

# **DEPARTMENT OF EDUCATION**

## **BUSINESS PLAN**

**2022/23**

## **END OF YEAR MONITORING**

# Contents

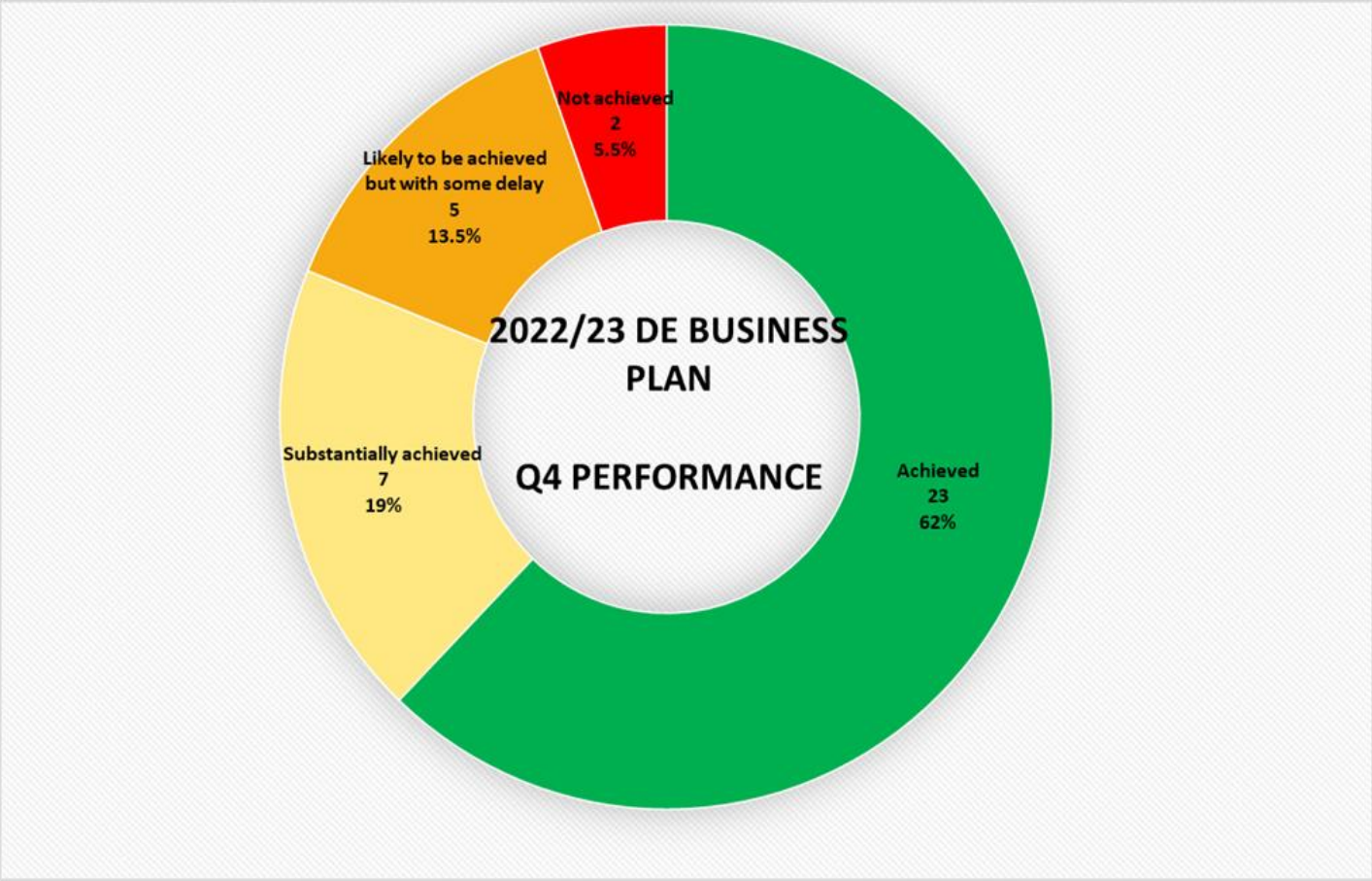
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## Summary

The table and graphic below set out a summary of end-year performance against 2022/23 Business Plan actions:

Descriptor	Circumstances for use	End-year Outturn Position (Number)	End-year Outturn Position (Percentage)
Achieved (Green)	When the action has been completed in full within the business year.	23	62
Substantially achieved (Amber)	When a substantial part of the action has been delivered within the business year.	7	19
Likely to be achieved but with some delay (Orange)	When the action has not been fully achieved by the end of the business year, but some progress has been made and it is being carried forward to be completed in the next business year.	5	13.5
Not achieved (Red)	When the action has not been achieved by the target date and is not being revised or carried forward to the next business year; or When no progress was made on the action during the business year, but it is being carried forward to the next business year.	2	5.5
<b>Total</b>		37 <sup>1</sup>	100

<sup>1</sup> There were 38 actions in the published Business Plan, but one action (the former action 1.4) was removed at the mid-year stage.



