

# Minute

## Education, Leisure and Housing Committee

Wednesday, 19 October 2022, 09:30.

Council Chamber, Council Offices, School Place, Kirkwall.



### Present

Councillors Gwenda M Shearer, Alexander G Cowie, Steven B Heddle, James R Moar, James W Stockan, Ivan A Taylor and Heather N Woodbridge.

Councillors W Leslie Manson and Raymond S Peace (who had been invited for Item 1).

### Present via remote link (Microsoft Teams)

Councillors Graham A Bevan, Stephen G Clackson and Rachael A King.

### Clerk

- Sandra Craigie, Committees Officer.

### In Attendance

- John W Mundell, Interim Chief Executive.
- James Wylie, Corporate Director for Education, Leisure and Housing.
- Claire Meakin, Interim Head of Education.
- Frances Troup, Head of Community Learning, Leisure and Housing.
- David Brown, Service Manager (Resources).
- Hazel Flett, Service Manager (Governance).
- Shonagh Merriman, Service Manager (Corporate Finance).
- Ian Rushbrook, Service Manager (Capital Programme and Property).
- Peter Trodden, Solicitor.

### Observing

- Stephen Brown, Chief Officer, Orkney Health and Social Care Partnership.
- Peter Diamond, Head of Education.
- Kenny MacPherson, Head of Property, Asset Management and Facilities.
- Kirsty Groundwater, Communications Team Leader.

### Apologies

- Councillor John A R Scott.
- Councillor Jean E Stevenson.
- Reverend Susan Kirkbride, Religious Representative.
- Marie Locke, Religious Representative.
- Reverend Fraser Macnaughton, Religious Representative.

- Mary Maley, Teacher Representative.
- Councillors David Dawson, P Lindsay Hall, Gillian Skuse and Mellissa-Louise Thomson (who had been invited for Item 1).

### **Not Present**

- Jo Hill, Teacher Representative.
- Councillors Kristopher D Leask, Owen Tierney and Duncan A Tullock (who had been invited for Item 1).

### **Declarations of Interest**

- No declarations of interest were intimated.

### **Chair**

- Councillor Gwenda M Shearer.

## **1. Learning Estate Strategy – Strategic Outline Case**

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, the Committee:

Noted:

**1.1.** That the national Learning Estate Strategy, Connecting People, Places and Learning, was produced in 2019 and set out 10 guiding principles.

**1.2.** That the draft Learning Estates Strategy Phase One, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, had been developed in line with the national strategy and was the first phase of a four-phase strategy focusing on the learning estate.

**1.3.** That, should any bid for Learning Estates Improvement Programme funding be accepted by the Scottish Government, following both partner and public consultation, detailed plans and costs would be subject to the Council's capital project appraisal process, including consideration by members at the relevant committee(s).

**1.4.** The five proposed investment options, as outlined in the Strategic Outline Case, attached as Appendix 2 to the report by the Corporate Director for Education, Leisure and Housing.

**1.5.** The indicative revenue costs, detailed in section 12.12 of the report by the Corporate Director for Education, Leisure and Housing, in respect of the five proposed investment options.

**1.6.** That the cost of delivering additional support for learning was predicted to increase due to the increase in demand for the service and was not currently quantifiable.

**1.7.** The preferred investment option, Option 6, namely investment in an Integrated Assisted Support for Learning Centre, which would directly reduce the pupil roll (number and characteristic) pressures on Glaitness School and allow it to expand to meet the need of new housing development, thereby offsetting some of the costs of the proposed assisted support for learning facility.

On the motion of Councillor Gwenda M Shearer, seconded by Councillor Steven B Heddle, the Committee resolved to **recommend to the Council:**

**1.8.** That the draft Learning Estates Strategy Phase One, attached as Appendix 1 to this Minute, be approved.

**1.9.** That the preferred option, Option 6, namely development of an Integrated Additional Support Needs Centre of Excellence, be approved.

**1.10.** That the Corporate Director for Education, Leisure and Housing should submit a funding bid to the Scottish Government's Learning Estates Improvement Programme to support development of an Integrated Additional Support Needs Centre of Excellence, at an estimated cost of £40 million, including construction and fit out costs.

