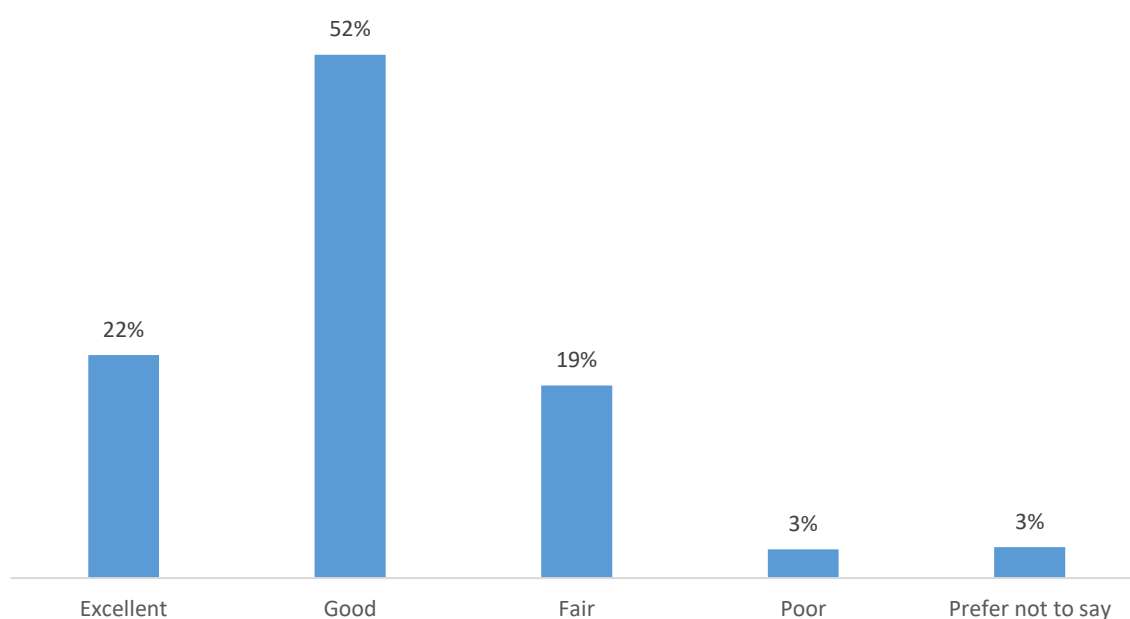
The Health and Wellbeing Census asked children and young people about a wide range of themes and topics including school, physical activity, eating and drinking, social media, emotional and mental wellbeing, friendships and other health behaviours.

Over 1000 primary aged pupils in primary 5 to primary 7 and over 700 secondary aged pupils, participated in the survey, providing the local authority with a rich dataset of how children and young people feel about their health and wellbeing.

The datasets continue to be analysed and will be shared with community planning partners to support better joint decision making about how to improve services for children, young people and their families.

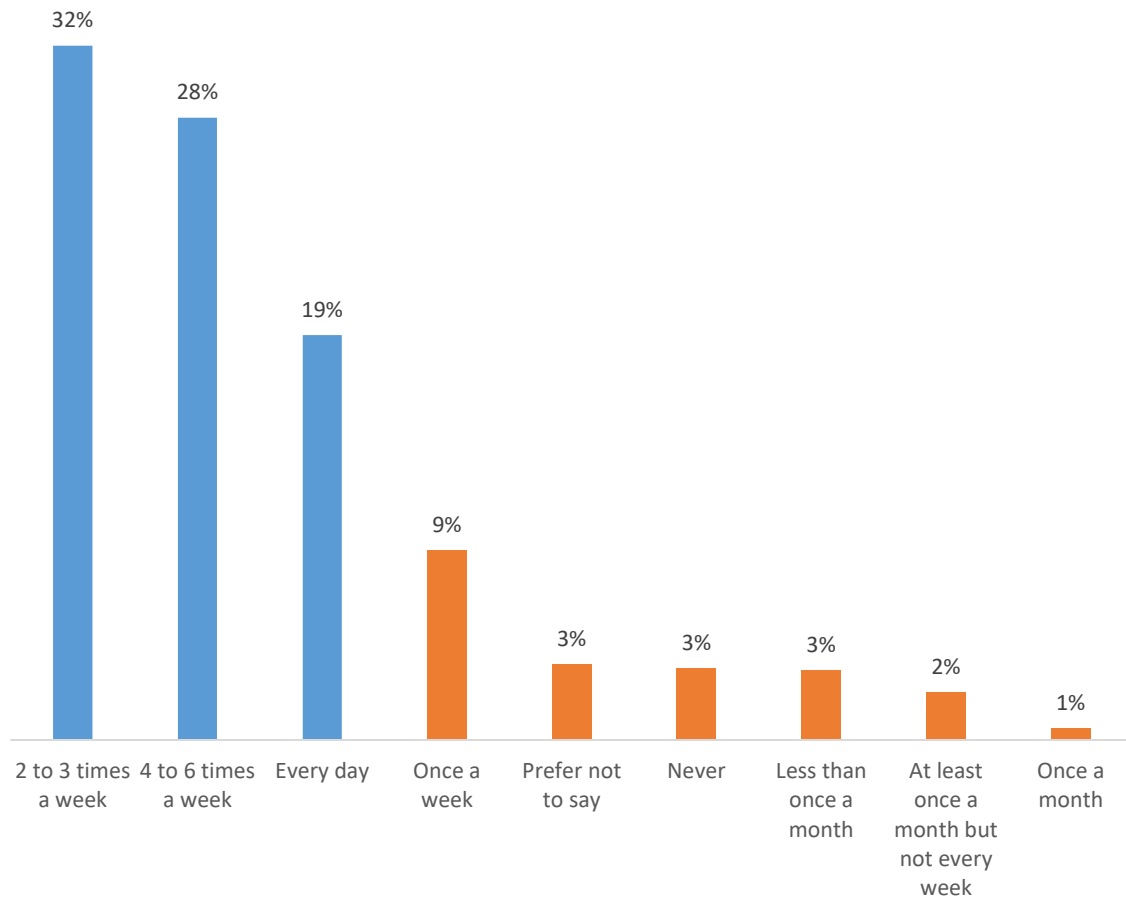
A selection of information is shared below with further health and wellbeing census reporting expected in early 2023, following publication of the national statistics, including by local authority, in December 2022.