## Year End Status of Department of Education Business Plan 2022/23 Actions

### Strategic Priority 1 - Make learning accessible to all

We give all children and young people access to pre-school, school and youth education provision

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	LINK TO CHILDREN AND YOUNG PEOPLE'S OUTCOME(S)	STATUS	COMMENTS (AT 31 MARCH 2023)
<p>1.1 We will provide a place in an education setting for every child by September 2022.</p>	<p>All children whose parents have applied via the pre-school admissions process and stayed with the process to the end, offered a funded pre-school education place, or signposted to an available place in their area.</p> <p>All school age children whose parents have applied via the admissions processes, offered a school place, or signposted to an available place in their area.</p> <p>All children with a statement of SEN have a placement appropriate to meet their individual needs.</p>	<p>1 – 8</p>	<p>Achieved (Green)</p>	<p>All applicants for pre-school, primary, or post-primary places were placed by September 2022 or signposted to a school or setting with places available. Placement of all children with a statement of SEN, who were due to commence a new placement in September 2022, secured.</p>

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<p><b>1.2</b> We will work closely with the EA and CCEA to monitor, review and support effective development and implementation of the NI Curriculum both in school and remotely during 2022/23.</p>	<p>Appropriate and timely guidance developed and disseminated to support the education system.</p> <p>Additional professional support and resources provided in priority curriculum areas, including:</p> <ul style="list-style-type: none"> <li>• digital technology;</li> <li>• modern languages;</li> <li>• relationships and sexuality education; and</li> <li>• green growth.</li> </ul> <p>An assessment of the uptake and impact of the resources and support through a range of outcome measures including, for example:</p> <ul style="list-style-type: none"> <li>• ETI thematic evaluations;</li> <li>• landscape review of ETI curricular inspection findings;</li> <li>• pupil voice/experience information;</li> </ul>	<p>1, 2, 3, 4</p>	<p>Substantially achieved</p> <p>(Amber)</p>	<p>Throughout this reporting period, the Department has engaged with a broad range of stakeholders and delivery partners in relation to curriculum monitoring; this has informed the prioritisation strategically of curricular areas for review and development. Guidance and support materials on Relationships and Sexuality Education have been produced and will be made available to schools during the 2022/23 academic year. Initial guidance on CPR has been made available and training for teachers in schools has commenced and will continue during the current academic year. The Department has identified Digital skills as an area of development within the NI Curriculum; a DE Strategic Oversight Group has been established to progress this and includes representatives from DfE, CCEA, EA, ETI and</p>

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	<ul style="list-style-type: none"> <li>• Omnibus survey results; and</li> <li>• Bi-annual Chief Inspectors Report.</li> </ul>			<p>relevant DE business areas. ETI has been commissioned to provide policy advice which will inform the work of the group as it progresses, and work is ongoing with CCEA and DfE around developing and improving children and young peoples' digital skills. The Department is scoping green growth and modern languages and work is being undertaken by CCEA and ETI on these areas. The Department is considering its policy response to the ETI thematic evaluation of physical education in primary schools and has consulted with practitioners through a focus group and established a cross-departmental/organisation task and finish group to progress a response. CCEA has been commissioned to progress refresher training on the design principles of the Northern Ireland Curriculum [linked to A</p>

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				<p>Fair Start Key Action 3(iv)]; this work will carry forward to 2023/24. ETI has been commissioned to provide policy advice on Foundation Stage play during the 2022/23 academic year [linked to A fair Start Key Action 3(vi)] and work is ongoing. The Department has engaged in co-design with the Executive Office (TEO) to address Ending Violence Against Women and Girls; this work is ongoing. The Department is also supporting, through the curriculum, other cross-party and Executive priorities including hate crime and gambling harm; this work is ongoing.</p>
<p><b>1.3</b> We will provide a range of high quality education interventions to support education recovery during 2022/23.</p>	<p>Through the Engage Programme 1,715 schools, including special school and pre-school settings (with up to 350k pupils), funded to directly support around 130k</p>	<p>1, 2, 3, 4</p>	<p><b>Achieved</b> <b>(Green)</b></p>	<p>The Engage Programme has been used by more than 1,700 education settings across NI. Funding was secured for a 3rd successive year until 31 March 2023. Funding beyond this</p>



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	<p>children and young people through, for example, one-to-one and small group teaching to offset the impact of the COVID-19 pandemic.</p> <p>Easter Revision schemes for GCSE and A Level examinations delivered in a minimum of 50 post-primary schools.</p>			<p>date is subject to the Budget 2023/24 process. Action Short of Strike impacted upon completion of the Engage III Planner with 46% completion rate to date.</p>
<p><b>1.4</b> We will introduce new admissions arrangements for pre-school and primary school in 2022 and 2023 to implement the School Age Bill (NI) 2022.</p>	<p>All eligible children applying for pre-school or primary school in 2022 and 2023 provided with the opportunity to defer.</p>	<p>3, 5, 6</p>	<p>Achieved (Green)</p>	<p>2022/23 admissions process successfully delivered in line with the provisions of the School Age Act (NI) 2022. Arrangements for the 2023/24 admissions process delivered.</p>

