Minute

Education, Leisure and Housing Committee

Wednesday, 11 September 2024, 09:30.

Council Chamber, Council Offices, School Place, Kirkwall.

Present

Councillors Gwenda M Shearer, Ivan A Taylor, Alexander G Cowie, David Dawson, Steven B Heddle, James R Moar, Janette A Park, John A R Scott, Jean E Stevenson and Heather N Woodbridge.

Teacher Representative:

Jo Hill.

Present via remote link (Microsoft Teams)

Councillors Graham A Bevan and Stephen G Clackson.

Clerk

- Sandra Craigie, Committees Officer.

In Attendance

- James Wylie, Corporate Director for Education, Leisure and Housing.
- Peter Diamond, Head of Education.
- Frances Troup, Head of Community Learning, Leisure and Housing.
- Erik Knight, Head of Finance (for Items 1 to 4).
- David Brown, Service Manager (Resources).
- Garry Burton, Service Manager (Leisure and Culture).
- Catherine Diamond, Service Manager (Early Learning and Childcare) (for Items 1 to 11).
- Morag Miller, Service Manager (Primary Education) (for Items 1 to 11).
- Lesley Mulraine, Service Manager (Housing, Homelessness and Schoolcare Accommodation).
- Pat Robinson, Service Manager (Accounting).
- Kerry Spence, Service Manager (Community Learning, Development and Employability).
- Craig Walker, Service Manager (Human Resources Operations).
- Nigel Fyffe, Team Manager (Maintenance and Heritage).
- Cheryl Rafferty, Team Leader (Youth Services) (for Items 7 to 14).
- Peter Trodden, Solicitor.

In Attendance via remote link (Microsoft Teams)

- Seonaidh McDonald, Principal, UHI Orkney.

Observing

- Jane Partridge, Service Manager (Secondary and Tertiary Education) (for Items 1 to 9).
- Siobhan Wilks, Service Manager (Support for Learning and Inclusion) (for Items 1 to 7).
- Mairi Mackay, Former Acting Head Teacher, Papa Westray Community School (for Items 1 to 7).
- Emma Jane Rendall, Head Teacher, Firth Primary School (for Items 1 to 7).
- Ashleigh Gillespie, Senior Human Resources Adviser.
- Maya Tams-Gray, Committees Officer.

Apologies

- Reverend Susan Kirkbride, Religious Representative.
- Reverend Fraser Macnaughton, Religious Representative.
- Mary Maley, Teacher Representative.

Declaration of Interest

- Councillor Heather N Woodbridge – Item 6.

Chair

- Councillor Gwenda M Shearer.

1. Revenue Expenditure Outturn

After consideration of a report by the Head of Finance, copies of which had been circulated, and after hearing a report from the Service Manager (Accounting), the Committee:

Noted:

1.1. The revenue expenditure outturn statement in respect of service areas for which the Education, Leisure and Housing Committee was responsible, for financial year 2023/24, attached as Annex 1 to the report by the Head of Finance, indicating a budget overspend position of £1,019,900.

1.2. The revenue financial detail by service area statement, in respect of service areas for which the Education, Leisure and Housing Committee was responsible, for financial year 2023/24, attached as Annex 2 to the report by the Head of Finance.

The Committee scrutinised:

1.3. The explanations given and actions proposed in respect of significant budget variances, as outlined in the Budget Action Plan, attached as Annex 3 to the report by the Head of Finance, and obtained assurance that appropriate action was taken with regard to significant budget variances.

2. Revenue Expenditure Monitoring

After consideration of a report by the Head of Finance, copies of which had been circulated, and after hearing a report from the Service Manager (Accounting), the Committee:

Noted:

2.1. The revenue expenditure monitoring statement in respect of service areas for which the Education, Leisure and Housing was responsible, for the period 1 April to 30 June 2024, attached as Annex 1 to the report by the Head of Finance, indicating a budget underspend position of £953,200.

2.2. The revenue financial detail by service area statement in respect of service areas for which the Education, Leisure and Housing Committee was responsible, for the period 1 April to 30 June 2024, attached as Annex 2 to the report by the Head of Finance.

The Committee scrutinised:

2.3. The explanations given and actions proposed in respect of significant budget variances, as outlined in the Budget Action Plan, attached as Annex 3 to the report by the Head of Finance, and obtained assurance that appropriate action was being taken with regard to significant budget variances.

3. Housing Revenue Account

Revenue Repairs and Maintenance Programmes – Expenditure Outturn

After consideration of a report by the Head of Finance, copies of which had been circulated, and after hearing a report from the Service Manager (Accounting), the Committee:

Noted:

3.1. The summary outturn position of expenditure incurred for financial year 2023/24 in respect of the Housing Revenue Account revenue repairs and maintenance programmes, as detailed in section 1.4 of the report by the Head of Finance.

The Committee scrutinised:

3.2. The detailed analysis of expenditure figures and project updates, attached as Appendix 1 to the report by the Head of Finance, and obtained assurance regarding significant budget variances and progress made with delivery of the approved Housing Revenue Account revenue repairs and maintenance programmes for 2023/24.

4. Housing Revenue Account

Revenue Repairs and Maintenance Programmes – Expenditure Monitoring

After consideration of a report by the Head of Finance, copies of which had been circulated, and after hearing a report from the Service Manager (Accounting), the Committee:

Noted:

4.1. The summary position of expenditure incurred, as at 30 June 2024, against the approved Housing Revenue Account revenue repairs and maintenance programmes for 2024/25, as detailed in section 1.4 of the report by the Head of Finance.

The Committee scrutinised:

4.2. The detailed analysis of expenditure figures and programme updates, attached as Appendix 1 to the report by the Head of Finance, and obtained assurance regarding significant budget variances and progress being made with delivery of the approved Housing Revenue Account revenue repairs and maintenance programmes for 2024/25.

5. Directorate Delivery Plan

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, the Committee:

Resolved to **recommend to the Council** that the Directorate Delivery Plan 2024-2026 for Education, Leisure and Housing, attached as Appendix 1 to this Minute, be approved.

6. Education Scotland Inspection – Papa Westray Community School

Councillor Heather N Woodbridge declared an interest in this item, her connection being that her partner was the new Headteacher at Papa Westray Community School, and was not present during discussion thereof.

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing reports from the Service Manager (Early Learning and Childcare) and the Service Manager (Primary Education), the Committee:

Scrutinised the inspection letter in respect of Papa Westray Community School and Nursery Class, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, issued by Education Scotland on 25 June 2024, and obtained assurance.

7. Education Scotland Inspection – Firth Primary School

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing reports from the Service Manager (Early Learning and Childcare) and the Service Manager (Primary Education), the Committee:

Scrutinised the inspection letter in respect of Firth Primary School and Nursery Class, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, issued by Education Scotland on 28 May 2024, and obtained assurance.

8. National Improvement Framework

Orkney Islands Council Report and Plan

After consideration of a report by the Corporate Director for Education, Leisure and Housing, together with an Equality Impact Assessment, copies of which had been circulated, and after hearing a report from the Head of Education, the Committee:

Resolved to **recommend to the Council** that the National Improvement Framework: Orkney Islands Council Report and Plan 2024/25, attached as Appendix 2 to this Minute, be approved for submission to the Scottish Government.

9. UHI Orkney

Education Scotland – Annual Engagement Visit

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Principal, UHI Orkney, the Committee:

Scrutinised Education Scotland's letter regarding the Annual Engagement Visit to UHI Orkney in June 2024, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance that the strengths, areas for improvement and main points identified therein were being actioned as appropriate.

Jo Hill left the meeting at this point.

10. Community Learning and Development Partners Plan

After consideration of a report by the Corporate Director for Education, Leisure and Housing, together with an Equality Impact Assessment and an Island Communities Impact Assessment, copies of which had been circulated, and after hearing a report from the Service Manager (Community Learning, Development and Employability), the Committee:

Scrutinised:

10.1. The 2024 Orkney Community Learning and Development Partners Plan Annual Review, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, insofar as it related to the remit of the Council, and obtained assurance.

The Committee resolved to **recommend to the Council**:

10.2. That the Orkney Community Learning and Development Partners Plan 2024-2027, attached as Appendix 3 to this Minute, be approved insofar as it related to the remit of the Council.

11. Community Learning, Development and Employability

Youth Services Internal Review

After consideration of a report by the Corporate Director for Education, Leisure and Housing, together with an Equality Impact Assessment and an Island Communities Impact Assessment, copies of which had been circulated, and after hearing a report from the Team Leader (Youth Services), the Committee:

Scrutinised:

11.1. The Internal Service Review of Community Learning, Development and Employability Youth Services, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance that the services provided continued to be fit for purpose within the parameters faced.

The Committee noted:

11.2. That the actions arising from the internal review of youth services would be taken forward through relevant service team plans.

12. Tenant Satisfaction Survey

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Housing, Homelessness and Schoolcare Accommodation), the Committee:

Scrutinised the results of the tenant satisfaction survey, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance with regard to the performance of the Housing Service.

13. Housing Service – Annual Assurance Statement

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Community Learning, Leisure and Housing, the Committee:

Resolved to **recommend to the Council** that the Annual Assurance Statement, together with supporting Annexes, attached as Appendix 4 to this Minute, be approved for submission to the Scottish Housing Regulator.

14. Conclusion of Meeting

At 12:45 the Chair declared the meeting concluded.

Signed: Gwenda M Shearer.

Education, Leisure and Housing

Directorate Delivery Plan 2024 – 2026

Contents

Overview of the Directorate

The Education, Leisure and Housing Directorate is a large, front facing directorate providing a range of front-line services across all of the inhabited islands in Orkney.

The Directorate manages a total budget of £63,777,000. This is made up from three elements; the core grant allocation; the allocation from the Scottish Funding Council and commercial income from UHI Orkney; and the Housing Revenue Account made up from housing tenants rents.

The Directorate is managed by 1 Corporate Director, 2 Heads of Service, 9 Service Managers, 10 Team Managers, 1 Quality Improvement Officer, 6 Nursery Managers, 18 Head Teachers, 1 Registered Manager of Papdale Halls of Residence and 1 Principal of UHI Orkney.

The total staffing allocation across the directorate is 760.4 full-time equivalent posts made up of 1,354 employees including both permanent and temporary staff.

Our staff work across Orkney in a range of locations, including nurseries, schools, UHI Orkney, swimming pools, healthy living centres, pitches, play parks, museums, St Magnus Cathedral and sheltered housing units.

Mission, Principles, and Values

The Education, Leisure and Housing Directorate follow the Council's mission statement.

Mission Statement, Core Principles and Staff Values

The Council's **mission statement** is **Working together for Orkney**.

The Council's **core principles** are:

- Protecting our environment and combatting climate change.
- Equality, fairness and inclusion, in particular for vulnerable and remote communities like the ferry-linked isles.
- Sustainable and accessible services for all.
- Community wellbeing and mental health.
- Community wealth-building for future generations.

The Council's **staff values** are:

- **People**: We put our colleagues and our communities at the heart of everything we do.
- **Unity**: We are one council and achieve more when we support, encourage and value each other.
- **Trust**: We trust, respect and empower each other and act with honesty and integrity.
- **Ownership**: We take personal and shared responsibility, are transparent and are accountable for our actions and out impact.
- **Creativity**: We embrace innovative solutions with a drive to improve ways of working.

The services within the Education, Leisure and Housing Directorate will incorporate our **mission statement**, **core principles** and **staff values** within our planning and delivery of service.

Managers across the Education, Leisure and Housing Directorate evaluate skill requirement and shortage, and design improvement agendas based on the available resource.

The present financial climate will require every manager to review their budget spend and management, and with a decreasing budget across all service areas, plan for service re-design and present to members for decision making.

The Delivery Plan

The Directorate Delivery Plan outlines whole directorate actions that do not already exist in the many statutory and non-statutory improvement plans, performance reports and strategies that exist within the directorate. As such, there is one key focus within the plan which is 'budget management' for service sustainability.

The aims and outcomes will be supported by a number of priorities on the overall theme – **Transforming our council** – to provide the foundations for staff to deliver sustainable customer service and performance in line with the resource we have available, ensuring income maximisation where possible.

We will regularly review the aims and outcomes in the Council Plan and the Delivery Plan. We will report our progress to elected members twice a year against this Directorate Delivery Plan.

Progress of the actions set out in the Directorate Delivery Plan and Improvement Plans across services in the directorate are reported to a variety of audiences such as OIC Elected Members, Members of the Orkney Partnership, stakeholders such as pupils, parents, tenants, service users, the Scottish Government, the Scottish Housing Regulator, the Care Inspectorate, HM Inspectors of Education, Education Scotland etc.

The aims and outcomes of the many Improvement Plans and strategies across the service within the directorate are based on the priority themes set out in the Council Plan and Delivery Plan– **Growing our economy**, **Strengthening our communities** and **Developing our infrastructure**.

Growing our economy

Strengthening our communities

Developing our infrastructure

Working together for Orkney

Transforming our council
Foundation to enable delivery

Service Priorities Overview

Education Service Priorities

Priorities	Year 1 (22-23)	Year 2 (23-24)	Year 3 (24-25)
Inclusion and Wellbeing	Staged Intervention		
	Health and Wellbeing		
	UNCRC		
Learning and Achievement	Curriculum Review		
	High Quality Learning and Teaching		
	Scottish Attainment Challenge		
Systems and Processes	Self-Evaluation for Continuous Improvement		
	Professional Learning		
	Resources and Management Systems		

Community Learning, Development and Employability Service Priorities

Housing Service Priorities

Priority	Outcomes
More Homes	More homes are supplied for rent or to buy across Orkney Islands communities.
	The capacity to deliver more affordable homes is increased by attracting new housing providers to Orkney, and/or by creating new supply mechanisms.
	Housing supply processes are more efficient within the Council, and across partners and to enable more supply.
	Empty homes are brought back into use for Orkney residents and essential incoming workers.
Quality, Warm Homes	The quality and energy efficiency of existing social housing is improved.
	The quality and energy efficiency of existing private housing is improved.
	Carbon emissions across all the housing stock are reduced.
	Fuel poverty in Orkney is reduced.
	The design of new homes optimises the principles of good place making and sustainability.
Access and Choice of Housing for all	Homelessness is prevented as far as possible, and when it does occur, the time spent in homelessness is kept to a minimum.
	Access to housing and choice of housing is improved for all.
	People live independently and safely at home or in a homely setting in their own community.
Monitoring and review	The Local Housing Strategy implementation is monitored and the changing drivers in the housing system are understood.

Council Delivery Plan Projects

Our Directorate is responsible for, or directly contributes to, the following delivery projects set out in the Council Delivery Plan:

Development of Learning Provision and Pathways (C3)
Lead(s): Head of Education

Develop and promote sustainable learning provision and pathways, considering improvement based on local needs and skills gaps. Providing all age holistic, bespoke, and person-centred support and opportunities to increase confidence, skills and knowledge to ensure individuals progress into positive destinations. UHI Orkney functions as a core part of this learning provision.

Improve Education Standards (Scottish Attainment Challenge) (C4)
Lead(s): Head of Education

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

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

Childcare (C5)
Lead(s): Head of Education

Provide childcare in an affordable way in locations that are convenient including:
- Continuing to develop a new 50-place 0-5 nursery in Kirkwall.
- Continuing to offer free non-eligible 2-year-old places in island settings with capacity (staffing and registered number)
- Supporting individuals to take up child-minding, supporting practising child-minders to develop practice as well as meet and maintain the National Standard, recruiting and supporting child-minders working in partnership with the local authority to provide statutory childcare (including qualifications).
- Establishing a 'grant and subsidy' approach for child-minders in hard to sustain locations (for example where numbers are very small making the business non-viable).

- Extending local authority (statutory) provision in-line with Scottish Government policy directives (as funding and workforce permits).
- Piloting provision for school-aged childcare and childcare for children aged 1 and 2, including childcare for children with additional support needs, in order to test demand, availability of workforce and model.

Net-Zero and De-Carbonisation (E1) (E1ii)
Lead(s): Head of Community Learning, Leisure, and Housing

Progress towards net-zero and the de-carbonisation of operations through:
- Progressing delivery plan to meet Energy Efficiency Standard for Social Housing 2 by 2032 in line with Scottish Government priorities and availability of funding.
- Supporting uptake of renewable energy, smart energy, or energy efficient solutions for homes and businesses.

Social Housing (I6)
Lead(s): Head of Community Learning, Leisure, and Housing

Invest in social housing to endeavour to address waiting lists and improve temporary housing availability, including:
- Developing social housing across Orkney in line with housing need and demand.
- Ensuring all future housing is energy efficient in line with Scottish Government requirements.

Mid-Market Rental Properties (I7)
Lead(s): Head of Community Learning, Leisure, and Housing

- To investigate the potential for the development of an affordable programme of mid-market rent (MMR) properties across Orkney:
- To ensure this additional form of housing is available in the market.
- Provide accommodation for inward migration and to support provision of housing for existing workforce.
- Provision of housing for those employed on Orkney including essential workers.
- Building out with Kirkwall in line with housing need and demand.
- Through our Local Housing Strategy, we will continue to support vulnerable and island communities to access the Scottish Government's Rural and Housing Fund to seek to address their own housing aspirations/demand for private sector accommodation.
- This includes an enhanced analysis of housing need and demand across all tenures to focus on area such as key worker needs and link to the Local Housing Strategy.

Education, Leisure and Housing Plans

We have a range of plans that set out the work for individual service areas. These plans support the objectives and priorities in the

Council Plan and this Directorate Delivery Plan. A summary of those plans is shown in the table below.

Our Plans
Education Service Plan Takes into account our past performance to help us set our future priorities and targets.
UHI Orkney Business Plan The UHI Orkney Business Plan is the strategic vehicle for setting out the aspirations, aims and objectives for UHI Orkney. It covers all aspects of its work (FE, HE and Research)
School Improvement Plans Each school publishes a summary of its improvement plan which provides an overview of the previous session's achievements and the new session's priorities.
Learning Support Strategy While not a specific (statutory) requirement, support for learners is a significant feature within the service risk register and as such relates to the service plan. https://www.orkney.gov.uk/media/zodkwgo1/item-16-support-for-learning-strategy.pdf
Support for Learning and Inclusion Linked in with the Learning Support Strategy and provides more detail about various aspects of the service. https://www.orkney.gov.uk/our-services/education-and-learning/pupil-support/education-is-for-all/
Attainment Strategy Develop a service wide approach to raising attainment and achievement. https://www.orkney.gov.uk/media/uixhihhd/item-05__raising-attainment-strategy.pdf
Learning Estate Strategy Each local authority is expected to have an overview and plan of its learning estate. The current version represents the Council's actions in relation to 1/3 of the total estate and further work is planned to produce an estate management plan. https://www.orkney.gov.uk/News?postid=6695

Early Learning and Childcare (ELC) Plan

Provides more detail about various aspects of the ELC service.

https://www.orkney.gov.uk/our-services/education-and-learning/early-learning-and-childcare/

Educational Psychology Plan

To promote the development and well-being of children and young people from birth to 24 years, particularly to help them overcome any barriers to learning and self-efficacy. This service aims to achieve this through working collaboratively with teachers, parents, young people and others.

https://www.orkney.gov.uk/our-services/education-and-learning/pupil-support/educational-psychology-service/

Local Housing Strategy

Required by statute. This sets out the vision for housing and housing related services for the next 5 years. It includes a detailed assessment of housing need across all tenures and involves close joint working with a range of agencies. This incorporates the Homelessness and Fuel Poverty Strategies.

https://www.orkney.gov.uk/our-services/housing/i-am-looking-for-information/strategy-and-policy/

Strategic Housing Investment Plan

This is the Council's 5-year development plan for affordable housing in the Orkney area. New build housing includes that developed by the Council, Orkney Housing Association Ltd and the private sector. Affordable housing can be through a range of Scottish Government schemes.

https://www.orkney.gov.uk/News?postid=8770

Housing Need and Demand Assessment

This is the foundation of all strategic housing planning and is required for the Local Housing Strategy and the Local Development Plan. It assesses the number of housing units required to meet current housing need across all tenures.

https://www.orkney.gov.uk/our-services/housing/i-am-looking-for-information/strategy-and-policy/

Rapid Rehousing Transition Plan

The Council is required to produce an RRTP to assist the Scottish Government in its plans to eradicate homelessness. The RRTP outlines plans to reduce the time homeless households spend in temporary accommodation and aims to ensure the permanent rehousing of homeless households as quickly as possible.

https://www.orkney.gov.uk/our-services/housing/i-am-looking-for-information/strategy-and-policy/

Empty Homes Strategy

Orkney has the third highest level of vacant dwellings within Scotland with an estimated 6.2% of the housing stock lying empty. This strategy sets out how Orkney Islands Council intends to identify and tackle private sector empty homes and the issues associated with them.

https://www.orkney.gov.uk/our-services/housing/i-am-looking-for-information/empty-homes/

Housing Revenue Account Business Plan

The Housing Revenue Account is ring fenced in law. The HRA Business Plan represents the financial modelling covering income from tenants rents against the costs of managing and maintaining Council housing

Asset Management Strategy

The Asset Management Strategy sets out the Council's vision for managing its housing assets over the next five years. This includes ensuring a supply of property of the right quality, type, size and location and compliance with housing standards, legislation and good practice around asset management.

Lettings Policy

The Council allocates its Council housing on the basis of housing need in line with allocations law. This policy provides detailed information on that process.

https://www.orkney.gov.uk/our-services/housing/i-am-looking-for-information/strategy-and-policy/

Play Area Strategy

Facilitate the development of Orkney Play Areas

https://www.orkney.gov.uk/our-services/leisure-and-culture/sport-and-leisure/play-areas/

Community Planning

Working together in partnership over and above what would be achieved as individual organisations.

https://www.orkney.gov.uk/your-council/our-plans/community-planning/

CLD Partners Plan

Helps partners plan together, avoid duplication, strengthen co-ordination and improve understanding of community needs.

https://www.orkney.gov.uk/our-services/community-learning-and-development/

Local Employability Partnership Plan

Enable collective leadership and shared commitment to effectively implement the policy for a more aligned approach to national employability.

https://www.orkney.gov.uk/our-services/community-learning-and-development/employability-support/orkney-employability-partnership/

Northern Alliance Plan

To create a suite of training for CLD workforce to meet the assessment of need accessibility.

https://www.orkney.gov.uk/our-services/community-learning-and-development/

Pupil Equity Fund

Additional funding allocated directly to schools.

Priority for Delivery

Priority Outcome	Action	Performance Measure(s)	Target	Resource Requirement	Assessments Required
ELH 01. **Review service delivery.** Ensure that we continue to deliver vital services to the people of Orkney in a sustainable way. *Strengthening our communities*	**1. Budget Management.** 1.1 In line with Council approved Budget Management Strategy, follow this process by allocating each service area budget saving targets.	All Service areas have been allocated a savings target based on the percentage of the budget allocated to that service.	April 2024	Directorate Management Team, Finance Manager, Finance Officer.	
	1.2 Heads of Service and Service Managers to evaluate service budgets and delivery and identify budget saving options.	Service Managers to complete budget management proformas.	May 2024	Heads of Service, Service Managers, Finance Officer.	
	1.3 Service managers to present suggested budget management options to the Extended Directorate Management Team meeting to agree options to be progressed to Corporate Leadership	Agreement reached on options to be presented to CLT by the Corporate Director.	May/June 2024	Extended Directorate Management Team.	