**1.11.** That the Corporate Director for Education, Leisure and Housing should investigate enhanced Additional Support Needs provision utilising the existing school estate or suitable modifications to it, for example at Papdale Primary School, as a means of both improving the existing provision and reducing pressure on Glaitness School, and thereafter presented as an option during the consultation described at paragraph 1.3 above, and incorporated into the refined Learning Estates Strategy.

**1.12.** That the Corporate Director for Education, Leisure and Housing should submit a report, to an early meeting of the Education, Leisure and Housing Committee prior to the consultation described at paragraph 1.3 above, on the impacts of centralising Additional Support Needs provision upon Additional Support Needs and support for learning in mainstream schools, with the outcome incorporated into the refined Learning Estates Strategy.

## **2. Conclusion of Meeting**

At 10:36 the Chair declared the meeting concluded.

Signed: Gwenda M Shearer.

# ORKNEY ISLANDS COUNCIL

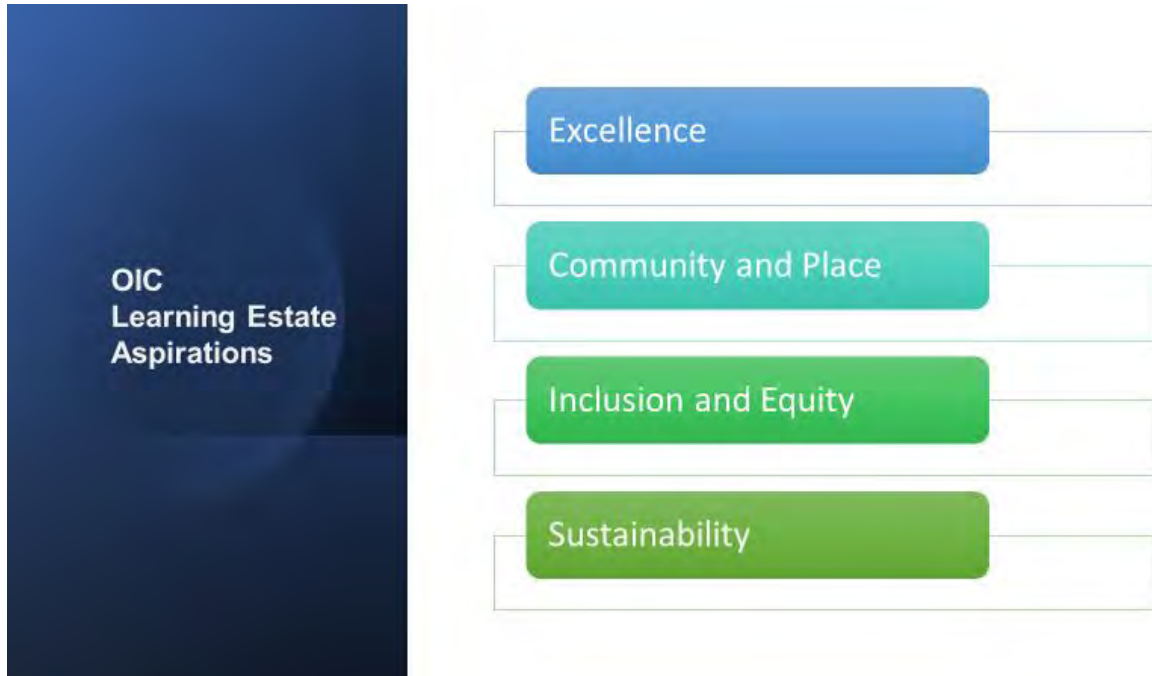
**Working together for a better Orkney**

## **Learning Estates Strategy**

**Phase One**

**2022 – 2027**

**Connecting People, Places and Learning**



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# Executive Summary

The learning estate is a community asset which can support the achievement of improved community outcomes. Investment in the estate should support both the strategic local context by setting out how the learning estate can support employers' needs. This strategic context includes, locality planning, public service reform and creating permeable places that encourage walking, cycling and wheeling.