In general, how would you say your health is?

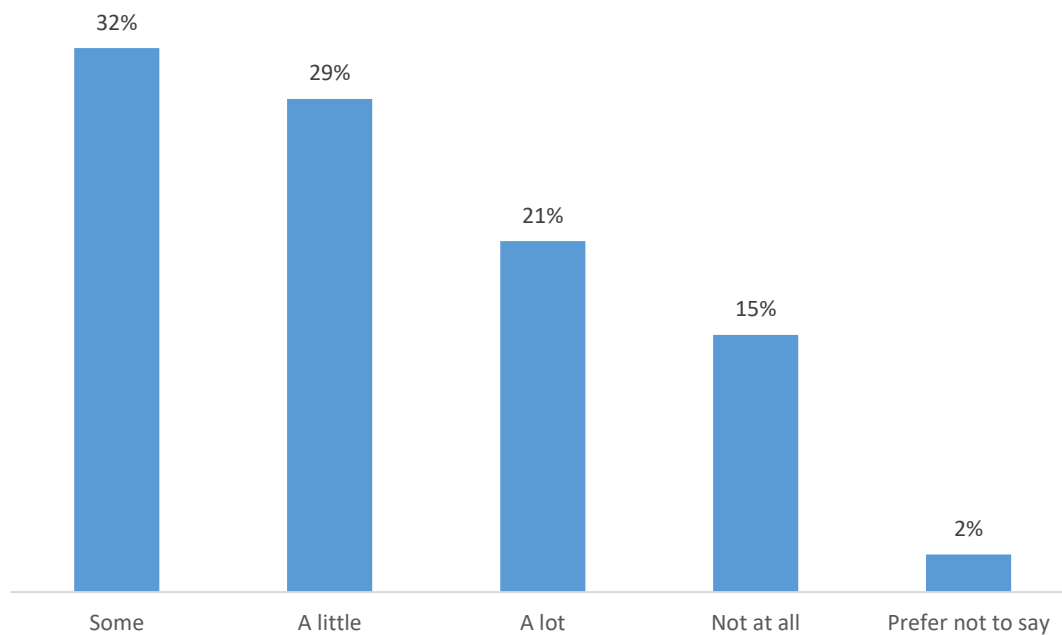


	P5	P6	P7	S1	S2	S3	S4	S5	S6	Total
Good	57%	54%	46%	54%	56%	53%	45%	56%	49%	52%
Excellent	27%	24%	31%	19%	19%	20%	22%	14%	22%	22%
Fair	11%	12%	20%	20%	19%	21%	27%	22%	26%	19%
Prefer not to say	4%	7%	2%	3%	2%	2%	3%	3%	0%	3%
Poor	0%	3%	1%	4%	3%	4%	3%	6%	2%	3%

How often do you usually do any physical activity in your free time (outside school hours) so much that you get out of breath or sweat?