## Strategic Priority 2 - Improve the quality of learning for our children & young people

We ensure that education provision is of a high quality and supports learning and progression

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<p><b>2.1</b> We will work with CCEA to ensure awarding of fair and robust qualification outcomes in August 2022 and clarity around arrangements for qualifications in the 2022/23 academic year.</p>	<p>Results awarded for CCEA qualifications that enable learners to progress to the next stage of education, training or employment.</p> <p>Required modifications made to assessment arrangements for all CCEA qualifications in 2023 to take account of education disruption.</p>	<p>3</p>	<p>Achieved (Green)</p>	<p>CCEA's qualifications were awarded on time in August 2022 in line with the announced arrangements. The Minister announced arrangements for summer 2023 awarding in June 2022. As part of the arrangements to support the return to more normal examination arrangements following disruption caused by the pandemic, the Minister announced a £2m Qualifications Support Programme to provide targeted support for learners who need additional assistance to prepare for public exams in 2022/23. Allocations under the Qualifications Support Programme were made to schools in October 2022. As a further support for learners</p>

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				(and agreed by the Minister), CCEA developed advance information in respect of the majority of its qualifications, setting out the broad focus of its exams in summer 2023 to assist with revision. CCEA published this information on time on 27 February 2023. In October 2022 CCEA also announced (following Ministerial agreement) the broad approach to standards and grading to be adopted for its qualifications in summer 2023. CCEA is continuing to work through the technical and operational issues to deliver the published standard and the Department continues to liaise closely with CCEA to monitor the delivery of summer 2023 examinations and awarding.
2.2 We will deliver our inspection commitments for the	Inspection outcomes available at school and	3	Substantially achieved	The ETI has completed most of the inspection and other commissioned work

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pre-school, school and youth provision, and help build capacity across the education system.	system level to inform future policy interventions.		(Amber)	prioritised in the ETI Annual Business Plan 2022/23 including inspections; follow-up inspections; thematic evaluations; policy advice; broader scoping and exploratory specialists work and development of inspection and improvement strategy. Contingency planning processes are in place to deal with schools who are not engaging fully, or at all, with the follow-up inspection process, as a consequence of Industrial action short of strike. Most schools in the follow-up process have engaged fully or partially with follow-up inspection; a few have not engaged.
<b>2.3</b> We will deliver the Getting Ready to Learn Programme to at least 75% of pre-school education	Children benefit from positive home learning environments to support their development in the early years: parents read, play and talk more with	3, 4, 6, 7	Achieved (Green)	EA has confirmed 77% of pre-school education settings are participating in the Getting Ready to Learn Programme in 2022/23.

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settings by March 2023.	their children; children are more physically active, have healthier diets and reduced screen-time.			
<b>2.4</b> We will deliver annual Regional and Local Youth Development Plans to meet agreed priority needs within available resources by March 2023.	Priority needs of children and young people are met with a minimum satisfaction level from young people of 85%.	1, 2, 3, 4, 6, 7, 8	Achieved (Green)	With the exception of some minor actions outside EA Youth Service control, agreed actions within annual Regional/Local Development Plans have been achieved.
<b>2.5</b> We will work with the EA to ensure learners have access to IT resources which support delivery of the curriculum during 2022/23.	Through the EA and schools, up to 4,000 digital devices per annum provided to disadvantaged and vulnerable learners to enable them to more easily access the curriculum and address their learning needs.  Outcome measures relating to: <ul style="list-style-type: none"> <li>• the number of devices that are issued;</li> </ul>	3	Achieved (Green)	129 schools have been provided with more than 5,000 digital devices in Phase 1 and Phase 2.1 of this programme. Phase 2 was launched on 5 December 2022. More than 4,000 new digital devices were procured in February 2023 and will be delivered to schools by end June 2023. This delivers on a Fair Start report Key Area 3, action (x). The number of devices delivered by 31

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	<ul style="list-style-type: none"> <li>• an evaluation of the impact; and</li> <li>• analysing the usage data (EA data).</li> </ul>			March 2023 was 5,208, which was 74% above target of 3,000 devices.

### Strategic Priority 3 - Look after our children & young people

We support and promote positive physical and emotional health and wellbeing and support high-quality affordable childcare

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<p><b>3.1</b> We will publish the first NI Executive report on the operation of the Children and Young People's Strategy (CYPS) 2020-2030 by 30 June 2022, and identify priority actions in taking forward the CYPS by March 2023.</p>	<p>The report will identify areas for greater co-operation between children's authorities to improve outcomes for children and young people as set out in the Executive Children and Young People's Strategy.</p>	<p>1 – 8</p>	<p>Likely to be achieved but with some delay  (Orange)</p>	<p>The first report would have been due for consideration by the Executive in June 2022. Executive Office (TEO) officials have advised that, given the legislative requirement for the Executive to consent to its content, laying and publication, these would not appear to be functions which individual Ministers could assume in its absence. Officials have considered the potential application of the Executive Formation Act, however the current position remains unchanged. The report has been drafted in anticipation of future referral to the Executive.</p>
<p><b>3.2</b> We will develop costed proposals for the Executive Early</p>	<p>Successful implementation of the Strategy will mean more children will be able to access</p>	<p>2, 5</p>	<p>Likely to be achieved but</p>	<p>Work continues to develop the costed actions for an Executive Early Learning and</p>