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Priority Outcome	Action	Performance Measure(s)	Target	Resource Requirement	Assessments Required
	Team (CLT) for consideration.				
	1.4 Corporate Director to present strategy position and budget management options to CLT for consideration.	Agreement reached to be presented to elected members at a members' seminar.	June 2024	Corporate Director, the Improvement Team.	
	1.5 Corporate Director to present strategy and budget management options agreed by CLT to elected members at a members' seminar for indication on next steps.	Indication from members on whether to progress options presented for more detail.	June 2024	Corporate Director, Improvement Team.	
	1.6 Extended Directorate Management Team to progress work as guided by members' seminar to collate further detail for the proposed budget management proposals.	Additional detail provided in the proformas. All figures to be scrutinised. Consultations to be outlined.	August 2024	Corporate Director, Heads of Service, Service Managers, Team Managers. Officers from Legal, HR and Finance services.	
	1.7 Detailed proposals with risk assessments to be brought to Extended Directorate Management	Scrutiny of the documentation and agreement on the proposal to go forward.	September 2024	Extended Directorate Management Team, the	EQIA ICIA

Priority Outcome	Action	Performance Measure(s)	Target	Resource Requirement	Assessments Required
	Team meeting for consultation.			Improvement Service and officers from Legal, HR and Finance services.	
	1.8 Corporate Director to update CLT outlining risks and shortfall if there are any.	Agreed position to take to members. The outlining of identified risks and shortfall, if any, in the targets.	September 2024	Corporate Director	EQIA ICIA
	1.9 Extended Directorate Management Team to present detailed budget management plans to elected members at a second members' seminar.	Members briefed and guidance on proposal to take forward to committee.	October 2024	Corporate Director Heads of Service Service Manages.	EQIA ICIA
	1.10 Recommendations from the Member Officer Working Group and suggestion from the member seminar to be presented to the Education, Leisure and Housing Committee through a Committee Report.	Report produced and presented. Recommendation Supported. Long-term improvement agenda agreed for all three service areas to ensure sustainable, quality services.	To be confirmed through CLT.	Corporate Director Head of Service Service Managers	EQIA ICIA

Priority Outcome	Action	Performance Measure(s)	Target	Resource Requirement	Assessments Required
	1.11 Extended Directorate Management Team to action consultation where required and implementation of the plan.	Agreed actioned implementation begins.	December 2025		Staff consultation, Public consultation.
	2.0 Service Reviews (Sport and Leisure Service, Culture Service and Library & Archives) 2.1 Following established governance from Council, commission external consultants to review both the Culture Service and the Sport & Leisure Service to identify future operating models to establish financially sustainable, quality service provision.	Procurement exercise carried out. Consultant agency appointed. Report Provided. Report Presented.	Culture Services – Jan 2023 Sport & Leisure Services – May 2023	Corporate Director, Head of service, Service Manager, Team Manager, Procurement Manager and Officer.	
	2.2 Request the creation of three Member Officer working groups, one for the Culture Service, one for the Sport and Leisure Service and one for the	Reports taken to Education, Leisure and Housing Committee to request permission to establish Member	Culture Service – February 2024	Directorate Admin, Committee Officers.	

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Priority Outcome	Action	Performance Measure(s)	Target	Resource Requirement	Assessments Required
	Library and Archive Service.	Officer Working Groups. Established Groups.	Sport and Leisure – March 2024 Library & Archives – March 2025		
	2.3 Member Officer Working Groups to present recommendations to members through member seminars.	Members have the information to discuss recommendations and provide support and challenge to the member officer working group on their outcomes and recommendations.	Culture Service, Sport & Leisure Services Nov-Feb 2024/2025 Library & Archives Nov-Feb 2024/2025	Member Officer Working Group Reps. Democratic Services.	

Priority Outcome	Action	Performance Measure(s)	Target	Resource Requirement	Assessments Required
	2.4 Recommendations from the Member Officer Working Group and suggestion from the member seminar to be presented to the Education, Leisure and Housing Committee.	Report produced and presented. Recommendation Supported. Long-term improvement agenda agreed for all three service areas to ensure sustainable, quality services.	Culture Services and Sport and Leisure Services Feb/Mar 2025 Library & Archive Service Feb/Mar 2026		

Directorate Performance Measures

The Education, Leisure and Housing Directorate is responsible for, or directly contributes to, the following performance measures. These measures are related to the Council Plan, those recorded and reported on as statutory requirements, such as the Local Government Benchmarking Framework (LGBF) while others are measures that we compile and report on voluntarily as they are useful for telling us how well we are delivering services.

Our Extended Directorate Management Team will monitor these performance measures to ensure we are continuing to deliver high quality services. The target percentages were aspirational. The directorate is focused on establishing a year-on-year improvement, where possible. Factors such as reducing budgets, staff recruitment challenges etc are a reality which impact on improvement.

Many of the services across the directorate are externally scrutinised by national bodies following national indicators on an ongoing basis. External assessments are reported to the Education Leisure and Housing Committee.

PI Code	Description	Baseline (2023-24)	Target (2027–28)
CDP 103	Economy. Percentage of Households in fuel poverty.	31%	19%
CDP 104	Economy. Percentage of children living in poverty (after housing costs).	20%	9%
CDP 206	Communities. Percentage of pupils gaining 5+ awards at level 5.	73.03%	80%
CDP 207	Communities. Percentage of P1, P4 and P7 pupils combined achieving expected Curriculum for Excellence level in literacy.	78%	85%
CDP 208	Communities. Percentage of P1, P4 and P7 pupils combined achieving expected Curriculum for Excellence level in numeracy.	85%	90%
CDP 209	Communities. Young people remaining in a positive destination after 6 months.	96.7%	97%

PI Code	Description	Baseline (2023-24)	Target (2027–28)
CDP 210	Communities. School attendance rates for looked after children (per 100 looked after children).	83.64%	90%
CDP 211	Communities. Percentage of pupils entering positive destinations	93.78%	98%
CDP 212	Communities. Percentage of adults taking part in some form of sport or exercise, including walking, in previous four weeks.	76%	90%
CDP 301	Infrastructure. Percentage of Council dwellings that met the Scottish Housing Quality Standard.	80%	90%
CDP 302	Infrastructure. Percentage of Council dwellings that are energy efficient.	97%	90%
CDP 303	Infrastructure. Number of houses built in Orkney (all sectors).	53	125
CCG 01	Sickness absence. The average number of days per employee lost through sickness absence, expressed as a percentage of the number of working days available.	5.94%	4%
CCG 02	Sickness absence. Of the staff who activated a sickness absence trigger, the proportion of these where there was management intervention.	57.02%	90%
CCG 03	Staff accidents. The number of staff accidents within the service, per 30 staff per year.	3.22%	1%
CCG 04	Budget control. The number of significant variances (priority actions) generated at subjective group level, as a proportion of cost centres held.	15%	15%

PI Code	Description	Baseline (2023-24)	Target (2027–28)
CCG 05	Recruitment and retention. The number of advertised service staff vacancies still vacant after six months from the time of advert, as a proportion of total staff vacancies.	5.56%	2%
CCG 06	Recruitment and retention. The number of permanent service staff who leave the employment of Orkney Islands Council – but not through retirement or redundancy – as a proportion of all permanent service staff.	1.13%	5%
CCG 07	The number of staff who receive (at least) an annual face-to-face performance review and development meeting, as a proportion of the total number of staff within the service.	81.1%	90%
CCG 08	Invoice Payment. The proportion of invoices that were submitted accurately and timeously to the Payments Service, as a proportion of all invoices.	93.2%	90%
CCG 09	Mandatory training – The number of staff who have completed all mandatory training courses, as a percentage of the total number of staff in the service	64.18%	98%

Risk and Business Continuity

The Council identifies and records threats to its core service and planned developments and improvements through the use of a Corporate Risk Register which sets out the high-level risks identified and what measures will be put in place to mitigate or manage those risks.

The Education, Leisure and Housing Directorate will maintain a Directorate Risk Register which identifies and records specific threats to our core services, and what measures will be put in place to mitigate or manage them.

We will present an updated Risk Register to elected members as part of the Directorate Delivery Plan Progress Report.

Through Human Resources we will maintain a Workforce Plan to define our workforce requirements based on our key activities and the Council's wider priorities. The Workforce Plan will set out the outcomes we intend to achieve, and what actions we will take to ensure we achieve these outcomes.

Through the Civil Contingencies and Safety Service the directorate will maintain individual Service Area Recovery Plans which support the Council's Business Continuity Plan and provide contingency arrangements to allow us to plan for incidents and emergencies and ensure we can continue to deliver services in these circumstances.

The Extended Directorate Management Team will keep Service Area Recovery Plans under frequent review and ensure they are kept up to date.

Excellence and Equity in Education

The National Improvement Framework

Orkney Islands Council Report (2023-2024) and Plan (2024-2025)

Contents

Introduction

In the autumn of 2022, the education service launched a new 3-year plan to cover the period 2022-2025. The plan, entitled 'Excellence and Equity in Education', was produced after pursuing opportunities for evaluation and discussion with stakeholders including children and young people, parents, nursery and school staff, communities, and union colleagues. It also involved input from colleagues from Education Scotland, the Association of Directors of Education in Scotland (ADES), network members and counterparts from across Orkney, Shetland and the Western Isles.

Excellence and Equity in Education set out Orkney's approach to overtaking the national challenge in relation to raising attainment and closing the poverty related attainment gap, as described in the National Improvement Framework.

An overview of the original plan (2022-2025) is given below:

Priorities	Year 1 (22-23)	Year 2 (23-24)	Year 3 (24-25)
Inclusion and Wellbeing	Staged Intervention		
	Health and Wellbeing		
	UNCRC		
Learning and Achievement	Curriculum Review		
	High Quality Learning and Teaching		
	Scottish Attainment Challenge		
Systems and Processes	Self-Evaluation for Continuous Improvement		
	Professional Learning		
	Resources and Management Systems		

(Figure 1: Overview of themes within Excellence and Equity)

During the first year of implementation, one theme – the pursuit of high-quality learning, teaching and assessment – stood out as key and became the principle focus of the plan. All the other themes were seen to either flow from or support this over-arching ambition.

Moving into the final year of the service plan, it is appropriate reflect on progress, as well as to restate and affirm the focus and priorities next year (2024-2025). This process has involved 3 key elements:

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

✓ **Consideration of Data:** This involves the collection, collation, evaluation, and analysis of key performance data (including Scottish Attainment Challenge Triannual Reports). It includes 'Horizon Scanning' with respect to the changing landscape of 'demand and expectation', both nationally and locally.

✓ **Consideration of Feedback:** This involves analysing ongoing and/or continuous (structured and informal) feedback, for example: from activities and meetings with individuals, teams, and heads of establishment. It includes observations made during school/setting visits by the extended directorate team as well as listening to specific feedback, for example: from inspection activity by HMIE (participative, thematic, school or setting specific) and the Care Inspectorate.

As a consequence of this evaluative process, the high-level priorities and outcomes, namely: Inclusion and Wellbeing; Learning and Achievement; and Systems and Processes, remain unchanged. However, the sub-themes and detail linked to each of these have been refined.

An emergent and dominant thread of the plan for the final year, and indeed for the next three years, is achieving both a balanced budget and contributing to the delivery of the Council's medium-term target of savings amounting to £9m. The specific challenge for the education service is not insignificant, and the current budget allocation is given in Appendix 1.

Format of Excellence and Equity in Education.

Section 1 sets out the vison values and aims of the plan, as well as making the links to wider (local) planning processes and the National Improvement Framework (NIF).

Section 2 provides a summarised overview of the priorities and focus during the academic year 2023-2024. It focusses specifically on the ongoing activity (from the previous plan) as well as any new or additional activity planned for the year

Section 3 focuses on Inclusion and Wellbeing. It sets out the themes and long-term ambition of the 3-year plan; a detailed analysis of the progress made in relation to 2023-2024 aims and outcomes; and current trends in relation to the relevant key performance indicators (KPIs).

Section 4 focuses on Learning and Achievement. It sets out the themes and long-term ambition of the 3-year plan; a detailed analysis of the progress made in relation to 2023-2024 aims and outcomes; and current trends in relation to the relevant key performance indicators (KPIs).

Section 5 focuses on Systems and Processes. It sets out the themes and long-term ambition of the 3-year plan; a detailed analysis of the progress made in relation to 2023-2024 aims and outcomes; and current trends in relation to the relevant key performance indicators (KPIs).

Section 6 provides a summarised overview of the priorities and focus during the final year of the plan - the academic year 2024-2025.

Section 7 sets out the detailed delivery plan for 2024-2025.

Section 8 provides links to other important planning documents that support or provide context for the plan**.**

Appendix 1 provides and overview of the budget allocation for 2024-2025.

Appendix 2 sets out the significant risks to service delivery, and particularly those that may pose a threat to achieving the overall ambition of the plan

Appendix 3 offers a glossary covering the abbreviations and acronyms commonly used within and across the sector.

Section 1: Vision, Values and Aims

The overall ambition of the education service is for excellence and equity in education.

'Excellence and Equity in Education', the plan, is encompassed by the Directorate Delivery Plan and aligned to Orkney Islands Council's Strategic Plan, in particular, its vision of 'Working Together for Orkney'.

(Figure 2: Key related plans)

In general, Orkney's education services, which help co-create an active learning community, support the Council themes of Growing our Economy, Strengthening our Communities, Developing our Infrastructure and Transforming our Council.

In Particular, the education service is leading, or significantly contributing to, the following areas:

Growing our Economy: reduce poverty and disadvantage and minimise the effects of the cost-of-living crisis.

Strengthening our Communities: establish the highest standards of public support and protection; widen access to opportunities for better learning, achievement and wellbeing.

Transforming our Council: develop ways of working that put people at the heart of what we do; establish a culture that motivates staff to do the right things at the right time; develop business approaches that are fit for purpose and give people direct access to services wherever possible.

(Figure 3: Orkney Islands Council priorities)

Excellence and Equity in Education is specifically aligned to the National Improvement Framework Priorities and Drivers:

Local Priorities	Link to NIF Priorities/Drivers
Inclusion and Wellbeing	• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing.
Learning and Achievement	• Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in attainment, particularly in literacy and numeracy.
Systems and Processes	• School and ELC leadership. • Teacher and practitioner professionalism. • Parent/carer involvement and engagement. • Curriculum and assessment. • School and ELC improvement. • Performance information.

Excellence and Equity in Education fulfils the Council's obligations to provide a report on progress with the implementation of the National Improvement Framework within Orkney and sets out relevant next steps.

(Figure 4: National Improvement Framework)

Section 2: Overview of Priorities for Year 2 (2023-2024)

Local Priorities	Year 2 (2023-2024)
Inclusion and Wellbeing	**Staged Intervention: Continue to...** implement the revised approach to Staged Implementation. **In addition…** implement a Child's Plan tracking system across all institutions, including tracking progress against individualised targets.
	Health and Wellbeing: Continue to… provide training and support in relation to low arousal approaches and positive mental health. **In addition…** undertake a health and wellbeing survey (P5-S6), introduce a Wellbeing Indicator tracker across primary and secondary schools; refresh the focus on Safeguarding and Child Protection; work with partners to refresh and improve family support across the county; establish the work of Emotional Support Assistants; develop a plan for See Me See Change; refresh the positive behaviour/anti-bullying policy.
	UNCRC: Continue to… support schools with adopting a Rights Respecting School approach, support schools with adoption the LGBT Charter. **In addition…** establish a Rights Respecting School Working Group; Embed the Northern Alliance – 'Include: Equality, Diversity and Inclusion Guidance for Educational Settings' and the review of the Anti-Bullying Policy.
Learning and Achievement	**Curriculum Review: Continue to…** develop an online learning offer. **In addition…** review senior phase curriculum, implement S1-3 tracking (literacy and numeracy), complete a skills audit from Broad General Education through to Senior Phase, embed meta-skills and the career education standard across settings.
	High-Quality Learning, Teaching and Assessment: Continue… to support schools in developing their approaches to and principles of, high quality learning and teaching (including Slow Pedagogy and Play Pedagogy). **In addition…** Finalise LA Key Principles and guidelines in response to staff feedback and referenced to How Good is Our School (HGIOS) Learning Teaching and Assessment (QI 2.3) and General Teaching Council for Scotland (GTCS) standards; establish support and challenge groupings for peer moderation of QI 2.3; Deliver Learning and Teaching focused Professional Learning in October and February based on feedback from Head Teachers.
	Scottish Attainment Challenge: Continue to… implement our Raising Attainment Strategy, collect and analyse data, monitor Pupil Equity Fund (PEF) spend and impact. **In addition…** Set new 3-year core stretch aims (following updated guidance from Scottish Government), develop the focus on Free (School) Meals Entitlement (FME) and Care Experienced Children and Young People (CECYP), update Broad General Education (BGE) tracking tool, extend tracking across S1-3.

Local Priorities	Year 2 (2023-2024)
Systems and Processes	**Self-evaluation for Continuous Improvement: Continue…** to embed Self-evaluation for Improvement into the Service Plan Actions, Activity, Monitoring and Reporting. **In addition…** provide specific guidance on establishment audit and review of child protection and safeguarding practice, undertake further consultation work with Pupils, Parents/Carers and Staff as part of process of evaluation.
	Professional Learning: Continue to… support review and development activity – specifically linking the 'local authority offer' to the shared needs of individuals and teams, as well as service priorities (E.g. Deliver Learning and Teaching focused Professional Learning in October and February based on feedback from Head Teachers). **In addition…** provide support and training (as required) to support implementation of new policies/procedures as well as refresh support for existing processes; introduce management circulars to support and exemplify practice.
	Resources and Management Systems: Continue to… Develop and evolve learning estate management plan (phase 2 &3), launch revised Devolved School Management (DSM) policy (including updated staffing policy). **In addition…** 'Launch' on-line (web-based) policy directory. Review progress and planning with respect to the education service management information system, SEEMIS, in the context of a wider digital (learning) strategy.

Section 3: Year 2 Progress Review: Inclusion and Wellbeing

Themes

- Staged Intervention.
- Health and Wellbeing.
- UNCRC.

Outcomes 2022-2025

- All children and young people in need of additional support receive appropriate interventions through the implementation of reliable and clear staged intervention guidance.
- Staged intervention guidance enables support staff to be allocated on a needs basis to have the maximum impact on learners
- Children will be supported by practitioners who understand the developmental needs of children and have a range of strategies to support them.
- School staff will have accurate information about learners' perception about wellbeing.
- Targeted interventions matched to learners' needs will lead to improved perceptions in identified areas.
- All children and young people in Orkney are protected and provided with opportunities according to the United Nations Convention on the Rights of the Child.
- All education staff, wider partners and young people in Orkney are provided with training/guidance on their legal responsibilities in delivering on the UNCRC.
- Create a structure that enables the voice of all children and young people to be heard.
- All staff and learners understand the importance of creating an inclusive and safe environment for all.
- Ensure all Early Learning Childcare providers (nurseries and childminders) are using the Care Inspectorate Quality Framework and are using innovative approaches to capture the child's voice and consult children on decisions that are important to them.

Progress Report 2023-2024

Theme 1: Staged Intervention

Proposed Action	Update/Impact
Child's Plan tracking system implemented across all institutions, including tracking progress against individualised targets.	The Educational Psychology Service and Support for Learning and Inclusion Manager have been prompting more rigorous tracking of progress against targets Childs Plan reviews. Childs Planning formats are to be reviewed through the Getting it Right workstream of the Children's Services Strategic Planning Group; tracking mechanisms will also be part of an Additional Support Needs review.

Proposed Action	Update/Impact
	Feedback from senior leaders indicated that the systems and processes relating to Staged Intervention still required focussed support to ensure that they are embedded in practice.

Theme 2: Health and Wellbeing

Proposed Action	Update/Impact
Wellbeing Indicator tracker introduced across primary and secondary schools.	Work on this has been paused following the departure of key personnel. It is anticipated the program will resume during 24/25.
Apply the learning drawn from the (local) Learning Review.	As far as possible all recommendations from Learning Reviews have been integrated into delivery and work plans. Further work to ensure that there are no omissions and that the expected changes have occurred is planned for early 24/25.
Consolidate collaborative working with Community Learning and Development (CLD) on training and delivery of low arousal approaches and mental health related training for staff.	Extensive work has been undertaken by the CLD Partnership Training Subgroup to develop a suite of mental health awareness training, providing a pathway of various levels of required guidance and support. The CLD Partnership funded, the accredited, Scottish Mental Health First Aid training, which took place in September 2023, which 13 people competed. Staff from CLD partner organisations have been trained to deliver the NHS Safe a Life suicide prevention training, raising awareness of mental health, self-harm and suicide prevention. This training is currently delivered online by NHS colleagues, but now the CLD Partnership have opened this training up to the whole community, running face to face sessions in coordination with NHS Orkney. The first of these sessions is due to take place in September 2024. The Community Learning Development and Employability (CLDE) Pupil Engagement Team are trained and deliver SeeMe training for pupils and families and staff.
Consolidation and possible extension of the work of Pupil Engagement Team	The Pupil Engagement Team (PET), managed by CLDE Youth Services was established in February 2023.

Proposed Action	Update/Impact
	The team consists of 1 full-time Community Learning Officer / Co-ordinator, 1 full-time Pupil Equity Worker based in Papdale Primary School and 1 full-time Pupil Equity Worker based in Kirkwall Grammar School. The Community Learning Officer post was funded through the Strategic Equity Fund for one year and the CLD Youth Worker post through Pupil Equity Funding. The aim of the Pupil Engagement Team is to contribute to closing the poverty related attainment gap and deliver a programme of coordinated opportunities for children, young people and their families. The team, work in collaboration with both schools and other services to provide targeted support for children, young people and their families. The overarching goal is to ensure that children and young people are given the tools and support to reach their full potential. The Orkney Islands Council Support for Learning Strategy (2023–2028) acknowledges the work that this team is undertaking within schools to meet some of the unmet need of pupils and their families. The team are undertaking quite significant and much needed work and is making a significant difference in regard to the above outcome indicators within these schools. A case study on this work was published by YouthLink in March 2024 and can be viewed here: https://www.youthlink.scot/wp-content/uploads/Orkney.pdf Due to the success of this early intervention work, it is planned to continue this work focussing on the 6 priority groups: • Lone parent families • Minority ethnic families • Families with a disabled adult or child • Families with a young mother (under 25)

Proposed Action	Update/Impact
	• Families with a child under one • Larger families (3+ children). This serves to create an early intervention pathway to supporting families and children / young people. With existing structures and governance in place and reporting mechanisms that has been developed via the PET project, the Family Engagement Team will now build on this work. This work is currently being rolled out until March 2026.
Establish the work of the Emotional Support Assistants (ESA) in Kirkwall Grammar School.	Due to staffing issues the role has not been fully established, hence the impact has been more limited than anticipated. Provision of 'protected time', for the Support for Learning Assistants who have been trained, to carry out the ESA role has not been possible. However, they do report that they use the skills learned in their day-to-day interactions with pupils and this has been observed by teaching staff. The Principal Teacher of Curriculum Support has requested a refresher course for these Support for Learning Assistants and new staff as she would like to find a way next session to embed the role more fully.
Establish a trained 'Companion' who is able to deliver Seasons for Growth training within Stromness Academy, Kirkwall Grammar School and Papdale Primary School.	KGS and Stromness Academy now have trained staff who are delivering aspects of Seasons for Growth (a programme of support for children and young people who have experienced loss).
A plan to be developed for delivering See Me See Change (an approach to tackling mental health stigma in schools) within each Secondary and Junior High School.	Due to staffing issues and other pressures, there has been little progress to date. The Principal Educational Psychologist has undertaken to follow this up early in 2024-25.
Refreshed introduction of the Mental Health Guidance for Schools with the expectation that it is embedded within schools.	The Guidance has been discussed at individual school level with the Educational Psychology Service and requests for training to raise confidence in universal approaches to wellbeing have been responded to. The Guidance is still not fully implemented and exploration of future events to raise awareness for new Head Teachers and other new staff will be important in order to optimize impact.

Proposed Action	Update/Impact
Refocus PEEP* work to focus on delivery by the Early Learning and Childcare family team in island locations, and also by combining PEEP approaches with Bookbug to support children with language delay.	PEEP has been used by the family team this year to support individual families and the team are currently reviewing the Bookbug sessions for children with language delay and their families to add an additional set of sessions drawing on PEEP. Parental feedback from Bookbug sessions is very positive and highlights their increased confidence in supporting their child.

Theme 3: UNCRC

Proposed Action	Update/Impact
Co-ordinate the support in place for ensuring all schools are progressing along the Rights Respecting Award process.	Awareness sessions at Corporate, Strategic and Operational levels in progress with the UNCRC Implementation Project Manager, Improvement Service. The UNCRC subgroup startup, terms of reference drafted and meeting schedule in progress. OIC Service Manager, Support for Learning and Inclusion has joined the UNCRC peer network for local authorities, led by the Improvement Service, UNCRC Implementation Project Manager.
Create a working group led by Pupil Support. Embed the Northern Alliance – 'Include Equality, Diversity and Inclusion' guidance for educational settings.	The guidance has been discussed at individual school level. The Mental Health and Young People Strategy Group has set up an LGBTQ Subgroup with the following remit: • Examine the Include Guidance and Supporting Transgender Pupils in Schools – Guidance for Scottish Schools. • Recognizing the value of upstream activity taking place in Orkney – which has an impact on YP wellbeing – and specifically young LGBTQ+ people. • Forming or disseminating simple information for folk working with young LGBTQ+ people. • Informing policy? Locally around eg. trans issues, from simple guidance on use of language etc – to give confidence to practitioners. • Collate what is already happening locally (eg in schools, LGBTQ+ charter etc, Pride, Pride in Orkney, Pride Tribe).