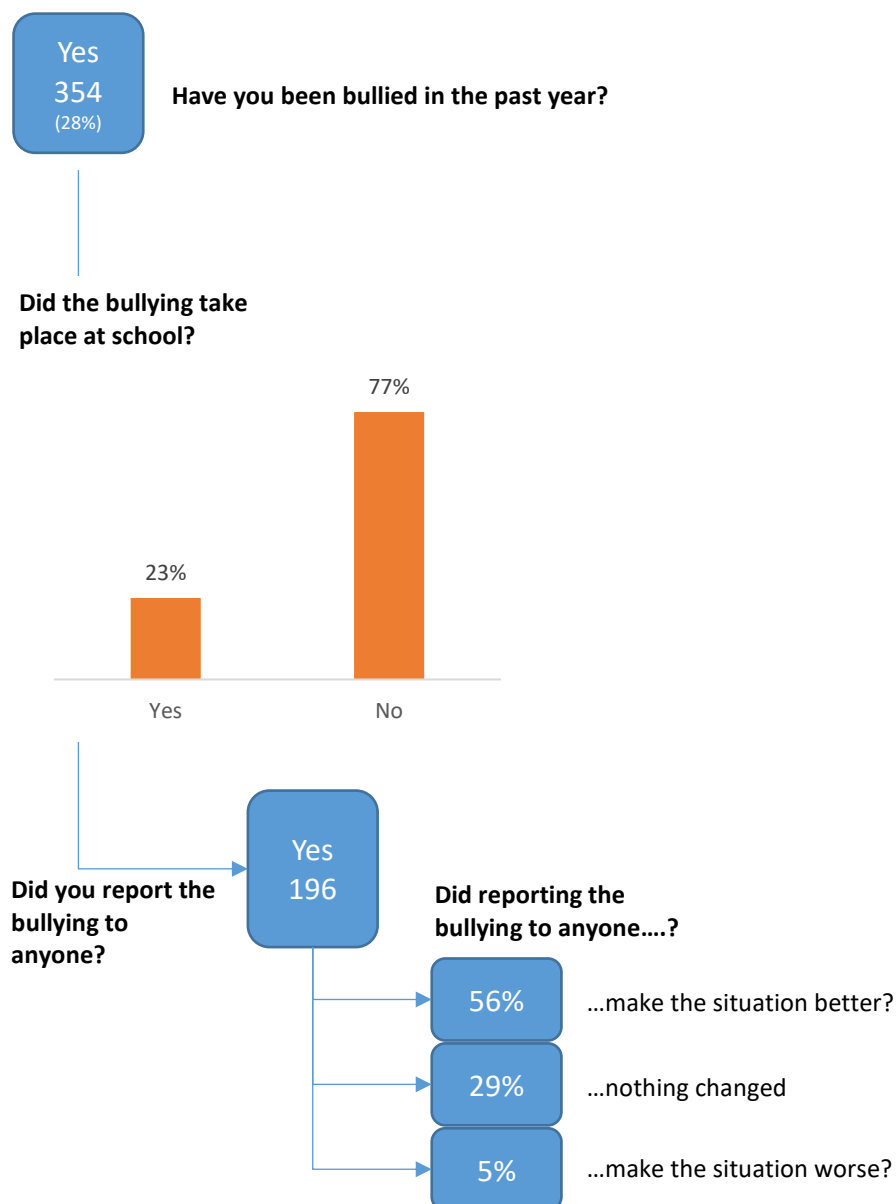
How pressured (stressed) do you feel by the schoolwork you have to do?



Pressured by School Work			
	Primary 7	Secondary 2	Secondary 4
Some	27%	30%	40%
A little	31%	40%	17%
A lot	12%	14%	36%
Not at all	26%	15%	5%
Prefer not to say	4%	1%	1%

Bullying

The Anti-bullying in Shetland Schools policy was published in 2018. It is an authority wide policy on preventing, identifying and dealing with bullying behaviour. The policy was closely aligned to the national guidance Respect for All: national approach to anti-bullying, published in November 2017 and continues to be current and relevant within the national context. In addition to the bullying statistics collected annually, the Health and Wellbeing Census has provided the authority with important, self-reported information from children and young people. Bullying questions were contained in the P5 – S3 surveys only.



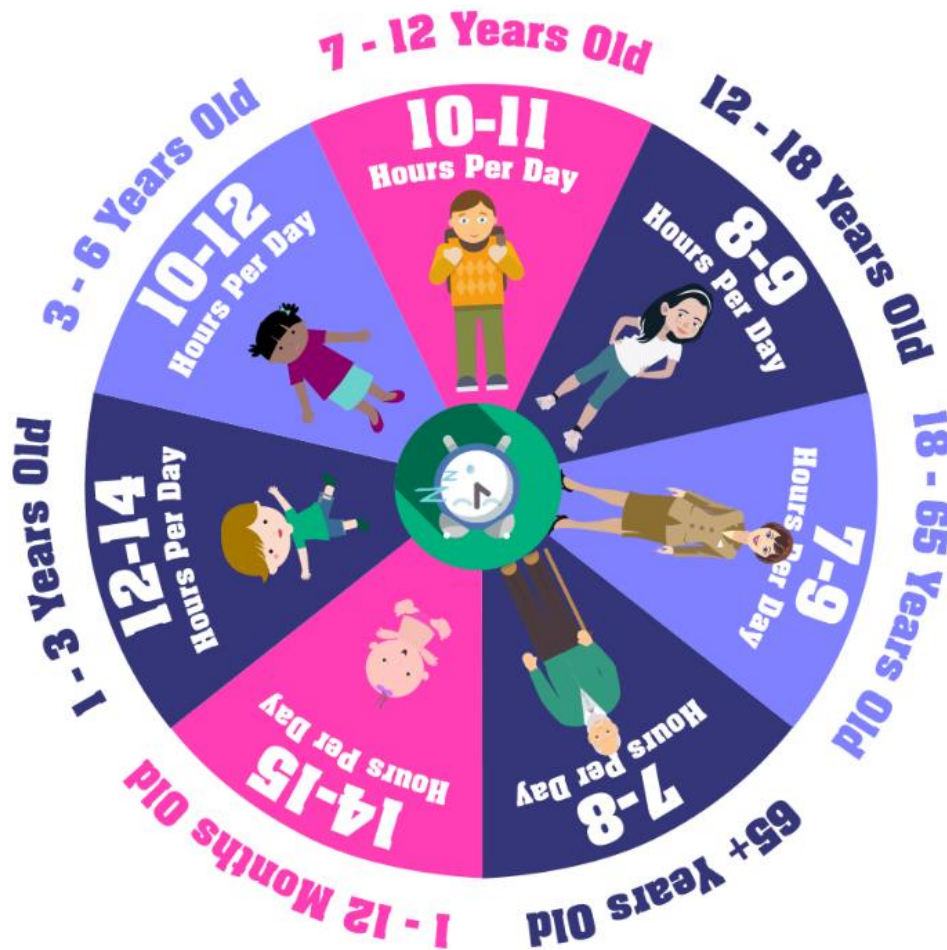
Less than a quarter of self-reported bullying incidents take place at school, however school staff continue to play an important pastoral role in supporting children and young people who experience bullying behaviour. Further, multi-agency work is required to deliver education, prevention and intervention programmes to support schools and the wider community to recognise and deal with bullying behaviour effectively.