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<p>Learning and Childcare Strategy by March 2023 for Executive consideration. The timing of any consultation period on a draft Strategy will be subject to Ministerial and Executive agreement.</p>	<p>high quality affordable childcare and more parents, particularly women, will be enabled to work.</p>		<p>with some delay  (Orange)</p>	<p>Childcare Strategy in March 2023. A Review of Childcare Services has been completed in February 2023, alongside significant stakeholder engagement. Work is ongoing to analyse the findings of the Review and stakeholder engagement to date and to engage with other Departments on the proposals raised, before finalising options for Executive consideration.</p>
<p><b>3.3</b> We will implement the Emotional Health and Wellbeing in Education Framework, including delivering relevant youth service programmes during 2022/23.</p>	<p>All projects within the Framework's Implementation Plan are operational (by September 2022) leading to a decrease in the number of children and young people requiring specialist intervention from Mental Health Services.</p>	<p>1 - 8</p>	<p>Substantially achieved  (Amber)</p>	<p>The Being Well Doing Well project has been paused due to the current financial position and uncertainty on future years impacting on recruitment. The Emotional Wellbeing Teams in Schools, a DoH led programme, is progressing recruitment 'at risk' across the Health and Social Care Trusts. There is unlikely to be any current year progress on delivering</p>



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				this programme. The Attach programme commenced in January 2023. All other programmes were operational by the target date of September 2022.
<p><b>3.4</b> We will carry out a Review of the Free School Meals (FSM) and Uniform Grant (UG) eligibility criteria and develop costed options by May 2022.</p>	<p>Children, young people and their families who are most in need receive the support of FSMs and an appropriate rate of UG to enable them to access education.</p>	<p>1, 3</p>	<p>Substantially achieved  (Amber)</p>	<p>Top Management Group will be asked in March 2023 to approve the launch of a public consultation.</p>

## Strategic Priority 4 - Support those who need more help with learning

Working with health & education partners, we deliver high quality services for children & young people, including those with Special Educational Needs

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	LINK TO CHILDREN AND YOUNG PEOPLE'S OUTCOME(S)	STATUS	COMMENTS (AT 31 MARCH 2023)
<p>4.1 We will strengthen Special Educational Needs provision by supporting the EA SEND Strategic Delivery Programme, commencing the new SEN Policy Framework and addressing the findings of an independent review of SEN by March 2023.</p>	<p>Improved outcomes for children with SEN through new duties for EA, schools and DoH, and more efficient and effective SEN processes.</p>	<p>3</p>	<p>Likely to be achieved but with some delay  (Orange)</p>	<p>The draft SEN Regulations are in the final stages of completion and will be progressed once an Assembly is in place, with the associated Code of Practice also being updated to reflect changes. Funding of £6.1m was allocated to the SEND Transformation Programme for 2022/2023, recruitment of sufficient staff resources has proved challenging in the intervening period and for a variety of reasons only partial teams have been put in place to support the projects. This has resulted in an in-year easement of circa £2.2m being declared. While the Outline Business Case for phase 1 of the programme has been approved, the</p>

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				<p>funding for future years is not guaranteed due to the challenging budgetary situation. The Department is therefore taking forward an End to End review of SEN with the key aim of improving outcomes for children with SEN through the delivery of high quality, child-centred and cost-effective services. There are a number of aspects of the SEN system which are either not part of the EA Transformation Programme or are scheduled for inclusion in subsequent phases subject to securing additional funding. Given the pressures faced now and the need to accelerate the pace of change the End to End approach allows us to examine those areas in collaboration with key stakeholders and reflect existing and emerging evidence from reviews.</p>

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<b>4.2</b> In collaboration with DoH, we will continue to implement the Strategy for Children Looked After "A Life Deserved: Caring for Children and Young People in Northern Ireland" during 2022/23.	Enhanced support for children looked after at primary level through the new EA service.	1 - 8	Achieved (Green)	Following Ministerial approval on 28 October 2022, the guidance and revised Personal Education Plan (PEP) for Children Looked After issued under DE circular 2023/03 and the process is now rolling out to primary schools with CLA. There is some risk on schools' compliance due to Action Short of Strike.
<b>4.3</b> We will complete the Newcomers Policy review and implement improvements by March 2023.	Enhanced support and provision for newcomer children across all schools and pre-schools.	1 - 8	Not achieved (Red)	Proposals for a revised Newcomer Policy are unaffordable and undeliverable in the absence of budgetary cover and Ministerial approval.
<b>4.4</b> We will produce draft guidance on seclusion & restraint for educational settings and have sufficiently progressed engagement with key stakeholders on the	Improved outcomes for children who display behaviours of concern.  Identification and reporting of compliance and good practice in ETI inspections.	1, 4, 7	Achieved (Green)	Work on the draft statutory guidance continues with the aim of publishing the guidance before the end of the academic year. Engagement has taken place with special schools and Woodlands JJC. The next 5

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draft guidance by 31 March 2023 to enable revised guidance to issue in the 2022/23 school year.				Nations meeting will take place on 25 April 2023 and the next Working Group meeting is scheduled to take place on 20 April.