Investment can be transformational and should contribute to improving outcomes for individuals and communities in line with the National Performance Framework. The learning estate is more than a physical asset and this strategy seeks to put the young learner at the centre when taking the learning estate forward into the future.

Expanding opportunities for people in Scotland to succeed from nurture through to lifelong learning is a key strategic vision and helping children, young people and learners of all ages to reach their full potential is critical.

This Learning Estates Strategy Phase One has been developed in line with the national strategy and is the first phase of a four-phase strategy focusing on the learning estate. The next phase will incorporate the Leisure and Culture estate, and with the third phase will adding requirements of Orkney College. Finally, a fourth phase will be included with the addition of a written assessment for every building within the learning estate.

The school estate has been measured against, and the strategy developed using the ten guiding principles as contained within "*Scotland's Learning Estate Strategy: Connecting People, Places and Learning*".

On the surface our school estate is in both a good condition and suitable for purpose as measured using the Scottish Governments Suitability and Condition Core Facts, with schools being good or very good. However, substantial investment is required to maintain the school estate in this condition in the next 5 to 10 years.

With the increase in young learners require additional support in learning, investment in both our school estate and staffing is required to address existing and future need. It is estimated that as many as 1 in 6 children are affected post pandemic.

The strategy identifies 5 key areas for investment:

- Expansion of the Glaitness school site
- Create a joint Glaitness/Papdale Primary School
- Rebuild a Westray Community School
- Redesign the Dounby Community School
- Provide an Integrated ASN Centre of Excellence on the Kirkwall Grammar/Papdale Primary Campus.

The investment in an Integrated Assisted Support Needs Centre has been determined as the key priority of this strategy.



# 1. Orkney Learning Estate

Orkney Islands Council provides a wide range of services to all communities in Orkney including Education (Early Learning and Childcare, Primary, Secondary, Tertiary and Additional Support Needs) and Children, Young People and Family Services.

In order to provide these services, Orkney Islands Council manages a large number of property assets including schools/settings and community facilities.

The Orkney Learning Estate incorporates the following:

## Education (School Estate)

- Schools/settings.
- Early Learning and Childcare provision (ELC).
- Papdale Halls of Residence.

## Children's Services

- Children's homes.
- Family centres.

## Wider Learning Estate

- Libraries.
- Museums.
- Sports Pitches.
- Swimming Pools.
- Community Centres.
- Play Parks.
- Orkney College.
- Adult Learning/Family Learning and Youth Centres.

The learning estate needs to be fit for purpose to provide modern public services that meet the current and future needs of our communities.

The Leisure and Culture Estate is being reviewed as part of a full review of the Council's leisure and cultural activities. Once complete the review will inform the second phase of this Learning Estate Strategy (LES). Similarly, Orkney College is in the process of a review of its Strategic Outline. Once that review is complete the conclusions and actions determined in the plan will be used to inform the third phase of this Strategy to give support to lifelong learning in Orkney. Finally, a fourth phase will be included with the addition of a written assessment for every building within the learning estate.

This first phase of the strategy therefore focuses on the school estate.

## 1.1. Mainstream Education

Orkney Islands Council has an inclusive approach to education to enable all children and young people to be part of a community, boosting their emotional wellbeing and aiding the development of social skills. Children and young people should learn in the environment which best suits their needs and inclusive practice is important whatever the setting, whether it be within a mainstream school or specialist provision.

The presumption of mainstreaming enshrines the right of all children and young people with additional support needs to learn in mainstream schools and early learning and childcare settings.

Focusing on 4 schools who have children with more complex additional support needs the amalgamated return was as follows:

- 116 children and young people were identified.
- 56 out of those 116 children (48%) attend mainstream provision for more than 50% of the week.
- 27 out of the 116 (23%) children attend mainstream for less than 50% of the week.
- 33 (28%) children do not access mainstream provision at all. This will also include children and young people who struggle to access the school environment at all.