Proposed Action	Update/Impact
	• All read background reading, including Cass Report and look at potential implications. • Look at organisations who can provide info, training, etc.

Other relevant developments:

May 2024 – 3 island / ADES /Education Scotland 3-day Collaborative Improvement visit undertaken, and networks set up for local authority Support for Learning (SFL) and Inclusion Leads and Support for Learning Teachers.

Key Performance Indicator Trends

Measure (as noted in baseline plan)	Source	Base	End of Year 2	Trend	Note
Attendance	LGBF	95%	91%	↓	Attendance rates have not yet return to pre-pandemic levels. Overall attendance in Orkney remains above the national average. In the primary sector it is stable (while the national trend is falling); in the secondary sector it falls slightly across the year, mirroring the national trend, but is above the national average. However, the number of children and young people with attendance of less than 70% increased during the 2023-2024 session. More encouragingly, engagement with families remains high and absence rates recorded as 'reason unknown' are amongst the lowest in Scotland.
Attendance for Care Experienced Children and Young People	Manual	86%	81%	↓	In development for 2024-2025 A comprehensive database has been developed by the Care Experienced Children and Young People (CECYP) Coordinator a joint ELH/OHAC post.
Exclusion (per 1000 pupils)	LGBF	6	15	↑	A review of systems and processes is underway with revised guidance scheduled for early 24/25
Exclusion Rate for Care Experienced Children and Young People	Manual	-	-	-	As noted, a review of systems and processes is underway with revised guidance scheduled for early 24/25 – it is planned that integral to this is the inclusion of a data subset for Care experienced Children and Young People (which includes but is not limited to those who are Looked After)

Measure (as noted in baseline plan)	Source	Base	End of Year 2	Trend	Note
Bullying Incidents (per 1000 pupils)	SEEMiS	18.6	22.0	↑	The policy was updated in June 2024. This included taking account of changes in legislation including UNCRC. Work will commence in August to support implementation across schools.
Child's Plan	ScotGov	38%	40%	↑	Over time, the apparent trend is for an increasing number of plans to be opened. This relates to the level of complexity and consequential requirement to have a multi-agency team supporting the child and family.
Variable Timetables	Manual	37	41	↔	Generally variable timetables (often based on part-time attendance) are offered as a solution of last resort to promote a pathway to full inclusion and/or avoid exclusion.
Out of Orkney Placements	Manual	<5	<5	↔	The number of placements (for education and care) remains relatively low; additionally, a small number of young people are placed away from Orkney for care.
Rights Respecting Schools	Manual	70%	70%	↔	Schools continue to work towards achieving recognition at Bronze, Silver or Gold level.
LGBT Charter	Manual	0	0	↔	Systems and process review scheduled. Refresh monitoring and tracking progress In development for 2024-2025
Health and Wellbeing					Tool in development
Learner Satisfaction					Paused until a suitable tool (to provide reliable, valid and comparator data) is available.
Promise Award					New for 2024-2025

'Arrow' indicates change relative to previous year

'Colour' indicates change over time (trend)

Note:

Across a number of indicators, the annual data and trend continues to indicate that well-being and inclusion are important areas to focus on. While Orkney's performance is not an 'outlier' when compared to other parts of Scotland, generalised improvement would reflect a better life experience for our children and young people was being achieved.

Section 4: Progress Review: Learning and Achievement

Themes

- Curriculum Review.
- Learning and Achievement.
- Scottish Attainment Challenge.

Outcomes 2022-2025

- Young people experience, and influence, a curriculum which prepares them for the next stage of their education, training or employment, leading to them entering positive destinations.
- Children and young people consistently access high quality teaching and learning.
- Reduction in the poverty-related attainment gap.
- Stretch aims set for schools and LA that are ambitious for the attainment outcomes for children and young people. (CYP)
- Reduction in the attainment gap for care-experienced children and young people. (CECYP)

Progress Report 2023-2024

Theme 1: Curriculum Review

Proposed Action	Update/Impact
Review Senior Phase curriculum (Orkney), incorporating an audit of Meta-skills and the Career Education Standard, and of uptake of online learning provision.	Progress delayed due to other priorities and pressures
Implement S1-3 Literacy and Numeracy tracking.	Format created and shared with schools; piloted with S3 (23/24); roll out planned for 24/25
Extend Senior Phase Tracking to include a focus on young people with free school meal entitlement (FME) and those who have experienced care.	Progress delayed due to other priorities and pressures

Theme 2: Learning and Achievement

Proposed Action	Update/Impact
Finalise Local Authority Key Principles and guidelines in response to staff feedback and referenced to How Good is Our School, Quality Indicator 2.3, Learning, teaching and assessment and the General Teaching Council of Scotland standards for teachers and create a briefing for presentation to staff by Head Teachers in August in-service.	Local Authority Key Principles have been completed and 7-minute briefing for staff by Head Teachers provided. The focus on the Local Authority Key Principles has changed to a focus on each school having Key Principles created and owned by their staff.

Proposed Action	Update/Impact
All schools to create their own: Principles of High-quality Learning and Teaching. Lesson evaluation toolkit. Professional Review and Development focused on learning and teaching.	During the session all schools worked on these areas. Final collation of these by the Local Authority will be by the end of Term 1 2024/5.
All school should increase the opportunity for peer moderation of learning and teaching using their lesson evaluation toolkits.	By the end of Term 1 2024/25 schools will submit their Quality Assurance Calendar for 2024/25. This is expected to include peer moderation of learning and teaching using the school's lesson evaluation toolkit.
Carry out baseline evaluation of learning and teaching with learners P4 and older, parents, teachers and classroom-based support staff, by the end of August; repeat in April 2024 and 2025.	This did not happen during 2023-24 but is planned to happen at the beginning of Term 1 of 2024/25 and repeated towards the end of Term 3.
All schools to have learning and teaching in their School Improvement Plans for 2023/24.	This was achieved.
Review school self-evaluation data, setting further targets for improvement.	Data was compiled and shared with Head Teachers, with the clear expectation that all schools are aiming to be at least "good".
Establish support and challenge groupings for peer moderation of QI 2.3; these will be sector-specific in 2023/24 and move to cross-sector in 2024/25. Provide professional learning to this group from Education Scotland.	Professional learning for Head Teachers was provided. Cross-sector support and challenge groups have been created to begin work in 2024/25.
Create a framework for self-evaluation of HGIOS 2.3.	This is a tool to be used by the support and challenge groups and will be created in time for the groups to use during the 2024/25 session.
Deliver Learning and Teaching focused Professional Learning in October and February based on feedback from Head Teachers.	Professional Learning was delivered at both In-Service days in October for teaching staff and in February for Support for Learning Assistants on inclusion-related themes as this was Head Teachers' agreed priority.
Establish clusters to support practitioner development in aspects of practice, including meeting the needs of 2 year olds and depth and challenge.	A cluster approach was trialled this year, covering a range of themes including outside learning, meeting learners needs, challenge and Froebelian practice. Due to staffing challenges, the cluster engagement was less successful than anticipated.

Proposed Action	Update/Impact
	The Froebelian cluster successfully supported practitioners to share practice and develop new approaches. The early years team have reviewed the cluster approach and next session plan to trial alternative approaches including delivering learning through courses and also in short communities of practice
Support practitioners to provide experiences that challenge young learners and provide depth and breadth, including the use of projects.	A group of practitioners met to explore this in a cluster approach. Practice is starting to be developed, and new ways to embed this will continue to be explored in 24-25.
Recruit cohort 2 for the Slow Pedagogy project, and continue to support practice development in relation to slow pedagogy in Cohort 1.	Two nurseries and two primary schools were involved in cohort 2 and explore different aspects of slow practice. Due to staffing challenges, the group are yet to share practice. Following input at in-service days, many nurseries are developing Slow Pedagogy and recent inspection feedback at Papa Westray nursery highlighted the unhurried approach to interaction and learning as very good and practice worth sharing widely
Evaluate play in P1 and develop practice guidance for staff.	Cohort 2 have completed the play pedagogy training and have started to implement practice change and cohort 3 have been recruited for 24-25. Materials to support learning have been developed and will be drawn together next session.
Finalise ELC maths document and distribute to all settings	The maths document and additional guidance has been completed and will be distributed in the first term of 24/25.
Collate professional learning priorities from schools through the PRD process to ensure that LA PL offer responds to identified need.	This is due to happen in Term 1 2024/25. Key information will be shared with Head Teacher and will inform future planning for Professional Learning.
Include Educational Psychology in initiatives to support learner resilience and independence through promotion of Growth Mindset and metacognition.	The Educational Psychology Service has delivered training on Growth Mindset to probationer teachers. Where applied/adopted, outcomes include; children that are comfortable with learning conversations; that see mistakes as opportunities for learning; that engage readily with learning opportunities; that have a good understanding of learning as a process as well as themselves as learners.

Proposed Action	Update/Impact
Continue to support schools in developing approaches to linguistic phonics.	A number of staff meet regularly to review the implementation of the linguistic phonics approach, led by the educational psychologist. Data is gathered annually to review the impact on children's spelling ages as they progress through the school and shows the positive impact of the linguistic phonics approach against those schools not using a linguistic phonics approach.

Theme 3: Scottish Attainment Challenge

Proposed Action	Update/Impact
New 3-year core stretch aims set following updated guidance from Scottish Government. There will be an annual trajectory for all core aims.	Stretch aims were set for 2026 with annual trajectories. They have been monitored twice during the academic session with the first actual analysis of progress towards these undertaken in July 2024. A significant number of plus stretch aims were set to ensure a clear focus on those areas of attainment that the service will focus on over the three-year timeframe of the stretch aims.
Continue with the attendance stretch aim set for Local Authority health and wellbeing agenda.	Although attendance continued to be the stretch aim for health and wellbeing, this was split into different sections for this three-year period. Primary, secondary and the attendance of children and young people with attendance of less than 70% is now a key focus. Attendance in the primary sector continue to remain higher than in the secondary. The number of children and young people with attendance of less than 70% increased during the session. This has to remain a priority.
Using all available data, review and identify core and plus stretch aims 2023-26.	Both data over time and cohort data was used to set the stretch aims over the three-year period. Annual trajectories have been set that reflect the analysis of cohort data where it exists. Progress towards the stretch aims is monitored and analysed twice during the session, once in Dec and again in June.
School targets set by all primary schools across all class year groups.	Following the setting of stretch aims, all primary schools followed as similar process to set stretch aims for each class. These were set using a mixture of cohort data and data over time. This feeds into the evaluation

Proposed Action	Update/Impact
	of progress towards the primary stretch aims.
All schools submit a Pupil Equity Fund (PEF) report and plan.	All schools submitted a PEF report and plan as part of the school improvement planning documents. These are reviewed by the Attainment Advisor (AA) and the Quality Improvement Officer for attainment and achievement and feedback is given to HTs. Headteachers are becoming more effective in writing PEF plans and reports and identifying appropriate interventions.
All schools to spend Pupil Equity Funding by the end of the financial year, other than agreed staff committed spend.	The PEF spend is now on track and is mostly spent within the financial year, except for committed spend as written in the plan. This level of committed spend carry over has decreased over time as HTs become more confident in the use of PEF. PEF underspend has reduced from 63% to 98%.
Pupil Equity Funding spend monitored monthly by Quality Improvement Officer and action taken.	The QIO for attainment and achievement monitors PEF spend monthly and reports to the SAC lead and the AA. Direct action is taken with schools where the spend is not meeting expected profiles – either under or overspending. This has led to the PEF spend coming in on budget.
Updated Broad General Education tracking toolkit used by all primary schools.	This was achieved.
Predicted Broad General Education data for P1/4/7 and S3 submitted in November and February with final data submitted in May.	This was achieved. However, further work is required to increase confidence in the S3 data.
Senior phase attainment tracked and monitored.	This was achieved.
All submitted data analysed and actions taken.	This is now becoming embedded in practice in the Primary sector and in secondary Senior Phase. The BGE data process is beginning in the secondary sector. Published data can be found here.
Further develop Broad General Education tracking for literacy and numeracy in Broad General Education S1-3.	This was begun in 2023/24 and will be further developed in 2024/25.
Monitor and report on impact of Strategic Equity Funding Quality Improvement Officer role.	The QIO is part of the SAC team responsible for driving forward the authority's strategic aims of the SAC agenda. There has been engagement with all schools and bespoke

Proposed Action	Update/Impact
	support as required, provided by the QIO. Other key duties of the QIO include:
	• Reviewing and providing written guidance.
	• Supporting headteachers in writing plans.
	• Delivering professional learning on poverty to heads of establishments and wider staff teams.
	• Tracking and monitoring the attainment of children and young people eligible for free school meals (FSM).
	• Securing participatory budget funding.
	• Establishing a 'Poverty Book Group' with organised speakers from a range of third sector organisations; the participants are mainly school staff.
	• Developing and delivering the 'SAC Roadshow' with the coordinator for children and young people who have experienced care to whole school staff.
	• Supporting schools with their tracking toolkits and attending attainment meetings.
	The impact of poverty is now better understood across schools; staff are more aware of the need to be mindful of learners who may be experiencing poverty and how to mitigate this.
Monitor and report on impact of Care Experienced Children and Young Person's coordinator role.	The Care Experienced Children and Young Person's Coordinator continues to keep the database containing information relating to all children and young people who have experienced care up to date. This coordinator works closely with guidance teams, headteachers and social work colleagues to ensure accurate and up-to-date information is held. The contents of the database feed into the SAC reporting cycle and provide statistics on the impact of the work to narrow the attainment gap.
	Interventions and support delivered by the co-ordinator include:
	Supporting:
	• 1:1; in and outwith school.
	• Resilience work - emotional and practical support with coping strategies when

Proposed Action	Update/Impact
	feeling dysregulated, which help with school attendance. • Individuals back into the school environment to enable completion of national qualifications. • Transitions. • Development of job seeking skills e.g. curriculum vitae, job searching, interview skills and encouragement into positive destinations. • Ongoing contact with parents and carers in navigating wider support networks and advocacy in meetings. • Attendance at clubs and activities Collaboration: • Working with the QIO to deliver the SAC roadshow and to raise awareness of The Promise. • Member of 'The Northern Promise Collaborative'; attending meetings and networks with the eight local authorities. • Working with school staff, social work, third sector and other agencies. Keeping The Promise Award: • Producing and delivering professional learning for all teaching staff with a view to each school and setting achieving The Promise Award recognition. • Ensuring that The Promise has a high profile across all schools and settings. • At the request of a family, the co-ordinator set up the 'Kinship Carer Support Group'. Families meet on a monthly basis to share experiences; input was given from the fostering, adoption, and kinship team in social work. Attendance can be variable but kinship carers report that they find this space useful and like the relaxed atmosphere. The attainment gap between those who have experienced care and those who have not, has narrowed in 2023-24 by 14 percentage points in literacy and 17 percentage points in numeracy. There has been significant impact as a result of this role. The coordinator, with the support of the QIO, has raised the profile of The Promise and the need to improve outcomes for those who have experienced care.

Proposed Action	Update/Impact
Implement Strategic Equity Funding plan.	All of the above actions are focussed on the implementation and delivery of the Strategic Equity Funding Plan. The SAC team consists of the Service Manager for Primary Education who is also the SAC lead, the QIO for attainment and achievement and the Attainment Advisor. The Service Manager for Secondary and Tertiary Education is becoming more involved in relation to attainment in the secondary schools as part of the SAC plan and the Care Experienced Children and Young People's coordinator also works closely with the SAC team. Delivering the SAC agenda remains a key part of the work of the education service.
Explore approaches to supporting the development of writing (primary Broad General Education).	This was target was in relation to Orkney becoming part of the National Improving Writing Programme. (CYPIC) Unfortunately, despite requesting involvement in this to Education Scotland, Orkney has not yet been able to participate in this programme. This is also the case for 2024/25.

Key Performance Indicator Trends

Measure (as noted in baseline plan)	Source		Base	End of Year 2	Trend	Note
Children meeting development milestones	LGBF		89%	87%	↔	Post Covid, significant concerns remain about both children's development and wellbeing on entry to nursery, and this would match with national research which highlights the impact of lockdown on babies and very young children. For children leaving nursery, there has been a slight dip in meeting wellbeing developmental milestones, especially when compared with other aspects of children's development.
Achievement of Care Experienced Children and Young People from P1-P7	Manual	R	29%	46%	↑	Although there is a significant improvement in the attainment across all 4 organisers, there still remains a significant gap between children who have experienced care and their peers.
		W	14%	32%	↑	
		L&T	43%	50%	↑	
		N	17%	36%	↑	
Achievement of Children and Young People entitled to Free School Meals from P1-P7	Manual	R	54%	62%	↑	Although there is a significant improvement in the attainment across all 4 organisers, there still remains a gap between children who are eligible for FSM and their peers.
		W	40%	50%	↑	
		L&T	62%	74%	↑	
		N	48%	60%	↑	
Proportion of 16-19-year-olds Participating in education, employment, or training	Annual Participation Measure - Skills Development Scotland (Aug 23)		94%	96%	↑	Orkney is consistently achieving above the national average in this measure. The 2022-23 rate of 96.4% was a 2.5 percentage point increase on 2021-22 and the highest rate in the last 8 years.
P1/4/7 Reading	Manual		80%	85%	↑	Attainment continues to improve through the rigorous approaches to tracking and monitoring in the primary schools. However, the small numbers can make a difference in attainment year on year.
P1/4/7 Writing	Manual		74%	78%	↑	
P1/4/7 Talking and Listening	Manual		84%	90%	↑	

Measure (as noted in baseline plan)	Source	Base	End of Year 2	Trend	Note
P1/4/7 Literacy	LGBF	68%	78%	↑	Attainment now exceeds national average in all areas. Attainment has increased across all organisers since 2022.
P1/4/7 Numeracy	LGBF	75%	85%	↑	
National 5 Pass Rate	Attainment Report 22-23	80%	79%	↔	For SQA attainment 2018-19 is used as base level, as courses and assessment methods were modified in 2019-20 and 2020-21 as covid mitigations. Orkney's 2022-23 pass rate is slightly higher than the national rate, as it was in 2021-22; both were a small decrease on the previous year.
Higher Pass Rate	Attainment Report 22-23	80%	78%	↔	Orkney's 2022-23 pass rate is slightly higher than the national rate, as it was in 2021-22; both were a decrease on the previous year.
Advanced Higher Pass Rate	Attainment Report 22-23	87%	77%	↓	Orkney's 2022-23 pass rate is slightly lower than the national rate, as it was in 2021-22; both were a small decrease on the previous year. Pre-covid the Orkney rate was stable at 87% with the national rate stable at 80%. Small cohorts at Advanced Higher make this a measure where individual young people can have a significant impact on the overall percentage.
5 or more National 5 qualifications gained in S4	Attainment Report 22-23	55%	67%	↑	The 2022-23 Orkney rate is 12 percentage points above both the national rate for 2022-23 and our 2018-19 (pre-covid) baseline. This reflects the focus we have chosen to place on this measure.
Leavers gaining 1 or more Level 5 qualifications	Attainment Report 22-23	93%	90%	↔	Orkney is consistently 2-4 percentage points above the

Measure (as noted in baseline plan)	Source	Base	End of Year 2	Trend	Note
				 	national average in this measure
Leavers gaining 1 or more Level 6 qualifications	Attainment Report 22-23	64%	61%	↔	Orkney is consistently around 3 percentage points below the national average in this measure.

'Arrow' indicates change relative to previous year

'Colour' indicates change over time (trend)

Note:

Across a wide range of indicators, the data suggests progress is being made towards the overall ambition of achieving excellence and equity in education. Confidence in both the reliability and validity of data is particularly strong in the Primary Sector because of a significant commitment by staff at all levels. A similar process (and support) is beginning for the early stages of secondary education (Broad General Education) and it is expected that this will articulate with the more formal and externally validated process associated with the Senior Phase and undertaking national examinations at S4, S5 and S6.

Section 5: Progress Review: Systems and Processes

Themes

- Self-evaluation for Continuous Improvement
- Professional Learning
- Resource and Management Systems

Outcomes 2022-2025

- Effective approaches are used to ensure all staff, partners, learners, and other stakeholders are involved self-evaluation activities.
- Pupil and parent / carer participation is a strong feature of the approach to self-evaluation and continuous improvement.
- Self-evaluation focuses on key aspects of learners' successes and achievements and there is clear evidence of improvement based on actions taken as a result of self-evaluation.
- All stakeholders, including children and young people, have shared ownership of this evidence and use it to plan continuous improvement.
- Staff are confident with key processes and apply them consistently to a high standard.
- Young people and their families stating they are satisfied with the service they receive across the partnership.
- Success, for whole cohorts, institutions and vulnerable groups (including those entitled to free school meals, those with Additional Support Needs and those who are care experienced) meet (or exceed) stretch aims / targets.
- Services provide high-quality provisions which are demonstrate value for money.
- All institutions have robust policies and procedures in place, including personnel policies and those for health and safety.

Progress Report 2023-2024

Theme 1: Self-Evaluation for Continuous Improvement

Proposed Action	Update/Impact
Develop pro-forma for Service Quality Assurance visits (based on 2023 Northern Alliance documentation).	Northern Alliance material successfully used to produce Safeguarding support materials as part of cross sector review, individual school/setting support and preparation for inspection.
Familiarise practitioners and managers with the new Shared Inspection framework.	Framework publication has been delayed, so this will be completed in 24-25.
Continue to embed service wide approaches to self-evaluation for continuous improvement to ensure transparency and consistency.	The local authority (LA) has standardised some key reports for schools; Standards and Quality Reports (SQR), School Improvement Planning (ScIP) and Pupil Equity Fund (PEF) plans and reports. All schools use these reports and submit them within the required timescales. LA officers then moderate the plans and provide clear

Proposed Action	Update/Impact
	feedback and areas for improvement or further action are taken by schools as necessary.

Theme 2: Professional Learning

Proposed Action	Update/Impact
October Inservice for teachers to follow an inclusive practice theme.	A very successful 'inclusive practice' learning event took place in October 2023. The format offered focused support at sector (nursery/primary/secondary) level and also with respect to particular themes with the context of practical approaches to meeting additional support needs. The feedback received suggests that practitioners would appreciate a similar approach in 2024.
Early Learning and Childcare focus on developing high quality interactions (inspection feedback indicates this could be improved upon). Julie Fisher (Interacting or Interfering) to lead learning input at in-service	Julie Fisher delivered the keynotes and a day long workshop to practitioners, emphasising the role of the practitioner in developing language. Recent inspection reports have highlighted interaction as a strength in the majority of settings inspected.
Impact and review/revision of induction.	A Head Teacher Induction Checklist is in use and provided to all newly appointed Head Teachers. Regular induction sessions were held during the year and focused on areas from the checklist identified by Head Teachers as key priorities. Very positive feedback about these sessions was received and further development is planned for 2024/25.
Devise implementation strategy for new policies and procedures.	Process for policy and practice change and improvement has become more standardised; consultation at an early stage with key stakeholders as the norm has become more commonplace; processes for approval/adoption have been harmonised. Work needs to continue on follow-up and progress checking at regular intervals (until change is embedded) during 24/25. A pilot approach with the 'new' Attendance Policy is planned for term 1 (24/25)

Theme 3: Management Resources and Procedures

Proposed Action	Update/Impact
Implementation of new Devolved School Management policy.	Draft policy complete (including revised formula for resource distribution); new formulae address historic inequalities; new (Council) budget strategy now needs to be overlaid to ensure compliance with relevant financial regulations.
Make Policy, Procedure and Guidance Suite available to all who need it; initiate programme of refresh and learning with policy and procedure suite.	Background work on creating a framework is complete; 'launch' of suite planned for early term 1; the expectation is that the majority of policies, management circulars and guidance notes will be 'published' in accessible format reached via the Council's website.
Establish Phase 2 (Leisure and Culture) and 3 (UHI Orkney) of the Learning Estates strategy and bid, including ongoing review and governance.	Production of Leisure/Culture aspects have been paused pending the outcome of the newly established Member Officer Working Group(s) which are reviewing service and service delivery across the sector.
Consistent implementation of SEEMiS across schools including for academic and pastoral information.	Progress delayed due to other priorities and pressures; SEEMiS have appointed a new account manager and work will now be picked up and progressed at the start of 24/25

Other relevant developments:

Following the in-principle award of significant funding from the Scottish Government's Learning Estate Improvement Programme (LEIP), to support the development of an Additional Support for Learning Centre, work has been ongoing to review the original brief (including reevaluating need and programme delivery costs) in order to ensure an affordable and sustainable outcome is achieved. It is anticipated that reports to the relevant committees (Education Leisure and Housing and/or Policy and Resources, as appropriate) will be presented in the autumn of 2024.