## Strategic Priority 5 - Improve the learning environment

We promote equality of opportunity, respect for others, good relations and inclusivity and we provide modern, sustainable educational settings which are fit-for-purpose and facilitate shared learning

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<p><b>5.1</b> We will deliver effectively a prioritised capital works programme within budget, including Shared Education Campuses (SECs) by March 2023.</p>	<p>Progression and completion of capital works during 22/23, resulting in improved and safer accommodation which is DE Handbook compliant and contributes to enhanced delivery of the curriculum.</p> <p>Positive change in attitudes for those involved in SECs (including community level) and positive changes in educational attainment in SEC pupils.</p>	2, 3, 8	Achieved (Green)	A prioritised capital programme consisting of major works, Fresh Start projects, School Enhancement Projects, a wide range of minor works, ICT infrastructure and a variety of other smaller projects has been successfully delivered within budget. A significant number of Fresh Start projects and major works have progressed to site, including projects for Millstrand IPS, Phoenix IPS, Shimna IC and New-Bridge IC, as well as 13 conventional major works in construction contract.
<p><b>5.2</b> We will award the contract for the Strule Shared Education</p>	<p>Long term outcomes of:</p> <ul style="list-style-type: none"> <li>increased educational opportunities through</li> </ul>	3, 8	Not achieved (Red)	Global volatility in the construction market has led to an extended tendering

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Campus (SSEC) Programme Main Works by March 2023.	collaboration and sharing; and <ul style="list-style-type: none"> <li>positive educational and reconciliation outcomes.</li> </ul>			process and entering Competitive Procedure with Negotiation with a single tenderer. The award of the Main Works contract is programmed for autumn 2023 with a view to commencing work on site by Quarter 1 2024.
<b>5.3</b> We will deliver the statutory duty to encourage, facilitate and promote Shared Education and we will bring forward and implement a mainstreaming strategy during 2022/23.	<ul style="list-style-type: none"> <li>Educational benefits for children and young people;</li> <li>Young people better able to respect the views of others;</li> <li>Positive impact on community relations; and</li> <li>Wider networks of professional relationships across different school sectors.</li> </ul>	3, 6, 7, 8	<b>Achieved</b>  <b>(Green)</b>	339 Schools/144 Partnerships are engaging in Shared Education activity as part of Mainstreamed SE in 2022/23 Phase 1. The Education Authority Steps into Sharing Programme supports a further 229 schools. The Peace IV SE Programmes supports 346 primary and post-primary schools (226 NI Schools); and 81 early years settings (59 NI settings). The PEACE IV Project entered the final quarter of pupil-to-pupil engagement which concluded in March 2023. Evaluations to

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				date have been very positive. DE continues to engage with SEUPB on the PEACE PLUS Shared Learning Together programme, latest indications would suggest call document publication in May 2023.
<p><b>5.4</b> We will continue to deliver the statutory duties to encourage and facilitate the development of integrated and Irish-medium education and we will implement the requirements of the Integrated Education Act (NI) 2022 to ensure the Department is compliant with the Act, including preparation of a strategy and action plan by March 2023.</p>	<p>Parental preference for children to attend Integrated and Irish-medium education is aimed to be met in sustainable, viable schools providing high quality education consistent with the ethos of the sector.</p> <p>The Act adds further duties to ensure that the Department aims to meet the demand for Integrated Education.</p>	6, 7, 8	Achieved  (Green)	<p>Work to progress the Irish-medium recommendations in A Fair Start has resulted in a dedicated officer being appointed by Comhairle na Gaelscolaíochta who took up post in January 2023, the outcomes of focused research by the end of March 2023 will be used to take forward specific actions to progress the recommendations further in the coming Business Year. There are now 7,310 pupils being educated in Irish-medium schools and units, an increase of around 78 pupils from the previous year. There are now 27,183 pupils being</p>



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				educated in integrated schools, an increase of around 1,389 pupils from the previous year.
<p><b>5.5</b> We will continue to actively work with statutory and community partners to support delivery of specialist youth service provision for those young people within communities who are most at risk from paramilitary activity, criminality and organised crime during 2022/23.</p>	<p>Agreed benefits, including enhanced personal capabilities, improved health and wellbeing, relationships, life and work skills, participation and active citizenship, are achieved - assessed through evaluation evidence.</p>	<p>1 – 8</p>	<p>Achieved (Green)</p>	<p>Delivery has continued to support young people at risk, including new initiatives such as Connect Programme (early intervention at A&amp;E Depts) and Street Doctors.</p>
<p><b>5.6</b> We will engage with the Equality Commission to enhance how we promote equality of opportunity and good relations by March 2023.</p>	<ul style="list-style-type: none"> <li>• High compliance with statutory equality duties;</li> <li>• Equality Screening/Assessments which display both sound evidence and</li> </ul>	<p>1 – 8</p>	<p>Achieved (Green)</p>	<p>Further discussions with ECNI have been helpful, training has been promoted and there are plans to further promote equality during the next financial year.</p>