In summary, when considering the school estate, we want the children accessing mainstream more than 50% of the time to remain in their mainstream school/or current provision. For the children and young people who access mainstream less than 50% of the week – consideration should be given to whether a mainstream or specialist provision best meets their needs.

For the children and young people not accessing mainstream facilities, deliberation should be given to ensure their needs be best met in a specialist, standalone provision, or a specialist facility in a campus type approach. The LES provides solutions that better meet the needs of children and young people who are struggling to access the more traditional school environments and would help reduce the number of young people sent out of Orkney.

## 1.2. National Outcomes

### **Scotland's Learning Estate Strategy: Connecting People, Places and Learning.**

The Scottish Government and Convention of Scottish Local Authorities (COSLA) have shown their commitment to invest in the learning estate through their strategy "*Scotland's Learning Estate Strategy: Connecting People, Places and Learning*".

The national strategy recognises the importance of the learning estate in supporting outcomes that are necessary for a more successful Scotland.

This vision is for:

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“A learning estate which supports excellence and equity for all”:

The National Learning Estate Strategy goals are:

- We are well educated, skilled and able to contribute to society.
- We are healthy and active.
- We live in communities that are inclusive, empowered resilient and safe.
- We have thriving and innovative businesses with quality jobs and fair work for everyone.
- We have a globally competitive, entrepreneurial, inclusive, and sustainable economy.

Our learning estate should support the following key priorities contained within the 2021 National Improvement Framework (NIF):

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

This strategy also compliments the ongoing implementation of the Curriculum for Excellence, Getting it right for every child (GIRFEC) and Developing the Young Workforce (DYW).

### **1.3. Ten Guiding Principles**

The strategy sets out ten guiding principles as below:

- 1 Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners.
- 2 Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.
- 3 The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy, and representing and delivering best value.
- 4 The condition and suitability of learning environments should support and enhance their function.
- 5 Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle.
- 6 Learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled.
- 7 Outdoor learning and the use of outdoor learning environments should be maximised.

- 8 Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all.
- 9 Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential.
- 10 Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.

The shared vision, aspiration and 10 guiding principles for the Learning Estate form the basis for the strategy within Orkney. The above principles set out an ambition for score ratings of A for Condition and A for Suitability for new schools, extensions and those that are subject to major refurbishment. The Council aims to maintain a school at a B Condition and B Suitability standard where larger scale investment is not proposed.

The University of Salford's publication clever classrooms 2015 states that "Differences in the physical characteristics of classrooms explain 16% of the variation in learning progress over a year" with "light, temperature and air quality most influential, accounting for half the learning impact". This confirms the importance of maintain the school estate to have good condition and suitability scores.

[Appendix 1](#) illustrates how changes to the learning estate meets each of the 10 Guiding Principles and gives an example case study of Stromness Primary School.

All works are to comply with The School Premises (General Requirements and Standards) (Scotland) Regulations 1967; however, these regulations are currently under review.

#### **1.4. Schools (Consultation) (Scotland) Act 2010**

The Act establishes a consultation process in respect of the closure of schools, nursery schools or nursery classes in public primary schools and other major changes that effect schools. The 2010 Act was amended by the Children and Young People (Scotland) Act 2014. The final part of those amendments, relating to the School Closure Review Panels, came into force on 30 March 2015.

It provides for Scottish Ministers to 'call in' a local authority decision, special safeguards for rural schools and sets out a five-stage consultation process, including the preparation of an Educational Benefit Statement.

Scottish Government has provided further guidance for Local Authorities on the Act.

This guidance sets out the requirement to thoroughly prepare before undertaking any consultation exercise. Local Authorities will need to undertake significant preparation, have robust information, and ensure any proposal demonstrates educational benefits before consulting on any changes. For example, in the case of rural schools if the reason for a proposal to close a school is a falling roll, the authority should demonstrate what it has done to tackle this within any proposals. The authority must also identify other reasonable alternatives, and full consideration should be given to maintaining the current school. The authority is required to invite representations on

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these alternatives, as well as requesting suggestions regarding other reasonable alternatives.