Key Performance Indicator Trends

Measure (as noted in baseline plan)	Source	Base	End of Year 2	Trend	Note
Complaints (stage 2, closed on time)	Manual	33%	14%	↓	Over the period the number of complaints has increased (by 136%), however the proportion being resolved at stage 1 has also increased. The consequence is that the investigative process is tending to be more complex, resulting in frequent need to extend the response time

Measure (as noted in baseline plan)	Source	Base	End of Year 2	Trend	Note
FOI Response (on time)	Manual	83%	86%	↔	During the current year, 426 FOI's received, of which 366 were responded to 'on time'. The number processed on time is broadly similar, however remains well below the target.
Budget Variance (budget control)	Council Perf Mon	16%	17%	↑	There has been a small rise in the number of variances and the overall trend is increasing.
Invoices Paid	Council Perf Mon	82.1%	88.1%	↑	While the overall trend is improving, the target of 90% has not been met.
Staff Accidents (per 30 staff)	Council Perf Mon	0.57	0.56	↔	The number of accidents remains low. Reporting continues to be encouraged so that potential issues can be identified at an early stage.
Sickness Absence (teaching staff)	LGBF	8.2	7.2	↔	The average number of working days per lost through sickness absence, (expressed as a percentage of the number of working days available) remains high with Orkney 'averaging' 25/32 (local authority rankings)
Long Term Absence Management	Council Perf Mon	17.9%	57.0%	↑	Although there has been a significant improvement, there are still a concerning number of staff members where the management intervention has not happened or has not been recorded.
Vacancies (still vacant after 6 months)	Council Perf Mon	1.2%	5.56%	↑	There has been a rise in the number of persistent vacancies and the overall trend is increasing.
ERD/PRD	Council Perf Mon	88.9%	81.1%	↓	The number of (entitled) staff who have received an ERD has fallen. There is a persistent challenge in relation to temporary, seasonal and part-time (low number of hours) staff.

Measure (as noted in baseline plan)	Source	Base	End of Year 2	Trend	Note
Mandatory Training	Council Perf Mon	33.8%	64.1%	↑	While the overall trend is improving, the completion rate falls well short of the 90% target.
ELC Settings rated good or better	LGBF	95%	90%	↔	The very small number of settings results in large % variation should a single setting drop below 'good or better'. Any setting.
Satisfaction with local schools	LGBF	84.7%	88.3%	↓	Position relative to the other 31 local authorities is strong (1,2 or 3 since 2015).

The Following KPI's were suggested for 23/24 but will now be deleted. The information is better captured elsewhere and/or comparative data is not available, reducing validity.

PEF (deadlines met/underspent)					Delete as not useful (School PEF Reports focus is 'difference made' or impact; budget monitoring captures efficient use of resources)
QA Calendar (deadlines met)					Delete as not useful or comparable

'Arrow' indicates change relative to previous year

'Colour' indicates change over time (trend)

Note:
Across many of the indicators Orkney continues to perform well and the community continues to hold the service in high regard (see 'satisfaction with local schools' above). However, this position cannot be taken for granted (see 'complaints' above).

Relatively high levels of sickness absence continue to place significant stress on both staff and systems. The cost of providing supply/cover staff is high, which in turn creates unrelenting pressure on budgets that are already stretched. At all levels within the service, colleagues work to support each other and strive to maintain a health promoting culture.

Section 6: Overview of Priorities for 2024-2025

Local Priorities	Focus for Year 3 (2024-2025)
Inclusion and Wellbeing	**Staged Intervention:** Getting it Right Refresh, Child's Plans, Team Around the Child.
	Health and Wellbeing: Trauma Informed Practice, Positive Mental Health, Whole Family Wellbeing, Staff and Team Wellbeing.
	UNCRC: Rights Respecting Schools, LGBT Charter, The Promise Award.
Learning and Achievement	**Curriculum Review**
	High-Quality Learning, Teaching and Assessment Gathering feedback, peer observation, cross sector trio moderation, professional learning priorities.
	Scottish Attainment Challenge Working towards meeting stretch aims, BGE S1-S3 attainment.
Systems and Processes	**Professional Learning** Supporting Learners, Learning, People and Practice.
	Resources and Management Systems Self-evaluation and Quality Assurance, Balancing the Budget, DSM Implementation, Engaging with Communities, Digital Learning Strategy.

Key to Personnel Leading Delivery

HOS	Head of Service (Education)
SM(ELC)	Service Manager: Early Learning and Childcare
SM(P)	Service Manager: Primary Education
QIO(AA)	Quality Improvement Officer: Attainment and Achievement
AA	Attainment Advisor
SM(S)	Service Manager: Secondary and Tertiary Education
QIO(LTA)	Quality Improvement Officer: Learning, Teaching and Assessment
SM(SfLI)	Service Manager: Support for Learning and Inclusion
PEP	Principal Educational Psychologist
SM(CLDE)	Service Manager: Community Learning, Development and Employability

Section 7: Year 3 (2024-2025) Delivery Plan

Inclusion and Wellbeing

Theme 1: Staged Intervention

Proposed Action	Outcome	Officer
Short-term working group reviews and refreshes the staged intervention process	A refresh of Staged Intervention practice, leading to robust practice guidance for schools and establishments.	SM(SfLI)
Refresh Getting it Right awareness, training and practice	Staff teams understand the principles of Getting it Right and are able to apply approaches in collaboration with colleagues across a range of services	PEP

Theme 2: Health and Wellbeing

Proposed Action	Outcome	Officer
Promote cognitive behavioural therapy (CBT) approaches with pupils in Personal and Social Education (PSE) eg Stress Control and Decider Skills	Young people develop independent strategies to manage stress and anxiety	PEP
Educational Psychology will deliver Save a Life Training across all education settings.	Trained staff will feel confident to hold conversations about mental health	PEP
Promote relational approaches as key to quality learning and teaching	Nurseries and schools have both embedded practice and written guidance on relational approaches	PEP
Support Staff and Team Wellbeing through practices such as coaching, mentoring and supervision	Staff feel supported and safe in the work that they are doing	PEP

Theme 3: UNCRC

Proposed Action	Outcome	Officer
All schools and establishments to engage in the inclusive schools' network facilitated by the Service Manager, Support for Learning and Inclusion.	All Primary, Junior High and Secondary schools awarded Silver Rights Respecting Award.	SM(SfLI)
Proposed Action	Outcome	Officer

Monthly rolling agenda to include a range of key areas including UNCRC, RRS, LBG award, The Promise award and additional agenda items as identified.	JHS and Senior Secondary schools achieve LGBT award.	SM(SfLI)
All schools and establishments working towards compliance and service awards.	All schools complete the Promise Award programme.	SM(SfLI)

Link to Council Delivery Plan:

Embed the vision and outcome of The Promise (C6)
In partnership with other services and sectors, support the delivery of The Promise to support children and young people who are Care Experienced. Education Service, Service Manager, Support for Learning and Inclusion engaged in the promise subgroup of the Children's Services Strategy Group.

Learning and Achievement

Theme 1: Curriculum Review

Proposed Action	**Outcome**	**Officer**
Planning for Senior Phase curriculum updates for 2025-26 based on 2023-24 Curriculum Review.	Senior Phase Review delayed from 23/24 and now rescheduled for 24/25	SM(S)
Review of the S1-3 Broad General Education Curriculum, building on the outcomes of the 3 Islands Review.	Broad General Education review rescheduled (see above) for 25/26	SM(S)

Theme 2: High Quality Learning Teaching and Assessment

Proposed Action	**Outcome**	**Officer**
Baseline survey evaluating learning and teaching with learners P4 and older, parents, teachers and classroom-based support staff to be carried out in August 2024 and repeated by the end of March 2025.	Baseline established in August 2024; improvement evident in March 2025.	SM(P) and SM(S)
School QA calendars in all schools include planned opportunities for peer observation using the school's lesson evaluation toolkit.	Improved approaches to learning and teaching as evidenced in March 2025 survey.	
Cross-sector trios of Head Teachers carry out peer moderation of HGIOS Quality Indicator 2.3 through school visits.	Feedback from Head Teachers indicates improved confidence in the quality of self-evaluation judgements for HGIOS Quality Indicator 2.3.	

Proposed Action	Outcome	Officer
All schools to report a self-evaluation of 4 or above for QI 2.3, with improved confidence in the quality of the judgement by LA and Head Teachers.	All schools to report a self-evaluation of 4 or above for QI 2.3.	
Collate professional learning priorities from schools through the PRD process to ensure that support from the Quality Improvement Officer for Learning and Teaching is appropriately targeted.	The Quality Improvement Officer for Learning and Teaching responds to need with provision of appropriate resources, for example via Northern Alliance Toolkit.	

Theme 3: Scottish Attainment Challenge

Proposed Action	Outcome	Officer
Continue to work towards meeting stretch aims in primary BGE and in attendance.	Stretch aims trajectories met.	SM(P)
Continue to work towards meeting stretch aims for BGE S3, including attendance, and ensure that these are a clear focus for secondary schools.	Stretch aims trajectories met.	SM(P) AA QIO(AA) SM(S)
Create clear action plan for monitoring and tracking attainment in BGE S1-S3 during the course of the school year.	Increased confidence in the robustness and reliability of BGE data in secondary schools by school senior leadership teams and LA officers. Improved attainment in BGE S3 third and fourth level.	SM(P) AA QIO(AA) SM(S)
Expand the primary BGE tracking toolkit with pilots in 2/3 schools to ensure children who are benefiting from PEF interventions are identified, tracked and monitored	Amended toolkit provides easier and more efficient tracking and monitoring of children's attainment where PEF is being used to support their learning. Evaluation and feedback from pilot schools.	SM(P) AA QIO(AA)

Link to Council Delivery Plan:

Development of Learning provision and Pathways (C3)
Develop and promote sustainable learning provision and pathways, considering improvement based on local needs and skills gaps. Providing all age holistic, bespoke and person-centred support and opportunities to increase confidence, skills and knowledge to ensure individuals progress into positive destinations. Orkney College functions as a core part of this learning provision.

Improve Education Standards (C4)
Raise attainment and improve outcomes by ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors. Achieve equity by ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

Systems and Processes

Theme 1: Professional Learning

Proposed Action	**Outcome**	
Iterative learning programme to support Learners, Learning, People and Practice created and launched	Appropriately skilled confident workforce delivering on improved outcomes for children and young people	SM(SfLI)

Theme 2: Resource and Management Systems

Proposed Action	**Outcome**	
Implement a budget review and management plan to support the Council's medium term financial strategy, which involves balancing the budget, reducing costs and increasing income across all sectors of the service.	Satisfactory service delivery is achieved and budget management targets, as determined by Council, are met.	HOS
Continue with DSM Implementation, embedding new systems and practices across the service.	Budget holders have access to clear and unambiguous information about budget construction and allocation. Budget processes are understood and completed on time.	HOS

Proposed Action	Outcome	
Review staffing allocation policies for each aspect of the service.	Maximum effectiveness and efficiency (within the given statutory and budget parameters) of staffing allocation is achieved.	HOS
Continue to evolve and develop systems and process to support Self-evaluation and Quality Assurance within and of the local authority.	Self-evaluation activity systematically and accurately informs improvement activity and outcomes.	HOS
Engage with 'communities of interest' as part of the ongoing process of evaluation and forward planning for the service.	Stake-holders report that they are listened to and involved is all aspects for the service.	HOS
Should funding from Scottish Government be made available, implement a reduction of teachers' contact hours in line with national policy position.	Teacher contact hours aligned with national agreement.	HOS
Create and adopt a Digital Learning Strategy for Orkney.	Digital Strategy responds to identified needs, articulates with corporate strategy and development as well as informing service activity.	HOS

Link to Council Delivery Plan:

Childcare (C5)
Provide childcare in an affordable way in locations that are convenient by: • Continuing to develop a new 50-place 0-5 nursery in Kirkwall. • Supporting individuals to take up child-minding; supporting practising child-minders to develop practice as well as meet and maintain the National Standard; recruiting and supporting child-minders working in partnership with the local authority to provide statutory childcare (including qualifications). • Establishing a 'grant and subsidy' approach for child-minders in hard to sustain locations (for example where numbers are very small making the business non-viable).

Section 8: Associated Plans and Strategies

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

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

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

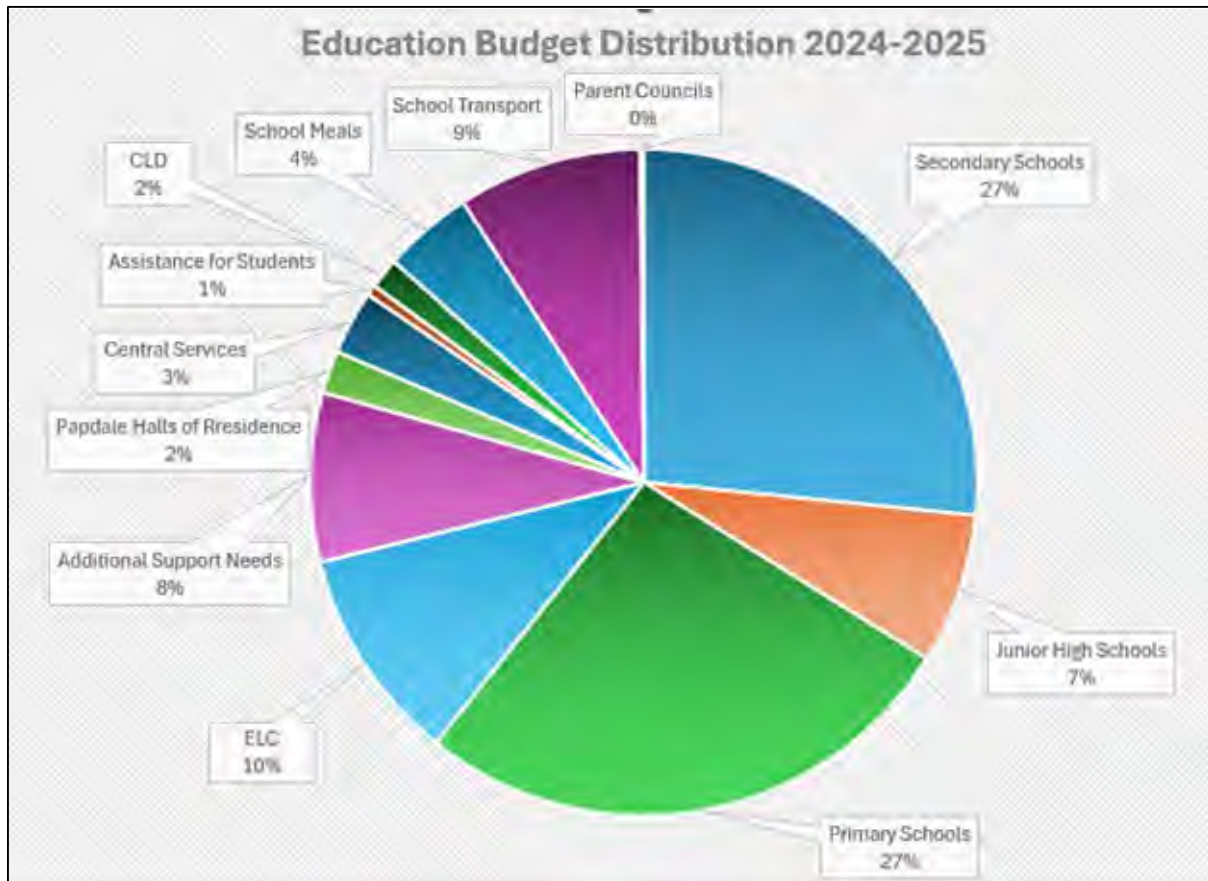Orkney's Children's Services Plan - 2023-2026

Orkney's Good Parenting Plan

Orkney's Child Poverty Strategy

Orkney CLD Partners Plan

Appendix 1: Budget Overview

The annual budget for the service is £46,463m. This is distributed across the various functions and operations of the service as shown below.

Education Budget Distribution 2024-2025

Notes:

The % share for Parent Councils appears as '0'. The actual sum associated with this function is £6.1k

In general, the 'school' budgets are devolved to the relevant Head Teacher. The budget covers ordinary running costs, and typically 80% of this is allocated to core staffing with a further 15% absorbed by property costs. Key exceptions are cover for long term absence and the costs associate with recruitment (including relocation expenses), which are covered by the 'Central Services' budget.

Central Services includes Instrumental Tuition, Probationers and Probationer Support, Additional School/Setting Staffing, Repairs and Maintenance (Life Cycle), Property Costs (Papdale House and the Learning Link), Education and Leisure Support/Admin Staff costs.

Appendix 2: Risk Register

Risk Title: Financial Pressures.

Likelihood.	5	Impact.	4.	RAG.	Amber.	Current Risk Score.	20	Target Risk Score.	16.

Vulnerability.	Trigger.	Consequences.	Mitigating Actions.
Level of funding for the service is insufficient to maintain a minimum safe standard of provision. Inflation and pay settlements, combined with a standstill budget and/or budget reduction further reduces the capacity to maintain a safe standard of provision. Impact of Council's strategic financial plan exacerbates the vulnerability.	Reduced resource base	Lower quality of service as assessed by inspectors and regulators. Reduction in resilience of the service. Reduction in service offer. Disinvestment in professional learning offer for staff teams. Service failure with respect to progress, achievement and attainment of learners. Reputational harm. Loss of community asset with associated negative economic impact. Increase in complaints and/or levels of parent/carer dissatisfaction. Increase in difficulty with recruitment and retention.	Ensure 'fair' distribution of available funding to mitigate differential impacts across the service. Increase budget management and scrutiny to identify both significant and marginal efficiencies. Manage ad-hoc grants to minimise unplanned commitments 'in kind'. Manage vacancies (and other opportunities) to optimise in-year savings. Explore and exploit opportunities for sharing costs and/or community funding.

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Risk Title: Recruitment Challenges.

Likelihood.	5.	Impact.	4.	RAG.	Amber.	Current Risk Score.	20.	Target Risk Score.	9.

Vulnerability.	Trigger.	Consequences.	Mitigating Actions.
Recruitment and retention failures result in un-filled posts. Vacancies remain unfilled for an extended period. Limited access to appropriately qualified workforce hampers recruitment, including the availability of supply and temporary staff. Turnover rate rises to unsupportable levels.	Posts remain unfilled, supply and cover staff unavailable.	Reduction in service offer, including not offering undersubscribed courses. Inability to meet the Safe Staffing Standard. Capacity to deliver specific curriculum subjects compromised. Service failure with respect to progress, achievement, and attainment of learners. Lower quality of service as assessed by inspectors and regulators. Increase in workload and pressure on existing teams. Reduction in staff morale. Increase in staff sickness absence levels. Unmanageable pressure on supply/cover staff budget. Increase in the recruitment challenge.	Support access routes (initial training, career change programmes) Provide support to unqualified staff to gain relevant qualifications. Support 'grow your own' approaches to developing managers and for workforce planning. Use recruitment processes to ensure applicants are aware of opportunities and (if unsuccessful) are open to continue to seek employment with the Council. Where possible, use recruitment processes to give access to multiple forms of employment eg job families. Continue to use appropriate alternatives including the use of agency staff.

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Risk Title: Unmet Additional Support Needs.

Likelihood.	5	Impact.	4.	RAG.	Amber.	Current Risk Score.	20.	Target Risk Score.	16.

Vulnerability.	Trigger.	Consequences.	Mitigating Actions.
Demand for service is outwith capacity to deliver. Impact of available additional support is limited as it is shared across too many needs.	Increased demand for additional support combined with an increase in the indicators of unmet need.	Appropriate additional support (approaches to learning and teaching, support from personnel, and provision of resources) to meet the needs of learners is not available. Service fails to meet statutory duties. Level of dissatisfaction increases. Number of complaints increases. Resources diverted to manage complaints and if necessary, legal challenge, which exacerbates the vulnerability. Increase in difficulty with recruitment and retention. Reduction in staff morale. Increase in staff sickness absence levels.	Improve and increase efficient and effective use of available resources. Improve and increase staff confidence and capability. Explore and exploit opportunities for collaborative work within and across service and agencies to deliver preventative and early intervention service models. Explore and exploit budget and funding options to increase sufficiency and capacity. Align with Additional Support for Learning review and Staged Intervention outcomes to refresh and create robust Additional Support Needs systems and process within national guidance. Engage, develop professional practice, and upskill staff based on the revised systems and structures. Review data and recording to ensure alignment with reporting and develop the Orkney Inclusive school's programme. Invest in learning estate to deliver the Inclusive Schools Programme.

Vulnerability.	Trigger.	Consequences.	Mitigating Actions.
			Provide clear guidance and information for service users on revised systems and allocation of need.

Risk Title: 04 – Education IT Systems Capability.

Likelihood.	4.	Impact.	4.	RAG.	Amber.	Current Risk Score.	16.	Target Risk Score.	12.

Vulnerability.	Trigger.	Consequences.	Mitigating Actions.
IT systems insufficiently developed to meet contemporary needs within the education and learning service. Manual systems required to be developed or maintained, resulting in unnecessary/inappropriate use of resources.	Education management information systems (including SEEMiS) fail to support the Service appropriately.	Inability to achieve an acceptable level of efficiency (as might be achievable in organisations with more appropriate IT systems). Needs of children/young people, staff, parents/carers are not efficiently met. Service ability to provide external bodies with the information they require is impaired. Manual/alternative approaches are costly (diverting resources and time away for core activity) and potentially less 'safe'.	Establish a systems review and forward plan. With colleagues across the Council, explore the possibility of taking a project development approach to improvement.

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Risk Title: 05 – Expansion of Childcare Provision/Provision of Non-statutory Provision.

Likelihood.	4	Impact.	3	RAG.	Amber	Current Risk Score.	12	Target Risk Score.	10

Vulnerability.	Trigger.	Consequences.	Mitigating Actions.
Leadership capacity.	Failure to recruit high quality candidates.	Lack of leadership in settings.	Refocus the Leadership pathway to develop leadership capacity within the workforce.
Insufficient number of high quality and / or qualified practitioners.	Failure to recruit high quality candidates.	Vacant posts and repeated recruitment. Impact on quality and outcomes for children. Failure to meet National Standard.	Support practitioners to gain BA in Childhood Practice and establish requirement within job description. Implementation of head teacher training to support development of pedagogical leadership capacity. Work with the Orkney College UHI and the Scottish Government ELC Improvement team to plan alternative pathways. Work with Orkney College UHI to review the availability and quality of courses on offer.
Insufficient budget to meet emerging demands of Scottish Government.	New legislation/policy insufficiently funded for the local context (e.g. discretionary deferrals, nursery milk and snack).	Budget overspend.	Lobby Scottish Government so that they take account of the unique island challenges relating to new policies. Ensure Orkney attendance at national meetings / forums to ensure the remote and rural voice is heard. Ensure Elected Members and the Corporate Leadership Team are well briefed prior to national meetings.

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Vulnerability.	Trigger.	Consequences.	Mitigating Actions.
Financial model for 0-3 service becomes unviable.	Inability to appoint adequate numbers of practitioners to ensure maximum ratio and maximum income.	Greater than acceptable losses. Service failure in workplaces due to lack of childcare available.	Review and revise parental service contract with consideration for advance payments. Carefully monitor occupancy, staff ratios and fee payment to ensure the setting is running as efficiently as possible.

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Appendix 3: Glossary

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

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

LA	Local Authority	The (local) provider of public services, including education, social care, waste management, libraries and planning. Funded by the Scottish Government, there are 32 local authorities (Councils) in Scotland. The local authority in Orkney is also the Harbour Authority.
LEIP	Learning Estate Investment Programme	The Scottish Government's programme to see more schools that are low emission, digitally enabled and better connected to their local communities.
LGBF	Local Government Benchmarking Framework	The LGBF is a high-level benchmarking tool designed to support senior management teams and elected members to ask questions about key council services. It reflects a commitment by SOLACE (Scotland) and COSLA to develop better measurement and comparable data as a catalyst for improving services, targeting resources to areas of greatest impact and enhancing public accountability.
LGBT LGBTQ+	Lesbian, Gay, Bisexual, and Transgender Lesbian, gay, bisexual, transgender, queer or questioning and more	The LGBT Charter is a straightforward programme that enables organisations to proactively include LGBTQ+ people in every aspect of their work.
OHAC	Orkney Health and Care	Orkney Health and Care is a partnership between Orkney Islands Council and NHS Orkney.
PEEP	-	The name adopted by the Peeple (charity) for their programmes.
PEF	Pupil Equity Fund	Additional funding allocated by the Scottish Government directly to schools and targeted at closing the poverty-related attainment gap.
PRD	Professional Review and Development	Professional Review and Development (PRD) is an essential part of Professional Update (PU) and professional learning. PRD provides teachers with ongoing opportunities to reflect on their practice and personal learning through professional learning conversations supported by an annual review meeting.