Sleep

Secondary pupils in S1-S6 answered the following question on sleep.

How many hours sleep did you have last night?

6 to 8 hours	69%
9 to 11 hours	18%
3 to 5 hours	9%
Prefer not to say	2%
Less than 3 hours	1%
15 hours or more	0%
12 to 14 hours	0%



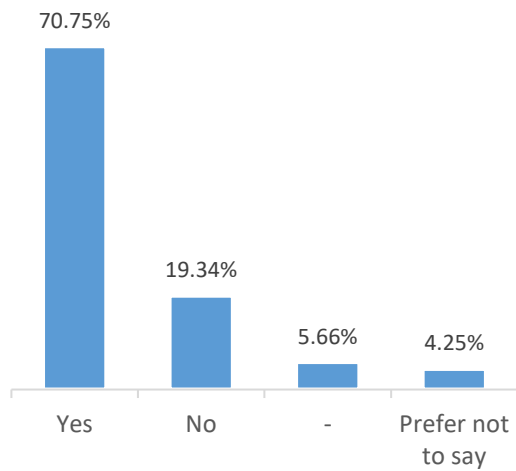
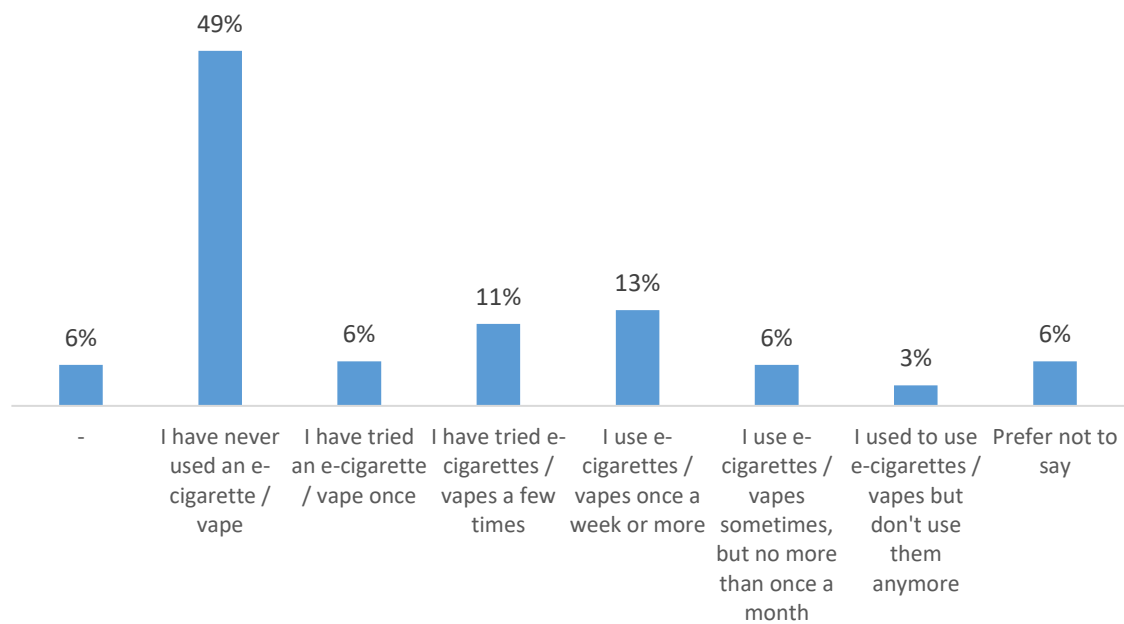
Relationships and Sexual Health

Questions about relationships and sexual health were part of the S4, S5 and S6 surveys only. Skip logic functions within the survey ensured that young people only answered questions appropriate to their responses.

I can describe what a good relationship would mean for me.		I am building skills and confidence to make decisions about my own personal relationships, including sexual relationships.	
Agree	44%	Agree	43%
Fully agree	32%	Fully agree	24%
-	14%	-	16%
Prefer Not to Say	6%	Prefer Not to Say	9%
Disagree	3%	Disagree	6%
Totally Disagree	1%	Totally Disagree	2%

People have varying degrees of sexual experience. How much, if any, sexual experience have you had?		The most recent time you had penetrative sex, did you or the other person use a condom?	
None	35%	Don't Know	3%
Prefer not to say	18%	No	43%
Penetrative sex	14%	Prefer not to say	6%
Small amount (e.g. kissing, some intimate touching on top of clothes)	12%	Yes	49%
-	12%	I know where to access free condoms in Shetland.	
Some experiences but no sexual intercourse (e.g. touching intimately underneath clothes or without clothes on)	5%	Disagree	26%
More experiences, including oral sex	4%	Agree	25%
		-	16%
		Fully agree	14%
		Totally Disagree	10%
		Prefer Not to Say	
		Say	9%

I can undertake a self-examination of breasts/testicles.		I know how to find and to access sexual health services.	
Agree	33%	Agree	47%
Disagree	21%	Fully agree	16%
-	16%	-	16%
Fully agree	13%	Disagree	12%
Prefer Not to Say	11%	Prefer Not to Say	7%
Totally Disagree	6%	Totally Disagree	2%