The 2010 Act makes special arrangements in regard to rural schools, establishing a procedural presumption against the closure of rural schools. [Appendix 2](#) details the geographical classification of all Orkney Schools as adopted by the Scottish Government.

Education Scotland have developed complementary guidance which provides details on the role of HM Inspectors of Education (HMIE).

Another aspect to consider is changing a school status to mothballed:

In considering alternatives to closure, authorities may choose to consider “mothballing” a school (or a stage of education or a nursery class at a school). This is a temporary closure which does not lead to a consultation under the 2010 Act. It is only appropriate in very restricted circumstances. When a school roll falls very low, the authority and/or community may consider that the school is not presently viable but do not wish to close it immediately because there is a reasonable prospect that the number of children and young people of school age in the area will increase such that it should be re-opened in the future.

## **1.5. Educational Benefits**

The Schools (Consultation) Scotland Act 2010 requires that educational benefits should be at the heart of any proposal to make a significant change to schools. It specifies that the local authority must, for all consultations, prepare an Educational Benefits Statement and publish it within the consultation document. The statement must consider current and future children and young people of school age of any affected school, current users of its facilities, and the children and young people of school age of other schools/settings in the authority’s area; and, to explain how the authority intends to minimise or avoid any adverse effects of the proposal. It is also important to consider the effect upon educational benefit of those schools/settings exceeding 100% capacity.

In March 2019 the Scottish Government published its ‘Guidance on the presumption to provide education in a mainstream setting’. There are four key features of inclusion which can be used to set expectations and evaluate inclusive practice in schools and early learning and childcare settings. These are present, participating, achieving, and supported. Together these four features support the delivery of inclusive learning environments for all children and young people that enable them to reach their full potential.



With respect to the school estate the key expectations are:

- All children and young people should learn in environments which best meet their needs.
- All children and young people should be fully engaged in the life of their school, through the inclusive ethos, culture, and values of the school.
- All children and young people should receive a full entitlement to education including flexible approaches to meet their needs.
- All children and young people will have the opportunity to participate and engage as fully as possible in all aspects of school or early learning and childcare life, including trips and extracurricular activity.
- All children and young people should be enabled and supported to participate in their learning.
- Children and young people with additional support needs, who are aged 12-15, also have extended rights within the Education (Additional Support for Learning) (Scotland) Act 2004 to use rights on their own behalf to affect decisions made about them.
- Accessibility and inclusion are fundamental principles in relation to physical spaces.

## 1.6. Capacity Guidance

The Care Inspectorate register and regulate Early Learning and Childcare. Guidance on registered capacity is set out in the space standards and is further outlined in

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Space To Grow. The agreed capacity is linked to the size of the available play space inside and outside, the number and type of toilets and changing spaces, and the ability of the space to meet young children's needs.

The Scottish Government have developed guidance on how to determine the capacity for primary schools (this was one of the recommendations from the Commission on the Delivery of Rural Education). The aim is to improve consistency and transparency across authorities, improve benchmarking and assist in discussions with housing developers regarding contributions to improve/extend the school estate.

Secondary school capacity review is ongoing at national level.

## **1.7. Occupancy**

The Council must have regard to the occupancy levels of its schools/settings, principally in terms of affordability and Best Value, but also in the context of the ongoing monitoring of occupancy levels by Audit Scotland. An excessively high level of occupancy could very easily lead to over-crowding, whilst an excessively low level is unlikely to be sustainable, affordable, or generally to offer Best Value. An ideal occupancy level would be approximately 85%, but a target occupancy band of between 75% and 90% is a reasonable aspiration – across the Council as a whole, across any given Cluster Group of schools/settings, and across any settlement/town. The occupancy and the school role forecast are detailed in [Appendix 3](#).

Given the population size of Orkney the school roll forecast is limited. The figures are available on the predicted school roll, but bearing in mind the trends, it would be safe to assume that roll numbers will globally gradually decline. Although this gives falling school roles in the rural areas and outer islands because of geographical nature of the islands, there is little opportunity to reduce the school estate through amalgamation in outer isles.