The Promise	-	The national commitment to supporting care experienced children and young people.
PSE	Personal and Social Education	With a focus on the curriculum for personal and social education in schools this may also include pastoral care and guidance, as well as school counselling services.
QA	Quality Assurance	Quality assurance involves the systematic review of educational provision to maintain and improve its quality, equity and efficiency.
QAMSO	Quality Assurance and Moderation Support Officer	Locally based staff participating in wider area and national programmes to support quality assurance and moderation.
QI	Quality Indicator	Used by early learning and childcare settings, schools, Local Authorities and HM inspectors to consider what is going well and what needs to be improved.
QIO	Quality Improvement Officer	A specific role within the education service team
SAC	Scottish Attainment Challenge	A systematic approach to achieve equity in educational outcomes, with a particular focus on significantly reducing the poverty-related attainment gap.
SALT	Speech and Language Therapy	Treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing.
SEEMiS	-	The nationally used information management system for schools.
SEF	Strategic Equity Fund	Funding shared by all 32 local authorities to invest in approaches to achieving the mission of the Scottish Attainment Challenge (see above).
Senior Phase	-	The senior phase of Curriculum for Excellence lasts from S4 to S6 (from around ages 15 to 18). It follows a young person's broad general education.
SfLA	Support for Learning Assistant	Key group of staff deployed across schools to work alongside teachers and support children and young people with additional support needs.
SQA	Scottish Qualifications Authority	The national accreditation and awarding body for Scotland.

Stretch Aim	-	An ambitious and challenging target that exceeds current abilities and resources.
SWIP	Service Wide Improvement Planning	SWIP describes the meeting of education managers (service managers, nursery managers and head teachers) that takes place each term to review overall progress and development stemming from the service improvement plan.
UNCRC	United Nations Convention on the Rights of the Child	UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children.

Orkney
Community Learning & Development Partners Plan 2024 - 2027

Learning and working together for Orkney

Executive Summary

The requirements for Community Learning and Development (Scotland) Regulations 2013, place a duty on all Local Authorities to prepare, consult on and publish a three-year Community Learning & Development (CLD) plan, for the provision of community learning and development in the local area.

Orkney's 3-year Partners Plan for Community Learning and Development is produced by Orkney's Community Learning & Development Partnership, which is a partnership of both public and third sector organisations who are delivering Community Learning & Development provision across Orkney.

The plan, which is based on local needs and meets the requirements of the Scottish Government Regulations for CLD, builds on previous CLD Partners Plans and sets out how we will deliver CLD across Orkney over the next 3 years, ensuring services are planned for and delivered in a strategic and collaborative way.

Our partnership vision is to work together to improve the lives and outcomes for people and communities in Orkney through community learning and development opportunities and approaches.

Many developments have been made since the inception of statutory CLD Partnership Plans, including improved governance, strengthened connections and involvement of stakeholders and increased alignment with other partnerships and plans including Orkney's Community Planning Partnership.

This plan supports and develops the shared mission set out in the Orkney Community Plan and incorporated Local Outcomes Improvement Plan 2023-2030 of **'Working Together for a better Orkney'**. To ensure strategic alignment, three of the five priorities in the CLD Partners Plan are taken from the Orkney Partnership's agreed priorities: Sustainable Development, Cost of Living and Local Equality. In addition, the CLD Partners Plan 2024-27 has selected Health and Wellbeing and Workforce Development as additional priority areas.
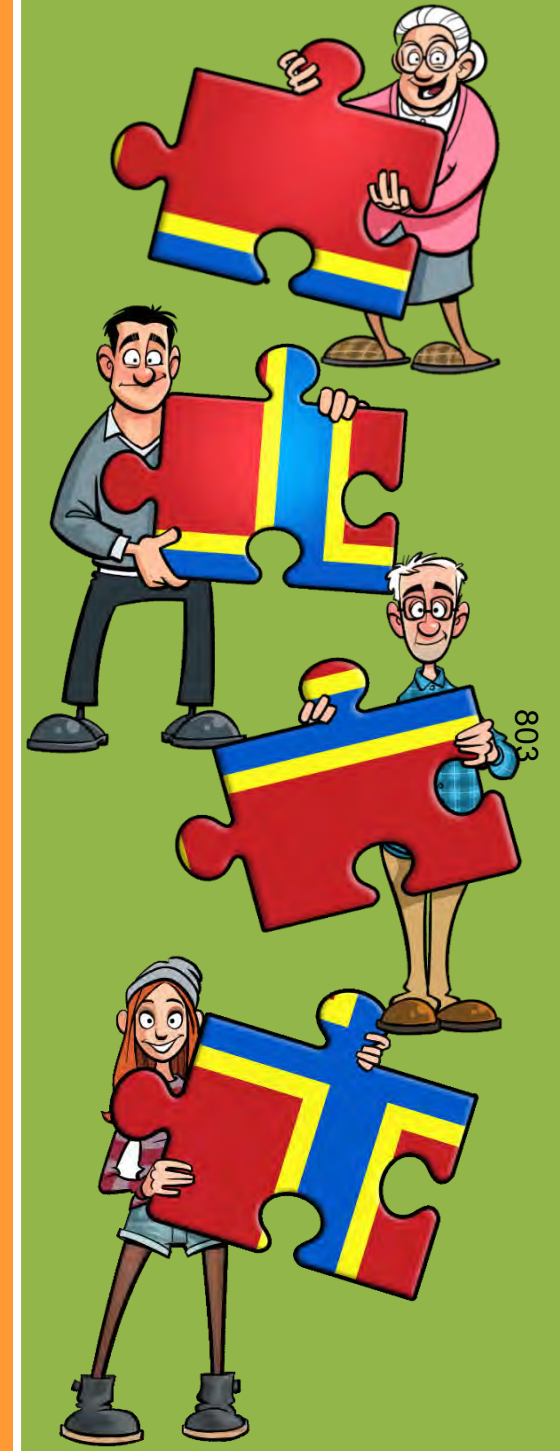
What is the CLD Partners Plan?

Orkney CLD Partners Plan is published by the CLD Partnership to help partners plan together to avoid duplication, strengthen co- ordination and improve understanding of the needs of the community.

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Contents:

What is Community Learning and Development?

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

The 2018-21 Guidance Note on Community Learning & Development Planning states that "*CLD supports primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, personal development, and active citizenship with a focus on bringing about change in their lives and communities.*"

The Community Learning and Development Strategic Guidance emphasises the important role CLD must play in the future delivery of public services, it's contribution to early intervention and prevention and its ability to empower people both individually and collectively to make positive changes to their lives through learning.

The CLD Standards Council developed A code of ethics for CLD. Together with agreed values and principles and a Competence Framework, it provides the foundation for improving standards in CLD and for strengthening the identity of CLD as a profession.

The CLD Standards Council identified the values which are key to CLD practice across all its settings as:

- **Self-determination** – respecting the individual and valuing the right of people to make their own choices.
- **Inclusion & equity** – valuing equality of both opportunity and outcome, and challenging discriminatory practice.
- **Empowerment** – increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/or collective action.
- **Working collaboratively** – maximizing collaborative working relationships in partnerships between the many agencies which contribute to CLD, including collaborative work with participants, learners, and communities.
- **Promotion of learning as a lifelong activity** – ensuring that individuals are aware of a range of learning opportunities and can access relevant options at any stage of their life.

CLD is a way of working with individuals and communities which helps empower individuals and groups to address issues of importance to them and promotes learning and social development.

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Why do we need a CLD Partners Plan?

Orkney Islands Council has a statutory duty (Community Learning & Development (Scotland) Regulations 2013) to produce a plan with partners every 3 years to secure *"adequate and sufficient provision of Community Learning & Development (CLD) in our area"*.

The CLD Regulations (Scotland) 2013 aim to: -
- Ensure communities across Scotland, particularly those which are disadvantaged, have access to the CLD support they need.
- Strengthen the coordination between the full range of CLD providers.
- Reinforce the role of communities and learners in assessment, planning, and evaluation processes.
- Make Community Learning & Development's role and contribution more visible.

The plan provides a clearly defined framework for coordinating, planning, and delivering CLD with partners. The requirement affects all public, voluntary, third sector, private sector agencies and community partners who contribute to work supporting:

- **Improved life chances for people of all ages, through learning, personal development, and active citizenship; and**
- **Stronger, more resilient, supportive, influential, and inclusive communities**

The joint CLD Partners Plan 2024-27 facilitates how community learning and development will be taken forward by partners in Orkney. By aligning our CLD Partners Plan to the priorities identified by the Orkney Planning Partnership Board, the work of the CLD Partnership will complement that of the Orkney Partnership with strong governance arrangements providing a conduit for progressing key actions, sharing information and for alerting community planning to emerging priority issues.

As with previous versions, the plan will be monitored, reviewed and evaluated regularly, and reported on and updated annually, to ensure it remains relevant and responsive to new and emerging needs. This annual update will provide a clear review with partners, learners, and the community to ensure that the plan is being progressed and that it remains reactive to developing needs. Future versions of this plan will be adapted to address new needs identified in the community and to implement any new policy areas or changes to the statutory requirements following the independent review of CLD that is currently underway.

The plan will enable all partners to integrate and improve planning, delivery and evaluation of community learning and development and therefore improve opportunities and outcomes for learners and communities.

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The Community Learning & Development (CLD) Partnership

The CLD Partnership, currently led by the Council's Head of Service for Community Learning, Leisure and Housing, is a partnership of public and third sector organisations all working with a CLD focus.

Current partners include Orkney Islands Council, Highlands and Islands Enterprise, UHI Orkney, Voluntary Action Orkney, NHS Orkney, Police Scotland, and Skills Development Scotland.

As an inclusive and effective partnership, the work of the CLD Partnership is guided by 4 overarching principles:
· Working collaboratively to improve outcomes for individuals, families and communities
· Sharing ownership, resources, and data to improve planning, monitoring and evaluation
· Developing self-evaluation and quality assurance to ensure continuous improvement
· Ensuring CLD staff and volunteers have the skills, confidence and training required to respond to local needs through appropriate workforce development.

It is the task of the CLD Partnership and this plan to ensure that people in Orkney, especially those that are disadvantaged, have appropriate access to the CLD support they need.
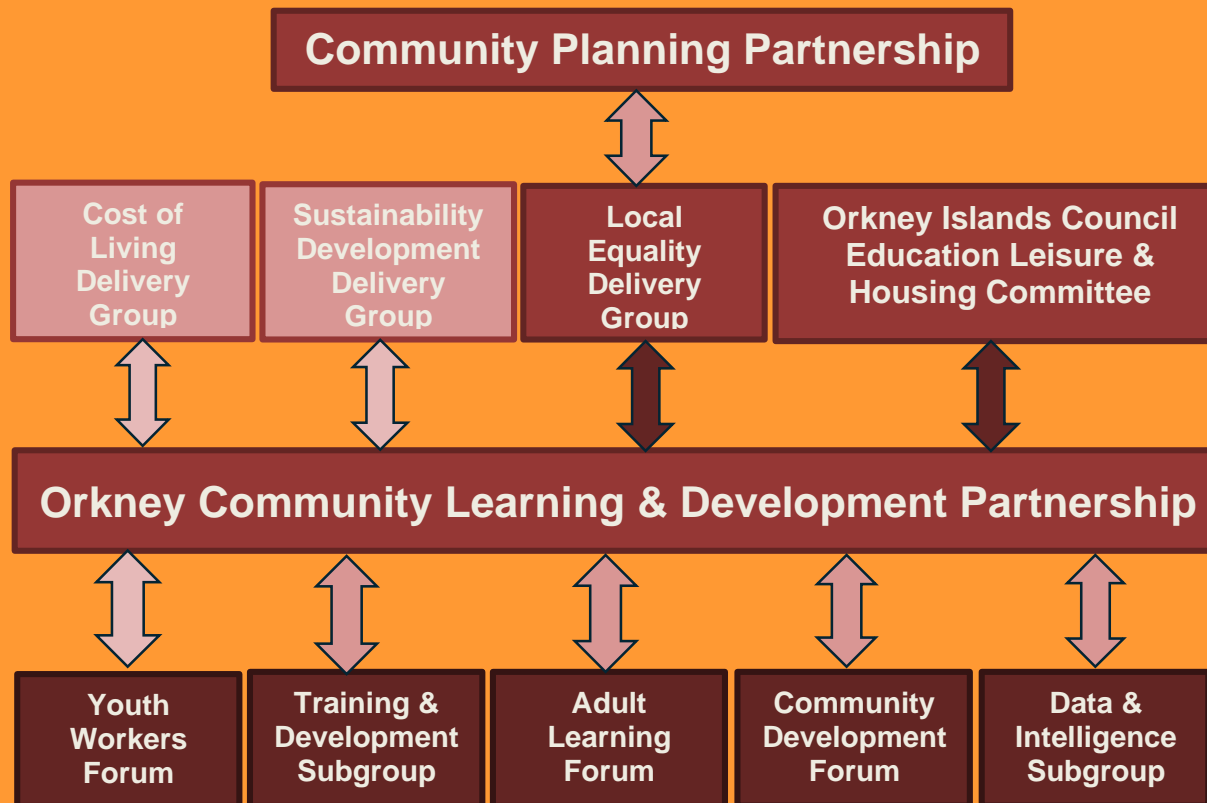
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Governance Arrangements:

The Community Learning & Development Partnership has strong and effective governance arrangements in place and strengthened connections with stakeholders, through regular summarised updates, learner and community representatives sitting on the partnership, more formal reporting procedures and formal links with other partnerships including our community planning partnership, Orkney Partnership.

Rather than producing a static plan for the next 3 years this will be a dynamic plan which will adopt a more fluid and organic approach to reflect the challenges and opportunities that are presented throughout the three-year period, ensuring it remains relevant and responsive to changing needs.

The CLD Partnership assumes overall responsibility for delivering on the outcomes and actions detailed in the plan. The plan will be reviewed quarterly, and an annual report will be submitted to the Orkney Islands Council, Education, Leisure & Housing Committee and to the Orkney Partnership Local Equality Delivery Group. The Orkney Partnership and Orkney Islands Council have both endorsed this approach recognising the critical role of the CLD sector in Orkney.

Community Planning Partnership

| Cost of Living Delivery Group | Sustainability Development Delivery Group | Local Equality Delivery Group | Orkney Islands Council Education Leisure & Housing Committee |

Orkney Community Learning & Development Partnership

| Youth Workers Forum | Training & Development Subgroup | Adult Learning Forum | Community Development Forum | Data & Intelligence Subgroup |

How will the plan be monitored?

The strategic direction for the CLD Partnership and the actions outlined in the partners plan have been developed, prioritised and will be delivered, monitored, and evaluated both internally and externally throughout the three-year period.

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Community & Learner Engagement

The priorities agreed in the CLD Partner Plan 2024-27 sets out our shared vision, values and priorities over the next three years and are based on a full understanding of local needs.

A collective understanding of community and learner needs was developed, and stakeholder input into the plan was assured, through a range of methods, including one-to-one sessions, focus group activities, initial findings taken from Orkney Matters 2, and a specific CLD consultation for Orkney residents, strategic partners, CLD practitioners, community groups, adult learners and young people.

In addition to this, partners also used several other methods to clearly identify need and ensure a clear focus on continuous improvement for the CLD Partnership:

- A full appraisal and self-evaluation of the CLD Partners Plan 2021-24
- In-depth data review and analysis to determine priority areas
- Partners workshop to identify and prioritise the actions for the plan
- CLD Partnership Working Group developed to ensure collaborative approaches to CLD Planning
- Incorporation of actions in response to the recent HM Inspection of CLD in Orkney
- Consideration of the local and national policy context
- An Equalities Impact Assessment has been undertaken to ensure the plan, proposed actions and processes are fair and do not present barriers to participation or disadvantage anyone
- An Island Communities Impact Assessment has also been completed to ensure consideration of impacts on the Isles

To ensure coproduction with learners and communities, engagement is embedded and not just an annual exercise, partners have allocated seats on the CLD Partnership for the following representatives:

- An adult learner
- A young person
- Development Trusts
- Community Associations

With all 4 positions filled, the Partnership is more representative of CLD stakeholders and has a greater understanding of local needs and can also more accurately represent wider CLD delivery across Orkney.

Who had a say in the plan?

The priorities have been identified through direct engagement with learners and the local community, local research and analysis of relevant data and partner knowledge in their CLD related field of expertise.

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Review of last CLD Partners Plan 2021-2024

Over the 3-year cycle from September 2021 to September 2024, the CLD Partnership worked on a total of 34 key objectives overall, of which all 34 were fully met.

Key successes over the 2021-2024 period included:

· CLD delivered digital skills training and allocated 532 people with digital devices, 455 with mifi through 57 organisations

· 30 projects to reduce social isolation and enhance wellbeing were supported by the Communities Mental Health & Wellbeing Fund

· Community Benefit Adult Learning funding allowed free community learning classes for targeted groups and individuals

· CLD Street Work Project led to sustained partnership work to deliver free Friday activities for young people

· Partners delivered a range of activities to support people in poverty

· CLD partners supported a variety of environmental projects including COP26 Ambassadors, green space initiative, outdoor volunteering and community growing projects

· The Community Development Forum was established to improve community development coordination and collaboration

· Police Scotland and the CLDE Service jointly delivered sexual exploitation training across Secondary schools in Orkney

· Collaboration to expand English Speakers of Other Languages provision and a Language Café established

· Extensive and varied youth work opportunities have supported young people to achieve positive outcomes

· A sector-based training needs analysis was completed, and an extensive training programme developed for staff and volunteers

· An array of health & wellbeing activities and early intervention support was delivered through adult learning, youth work and community development

· Community, adult learner and young person representative have been appointed to sit on the CLD Partnership

What about the last CLD Plan 2021-2024?

Findings from internal review and self-evaluation alongside external scrutiny and inspection of CLD has provided valuable information to ensure we learn and continue to improve as we start to deliver on the 2024-2027 CLD Partners Plan.
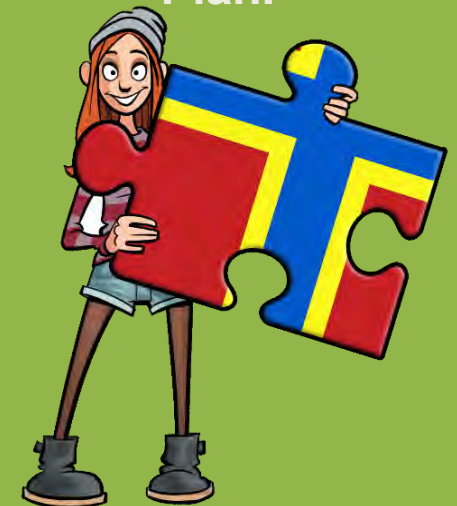
Policy Context

Alongside local data, information and consultation, this plan also considers several strategic policies and plans, both local and national, listed at the end of this document, which relate to the needs of groups, individuals, and communities in Orkney. Although not an exhaustive list it illustrates the diverse range and depth of Community Learning & Development practice.

The updated CLD planning guidance (2024) highlights five interrelated themes for CLD plans to be effective:
1. **Involvement** - Co-producing the plan with learners and communities
2. **Shared CLD Priorities** - Assessing need and setting priorities for CLD with partners
3. **Planning** - Integrating the CLD Plan within the current and evolving national policy context
4. **Governance** - Reviewing, monitoring, and reporting on progress and impact
5. **Workforce Development** - consideration of how partners will develop the CLD workforce in their area

Locally, the Orkney CLD Partners Plan has links to several other partnership strategies and plans including the Community Plan, Integrated Children's Services Plan, Local Employability Partnership Plan, Local Child Poverty Action Plan, Physical Health & Wellbeing Strategy and more. To ensure alignment and avoid duplication, actions which are being progressed through other plans will not be detailed in the CLD Partners Plan, but focused work by the CLD Partnership is ensuring CLD representation on other key partnerships, to further cultivate a wider understanding of the CLD Plan and the importance of adopting CLD approaches.

The CLD Partnership is committed to supporting and fully contributing to collaborative CLD work, both regionally across the North, and nationally. The CLD Partnership will support professional engagement and capacity building opportunities through existing structures such as Learn North and future structures emanating from the CLD Review. Further details about the work of Learn North are included in Appendix 3.

Policies that affect CLD both nationally and locally continue to change and evolve. As we progress through the 3-year period, the plan will be reviewed and updated to reflect new and relevant policies. Amongst these will be the long-awaited National Youth Work Strategy, which has yet to be published, and the findings and future outcomes of the Independent Review of CLD provision in Scotland, which has recently been published.

Learning: For All. For Life is the report from the independent review of CLD, undertaken by Kate Still. The report has been considered by the CLD Partnership and several actions relating to the findings of the report have been incorporated into this plan. Future updates of the plan will incorporate any further requirements that result from the consideration of the report and recommendations by Scottish Ministers and the Convention of Scottish Local Authorities (CoSLA).

How does this plan link with other plans and policies?

CLD works across several strategic plans and priorities. By aligning to the local Community Plan, it reflects the priority areas of need highlighted by the public and will assist in achieving the high-level outcomes agreed.

Orkney Context

Understanding the challenges in Orkney allows us to build a CLD Plan relevant to need. The total population of Orkney in 2021 stood at 22,540, an increase of 0.6% from 2020 compared to an increase of only 0.3% across Scotland. In Orkney, life expectancy is higher than across Scotland, but the demographic profile has aged significantly in recent years. Between 2001 and 2021, the 0 to 15 age group saw the largest percentage decrease (-6.9%). The 75 and over age group saw the largest percentage increase (+72.7%). Between 2018 and 2028, the population of Orkney Islands is projected to increase from 22,190 to 22,311, however there is a worrying trend of depopulation from the outer isles into the mainland of Orkney.

Orkney is often seen as a rural idyll, however alongside the positive statistics, there are challenges facing our remote, rural island communities in relation to housing, hidden poverty, and access to services. The rurality of Orkney can pose many challenges for service users in participating in activities or accessing the services they require, and also for providers in planning and delivering services.

Rural and island poverty has its own set of characteristics and presents its own set of unique challenges that may not be experienced across Scotland. Rural households can face an increased cost of living between 10% to 40% compared to those in urban Scotland. More than 30.5% of households in Orkney live in fuel poverty and 21.8% are in extreme fuel poverty, compared to 24.4% and 11.9% respectively across Scotland.

Children in poverty has increased from 18.2% to 20.1% in 2021-22.

Due to the scattered pattern of poverty in Orkney, there are individuals and families in all areas experiencing Multiple Deprivation, but the Scottish Index of Multiple Deprivation (SIMD) does not adequate reflect this. 54% of Orkney's population live in the 15% most access deprived, compared to 15% across Scotland. Orkney does not have any data zones in the most deprived 10% in Scotland but, many islands fall into decile 4, quantile2, with Kirkwall West falling into decile 3, quantile 2.

The number of homelessness applications has risen steadily from 132 in 2021-22 to 144 in 2023-24.

In 2021 the annual participation measure listed 93.4% of 16–19-year-olds were in education, training or employment. This rose to 93.9% in 2022 and rose again to 96.4% in 2023.

Orkney was ranked as Scotland's safest area in 2022-23 with just 165 crimes per 10,000 people, compared to 528 per 10,000 nationally.

In terms of health, death from suicide and alcohol related hospital admissions are slightly higher in Orkney than nationally.

Whilst Orkney had a strong economy with very high employment levels it has a relatively low wage economy with underemployment rather than unemployment tending to be a factor.

What other information was used when creating the plan?

Alongside partner, learner and community input, this plan considers a broad range of evidence gathered from local and national information including data on population, health, crime, unemployment, living costs, education, the economy and much more.

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Plan principles, targets and identified barriers

Rather than looking at CLD in its entirety, the new plan focuses on 5 identified priority areas. Three are aligned to the Community Plan priority areas, which the CLD Partnership can help progress to maximize impact. This plan focusses on what the CLD Partnership is going to work on together to achieve over the next three years. This plan has a strategic focus, designed to address areas of work that are not currently being achieved and that partners cannot do on their own. The objective is to strengthen collaborative working to coordinate and align the work of partners to achieve positive CLD outcomes for the people of Orkney.