Substance Use – Secondary 4 data**Have you ever had an alcoholic drink – a whole drink, not just a sip?****Vaping**

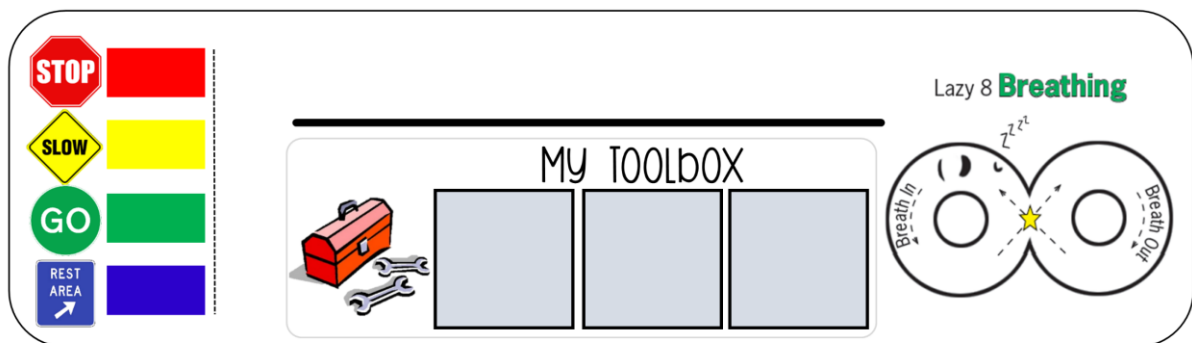
Self-Regulation Training

The Educational Psychology Service and the Central Inclusion Team continue to build professional capacity in the area of self-regulation in schools.

The majority of schools in Shetland have now accessed training on self-regulation with a wide range of staff represented including teachers, school management, learning support workers and supervisory staff. The input covers relationship based practice and nurture as well as more specific tools and techniques including relaxation exercises, sensory tools and individualised self-regulation toolboxes.

Research shows that the ability to self-regulate in children is positively associated with better outcomes in adult life (Robson, Allen & Howards, 2020). Children and young people who are able to self-regulate are more able to learn at school, make and achieve goals, act in socially acceptable ways, make friends and become independent.

The feedback on this work has been very positive and interest from schools and agencies continues to be high. Next steps for developing this work are already underway with the production of an ILearn module almost complete. Staff will complete the ILearn in their own time, and follow up will be offered via a coaching session which aims to support schools develop and implement universal and targeted approaches in this area.



Kitbags for Shetland Schools

The Educational Psychology Service, working in collaboration with the Central Inclusion Team and with funding from the Scottish Government's Community Health Strategy, has provided each school in Shetland with a 'Kitbag'.

'Kitbag' has been developed by the charity International Futures Forum based in Fife, containing multi-sensory resources to help develop young people's sense of calm, resilience and compassion.

Each Kitbag contains resources in colourful cotton fabric wrap, and the process of unfurling and revealing the contents helps to create a safe space for sharing thoughts and feelings. Resources in the bag include 'feelings' cards, animal cards, finger puppet, calming oil, minute timers, and a talking stick. Kitbag is most often used to support individual children or small groups and can help adults to reach out, listen and understand what children and young people are feeling.

The Kitbags were distributed between April and June 2022 and training has been delivered by a teacher within the Central Inclusion Team. Those trained become 'Kitbag Ambassadors' who support the Kitbag's use with children and young people in their settings.

Feedback from Ambassadors, children and young people is very positive.

- 'The kitbag is such a user friendly resource, very simple in design yet I can see that it would be powerful in its use' - Teacher
- 'I can see Kitbag being a well-used resource in our school' – Head Teacher
- I feel like I am recharged and ready for the day after doing Kitbag' - Child
- 'Kitbag is very therapeutic' - Child
- 'I feel all calm and relaxed after Kitbag' - Child

Resilient Kids

The Educational Psychology Service and the Education Outreach Service, in partnership with colleagues in schools, has been supporting the delivery of the Resilient Kids Programme to classes in Sandwick, Scalloway and Nesting.

Developed in Highland, Resilient Kids is a universal programme which builds children and young people's emotional literacy and resilience. Empirical research has consistently demonstrated how robust social and emotional learning programmes can have a positive effect on academic success (Dodge et al, 2104). Resilient Kids comprises of four resource packs which have been developed by educational psychologists in conjunction with children's service colleagues. The packs have been written and piloted in collaboration with schools, seeking feedback from colleagues and young people. They are for use at different stages: nursery to primary transition; middle primary; P7 (pre transition to secondary) and lower secondary school (called Resilience 4 Life). The aim is to support the development of children and young people's emotional literacy and resilience.

Staff from across Children's Services were trained in June 2021. Feedback from children and young people and staff who have participated so far has been very positive. Children and young people rated the programme positively in terms of enjoyment and helpfulness. They enjoyed the scenarios that were presented through the eyes of characters and opportunities to discuss them.

Quotes from children and young people participating in Resilient Kids include; 'resilient kids helped me to trust my feelings', 'I learned coping techniques for difficult situations', 'I know how to make friends and what groups I should be in' and 'I feel more secure about transitioning to secondary, I really enjoyed it'.