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	focused outcomes; and <ul style="list-style-type: none"> <li>• Development of a revised Departmental Equality Scheme.</li> </ul>			

## Strategic Priority 6 - Tackle Disadvantage and Underachievement

We improve developmental and learning outcomes for all children & young people, with a particular focus on those who are underachieving, at risk of underachieving, or disadvantaged

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<p><b>6.1</b> Through delivery of a suite of universal and targeted programmes and the recommendations within the PAC report "Closing the Gap" we will support children's learning and development, particularly those from disadvantaged backgrounds, enabling them to maximise their potential and challenge stereotypes.</p>	<p>Outcomes will be reflected in increased attendance levels, positive destinations, improved emotional health and well-being, attainment and closing the achievement gap.</p>	<p>1, 3, 5, 6, 7, 8</p>	<p>Substantially achieved  (Amber)</p>	<p>Work is on-going within the Department to deliver the recommendations set-out in the NI Audit Office Report "Closing the Gap". This comprises work on Sure Start, delivery of "A Fair Start" report / actions, taking forward work on statutory assessment and supporting schools to improve pupil attendance at school. 12 of the 13 recommendations are in progress; 1 has been implemented. Pupil attendance continues to be very challenging, but we are beginning to see improvements in comparison to 2021/22.</p>
<p><b>6.2</b> We will progress actions contained</p>	<p>Through delivery of the 47 Fair Start actions, we will</p>	<p>1, 3, 5, 6, 7, 8</p>	<p>Achieved</p>	<p>48 actions were taken forward this year. 41 actions</p>

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	LINK TO CHILDREN AND YOUNG PEOPLE'S OUTCOME(S)	STATUS	COMMENTS (AT 31 MARCH 2023)
<p>within the report “A Fair Start” in a complete and timely manner during 2022/23.</p>	<p>improve outcomes for all children by:</p> <ul style="list-style-type: none"> <li>• providing increased support in Early Years;</li> <li>• targeting emotional health and well-being;</li> <li>• delivering a curriculum which is tailored to the child;</li> <li>• providing bespoke support for boys; and</li> <li>• supporting education professionals throughout their career.</li> </ul>		<p>(Green)</p>	<p>from the original report plus 7 new actions. Progress reports to the NI Executive and NI Assembly were published at 30 June 2022 and 31 December 2022. Work will be taken forward in 2023/24 (budget permitting).</p>
<p><b>6.3</b> We will make support available to c.48,000 children aged 0-4 facing disadvantage through targeted interventions (e.g. Sure Start, Pathway Fund) during 2022/23.</p>	<p>Improvement in children’s speech and language, earlier identification of developmental delay, improved access to services and enhanced parenting skills through the Sure Start programme.</p> <p>Positive impact on children’s social and emotional,</p>	<p>1, 2, 3, 4, 6, 8</p>	<p>Achieved (Green)</p>	<p>Outcomes (see under “How will we know if anyone is better off?”) for children availing of Sure Start and Pathway support will be demonstrated within Outcomes Based Accountability report cards, compiled by DoH &amp; Early Years Organisation (EYO) which administer the Sure</p>

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	LINK TO CHILDREN AND YOUNG PEOPLE'S OUTCOME(S)	STATUS	COMMENTS (AT 31 MARCH 2023)
	cognitive and physical developmental through the Pathway Fund.			Start programme and Pathway Fund respectively, on behalf of DE.

## Strategic Priority 7 - Support and develop our education workforce

We develop and deploy teachers, other education professionals and support staff effectively, promoting high standards and leadership and improving health & wellbeing

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	LINK TO CHILDREN AND YOUNG PEOPLE'S OUTCOME(S)	STATUS	COMMENTS (AT 31 MARCH 2023)
<b>7.1</b> In collaboration with key stakeholders in the education sector, we will commence the development of implementation plans for the Teacher Professional Learning Strategy, "Learning Leaders" (LL) by March 2023.	Validation of the proposed model and widespread awareness of LL leading over time to a more reflective, self-directed NI teaching profession with a career-long approach to professional learning.	3, 8	Achieved (Green)	The draft communications strategy and year 5 action plan have been finalised and are being considered at the Oversight Group meeting on 15 March. Options are also being developed to facilitate the adoption of the new LL Teaching Competences, in conjunction with GTCNI.
<b>7.2</b> We will implement actions within the Teachers' Pay and Workload Agreement 2017-19 including completion of reviews in nine areas by March 2023.	<ul style="list-style-type: none"> <li>• Reduced administrative workloads for teachers and school leaders without detriment to pupil/system needs;</li> <li>• Increased mobility of the teaching workforce;</li> </ul>	3, 8	Achieved (Green)	The eight reviews progressed under the Workforce Review Project have been completed. The project will close at the end of March and the team will be disbanded. By end of March it is anticipated that the project Oversight Group will have reviewed all of the reports submitted by the joint