As an inclusive and effective partnership, the work of the CLD Partnership, over the lifetime of this plan will be guided by some key overarching principles:

- **Work collaboratively to meet local needs with a clear focus on continuous improvement**
- **Challenge inequalities and promote equity of opportunities and access to services**
- **Provide achievement opportunities (to reduce the attainment gap) and improve life chances for all**
- **Ensure CLD principles and values are understood, promoted and embedded in partnership plans and practice**

Targeted groups and individuals

Throughout the planning process we have sought to identify individuals, groups and communities that we must seek to support through CLD approaches. This is not an exhaustive list but will include:

- **Those who are experiencing poverty or hardship**
- **Those that are socially / geographically isolated**
- **Those facing significant barriers to participation and inequality of provision**
- **Community groups and organisations working to make a positive difference**

Key barriers to participation

CLD partners and stakeholders have identified the main barriers to participation as:

|		
Transport	**Cost**	**Stigma**
Digital accessibility	**Confidence**	**Awareness**
Structural	**Health conditions**	**Language / cultural barriers**
Childcare	**Capacity**	**Geography**

What is the focus of this CLD plan?

By concentrating on areas of work that require collaboration and partnership approaches, that individual organisations cannot achieve alone, the CLD Partnership is stronger than the sum of its parts.

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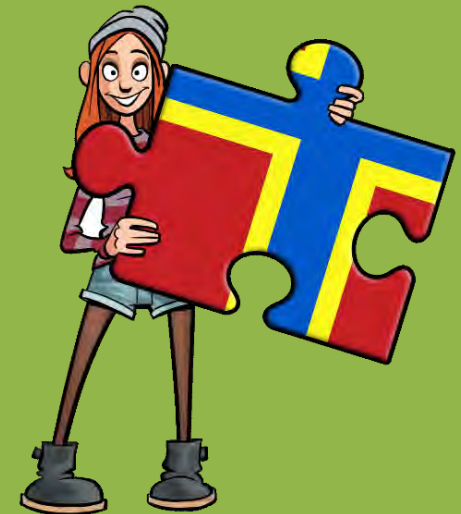
2024-2027 Community Priorities

It is vital that this plan is positioned around and aligned with other priorities and plans to improve efficiency and ensure planning and delivery is coordinated. The new CLD Plan is working alongside many other partnerships to avoid duplication or gaps in service delivery.

The CLD Plan is aligning to the Orkney Community Plan 2023-30 and will report directly into the Local Equality Delivery Group, although the plan has actions in all three priority areas. CLD partners will also work alongside the Orkney Children Services Strategic Group, responsible for the Integrated Children's Services Plan, the Local Employability Partnership responsible for the LEP Delivery Plan and many more.

In the recent consultation activity undertaken which has supported the identification of priority areas for this CLD Plan, including Orkney Matters 2, there was an emphasis on transport, opportunities for young people, digital connectivity, healthcare, housing, haulage costs, roads and recycling. From a CLD perspective the main issues coming up through consultation included: support with mental and physical health, youth services, employability skills, digital skills, financial inclusion, literacy and numeracy support, community development support, community / learner voice and English for speakers of other languages provision.
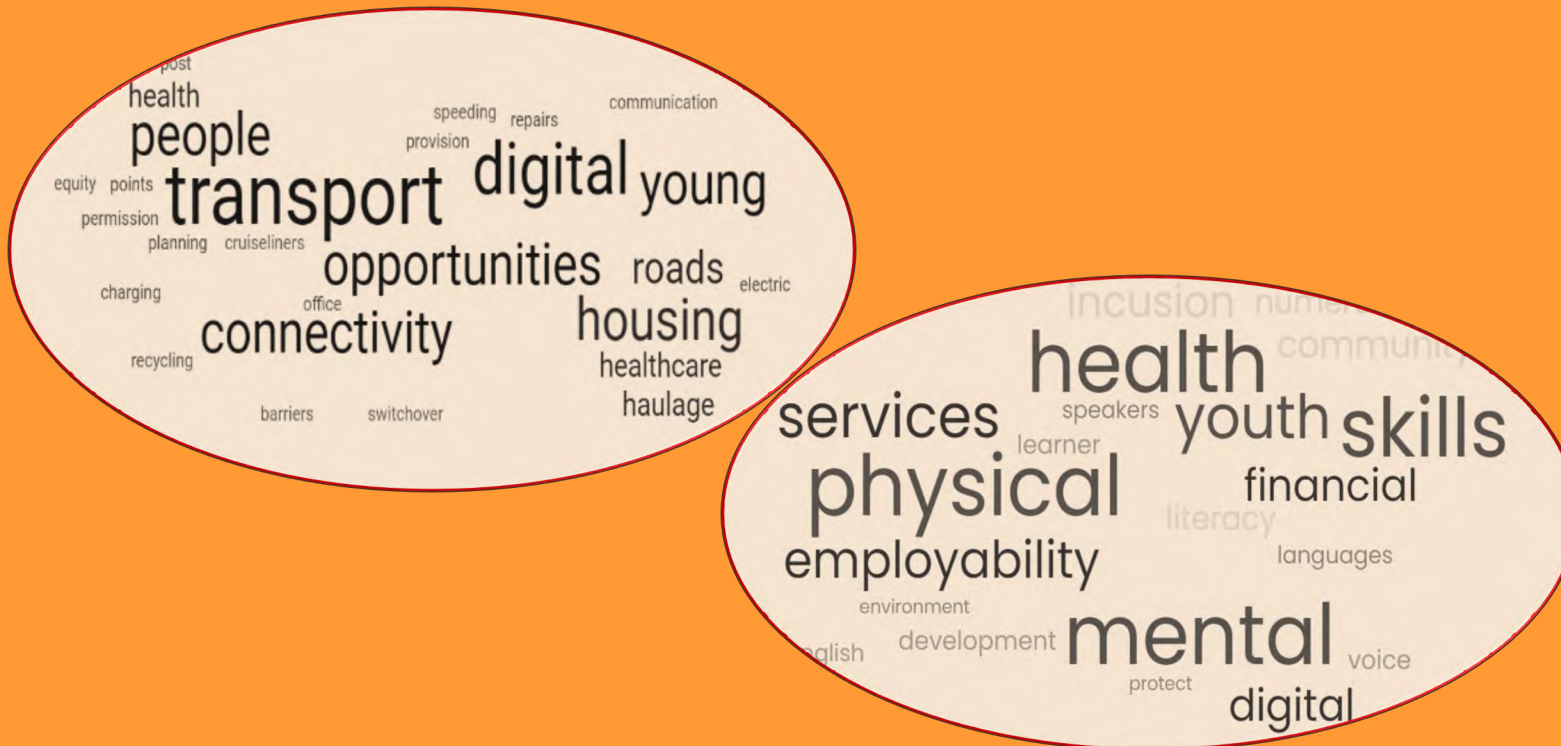
The CLD Partners Plan will focus on the priority areas in the Community Plan alongside Health & Wellbeing and Workforce Development, underpinning the importance of using CLD approaches to address and progress these priorities.

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CLD Plan 2024-2027 Priority Areas

Having considered the results of extensive community consultations and having reviewed CLD input to other policies and plans, the CLD Partnership also completed an in-depth analysis of local and national data and took on board the findings of community and learner appraisals, self-evaluation and external inspection which took place in March this year.

To reflect what people said, the CLD Plan new priority areas are:
· **Sustainable Development** - Supporting sustainable development and increasing people's skills,
· confidence and capacity
· **Cost of Living** -Supporting individuals and families to address immediate need and tackle the underlying
· causes of poverty
· **Local Equality** – Ensuring residents in all parts of Orkney have equal opportunities, enhanced individual
· and community capacity and resilience
· **Health & Wellbeing** – Contributing to improved mental and emotional health, physical health and
· improved lifestyles for individuals, families and communities
· **Workforce Development** – Strengthening learning opportunities for those working and volunteering
· across the CLD sector in Orkney

Sustainable Development **Cost of Living** **Local Equality** **Health and Wellbeing** **Workforce Development**
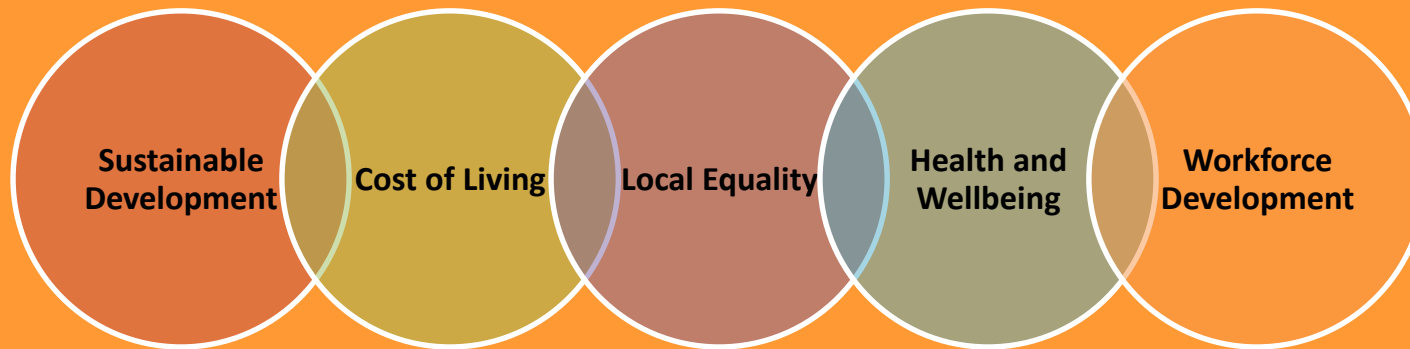
Further information on how the CLD Partnership will progress in these priority areas is available in the detailed Action Plan which can be viewed at the end of this document in Appendix 1. The actions are focused on providing realistic but challenging aims which can only be achieved by working in partnership using CLD values and approaches.

What are the key priorities for this CLD Partners Plan?

The 5 priority areas for the CLD Partners Plan 2024-2027 are:

- **Sustainable Development**
- **Cost of Living**
- **Local Equality**
- **Health & Wellbeing**
- **Workforce Development**

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Monitoring & Evaluation

The information gathered by the CLD Partnership has been used to develop the CLD Partners Plan for the next 3 years, which is attached in Appendix 1. The Partners Plan contains outcomes we aspire to, actions we will take to make improvements to current provision and practice and it identifies unmet needs and gaps in provision which are important areas of work which cannot be met in the timescale of this plan.

The strategic direction for the CLD Partnership and the actions outlined in the partner's plan have been developed and prioritised and will be delivered and evaluated through this partnership over the next 3 years. Working together through the plan will ensure more coordinated delivery and support to improve life chances for people of all ages, through learning, personal development and active citizenship and help develop stronger, more resilient, supportive, influential, and inclusive communities.

We are working in rapidly changing times, so it is imperative that the plan is updated regularly to ensure the CLD workforce continues to be responsive to emerging needs and also to ensure our plans and ambitions align with updated policies and frameworks, both local and national, to provide the CLD support and services needed. Although this is set out as a 3-year plan we will revisit this plan annually to reflect any changes in the planning and review process.

The CLD Partnership will continue to use regular monitoring, review, and self-evaluation to measure progress, inform future planning and to ensure support and challenge is embedded as part of the planning cycles of developing and improving CLD planning. The CLD Partners Plan will be monitored and updated quarterly by the CLD Partnership, and a report submitted to Orkney Islands Council's Education, Leisure & Housing Committee and Orkney Partnership's Local Equality Delivery Group, annually. A summary and progress update will also be disseminated widely to partners and stakeholders each year and will feed into other relevant partner plans.

CLD activity cross the local authority is also evaluated using 'How Good Is Our Community Learning and Development', a framework that includes a common set of quality and performance indicators for use in self-evaluation by partners and in external reviews and inspections undertaken by His Majesty's Inspectors of Education. A cyclical plan of self-evaluation has been developed to ensure partners are always working to progress the plan and work towards an effective improvement agenda.

How will the CLD Partnership maintain quality assurance?

By working together and ensuring a high standard of *practice, the CLD Partnership* will jointly progress the identified actions and participants will experience consistency based on shared values.

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CLD Partners Plan

2024-2027

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Sustainable Development

We will work to support sustainable development through partnership learning opportunities to build peoples skills, confidence and strengthen individual and community capacity and resilience to benefit everybody in our communities, with nobody left behind.

Outcome	Improvement Action	Lead	Target Date	Milestones	Evidence
1. Increased capacity and resilience of community groups and organisations to deliver what is needed for their communities and ensure these organisations prosper	1a) Extend the offer of Tri-Community Exchange (TRICE) meetings for anchor organisations in communities that have Community Councils, Development Trusts and Community Associations.	CLDE HIE (Community Development Forum)	September 2026	Session at Annual Halls Event. Discussion with Community Councils. Discussion with Development Trusts. 3 new TRICE meetings arranged by Sept 2025. 3 new collaborative community development projects by September 2026.	Number of meetings offered and arranged. Number of attendees. Number of resulting shared actions. Evaluations & feedback. Minutes.
	1b) Streamline, promote and coordinate the delivery of governance health checks and policy reviews for community organisations.	VAO CLLD (Community Development Forum)	April 2026	Promotion of opportunity. Funding secured for health checks. 3 Health check delivered.	Number of views of media posts. Correspondence. Amount of funding secured. Number of health checks completed. Feedback.
	1c) Promote and support community organisations to develop local development action plans / place plans as required.	HIE CLLD (Community Development Forum)	September 2027	Promotion of opportunity by September 2026. 3 Plans developed by September 2027. 4 New projects undertaken by September 2027.	Publicity. Correspondence with community organisations. Number of plans developed. Feedback.
	1d) Undertake an audit of area-based community development support provision to improve coordination, approaches and best practice.	Democratic Services HIE (Community Development Forum)	September 2025	Working group established by January 2025. Review completed by Sept 2025. Action plan developed for improved alignment.	Minutes and agendas. Review completed. Improvement action plan.
2. Increased coordination and expansion of youth achievement opportunities and pathways to ensure young people progress and reach their full potential	2a) Undertake a strategic review of youth accreditation and awards offered by CLD partners to ensure effective delivery of appropriate awards based on need.	CLDE VAO (Youth Workers Forum)	September 2026	Working group established by January 2025. Review completed by September 2025. Improvement plan developed. Annual youth awards data collection system established. Increase in youth awards offered by September 2026.	Minutes and agendas. Youth Awards Review. Improvement plan. Increase in youth awards offered. Annual data of all youth awards. Number of accredited opportunities. Number of non-accreditation opportunities. Number of qualification gained.
	2b) Work with Education and wider CLD partners to explore opportunities to better track the achievements of young people.	Education CLDE VAO (Youth Workers Forum)	September 2026	Working group established by March 2025. Review of current tracking system completed by Sept 2025. Improvement plan developed by Sept 2025. Pilot new system in 2 schools by Sept 2026.	Working Group minutes and agendas. Review of current tracking systems. Improvement plan. Improved tracking system developed and tested in 2 pilot schools.

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Sustainable Development (continued)

We will work to support sustainable development through partnership learning opportunities to build peoples skills, confidence and strengthen individual and community capacity and resilience to benefit everybody in our communities, with nobody left behind.

Outcome	Improvement Action	Lead	Target Date	Milestones	Evidence
3. Increased coordination and expansion of adult learning opportunities and pathways to ensure learning is lifelong, life-wide and learner centred	3a) Development of the Adult Learning Forum to review and coordinate adult learning provision in Orkney.	CLDE UHI Orkney VAO Orkney Library & Archive	September 2027	Adult Learning Forum established and meeting 3 times a year. Review of current adult learning provision across Orkney completed by September 2026.	Adult Learning Forum minutes, agendas and meeting schedule. Review of current adult learning provision.
	3b) Create a baseline and increase the wider accreditation opportunities for adults.	CLDE UHIO (Adult Learning Forum)	September 2026	Adult learning provision baseline created by September 2025. Increase in wider accreditation opportunities by a minimum of 4 by September 2026.	Collect annual baseline data on: Number of adult learners Number of new adult learners Number of accreditation opportunities Number of non-accreditation opportunities Number of qualifications gained Number of ESOL learners
	3c) Develop opportunities for a collaborative adult returners learning programme.	UHI Orkney CLDE	September 2026	Meetings established. Adult returns learning programme created. Course advertised. Course runs by September 2026.	Minutes and agendas. Adult returns learning programme. Publicity. Course completed. Numbers attending. Feedback and evaluations.

Cost of Living

We will support individuals, children, and families through this difficult time, committing time, energy, and resources to work towards the elimination of poverty throughout Orkney. Addressing both immediate need and longer-term initiatives to combat persistent poverty.

Outcomes	Improvement Action	Lead	Target Date	Milestones	Evidence
4. Improved confidence and skills, for priority groups identified as needing additional support to achieve positive outcomes.	4a) Develop a partner's baseline and increase free learning opportunities including delivery of life skills courses, financial literacies and budgeting.	NHSO CLDE Sport & Leisure	September 2026	Expand the baseline of free learning provision by Dec 2024. Increase free learning by 10% by September 2025.	Partnership baseline developed. Number of life skills courses delivered. Number of participants. Participant feedback. (formal / informal)
	4b) Access and disperse grant funding that supports community organisations to undertake activities to alleviate poverty and help tackle the cost-of-living crisis.	VAO HIE CLLD CLDE	September 2026	Identify funding opportunities. Communications to raise awareness of funding. Number of poverty alleviation projects supported. Positive outcomes recorded delivered.	Amount of funding available. Number of funding applications submitted. Number of applications that are successful. Amount of funding dispersed. Number of projects delivered. Positive outcomes resulting from projects. Feedback and evaluation. Project reports.

Local Equality

We will work to addresses the continuing disadvantage experienced by some of our communities when trying to access services, facilities, and opportunities. Helping meet local needs through the effective provision of community learning and development opportunities to enhance individual and community capacity and resilience.

Outcome	Action	Lead	Target Date	Milestones	Evidence
5. People have increased confidence and opportunities to express their views and influence decision making and service design	5a) Promote and embed the continuous involvement of those with lesser heard voices and priority groups within consultation and in matters that affect them.	VAO HIE OIC (Community Development Forum)	September 2027	Support the progress of the 4 stands of the Community Engagement Project. Utilise full results of Orkney Matters 2 (OM2) for updated CLD plans. Learner and community reps of CLD Partnership. CLD approaches to consultation training session delivered to partner agencies.	Number attending OM2 sessions. Numbers attending Lesser heard voices element of OM2. Evaluation / feedback. Number of lived experience groups evaluations and feedback Numbers attending training.
	5b) Provide strategic leadership and direction in the development of a relevant, coordinated and representative youth voice structure.	CLDE VAO (Youth Workers Forum)	September 2026	Task group created. Develop youth engagement and participation infrastructure and action plan by March 2025. Co-produce with young people a Chamber Debate to influence partnership plans by December 2024. Strategic leadership and support for an active Youth Leader Action Group.	Records of meetings. Youth engagement infrastructure. Action plan agreed and delivered. Chamber Debate report. Young people in influencing roles. YLAG funded projects.
6. A fair and just society, moving towards a greener more sustainable economy in a way that is fair for everyone.	6a) Support Community Organisations with planning to meet new legislation requirements, e.g. Producing Climate Action Plans or Fair Work Action Plans.	HIE VAO Development Trusts (Community Development Forum)	September 2025	Raise awareness of Climate action plans. Provide required support to community organisations. 2 new Climate Action Plans published. 2 new Fair Work Plans published. Delivery on actions.	Community Climate Action plans developed.
7. Reduction in barriers and increased opportunities for lifelong learning and development within marginalised to keep the CLD offer as local as possible.	7a) Work collaboratively to increase the opportunities for those in marginalised communities, including the ferry linked isles, to participate in training and development opportunities and reduced isolation.	CLDE Development Trusts Community Associations (Adult Learning Forum)	September 2026	Training programme offered in 2 isles communities by September 2025. Report published and shared following CLDE Isles training programme. Sessions with local Community. Organisations to identify need. Coordination through CLD Partnership.	Island Training Report. Number of sessions arranged. Number of islands supported. Number of attendees. Number of qualifications achieved. Evaluations and feedback. Meeting minutes and agendas.
	7b) Work collaboratively with communities in targeted areas to sustainably address the inequality of youth work provision in the ferry linked isles.	CLDE VAO Development Trusts Community Associations	September 2027	Develop a pilot project to establish youth club provision in an area with no current provision by March 2025. Funding secured. Service level agreement created. Extend to another area by September 2027.	New youth work provision created. Funding secured. Numbers attending. Number of additional new posts. Evaluation /feedback. Nightly reports. Annual report.

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Health and Wellbeing

We will work together to provide required support through the delivery of targeted interventions to improve health and wellbeing, build trusted relationship, increase confidence, improve resilience and develop new skills.

Outcomes	Improvement Action	Lead	Target Date	Milestones	Evidence
8. Increased awareness and support for individuals to promote and sustain positive mental health and wellbeing	8a) Coordinate mental health training and awareness to upskill people in the community, reduce stigma and promote an understanding of mental wellbeing.	VAO NHS CLDE (Training Subgroup)	September 2026	Deliver 3 See Me training sessions for parents by September 2025. Deliver 2 collaborative Save a life training sessions across the community by September 2026. Investigate opportunities for staff and volunteer Mental Health First Aid training.	Programme of training developed. Number of sessions delivered. Number of participants. Participant feedback.
9. Improved health and wellbeing outcomes and increased engagement with learning to develop motivation, confidence, and skills through youth work, adult & family learning and community development	9a) Expand, develop and deliver wellbeing and learning opportunities and support including accredited options.	NHSO CLDE VAO Development Trusts Community Associations	September 2027	Establish a baseline of wellbeing and learning opportunities delivered by April 2025. Sustain this level in 2025-26. Pilot 2 new accredited learning opportunities including National 2 food, Health & Wellbeing courses by September 2027.	Number of opportunities delivered. Number of new opportunities offered. Numbers of accreditation. Number of participants. Case studies. Participant feedback. Annual Reports.
	9b) Increase collaborative family support provision across Orkney.	CLDE Sport & Leisure UHI Orkney Education	September 2025	Minimum of 4 family learning opportunities delivered by Sept 2025. Consider sustainability of family support provision in remote areas. Train a minimum of 2 volunteers in family learning opportunities. Establish a family engagement team. Arrange training for parents on SeeMe and Solihull by September 2025. Professional engagement event by December 2024.	Family Learning offer developed. Number of Family Learning opportunities offered. Number of families engaged. Outcomes for families. Attendance at events. Evaluation / feedback.
	9c) Identify and test a shared approach to measuring improvements to mental health and wellbeing outcomes through CLD activity.	CLDE (Data Subgroup)	September 2026	Data collection process developed. Inclusion of additional baseline data. Increased input to shared KPI's. Data collected, analysed and reported annually. Health & wellbeing outcomes recorded across CLD.	Minutes of meetings. Data sharing protocols developed. Number of partners inputting to KPI's. Progress against identified KPIs.

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Workforce Development

We will work to ensure we have a skilled workforce by raising awareness of CLD and strengthening learning opportunities for those working and volunteering in the CLD sector.

Outcomes	Improvement Action	Lead	Target Date	Milestones	Evidence
10. Increased visibility and awareness of CLD as a recognised profession	10a) Explore and expand opportunities and pathways into and within the CLD profession through collaborative work with regional and national partners.	CLDE VAO SDS (Training Subgroup)	September 2027	CLD training opportunities identified. CLD qualifications progressed. CLD Pathway publication developed. Increase CLD Standard Council membership in Orkney by 2 to from 12 to 13 Associate members and from 4 to 5 registered members.	Number of training opportunities shared across the network. Number of people completing CLD qualifications. Number of CLD qualified staff. CLD Pathway publication developed. Increase in registrations with CLDSC.
	10b) Raise the profile and awareness of CLD through joint training and increased promotional activity.	CLDE (Training Subgroup)	September 2026	CLD promotional activity locally. Ensure CLD representation and promotion at all relevant levels. Explore regional CLD marketing opportunities. Increased inputs on social media on the CLD plan.	Number of CLD promotional activities. CLD representation on key strategic partnerships. Publicity produced. Numbers participating in training. Evaluation and feedback. Number of views on social media.
11. Orkney has a skilled, trained, and confident CLD workforce with a shared understanding of relevant national occupational standards, CLD values and competences	11a) Deliver a training programme for the CLD workforce and volunteers, based on the needs identified through the recent training needs analysis.	VAO CLDE NHSO (Training Subgroup)	September 2025	Programme of training is developed and delivered. Training offered. Universal Evaluation undertaken after every training session. Review evaluation findings.	Number of training courses delivered. Attendance numbers. Number of organisations benefiting. Participant feedback. Annual progress report.
	11b) Undertake a training needed audit of the CLD sector.	VAO CLDE NHSO (Training Subgroup)	September 2026	Training needs assessment created and disseminated by September 2026. Identify training requirements across the sector. Identify possible trainers and people willing to share good practice.	Needs assessment designed. Number of respondents. Publicity to promote the training needs assessment. Numbers willing to deliver training sessions.
12. Effective and consistent gathering, analysis and reporting of data for planning and reporting on outcomes	12a) Improve the quality of the data that we are sharing across the partnership to better understand local CLD needs and outcomes.	CLD (Data Subgroup)	September 2026	KPI data collection process developed. Inclusion of additional baseline data. Increased input to shared KPI's. Data collected, analysed and reported annually. Social value engine pilot undertaken by September 2025.	Minutes of meetings. Data sharing protocols developed. Number of partners inputting to KPI's. Progress against identified KPIs. Social Value engine finding across pilot area.