Progress on 2021/22 Commitments

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| 1. Participate in the national Health and Wellbeing Census to gather information on children and young people's health and wellbeing in order to act as a benchmark for understanding and improvement post pandemic. | <p>Over 1000 secondary pupils and 600 primary pupils participated in the Health and Wellbeing Census</p> <p>The Health and Wellbeing Census asked children and young people in primary 5 to secondary 6 about a wide range of themes and topics including school, physical activity, eating and drinking, social media, emotional and mental wellbeing, friendships and other health behaviours.</p> <p>The census has been the largest data collection of its kind in Shetland's schools and will provide the local authority and school's with rich data, reported by children and young people themselves, which will inform local authority planning around health and wellbeing. The information will also be used at a community planning partnership level to ensure that organisations and services are working together to meet children and young people's health and wellbeing needs.</p> |
| Complete and further analysis planned | |
| 2. Participate in the national Health Behaviours in Scottish Children (HBSC) survey to ensure the health and wellbeing views of young people are represented in this national survey. | |
| Complete | |
| 3. Further develop the Counselling Service in Shetland's Schools building on the early implementation success. | <p>In the last year the service has developed the wellbeing offer as an alternative to intensive counselling sessions. This has been positively received by young people. In both high schools, Mindspace has been developed - a drop in service helping young people to have conversations with school counsellors in a more informal way.</p> <p>The service continues to collect a range of data and feedback from which they are identifying trends and ensuring they are proactive and responsive to changing demands.</p> <p>Weekly meeting of the panel which includes members of CAMHS and School Nursing Service has continued throughout the year and is continuing to demonstrate a strong partnership approach and ensures children and young people receive the right service at the right time.</p> |
| Ongoing | |
| 4. Develop the use of local public health data across the school estate, shared at the February 2021 Head Teachers' Development Day, to support health and wellbeing interventions. | |
| Not progressed | |
| 5. Audit the use of the Health and Wellbeing Progression Framework | |
| Complete | |
| 6. Deliver training in Relationships, Sexual Health and Parenthood (RSHP) Resource. | Planning took place during session 2021/22 and the training will be delivered in October 2022. |
| Ongoing | |

Implement the NSPCC's 'PANTS' programme with the aim of protecting children from sexual abuse by encouraging parents/carers and practitioners to have conversations with children in an age appropriate way.

Not progressed

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| <p>7. Continue to implement the Emotional Wellbeing and Resilience Project including delivery of the National Trauma Training Programme and communication campaigns for Trauma Informed Practice.</p> | <p>A mapping exercise of wider community approaches has been undertaken and school approaches at universal and targeted levels have been identified. Universally, Kitbags have been bought for every school through the Mental health Community Framework funding from Scottish Government and training to school staff has been delivered.</p> <p>Two pilot projects delivering Resilient Kids are underway and results will be used to inform wider roll out in next academic year. An ilearn module is under construction in collaboration with colleagues from Workforce Development around self-regulation, this will be available to all SIC staff to access as and when. Finally, a 'Wellbeing Offer' has been developed and delivered to a number of young people as a targeted resource by the School Counselling Service.</p> |
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Ongoing

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| <p>8. Enhance Pupil Voice in the development of UNCRC and wider youth work activities.</p> | <p>Rights Respecting Schools Award</p> <p>This programme recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond. Shetland Islands Council's increased engagement through the Scottish Government's funding means that all accreditation, registration and training opportunities are free for schools. Shetland currently has ten schools engaged in the award with Cullivoe Primary School renewing their 'Gold' status in Spring 2022.</p> <p>UNCRC CPD</p> <p>Seven percent of teachers in Shetland schools have participated in UNCRC awareness workshops delivered by staff from the Montgomery Centre (Development Education Centre in Aberdeen). Whole school and in-person training is planned for November 2022.</p> <p>UNCRC through youth work in schools</p> <p>Working with national and international partners; workshop and materials were produced and delivered to young people in Shetland schools throughout the year. The following workshops and resources were delivered for the first time:</p> <ul style="list-style-type: none"> - An Introduction to UNCRC workshop (in partnership with the Children and Young People's Commission and UNICEF) delivered to secondary pupils across Shetland schools. This is an introduction to the principles behind UNCRC and raises awareness of young people's rights – getting them to think about when rights are being upheld or infringed. - A standalone PSE workshop created by RespectMe on prejudice was also delivered by Youth Development staff. The workshop explores the importance of celebrating difference, and to increase awareness of prejudice, stereotypes and racism in society. |
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- Currently there are three secondary schools using accreditation to support Pupil Council/Voice groups in the form of Participative Democracy Certification (PDC). Youth Development staff support this process and coordinate the accreditation.

Shetland Youth Voice Forum

A forum for Youth Participation in Shetland (Shetland Youth Voice) has been developed. The group works with a range of partners to create a forum for gaining young people's views. Training is provided to local public bodies to enable them to listen to the views of young people and raise awareness of children's rights. Thirty young people are involved in the forum representing a number of Shetland schools. There is also representation from organisations such as Ability Shetland and Who Cares? Scotland.

Complete and further work planned under the new national priority for UNCRC and needs

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| 9. Undertake a Nurture audit and deliver Nurture Training and Resilient Kids Training. | <p>The Nurture audit has been completed and the data is being analysed. The outcome of the audit will inform next steps.</p> <p>Resilient kids training has been piloted in three schools and the results are being analysed to inform next steps.</p> |
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Nurture training has been made available on the Council's training platform iLearn. This training has been accessed by staff across other services.