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	<ul style="list-style-type: none"> <li>• Provision of guidance on effective engagement of supply teachers;</li> <li>• Cost efficiencies identified and development of agreed assessment process for Key Stages 1-3.</li> </ul>			<p>working groups and confirmed that they have met the agreed Terms of Reference and are sufficiently developed to be passed to the Teachers' Negotiating Committee (TNC) for consideration. Some 279 recommendations (including sub-proposals or options) are contained within the reports and have the potential to deliver real change to teacher and school leader workloads and make efficiencies across the system. Proposals with the potential to offer significant savings have also been developed however it has not been possible to reach a collective agreement on these recommendations. Consideration of the reports by TNC will need to include prioritisation of the aggregated recommendations taking into account the need for further</p>

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	LINK TO CHILDREN AND YOUNG PEOPLE'S OUTCOME(S)	STATUS	COMMENTS (AT 31 MARCH 2023)
				costing and viability assessment, the restrictive budgetary position and the ongoing industrial action. Consideration stage and delivery will be challenging in the absence of a dedicated team to provide coordination and support.
<p><b>7.3</b> We will deliver on our People Plan to promote the development and wellbeing of our staff during 2022/23.</p>	<p>We have motivated and engaged staff, with the capability and skills they need to support the delivery of high quality education outcomes.</p> <p>DE is recognised as a modern, outward looking and engaged organisation that makes a positive difference and is a great place to work.</p>	1-8	<p>Achieved (Green)</p>	Plans, which span multiple years, are on track and there has been good engagement across a range of matters.



## Strategic Priority 8 - Effectively manage, review and transform our education system

We deliver our corporate governance and finance responsibilities while seeking to improve efficiency, increase sustainability and introduce new ways of learning

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	LINK TO CHILDREN AND YOUNG PEOPLE'S OUTCOME(S)	STATUS	COMMENTS (AT 31 MARCH 2023)
<p><b>8.1</b> We will support an increase in the network and number of sustainable schools (including SEN and sustainable rural provision) during 2022/23.</p>	<p>Increase in the number and proportion of children/young people in schools meeting the SSP enrolment thresholds and enjoying a high quality education.</p>	<p>3, 6, 8</p>	<p>Substantially achieved  (Amber)</p>	<p>Area Planning operates on a continuum, with proposals published in one planning period or year likely to be brought to conclusion in another. Within this context there are currently almost 40 published Development Proposals which are being progressed to recommendations. Clarity on decision-taking powers in the absence of a Minister has been secured. With the coming into operation of the Integrated Education Act (NI) 2022, where Development Proposals have not yet been brought for decision, the Area Planning Policy Teams wrote to the NI Council for Integrated Education and the proposers, inviting them to</p>

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	LINK TO CHILDREN AND YOUNG PEOPLE'S OUTCOME(S)	STATUS	COMMENTS (AT 31 MARCH 2023)
				put forward any additional information or evidence they considered relevant in the context of the provisions of the Act. Where information has been provided, it is reflected as appropriate within updated submissions. Within this quarter, one decision has been taken to discontinue provision in an unsustainable primary school.
8.2 We will provide support to the Panel undertaking the Independent Review of Education through stakeholder engagement, evidence gathering and analysis of best practice during 2022/23.	Final report sets out clear vision for a transformed education system and recommendations to bring forward required improvements.	1 – 8	Achieved (Green)	The Panel has recently requested an extension to the timeframe of the Review. They now expect the Report to be published in Autumn 2023. This extension is in line with the Terms of Reference.
8.3 Through the application of sound financial controls, we will take the necessary	<ul style="list-style-type: none"> <li>Funding is prioritised to our most important programmes and services.</li> </ul>	1 – 8	Likely to be achieved but	Following identification of a number of underspends, increased Local Management of Schools reclassification

WHAT WE WILL DO AND BY WHEN	HOW WILL WE KNOW IF ANYONE IS BETTER OFF?	LINK TO CHILDREN AND YOUNG PEOPLE'S OUTCOME(S)	STATUS	COMMENTS (AT 31 MARCH 2023)
<p>actions to optimise the Education budget by March 2023, including making the case for and seeking to secure NI Executive funding to take forward the NDNA education commitments.</p>	<ul style="list-style-type: none"> <li>• Funding allocations are supported by robust evidence of need, efficacy and value for money.</li> <li>• Any potential budget underspend limited to 1% of budget or less.</li> <li>• Mitigating actions taken to reduce or avoid any potential budget overspend.</li> <li>• Sets of unqualified accounts published for DE.</li> </ul>		<p>with some delay  (Orange)</p>	<p>and savings identified by the EA as part of a savings delivery plan the Department now looks on course to live within budget, just. However this will likely be subject to the removal of an EA accrual for Teachers' pay on the grounds that it is not affordable to make a pay offer. A final decision will be taken on this post year end. It should also be noted that while the DE Resource Accounts remain unqualified the NI Teachers' Pension Scheme 2020/21 financial statements will be qualified on the basis of an excess vote (i.e. a breach of legislatively voted expenditure control limits) arising primarily from the actuarial valuation of the scheme being higher than anticipated in the 2020/21 Estimates.</p>