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Unmet needs during this period (2024-27)

At a time of changing national policy, realignment of priorities and ever reducing resources, it is clearly evident that not all CLD needs can be met during the lifetime of this plan. This recognition that there will be unmet needs over this 2024-27 period is stipulated as a requirement in the CLD legislation. Priority areas of work that are recognised as important and which partners are keen to pursue, but may not be able to due to limited resources and capacity include:

- Develop partnership work with Housing partners to explore opportunities around tenant participation
- Creation of a collaborative family learning strategy and plan
- Increased access to affordable childcare including breakfast club and after school provision.
- Whist we have been unable to include as many specific actions in the plan around climate challenge as we would have liked, engagement work to raise awareness and support within the community continues and we will seek to weave related opportunities into other actions in this plan where possible

Appendix 2 – Policy Context – Strategic Fit

The Orkney CLD Plan sits within a much wider planning and reporting landscape and has links to a number of other partnership plans and reporting structures.

Policy	Priority Themes	Priority actions where CLD will contribute
Orkney Community Plan and Local Outcomes Improvement Plan (LOIP) 2023-2030	- Sustainable Development - Cost of Living - Local Equality	1a, 1b, 1c, 1d, 2a, 2b, 3a, 3b 3c, 4a, 4b, 5a, 5b, 6a, 7a, 7b, 8a, 9a, 9b, 9c
Orkney Islands Council Plan 2023-2028	- Growing our economy - Strengthening our communities - Developing our infrastructure - Transforming our Council	1a, 1b, 1c, 1d, 2a, 3a, 3b, 3c, 4b, 5a, 5b, 6a, 7a, 7b, 8a, 9a, 9b, 10a, 10b, 11a
Orkney Children Services Plan 2023-26	- Child Protection - Mental Health & Wellbeing - Involving children & Young People - Reducing Poverty and disadvantage	2a, 2b, 4a, 4b, 5a, 5b, 7a, 7b, 8a, 9a, 9b, 10b, 11a, 11b
Orkney Local Employability Partnership No One Left Behind Delivery Plan 2022-2025	- Young Person's Guarantee - No One Left Behind - Employer engagement, job creation Collaborative employability services	2a, 2b, 3a, 3b, 3c, 4a, 4b, 5a, 7a, 8a, 9a, 9b, 10a, 10b, 11a, 11b
National Improvement Framework – Orkney Education Service Plan	- Inclusion & Wellbeing - Learning & Achievement - Systems & Processes	2a, 2b, 3a, 3b, 3c, 4a, 5b, 7b, 8a, 9a, 9b, 10b, 11a, 11b

Appendix 3 – Learn North

Who we are?

Learn North is managed in a voluntary capacity by representatives of organisations involved in Community Learning and Development (CLD) delivery across the widespread geography of the North of Scotland. This includes the council areas of Aberdeen City, Aberdeenshire, Moray, Highland, Shetland, Orkney, Western Isles and Argyll & Bute. We welcome Community Learning and Development practitioners from third sector and local authority services.

Professional Learning support for Partnership CLD Plans

Learn North aims to strengthen access to continuing professional learning for staff and volunteers involved in CLD practice; to identify gaps in provision of learning opportunities; and to design and deliver programmes and activities by working collectively to share resources; avoid duplication and enhance joint approaches.
Within the north we network with a national professional learning group plus the CLD leads group, Education Scotland and The CLD Standards Council. A core output of this collaboration has been the Winter Learning Festival which celebrates and shares practice, and is organised by the regional professional learning networks, Education Scotland and CLD Standards Council.
Learn North builds a culture of collaboration, sharing of expertise and creation of local and regional networks to improve the professional learning offer.
Professional Learning support is provided and accessed by both Education Scotland and CLD Standards Council.
We also benefit from a CLD Standards Council grant of £2000 which is applied for annually, and they provide representation and support to Learn North.

Our Offer will enhance practitioner skills and ability to deliver CLD that will [1]*"empower people, individually and collectively, to make positive changes in their lives and their communities, through learning".*
At all times we will work in line with our CLD specific focus as set out in the Scottish Government's National Performance Framework.

In Spring 2024, Learn North commissioned a survey to support identification of professional learning needs in the North. We will respond to the data of the survey to reflect our professional learning priorities. Initial reading of the survey findings has led the partners to commit to the following priorities:

- Improve access to professional learning resources that will enhance digital practice and engagement
- Develop peer review systems on community learning and development themes
- Invite graduate students that have completed CLD research to share their learning
- Share learning from 2023 / 24 Progress Visits
- Encourage sharing of initiatives to illuminate good practice in themes of CLD as part of the Winter Festival Programme.

Unmet Need

In this challenging financial landscape, our grant clearly does not meet our needs. The original purpose of the partnership was to create equity and reduce isolation of professional learning for our staff and volunteers, valuing our skills and expertise in the North. There is no scope within this budget and Local Authority funding to support face to face learning opportunities, which enable more cohesive partnerships and aspirations.
We would be keen to support survey respondents' request for a clear pathway to qualifications and influence any development on this that a national body may take.
We are mindful that following the outcome of the National CLD Review we may need to temper our priorities.

Appendix 4 - Links / bibliography

CLD Drivers

[Strategic Guidance for Community Planning Partnerships](#)

[The Requirements for Community Learning and Development (Scotland) Regulations 2013](#)

https://www.gov.scot/publications/community-learning-development-guidance-2024-2027/

[Community learning and development plans: guidance - 2021 to 2024](#)

[How good is our CLD (HGIOCLD?) 4th edition](#)

[PDF file: CLD Planning 2021 - 2024 - FAQs](#)

CLD Managers Scotland reference sheet/checklist CLD Planning https://cldmanagersscotland.wordpress.com/

['Improving Life Chances and Empowering Communities'](#). (Education Scotland)

[CLD statement of values (CLDSC)](#)

[The Code of Ethics (CLDSC)](#)

[The CLD Competence framework (CLDSC)](#)
[WorkingwithScotlandsCommunities2018.pdf](#) (ES & CLDSC)

KPI Guidance (CLDMS) https:// cldmanagersscotland.files.wordpress.com/2021/04/2021-03-31-cldms-kpi-paper.pdf

[Independent](#)

Learning: For all. For Life - Review of CLD https://shorturl.at/rdUKX

Local Plans & Strategies

Orkney NIF Return 2022-25 (OIC) [Orkney NIF Return 2022-25 (OIC)](#)

Orkney Community Plan & LOIP 2023-30 (Orkney Partnership) [The Orkney Partnership | The Orkney Partnership (orkneycommunities.co.uk)](#)

Orkney Integrated Children's Services Plan for 2023 – 2026 https://rb.gy/0nb007

Orkney Local Employability Partnership Plan 2022-2025 - [Orkney Employability Partnership](#)

Voluntary Action Orkney Delivery Plan 2023-2026 (VAO) https://rb.gy/iv8u1z

Orkney Local Police Plan 2020–23 (Police Scotland) https://www.scotland.police.uk/spa-media/y2vduxju/orkney-local-policing-plan-2020-23.pdf?

Orkney Islands Council Delivery Plan 2023-28 https://shorturl.at/Faacq

HIE Operating Plan 2023-28 https://shorturl.at/1yLpK

Orkney CLD Progress Visit Report 23/04/24 (Education Scotland) [Community Learning And Development In The Orkney Islands Council Area | Inspection Report | Education Scotland](#)

Wider policy context significant for CLD

United nations convention on the rights of the child (UNCRC) United Nations Convention on the Rights of the Child

Getting It Right for Every Child (Education Scotland) Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot)

The Promise

New Scots refugee integration strategy 2018-2022 https://www.gov.scot/publications/new-scots-refugee-integration-strategy-2018-2022/

Adult Learning Strategy 2022-27 https://shorturl.at/6tTta

Withers Review Fit for the Future: developing a post-school learning system to fuel economic transformation - gov.scot (www.gov.scot)

National Standards for Community Engagement - Participation handbook - gov.scot (www.gov.scot)

Community Empowerment (Scotland) Act Summary (SG) https://www.gov.scot/publications/community-empowerment-scotland-act-summary/

Community Empowerment: Empowering our Islands (SG) https://www.gov.scot/policies/community-empowerment/empowering-our-island-communities/

Children & Young People Act 2014 (SG) https://shorturl.at/PrXsh

National Guidance on Part 12: Services in relation to Children at Risk of Becoming Looked After, etc - gov.scot (www.gov.scot)

Opportunities For All - Post-16 transitions Policy and Practice Framework (SG) https://dera.ioe.ac.uk/20678/1/00456919.pdf

The National Improvement Framework (ES) https://education.gov.scot/education-scotland/what-we-do/implementing-the-national-improvement-framework

Curriculum For Excellence (Education Scotland) https://shorturl.at/BZ7Xx

Best Start Bright Futures Executive Summary - Best Start, Bright Futures: tackling child poverty delivery plan 2022 to 2026 - gov.scot (www.gov.scot)

Curriculum for Excellence Refreshed Curriculum Narrative

Pupil Equity Funding - revised PEF Guidance

Scottish Attainment Challenge - https://www.gov.scot/publications/scottish-attainment-challenge-framework-recovery-accelerating-progress

No One Left Behind - Annex A – Discussion guides - No One Left Behind and the Young Person's Guarantee: implementation evaluation - gov.scot (www.gov.scot)

Youth Work and Employability (Youthlink) https://www.youthlinkscotland.org/media/5048/200831-youth-work-and-employability-final.pdf

Food Insecurity and Learning Loss Pilot Evaluation Report https://www.youthlinkscotland.org/media/5659/food-insecurity-report_proofed.pdf

Youth Work's Contribution to the Scottish Attainment Challenge (Youthlink) https://rb.gy/7cb2il

Mental Health Strategy 2017-2027 (SG) https://www.gov.scot/publications/mental-health-strategy-2017-2027/

Public Health Priorities for Scotland (SG) https://www.gov.scot/publications/scotlands-public-health-priorities/

Family Learning - Family learning

Family Learning Framework (ES) https://education.gov.scot/improvement/Documents/FamilyLearningFrameworkApril18.pdf

Review of FL in Scotland (ES) https://education.gov.scot/improvement/documents/family-learning-report-full-document.pdf

A changing nation: how Scotland will thrive in a digital world(SG)https://www.gov.scot/publications/a-changing-nation-how-scotland-will-thrive-in-a-digital-world/

Learning for Sustainability - gov.scot (www.gov.scot)
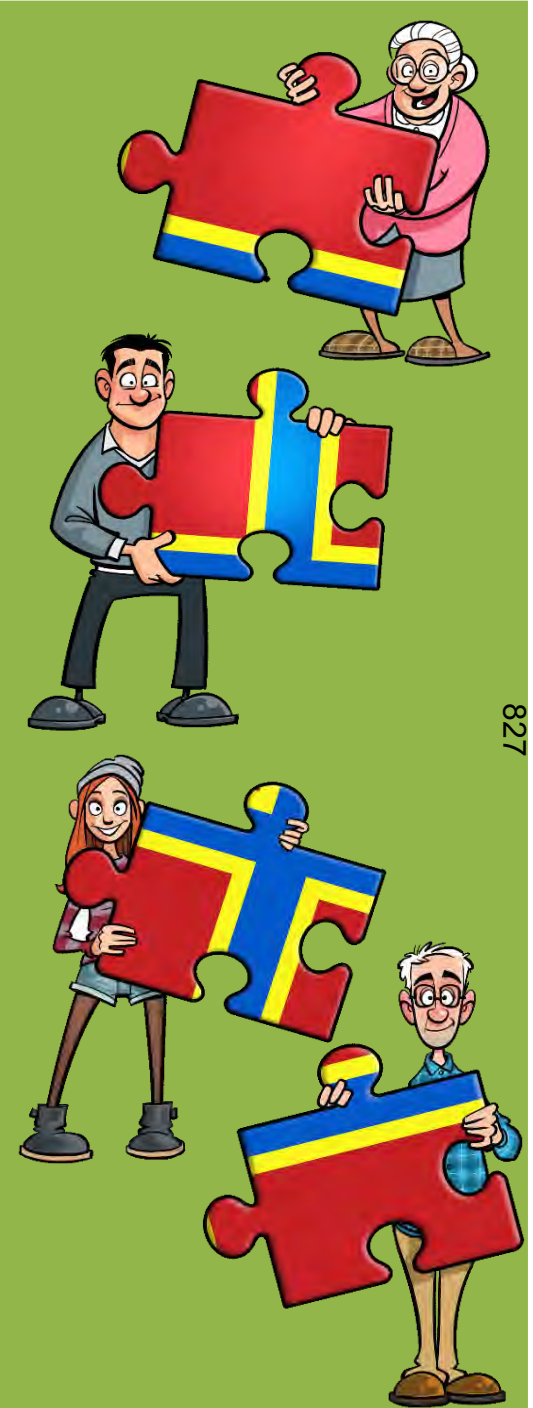
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Orkney Islands Council's Housing Service

School Place

Kirkwall

Orkney

KW15 1NY

Annual Assurance Statement

We achieve all of the following standards and outcomes for tenants, people who are homeless and others who use our services:

- All relevant regulatory requirements set out in Chapter 3 of the Regulatory Framework.
- All relevant standards and outcomes in the Scottish Social Housing Charter.
- All relevant legislative duties.

Where additional explanatory information is required, this is included in annex 1 of the attached report and will be reproduced in the contextual information provided with the Annual Return against the Charter to the Scottish Housing Regulator.

I confirm that the Council's Education, Leisure and Housing Committee have seen and considered appropriate evidence to support the level of assurance we have at the meeting held on 11 September 2024.

Signed …………………………………………………………………………..

Chair of Education, Leisure and Housing Committee.

Annex 1 – Key points relating to the Council's performance

Explanatory information has been provided to explain either a change in performance or areas where Orkney's context is particularly important.

Annual Return Against the Charter

The Annual Return against the Charter (ARC) for financial year 2023/24 has been completed for Orkney Islands Council and was submitted to the Scottish Housing Regulator by 31 May 2024. Areas of performance which required additional explanation are as follows (the indicators referred to are nationally required):

Satisfaction Survey

The Council has undertaken a wholescale tenant satisfaction survey in line with the Scottish Social Housing Charter in April 2024. The Council does this every 2 years, as opposed to every 3, to ensure closer alignment with the current tenant base. Results were timed to align with submission of the ARC and accordingly full results have been very recently received. The use of a warm up mailing and telephone survey option is the approach adopted by most social landlords and following the same approach therefore allows more appropriate benchmarking against others. Accordingly in 2024 the company which undertook the survey ensured a higher level of telephone surveys despite the increased cost as the potential cost benefit was potentially helpful.

The tenant survey was undertaken by an independent body to ensure tenants felt able to openly express their views.

The results are the topic of a separate report to this cycle of meetings.

In addition to the wholescale survey the Council undertakes a range of satisfaction surveys covering different parts of the service and these generally show good levels of satisfaction, though the response rate is low (with the exception of repairs customer satisfaction).

The Tenant Participation Officer is working with tenants with a view to increasing their involvement, improving the provision of information and considering alternative ways to collect information. This has included arranging events at the community fridge and parent and child groups in partnership with Orkney Housing Association Ltd. She has also started a process of trying to develop an armchair panel and has created a leaflet promoting this accordingly. In addition, a social media page is being developed to improve our provision of information in an accessible manner across the island group.

Information obtained from customer surveys and other means of obtaining information is used to inform the Housing Service's relevant Service Delivery Plan accordingly.

Given that the repairs customer satisfaction survey is run as a rolling programme, this data has been used for the Annual Return against the Charter rather than the wholescale tenant survey.

Indicators 3 and 4 (Complaints)

During the financial year 2023 to 2024, a total of 27 first stage complaints were received and 3 were carried over from the previous year, all of which were fully responded to. Additionally, 14 stage 2 complaints were received and 4 were carried forward from the previous year, all of which were also responded to in full.

The average response time for first stage complaints was 6.90 days, with a median response time of 5.0 days. This has remained relatively stable compared to last year, when the average response time was 6.64 days. This represents a significant reduction in the average response time for stage 2 complaints, decreasing from 44.93 days in 2022 to 2023 to an average of 23.78 days in 2023 to 2024. For stage 2 complaints, the median response time is 20.0 days.

During financial year 2023 to 2024, all Housing Officers have been trained to handle first stage complaints, a responsibility they did not previously undertake. This training is starting to show benefits in response times for stage 1 complaints and is expected to have a positive knock-on effect for stage 2 complaints, as it frees up managers' time to concentrate on these more complex cases.

While one stage 1 complaint took significantly longer to resolve, taking 67 days, and one stage 2 complaint took 84 days, overall performance shows improvement. Both of these longer complaints were carried over from the previous year. The delays were due to administrative errors that postponed the commencement of their investigations. The training of housing staff aims to avoid such delays in the future.

Indicators 8 and 9 (Repairs)

Delivery of property management services is undertaken by our Neighbourhood Services and Infrastructure (NSI) for the Housing Service.

The time to complete emergency repairs, decreased slightly to 8.97 hours for 2023 to 2024 from 9.12 hours for 2022 to 2023. An analysis of emergency repairs figures shows that the number of repairs increased to 344 from 256 the year before – a 34% increase or 88 more repairs. For 2023 to 2024, 38 of 344 (11%), in comparison to 24 of 256 (9.4%) for 2022 to 2023, were in excess of the 24-hour limit. The reasons for these including contractor failing to complete within the timeframe and access issues. The median emergency repair time for 2023 to 2024 is 3.27 hours down from 4.03 hours in 2022 to 2023.

The reduction in median time along with increase in number of emergency repairs indicates the Council is doing more emergency repairs and completing them quicker than in the previous year.

The reasons for some repairs being out of time included contractors, especially on the isles, reporting incorrect dates and times of completions or failing to raise second orders or "stopping the clock" once an emergency has been addressed but further parts require to be ordered or additional works are needed to fully address the issue. An additional complexity involved mainland contractors undertaking works on the isles and the above issues being exacerbated with weather and travel disruption.

The Council continues to work closely with its contractors to ensure the performance management culture remains central to service provision despite significant pressures on services and Orkney's remote and rural context.

The time to complete non-emergency repairs increased from 15.11 days for 2022 to 2023 to 17.23 days for 2023 to 2024. The median non-emergency repair time for both 2023 to 2024 and 2022 to 2023 is 8 days.

The increase in distance between median and average for 2023 to 2024 indicates that longer repairs are taking more time to complete.

Some of the issues that have resulted in long repair times are supply issues, contractor performance and dealing with remote locations

Due to the increase in average time there has been a corresponding decrease in Indicator 10 – Right First Time due to more repairs taking longer and falling beyond the timescale.

Contractors undertaking repair work for the Council remain very busy and there are difficulties in obtaining sub-contractors with availability. Some trades are particularly scarce including painters. Some of our contractors have been successful in expanding their staff teams and tried to restructure their processes which is positive. Recruitment remains challenging generally, many contractors are reporting that they are having difficulties. The Council has undertaken a piece of work around the housing needs of essential workers (much wider than purely key workers) and has received initial approval to progress the essential workers housing strategy in March 2024. Further reports seeking financial resource will be considered by our Policy and Resources Committee in September 2024.

Indicator 14 (Tenancy Offers Refused)

There was a further reduction in the number of tenancy offers refused this year, now down to just 12.09% for 2023 to 2024. Previously, we informed you of our efforts to decrease the number of offers refused. These efforts have continued to yield positive results, with a significant reduction from 29.92% in 2022 to 2023 to 32.64% in 2021 to 2022.

It was previously advised that there is an intention to introduce a new lettings policy, based on the principles of choice, by April 2021, while delayed as a result of COVID-19, meantime given the local position around homelessness, lets to homeless households are being prioritised and the implementation of our lettings policy will progress during financial year 2024 to 2025.

Indicators 15 (Anti-Social Behaviour)

The Council has neighbourhoods which are clean and attractive. The level of anti-social behaviour in Orkney remains very low. Along with Orkney Housing Association Ltd, joint work is undertaken closely with the Council's corporate Anti-Social Behaviour Co-Ordinator and the Police in order to take a multi-agency approach to any issues which arise.

Orkney continues to maintain a very low level of anti-social behaviour, with few cases of serious incidents. The Council's anti-social behaviour policy, significantly reviewed in 2019, introduced realistic and proportionate targets. An appendix added to the anti-social behaviour policy on harassment was introduced last year to ensure appropriate processes in place to address any issues, which may arise specifically as a result of harassment, and this is related to the enhancement of equalities processes.

There were just 13 cases of anti-social behaviour, during financial year 2023 to 2024 and all of these were resolved within the required timescale.

Indicators 16 (Tenancy Sustainment)

Overall tenancy sustainment (indicator 16) shows sustained performance.

An assessment of cases where a tenancy had not been sustained indicated reasons such as death, hospitalisation and leaving Orkney as well as those who had sought housing in another sector.

As regards tenancy sustainment generally, the Council is keen to assist tenants to sustain their tenancies and employs a qualified Social Worker within Housing Services. This allows specialist Social Work skills to be used to assist those with a range of issues including addiction. In addition, the Council employs a Housing Support worker who works directly with tenants in this respect. The Housing Support and Homelessness aspects of our service are registered with the Care Inspectorate accordingly and these obtain good inspection grades and staff are registered with the SSSC accordingly.

Indicators 18 and 30 (Empty Property Rental Loss and Time Taken to Relet Properties)

Void (empty property) loss increased from £53,954 in 2022 to 2023 to £62,408 in 2023 to 2024, representing a slight increase in the percentage of rent due to properties being empty from 1.32% to 1.49%. There were 79 relets in 2023 to 2024, compared to 80 in the previous year. Despite ongoing issues with electric meters, for which assistance was sought from Orkney's MSP, a consistent relet performance was maintained.

Regarding indicator 30 on the average length of time taken to relet properties, a total of 79 properties were relet during the financial year 2023 to 2024. The time taken to relet properties increased. The total number of calendar days they were empty was 5,643, resulting in an average relet time of 71.43 days. This represents an increase from the previous financial year 2022 to 2023, where the average relet time was 57.94 days.

A small number of voids were subject to extended periods, including one sheltered property subject to low demand that took 1,050 days to let. Additionally, four properties located in the isles, categorised as low demand, took 672 days in total to relet. Excluding these five properties from calculations would reduce the average days to relet to 52.99, compared to 43.45 days in the previous financial year. Approximately 30.52% of the total void loss is attributed to these extended void periods, indicating that the majority of properties are being relet in a timely manner.

Indicator 27 (Gross Rent Arrears as at 31 March each year as a Percentage of Rent Due for the Reporting Year)

Gross arrears continued to be challenging throughout the financial year 2023 to 2024. The figures at year-end show a decrease to 12.58% from 12.65% in 2022 to 2023, continuing the downward trend from 14.35% in 2021 to 2022. This steady reduction over the past three years indicates progress in managing and reducing arrears effectively.

Throughout COVID-19 and beyond a strong focus was maintained on the recovery of arrears. Initially this included undertaking welfare checks for all tenants throughout lockdown, working with tenants to ensure that those who needed assistance to claim Universal Credit Housing Costs / Housing Benefit, were assisted to do so. Close joint working continues with Orkney Citizen's Advice Bureau in relation to income maximisation and money advice / debt assistance. Every attempt has been made to recover outstanding arrears where this is possible. This included senior management prioritising the pursuit of arrears and significant levels of staffing resource being focused on this aspect. The level of arrears was reported to the Chief Executive and Senior Councillors throughout.

Although the overall level of arrears remains high, the rent collected as a percentage of rent due in the year showed a significant improvement, rising to 102.47% for the financial year 2023 to 2024 from 99.33% for 2022 to 2023. This is a positive indication that the focus on reducing rent arrears is yielding substantial results.