Complete

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| 10. Promote the Daily Mile recognising the relationship between outdoor learning, physical activity and wellbeing. | <p>Following on from the endorsement of The Daily Mile by the COSLA Children and Young People board in May 23022, Shetland Islands Council met with the Daily Mile Foundation to explore ways of increasing the number of schools, and therefore, children, benefitting from participation in the Daily Mile. Colleagues from the Daily Mile presented to Head Teachers, outlining the physical, social and emotional benefits of daily physical exercise.</p> |
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Complete

11. Deliver CPR Training in schools.

Not progressed

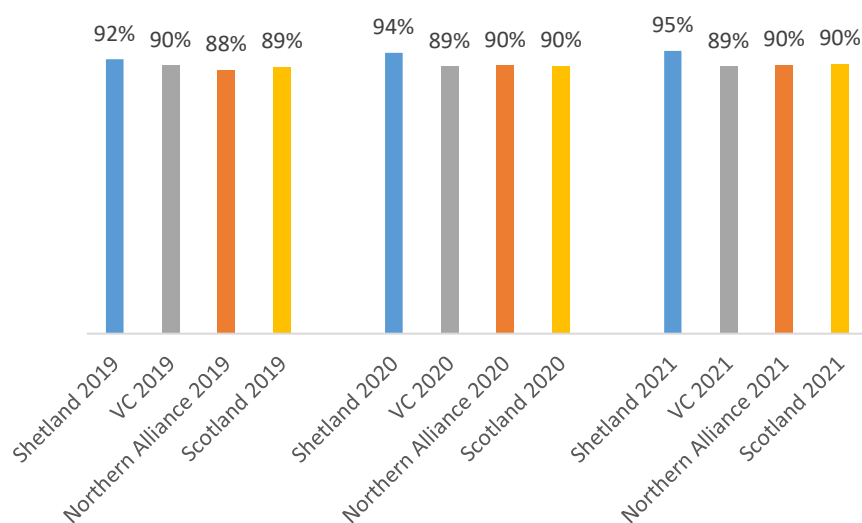
IMPROVEMENT IN EMPLOYABILITY SKILLS AND POSITIVE DESTINATIONS

Self-Evaluation: **we have made good progress against this national priority.**

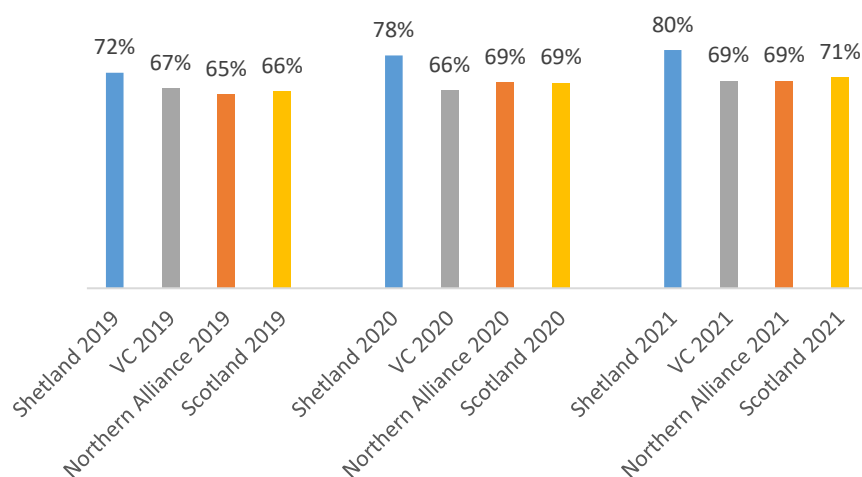
Improvement Summary

- Shetland's Participation Measure is 96%.
- Almost all School Leavers are in a sustained positive destination.
- School leaver attainment in literacy and numeracy at levels 4 and 5 remain above the virtual comparator and national average.
- Work experience was cancelled for the third successive year due to the pandemic.
- The expansion of the Developing the Young Workforce (DYW) Team has been completed.

% School Leavers with Level 4 Literacy and Numeracy

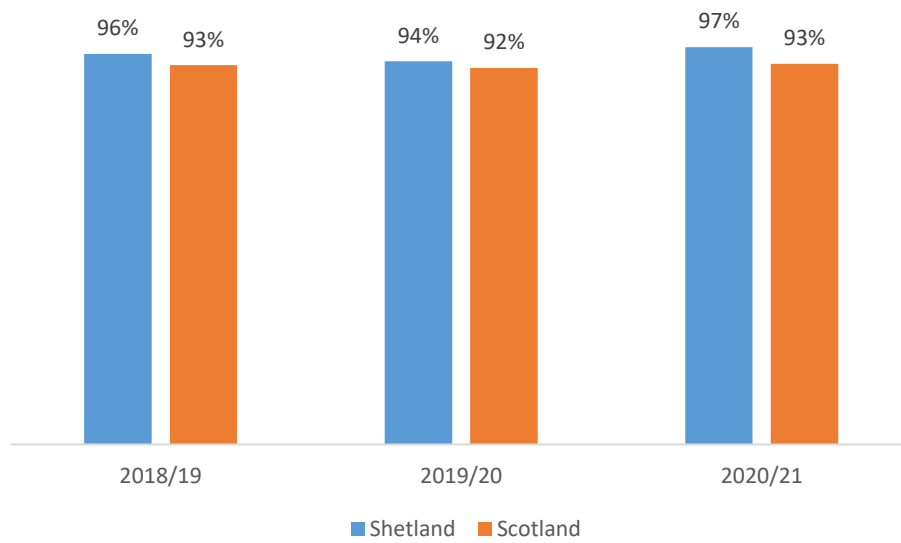


% School Leavers with Level 5 Literacy and Numeracy



The percentage of school leavers with level 4 or level 5 numeracy continues to improve year on year. Literacy and Numeracy levels are consistently above the virtual comparator, northern alliance authorities and the Scottish average.