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<p><b>8.4</b> We will initiate implementation of the 14-19 strategic framework in collaboration with DfE by December 2022.</p>	<p>Improved awareness and understanding of the pathways through 14-19 education and training.</p> <p>Increased collaboration across the 14-19 landscape.</p>	<p>3, 5, 6</p>	<p>Achieved (Green)</p>	<p>An Implementation Programme Board has been established. The actions within the Framework will be delivered by a dedicated 14-19 Programme Implementation Team and through a range of Policy Teams in both DE and DfE.</p>
<p><b>8.5</b> We will introduce legislation to dissolve the current GTCNI and by March 2023 we will bring forward a public consultation and take decisions to ensure that all key GTCNI functions supporting education in NI will be delivered efficiently and effectively.</p>	<p>New arrangements and implementing legislation will be developed, informed by those views shared during the public consultation.</p> <p>If it is determined that a direct replacement organisation should be established, we will ensure key measure of its success will be the value its services provide for teachers and its effectiveness in promoting the teaching profession.</p>	<p>3, 4, 7</p>	<p>Achieved (Green)</p>	<p>The public consultation ran from 13 June - 30 September 2022. Having considered the responses received, the Minister of Education asked officials to seek further views from the profession. An additional survey was launched on 24 February (running until 24 March) which specifically seeks teachers' views on those functions and services which a new body could provide to directly support and benefit them throughout their careers. Additional engagement is planned for</p>

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				Quarter 1 2023/24 to support the initial drafting of a Bill to replace GTCNI.
<p><b>8.6</b> We will actively participate in the development of the NI Executive's Climate Action Plan, as part of the Green Growth Strategy for Northern Ireland, during 2022/23.</p>	<p>An agreed DE climate action plan setting out clear targets and actions to achieve lower carbon emissions.</p> <p>Supporting the work of the Food Programme Board in developing the NI Food Strategy Framework.</p> <p>Outcome measures associated with curriculum development by looking at, in particular:</p> <ul style="list-style-type: none"> <li>• the uptake of resources;</li> <li>• the uptake of training/support;</li> <li>• an evaluation of support provided;</li> <li>• evidence from inspections;</li> <li>• attitudinal evidence;</li> </ul>	5	<p>Substantially achieved</p> <p>(Amber)</p>	DE continues to work with Lead Departments to provide detail on Education sector data in relation to transport and buildings which will enable a NI carbon calculation to be facilitated by the agreed date in Quarter 1 of 2023/24.

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	<ul style="list-style-type: none"> <li>school omnibus survey; and</li> <li>international studies eg PISA, TIMSS, PIRLS.</li> </ul>			
<p><b>8.7</b> We will support our Arm's Length Bodies (ALBs) to deliver key education priorities, policies and outcomes through operating effective governance arrangements during 2022/23.</p>	<p>Increased alignment of priorities across education and wider Government.</p> <p>Increased collaborative working between DE and its ALBs to deliver shared outcomes for our Children and Young People.</p>	3	<p>Achieved (Green)</p>	<p>EA Landscape Review action plan finalised; Governance and Accountability Review meetings and partnership agreements on track.</p>
<p><b>8.8</b> We will develop a Data and Research agenda to underpin policy development and monitor outcomes through:</p> <ul style="list-style-type: none"> <li>- considering and using existing data;</li> <li>- identifying and obtaining the necessary data to address gaps; and</li> </ul>	<p>Evidence-based policy supported by a research/data programme that is linked to Departmental priorities.</p>	1 – 8	<p>Likely to be achieved but with some delay (Orange)</p>	<p>Work continues to be scoped. Action owner/lead continues to be clarified.</p>

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- proposing appropriate associated research/data programme(s).				

## List of Abbreviations

CCEA	Council for the Curriculum, Examinations and Assessment
DE	Department of Education
DfE	Department for the Economy
DoH	Department of Health
EA	Education Authority
ETI	Education and Training Inspectorate
GTCNI	General Teaching Council for Northern Ireland
NDNA	New Decade, New Approach
NI	Northern Ireland
PAC	Public Accounts Committee
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability



SSP Sustainable Schools Policy

TIMSS Trends in International Mathematics and Science Study

## **Children and Young People's Strategy Outcomes**

(in support of the Children's Services Co-operation Act (NI) 2015)

1. Children and young people are physically and mentally healthy
2. Children and young people enjoy play and leisure
3. Children and young people learn and achieve
4. Children and young people live in safety and stability
5. Children and young people experience economic and environmental well-being
6. Children and young people make a positive contribution to society
7. Children and young people live in a society which respects their rights
8. Children and young people live in a society in which equality of opportunity and good relations are promoted