The level of housing costs received directly decreased slightly from the previous financial year, with 479 households recorded in comparison to 494 the previous year. However, the total amount has risen to £1.66 from £1.61 million the year before. The system of inputting payments manually continues to impact a small staffing resource, adding complexities for a small Housing Revenue Account.

Steps continue to be taken to progress the automation of UC and bank payments and steps and the relevant software providers were asked to remedy this during 2022. However, the combination of an internal restructure and other staffing gaps affected the ability to upgrade the system to the most recent release and the Northgate test system required to be replaced. The test system was procured, testing was undertaken and the most recent release is being tested. Currently the timeframe for upgrade to the most recent release is being negotiated with the software provider.

Discretionary Housing Payments (DHP) continue to be publicised through our website, social media etc in an attempt to reach more tenants who are struggling.

The percentage of former tenant arrears in 2023 to 2024 increased to 5.35% from 3.00% in 2022 to 2023.

The Council previously actively and prudently pursued former tenant arrears rather than writing these off, however this had a detrimental impact on overall rent arrears performance - statistics and anecdotal evidence suggested that the practice in other organisations is to write off the majority of former tenant debt. This approach has been reconsidered to ensure resources are targeted at bringing in current arrears, and that tenants who are in arrears are ensuring their focus is on resolving their current arrears as opposed to former tenant arrears from the past. Currently a process is underway in relation to the consideration of a wider programme of write-off. Work is being undertaken with our Finance Service to seek approval for this. This will take time to affect our statistics, however.

Write-offs for the financial year 2023 to 2024 totalled £42,007, or 18.26% of the former tenant arrears outstanding, representing a significant change from the previous year. Discussions are still ongoing to potentially increase the level of write-offs for former tenant arrears.

The Housing Service continues to have a specialist post called Housing Officer (Income Collection). In addition, a further specialist officer has been employed on recovery of rent arrears over the last year again given the level of arrears. This is to supplement the role of Housing Officers with the aim to reduce the level of rent arrears and other housing debt outstanding.

"Mandatory" Box

While introduced initially in 2022 to 2023, the ARC for 2023 to 2024, included a new requirement for a mandatory box to be completed with enhanced information. This related to areas of tenant and resident safety and required that as well as providing specific information on the number of properties which failed electrical safety checks and the provision of interlinked heat and smoke alarms, data must also be included to show the number of properties which fell out of compliance during the year.

The information provided for Orkney outlined that in December 2022, an issue was identified around electrical installation condition reports (EICR) and the process of evidencing compliance. Accordingly, a piece of work was instructed through an independent party, C D Consultancy Ltd, to determine the level of compliance. A programme of works was instigated and weekly meetings are in place between senior staff within the Education Leisure and Housing Service and also Neighbourhood Services and Infrastructure. A range of local contractors were sourced to assist with undertaking checks and a process was put in place to ensure the evidence base was appropriate. In addition, the Council had identified an issue with the data around interlinked smoke

alarms in autumn 2022, and a programme of works was developed and taken forward with the contractor who had been employed to undertake the contract. A further works programme is currently underway. C D Consultancy undertook an additional piece of work around the current status of delivery on 29 May 2023, immediately prior to submission of the ARC and provided a report accordingly. Further work was undertaken at the end of October 2023 and again in early April 2024. This was to ensure an independent validation of data was undertaken appropriately. The issues identified continue to be addressed and the Scottish Housing Regulator has been kept updated throughout.

For the financial year 2023 to 2024, the total number of failures had reduced to 166 cases. The breakdown of failures is as follows:

One Criteria Fail:
- Smoke and Heat Alarms: 105.
- Energy Performance Certificate (EPC): 29.
- Adequate Kitchen Food Storage: 1.

Two Criteria Fail:
- EICR: 20.
- Smoke and Heat Alarms and EICR: 4.
- Smoke and Heat Alarms and EPC: 6.

Three Criteria Fail:
- Secure common front door entry system, EICR, Lead Free Pipe work, bathroom meets tolerable standard, Smoke and Heat Alarms: 1.

Total Cases 166

Summary of Fails:
- EICR: 25.
- Smoke and Heat Alarms: 116.
- EPC: 35.

Additionally, during this year, 147 smoke and heat alarms and 320 EICRs fell out of compliance at some point in the year.

As of the end of May 2024, failures relating to smoke and heat alarms reduced to 71.

The Council has endeavoured to focus on ensuring it delivers the Scottish Housing Quality Standard (SHQS) as far as is practicably possible. The Council has a strong knowledge of its stock and data held on properties is at an individual level, a process of cloning is not used as a general rule, though recently there has been a move to having a small number of cloned properties. In the past year, a new staff member joined the NSI team, and together with the Data Analyst within Housing Services, they conducted a meticulous examination of all Council residential properties. This detailed review focused on compliance with

EICRs, smoke and heat detectors, and EPCs. They carefully assessed each property, uncovered gaps in evidence and issues where compliance had been overlooked. Their extensive efforts revealed areas needing improvement, which led to an increase in reported fails compared to last year. However, this has significantly enhanced understanding of the current compliance status and the supporting evidence held.

Following this in-depth review, an evaluation was undertaken by C D Consultancy. Their combined findings have guided ongoing improvements.

Annual Report for Tenants

The annual report for tenants will be produced by 31 October 2024 as required by the Scottish Housing Regulator. This will include key information which is of interest to tenants.

The Council has a joint Residents' Panel with Orkney Housing Association Limited which consists of tenants / residents of both organisations. They will be asked for their views on the Annual Report ahead of publication and their views will be taken into account in producing the final document. The Council includes a section in the Annual Report which encourages feedback from tenants more generally on how they feel about the report and the information in it.

The Residents' Panel will also be involved in discussions around the Annual Assurance Statement prior to submission.

Customer Satisfaction Survey

The Council is required to undertake a wholescale tenants' satisfaction survey every three years. This was undertaken most recently in April 2024 by an independent body in order to ensure impartiality.

A range of customer satisfaction surveys are in place across the Service in order to assess the quality of the service on an ongoing basis. These include:

- New tenants' survey regarding quality of home and service.
- Repairs Satisfaction survey.
- Improvements satisfaction survey.
- Exit questionnaires for tenants leaving the Council's accommodation.
- Homelessness service, new tenants' questionnaire.
- Homelessness service, exit questionnaire.
- Housing Advice service, exit questionnaire.

In addition, information is used from complaints and general feedback as encouraged by footnotes on all correspondence etc. The information is used to inform the Service Delivery Plan for the relevant part of the Service which underpins service improvements.

This links to standard 3.12 in the National Standards for Information and Advice Providers which is part of the Council's accreditation.

While the Council collects data from its wholescale tenant satisfaction survey, this can lead to some distortion in figures. For example, when questions are raised regarding repairs it should be the most recent repair. It is therefore more effective to collect this data immediately following completion of the repair.

The Council intends to use its ongoing customer satisfaction information so it can evidence that the information collected relates to the present day.

Scottish Housing Regulator's Engagement Plan

The Scottish Housing Regulator's engagement plan highlights key indicators, relating to service quality, where they have indicated they wish to engage with the Council.

During 2023/24 they reviewed and compared the data for all local authorities from the Scottish Government's national homelessness statistics and the Annual Returns on the Charter. They also spoke to all local authorities to gather further information and assurance about their homelessness services. To assess the risks to people who are threatened with or experiencing homelessness they will engage with all local authorities during 2024/25 with a focus on the provision of appropriate temporary accommodation.

Specifically, they will engage with Orkney in relation to the following areas:

- Orkney's provision of temporary accommodation to people who are homeless.
- The Scottish Housing Regulator's Engagement Plan states that in January 2023, the Council advised the Scottish Housing Regulator that it had identified weaknesses in the quality of the evidence underpinning the data used to report on Scottish Housing Quality Standard (SHQS) compliance. In December 2023 the Council confirmed that the SHQS data remained unvalidated, and that there were inaccuracies in the data held. The Council advised it is progressing an improvement plan to address these weaknesses.
- The Council does not fully comply with electrical safety and fire detection requirements which came into force in early 2022 and form part of the SHQS. Due to weaknesses in the evidence and quality of the data held, the Council is currently investigating the level of non-compliance in order to progress inspections to provide Electrical Installation Condition Reports and to install integrated smoke and heat alarms in all of its tenants' homes.

Further the Scottish Housing Regulator's engagement plan states that in order to assess the risk to social landlords they have reviewed and compared the 2022/23 service quality performance of all social landlords to identify the "weakest performing" landlords. They will therefore engage with Orkney about tenant satisfaction, repairs and rent arrears.

Accordingly, the Council must:

- Send the Scottish Housing Regulator information required in relation to its homelessness service.
- Advise of any emerging issues preventing it from fulfilling its statutory duty to provide temporary accommodation when it should and comply with the Unsuitable Accommodation Order.
- Provide monthly updates on progress to validate and improve the quality of its data used to report compliance with the SHQS and on achieving compliance with electrical safety and fire detection requirements.
- Send information about the actions being taken to improve performance on tenant satisfaction, repairs and rent arrears.

Data on homelessness is not included within the Annual Return against the Charter generally. Instead, this information is provided through returns outlined at section 4.2 of the committee report and is reported to the Council's Education, Leisure and Housing Committee, specifically a report is presented to the June cycle of meetings.

The position relating to the other areas referred to above, is outlined at the relevant parts of this annex.

Annex 2: Assurance Action Plan

Assurance and Notification

Requirement.	Who.	When.	RAG.	Comments.
Prepare an Annual Assurance Statement in accordance with guidance.	Head of Community Learning, Leisure and Housing and Data Analysts.	October 2024.	<mark style="background-color:#00ff00">Green.</mark>	Committee report and appendices to be presented to Education, Leisure and Housing Committee on 11 September 2024.
Submit Annual Assurance Statement to Scottish Housing Regulator between April and October each year.	Data Analysts.	October 2024.	<mark style="background-color:#00ff00">Green.</mark>	On target to be submitted by October 2024.
Make Annual Assurance Statement available to tenants and other service users.	Data Analysts and Tenant Participation Officer.	October 2024.	<mark style="background-color:#00ff00">Green.</mark>	To be included in Housing Services' area of website.
Notify Scottish Housing Regulator during the year of any material changes to the assurance in the Annual Assurance Statement.	Head of Community Learning, Leisure and Housing and Data Analysts.	As required.	<mark style="background-color:#00ff00">Green.</mark>	
Have assurance and evidence that we are meeting all our legal obligations associated with housing and homelessness services, equality and human rights, and tenant and resident safety.	Head of Community Learning, Leisure and Housing and Team Manager (Maintenance and Heritage).	Ongoing.	<mark style="background-color:#ffff00">Amber*.</mark>	In general compliance with our legislative duties links to Standard 1.5 of National Standards for Information and Advice Providers. We were re-accredited by the Scottish Legal Aid Board during 2022 and are scheduled for re-accreditation during 2024/25.

Requirement.	Who.	When.	RAG.	Comments.
				Evidence includes a broad range of Council corporate policies including the Health and Safety Policy; Challenging Behaviour by Members of the Public: The Role of Customer Service Advisers and All Staff Using the Customer Services Facility; Housing Services' Staff Training and Development Policy; Library Procedure for Housing Services; staff training logs and internal portal which includes a broad range of information on corporate policy areas. Staff management processes are in place across Housing Services including induction, regular one to ones in line with the Line Management Policy and all staff are required to complete the Personal Development Award for Advisors with Shelter at the next intake after taking up post. In addition, structures such as qualified housing officer are in place to encourage housing staff to complete a housing qualification. During 2021 we undertook a review of our equalities policy and the processes relating to equalities data collection and

Requirement.	Who.	When.	RAG.	Comments.
				human rights. Our revised Equalities Policy and Action Plan was approved by our Education, Leisure and Housing Committee in June 2021. We sought equalities information from all existing tenants and housing applicants, in relation to 9 protected characteristics in line with the Scottish Housing Regulator's Regulatory Framework and Scottish Federation of Housing Association Limited's Guidance. Equalities data requested has been expanded across all housing and homelessness service areas accordingly and data will be used as required to ensure continued improvement of service provision.

As regards tenant safety, specifically in relation to the points outlined in the Scottish Housing Regulator's guidance of summer 2023:

- Gas safety is not applicable as Orkney has no mains gas;

- As regards electrical safety, we have in place a 5 yearly rolling programme to carry out EICRs and address any remedial works |

Requirement.	Who.	When.	RAG.	Comments.
				identified from them. An issue arose which affected this in December 2022 and we have been working through a programme to ensure electrical checks and any remedial works have been undertaken across our stock and have kept the Scottish Housing Regulator informed throughout. At 31 July 2024, 96.38% of our housing stock holds a valid EICR certificate and we have plans in place in relation to EICRs requiring to be updated over the coming months. In addition, we implemented an independent check of our performance and data accordingly. We are taking steps re properties where access is causing an issue and this may include completing a legal process of forced entry for repairs where necessary. We expect to be back to a position of full compliance by late 2024.

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Requirement.	Who.	When.	RAG.	Comments.
				• Fire safety - We are also working through a programme of implementing the residual aspects of our contract on interlinked smoke alarms. At 31 July 2024, 87.73% of housing stock is fitted with an interlinked smoke alarm. Again, the Scottish Housing Regulator was kept informed throughout. In addition, we implemented an independent check of our performance and data accordingly. We are taking steps re properties where access is causing an issue and this may include completing a legal process of forced entry for repairs where necessary.
				• Water safety – we have a contract around legionella testing which will shortly expire. Therefore we are currently preparing tender documents so the contract can be re-tendered. We would hope to appoint a new contractor around October 2024 with orders raised

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Requirement.	Who.	When.	RAG.	Comments.
				for housing stock by November / December 2024. The contract identifies the requirement to carry out risk assessments to a sample of the housing stock. Once a new contractor has been appointed, a schedule of properties to receive a risk assessment, based on house type and location will be developed.
				• Asbestos – The amount of asbestos in our properties is low and is largely confined to artex ceilings, external fabric such as soffits, roof sheeting etc, that have been surveyed in accordance with the Control of Asbestos Regulations 2012.
				• Our asbestos records are held on an external online platform. This is fully accessible to our contractors and allows us to track users access. Details are held of when the property was last surveyed, updates carried out as well as if any asbestos containing materials

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Requirement.	Who.	When.	RAG.	Comments.
				were identified or removed. The data is updated as asbestos is managed / removed, and historical data maintained. Additional / update surveys are carried out on a requirement basis with the latest surveys undertaken in March 2024. The duty to manage asbestos does not apply to domestic properties, (but common areas are covered) however we are responsible for maintaining the buildings' structure and are considered duty holders under the Control of Asbestos Regulations (CAR). OIC therefore plan to survey all dwellings and currently have 4 dwellings with no surveys. As opportunities arise, access is attempted with a view to having all properties surveyed. • Radon – we have carried out radon gas testing to 56% of our properties which generated remedial works to 18 properties that have been subsequently completed. The survey data and

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Requirement.	Who.	When.	RAG.	Comments.
				remedial actions are captured and maintained in a property tracker held by the Council. An update of the review is due to be carried out starting in 2024. This will focus on the properties not captured in the previous review and those areas/ clusters where poor outcomes were found during the last round of surveys with a view to any works being completed in 2025. • Damp and mould – a policy on damp and mould was approved by our Education, Leisure and Housing Committee in September 2023. Staff received training by the Chartered Institute of Housing and separately specific procedural training during 2023. We are enhancing our recording and monitoring processes to allow focused measures to be implemented to address cases of damp and mould in our social housing. Where damp and mould has been identified we have put in place joint visits, between Building

Requirement.	Who.	When.	RAG.	Comments.
				Inspectors and Housing Officers, to provide our tenants with technical and practical assistance and guidance to address the issue. Where fabric issues have been identified as the cause, remedial works have been carried out. • Lift safety – this is not applicable in an Orkney situation as the Council has no social housing which is fitted with lifts. Going forward we will implement revised structures around monitoring of preventative, protective maintenance.
Notify Scottish Housing Regulator of safety matters which have been reported to or investigated by the Health and Safety Executive (HSE) or reports from other regulatory or statutory authorities or insurance providers, relating to safety concerns.	Head of Community Learning, Leisure and Housing / Head of Property, Asset Management and Facilities and Team Manager (Maintenance and Heritage).	In place.	<mark>Green.</mark>	The Council's Health and Safety Advisor provides guidance on all aspects of health and safety as required. If a report were received from the Health and Safety Executive, immediate steps would be taken to address the issue and the Scottish Housing Regulator would be advised accordingly. We have policies covering issues such as Asbestos and procedures in place regarding Radon / Legionella etc. Our

Requirement.	Who.	When.	RAG.	Comments.
				Neighbourhood Services and Infrastructure undertake property inspections and ensure properties are fitted with interlinked smoke alarms etc. Housing Services has quality assured the data on checks to evidence compliance with the Scottish Housing Quality Standard. Risk assessments and procedural documentation were in place throughout the COVID-19 pandemic to ensure staff and tenants / service users were / are appropriately protected and supported throughout the COVID-19 crisis and beyond to ensure appropriate protections are in place to mitigate risk.
Make Engagement Plan easily available and accessible to tenants and service users, including online.	Head of Community Learning, Leisure and Housing and Data Analysts.	May 2024.	Green.	To be included by link to the Scottish Housing Regulator's website from Housing Services' area of the Council's website.
Register all requirements for providing data to Scottish Housing Regulator and Information Commissioners Office.	Head of Community Learning, Leisure and Housing and Head of Legal Services.	In place.	Green.	Housing Services will hold a register of any matters reported to the Scottish Housing Regulator and Legal Services will record all matters reported to the Information Commissioners Office.

Scottish Social Housing Charter Performance

Requirement.	Who.	When.	RAG.	Comments.
Submit Annual Return against the Charter to Scottish Housing Regulator in accordance with published guidance.	Head of Community Learning, Leisure and Housing and Data Analysts.	May 2024.	<mark>Green.</mark>	Submitted by 31 May 2024.
Involve tenants, and where relevant service users, in the preparation and scrutiny of performance information. • Agree an effective and meaningful approach with tenants. • Publicise approach to tenants. • Verify approach and evidence involving tenants has happened. • Involve other service users in an appropriate way.	Tenant Participation Officer.	In place.	<mark>Green.</mark>	• Residents' Panel involved in development of annual report as standard. • Section in the annual report to encourage feedback. • Residents' Panel are invited to an annual presentation on performance from Scotland's Housing; Network (from 2019) and discussion at Residents' Panel meeting thereafter.
Report performance to tenants and other service users no later than October each year: • Agree format of performance reporting with tenants and ensure accessible with plain and jargon free language.	Head of Community Learning, Leisure and Housing and Data Analysts and Tenant Participation Officer.		<mark>Green.</mark>	The Council has a joint Residents' Panel with Orkney Housing Association which consists of tenants / residents of both organisations. They are asked for their views on the Annual Report ahead of publication and their views will continue to be taken into account in producing the final document. The Council includes a section in the Annual Report which

Requirement.	Who.	When.	RAG.	Comments.
• Provide assessment of performance in delivering Charter outcomes. • Include relevant comparison including previous years, other landlords and with national performance. • Set out how we intend to address areas for improvement. • Give tenants and service users a way to feedback views on style and form of reporting.				encourages feedback from tenants more generally on how they feel about the report and the information on it.
Make Scottish Housing Regulator report on our performance easily available to tenants including online.	Head of Community Learning, Leisure and Housing and Data Analysts.	When produced by SHR.	Green.	To be included as a link to the Scottish Housing Regulator's website from Housing Services' area of the Council's website.

Whistleblowing

Requirement.	Who.	When.	RAG.	Comments.
Ensure effective arrangements and a policy for whistleblowing for staff and elected Members.	Head of HR and Performance.	In place from October 2015.	Green.	Policy on Whistleblowing is available on internal portal or in either electronic or hard copy from HR on request. Trade Unions are also aware of this. There is a monthly meeting with Trade Unions which is corporate and each individual

Requirement.	Who.	When.	RAG.	Comments.
				service holds regular meetings with the Trade Unions as well.
Make Whistleblowing policy easily available and promote its existence.	As above.	In place. As above.	Green.	As above.

Tenants and Service Users Redress

Requirement.	Who.	When.	RAG.	Comments.
Make information on reporting any significant performance failures, including the Scottish Housing Regulator's leaflet, available to our tenants.	Head of Community Learning, Leisure and Housing and Tenant Participation Officer.	In place from June 2019.	Green.	A link will be provided to the Scottish Housing Regulator's leaflet from the Council's website.
Provide tenants and service users with the information they need to exercise right to complain and seek redress.	Team Manager (Housing Strategy, Development and Data).	In place.	Green.	The Council's corporate complaints process is used and corporate policy in line with the guidance from the Scottish Public Services Ombudsman. Information is available through our website and in hard copy on request.
Respond to tenant complaints within our service standards timescales and in accordance with the Scottish Public Services Ombudsman guidance.	Team Manager (Housing Strategy, Development and Data).	In place.	Green.	Reporting against timescales is included in the Annual Return against the Charter. Complaints was included in our engagement plan from the Scottish Housing Regulator and complaints data was provided to the Regulator

Requirement.	Who.	When.	RAG.	Comments.
				accordingly. Complaints performance has improved and accordingly these do not appear on the Scottish Housing Regulator's engagement plan for 2024.
Ensure we have effective arrangements to learn from complaints and other tenant and service user feedback, in accordance with SPSO guidance.	Head of Community Learning, Leisure and Housing and Head of Legal Services.	In place.	Green.	This links with standard 3.12 of the National Standards for Information and Advice Providers which covers using feedback to inform service provision. Information collected through complaints, comments and customer satisfaction surveys is used to inform the update of the Service Delivery Plan for the relevant service area.

Equality and Human Rights

Requirement.	Who.	When.	RAG.	Comments.
Have assurance and evidence we consider equality and human rights issues properly when making decisions, in the design and review of internal and external policies, and in our day to day service delivery.	Senior Management Team of the Council.	In place.	Green.	• All policies within Housing Services contain a section on equalities. • The Housing Service has a specific Equalities Policy and one on Accessibility and reviewed its Equalities Policy during 2021. Equalities monitoring across 9 protected characteristics has been taken forward in line with the national guidance. We sought equalities

Requirement.	Who.	When.	RAG.	Comments.
				information from all existing tenants and housing applicants, in relation to 9 protected characteristics in line with the Scottish Housing Regulator's Regulatory Framework and Guidance from the Scottish Federation of Housing Associations. Equalities data requested has been expanded across all housing and homelessness service areas accordingly and data will be used as required to ensure continued improvement of service provision. • Committee reports on policy matters contain a section on equality. • Completion of equality impact assessments is standard. • Island communities impact assessments are undertaken as required. • The Council monitors its website and ensures it meets website accessibility requirements. • The Council employs a specialist equalities officer to ensure compliance. • Housing staff and staff within our Neighbourhood Services and

Requirement.	Who.	When.	RAG.	Comments.
				Infrastructure Service received refresher training on equalities in the autumn of 2023.
Collect data relating to protected characteristics for existing tenants, new tenants, people on waiting lists and elected Members and staff.	Head of Community Learning, Leisure and Housing	In place.	Green.	- Equalities criteria does not currently apply to elected Members given that they are democratically elected. - Equalities monitoring information across 9 protected characteristics is now collected for new tenants and applicants and information has also been sought in relation to existing tenants also. This is sought along with information relating to requirements for information in a range of formats. - As regards staff, our HR Service collect information relating to 9 protected characteristics for staff when they apply for any post whether when they initially come into the organisation or where an internal application is submitted. Updates are requested re equalities data through the MyView portal and annual communications are issued to remind staff to update details. The staff survey also requests information relating to the 9 protected characteristics and an annual report is

Requirement.	Who.	When.	RAG.	Comments.
				produced on staff diversity which in turn is used to inform any relevant changes to policy required.
Collect data on protected characteristics of people who apply as homeless.	Head of Community Learning, Leisure and Housing.	In place.	<mark>Green.</mark>	• Equalities monitoring information is collected for people who apply as homeless. • Our homelessness interview form has been updated to include all 9 protected characteristics.
Collect data on protected characteristics of people who use our Gypsy / Traveller services.	N/A.	N/A.	N/A.	N/A.

* Those requirements marked as "amber" will all revert to green during 2024/25 when the issue has been addressed through ensuring the Council complies with the requirements in the Scottish Housing Regulator's engagement plan. Delivery of repairs services, is undertaken by the Council's Neighbourhood Services and Infrastructure for the Housing Service including the physical aspects of ensuring tenant and resident safety (gas, electrical, fire, water, asbestos, radon and lift safety).