Sustained Positive Destinations - Summer



A school leaver is classed as a young person in the senior phase (S4-S6) who left school during the school year which runs from the school census day in a particular year to the day before the census the following year. Therefore, for 2020/21 leavers, the leaver year was September 2020 to September 2021. The percentage of school leavers in a positive destination in Shetland is consistently above the figure for Scotland as a whole.

Progress on 2021/22 Commitments

1. Undertake a review of Work Placements to develop approaches which better align with Education Scotland's Work Placement Standard. The ambition is to assist young people experience more relevant and challenging learning in the workplace.
- Using SmartSurvey, 4 surveys were created to gather information from:
- Pupils who had undertaken work placement pre-Covid (S6 and College);
 - Pupils who had not yet undertaken work placements (S2, S3, S4);
 - Pupils Support Teachers/Teachers coordinating work placements from the schools and
 - Employers delivering work placements (pre-Covid).
- The surveys were sent out by email in March 2022.
- All surveys was completed by May 6th. In addition, SDS careers advisors were asked to give their input and comments to how the pupils' work placement experiences is part of their guidance.

The review showed that, in general, pupils are very satisfied with their work placement experiences.

- The pupils said they feel the work placement helped them clarify their career aspirations. However, some pupils are experiencing barriers, which affects their participation in their work placement. Transport is limiting some pupils work placement opportunities.
- The standard offer (one week placement in term time) is the most popular option of organising work placements across all respondents. Employers and pupils are more open to other ways of organising the placements.
- 50% of the teachers in this survey agreed it is difficult to find meaningful placements for some pupils.
- Being given the opportunity to choose what placement to apply for has a significant impact on the pupils experience and outcome of the placement.

Complete and further work planned

2. Increase the focus of taking a learner journey approach to skills development and profiling to create a more consistent and joined up approach.
- After a well-received awareness session with Children's Services Management Team and a joint skills workshop at a Head Teacher Development Day, professional learning was offered on the learner journey approach to probationer teachers, recently appointed DYW Leads and primary teachers ahead of P7/S1 transition. A number of inputs have also been delivered to UHI-Shetland senior lecturers, vocational staff and within the ongoing all staff CPD Programme. The reach has been extended to other partners through the collaborative work of the Shetland Space Centre and the council's Education and Employment Pipeline Groups.

There is a clear appetite from partners to promote a common skills language and a consistent and continuous approach to skills development alongside knowledge and qualifications from early years, throughout education and into the workplace. It is recognised that this will not only enhance the learner experience but will also deliver for employers a workforce that is better equipped to enter and thrive in the changing world of work.

As of 8 August 2022, 90% of secondary school pupils in Shetland have registered for a My World of Work account where they can capture their skills progress and develop a personal profile.

Ongoing

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| <p>3. Initiate strategic planning around apprenticeships, understanding the effects of COVID-19 on pupil choice and designing pathways which meet our future economic needs and the aspirations of young people seeking to learn, live and work in Shetland.</p> | <p>The Foundation Apprenticeship working group have continued to meet and discuss learner options. Shetland Islands Council participated in a three islands collaborative exploring senior phase curriculum and learner pathways. Actions emanating from this work will be taken forward in 2022/23.</p> |
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Complete

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| <p>4. Embed the Developing the Young Workforce Strategy in schools, positively influencing the curriculum and developing partnerships with local businesses and employers.</p> | <p>All Junior High and High Schools have an allocated DYW School Coordinator in post.</p> <p>All Junior High and High Schools have signed the DYW- School partnership, including SDS, providing a framework for the school coordinator role in the school.</p> <p>A Targeted Operating Model is set up for each school, (school, DYW, SDS, Youth Work), outlining activities and interventions through the year working together towards the SEP Framework objectives.</p> <p>In most schools, DYW School Coordinators are now meeting regularly with SDS careers advisors and DYW offering and planning employer engagements to individuals and groups of young people.</p> <p>Facilitated by DYW school coordinators, numerous employers in Shetland signed School partnership agreements in 2021-22, offered a variety of employer engagement activities in schools through the academic year. The employer-school partnership agreements facilitates collaboration between employers and schools more easily and enables DYW to ensure there is a diversity in terms of both the employer offers and target groups. Seven new partnership agreements were signed between January and March 2022</p> <p>24 S4 pupils took part in a Mock Interview project at Aith Junior High School to prepare pupils for their Skills for Work Interviews. 21 Employers took part. The pupils chose 13 Employers to do their mock interviews. All employers would take part in the mock interviews again.</p> <p>Feedback from employers:</p> <p>“The students I interviewed we well prepared, online is how we are interviewing and it felt very real”</p> |
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“It gives both parties an introduction to the workplace/workforce. It helped me notice my questions for interview can be closed questions and expecting the interviewee to expand, on reflection I will look to make my questions open”.

85% of the pupils said the mock interviews was worthwhile.

80% said they felt more comfortable about conducting an interview.

60% said they would like further practice for interviews.

What the pupils found most useful was:

Getting feedback so I know how to improve my CV and what to do better for the future.

Being able to communicate with another person, it gives us very good practice for when we actually take part in real interviews.

Ongoing

Children's Services

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Lerwick

Shetland

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