Although total children and young people of school ages numbers will decline it is evident that there is significant demographic movement within Orkney from the outer isles towards the Mainland, in particular Kirkwall, where it is anticipated that children and young people of school age numbers will increase. The predicted increase in children and young people of school age numbers will place pressure on these schools/settings for space and facilities.

Although the school role forecast predicts a decline in numbers, within the catchment of Glaitness School, there is an expectation that the school roll will continue to rise over the next few years due to the expansion of new house builds within the catchment area, including the Soulisquoy development. Alongside this, a number of the classrooms in Glaitness are not sufficiently large enough to accommodate a full single stream class size of 33 children. This predicted rise in school roll also does not take into account the additional space required for children with additional support needs whose needs are best met in the Glaitness enhanced provision rather than the mainstream provision. Both factors lead to on-going challenges for Glaitness School.

### **Key Actions to be Considered**

1. Potential Investment to expand Glaitness site with respect to the imminent house building adjacent to Glaitness Primary School. The case for investment in the context of a Learning Estate Investment Programme (LEIP) funding application would be based on Demographic Changes.

Neither the Condition nor the Suitability score for the buildings reflects the energy/carbon consumption, which due to the age of the building will be very high, nor do the scores reflect the challenge of recruiting and retaining staff who need to work from the site or the needs of families needing to access local Additional Support Needs (ASN) provision locally.

2. Potential Investment to create a Joint Glaitness/Papdale Primary School on Old Balfour Hospital Site

This option considered a large combined primary school in a location approximately halfway between the two current primary school locations and would be a viable alternative use for the vacant Balfour Hospital site (not currently under OIC ownership). Combining the two schools into one would provide an opportunity to make substantial long term operational efficiencies whilst providing a new purpose built, low carbon primary school to meet the needs of all pupils in Kirkwall, whilst benefitting from potential 50% funding of capital costs from LEIP.

Based on the current pupil population within Kirkwall, it is estimated that the school would need to cater for 700 primary pupils and 150 nursery children, including dedicated ASN provision.

The new building would also contain provision for Early Learning and Childcare, space for a pupil support team, social and emotional aspects of learning (SEAL) team and Educational Psychology. Ideally space for partnership working would also be provided.

As currently exists in Glaitness, specialist ASN provision would also need to be included. Given the increased pupil population compared to the existing schools and the need for flexible spaces for children and provision, the physical space at the old hospital site may not be sufficient, especially when considering the need for dedicated outdoor spaces and as such further analysis is required.

## **1.8. Suitability and Condition Core Facts**

Suitability is a measure of whether a school is fit for the purpose of delivering the education curriculum. Suitability considers the different types of spaces within the school and the different activities for which they are used. Schools are assessed on how well it serves its purpose against a set criterion, see [Appendix 4](#) for School Estate detailed grading and [Appendix 5 for suitability criteria](#). The key factors also assess whether a building is 'inclusive' and accessible. The emphasis for accessibility is on an inclusion agenda that provides effective learning and teaching for all learners.

Outside spaces should include natural spaces, sensory environments, varied topography and enable the exploration of risk. Off the shelf solutions for outdoor play areas, given our climate are not suitable, and require a bespoke design.



It is recognised that particularly in Orkney many of the schools are civic buildings and a valuable community resource, however both the suitability and condition criteria focus on the school element.

The Condition Core Facts consider the fabric of the school building, the impact of wear and tear on the building and the requirement for repairs or replacement of integral aspects such as windows, roof, and heating systems, [Appendix 6](#) shows the detailed condition score of the schools learning estate and [Appendix 7 gives a sample of criteria for condition assessment](#). The condition surveys are carried out on a rolling programme for the Orkney Learning Estate and provides the basis to determine the key strategic priorities of work and renewal required to ensure that the schools remain in Category A or B. As shown in Appendix 6. Currently Westray and Dounby have the lowest condition core scores thus directing our Strategic Outline Case (SOC).

### **Key Actions**

3. Invest in Westray Community School to ensure sustainability of the Island to provide a learning and community hub that is built for the future.

The overall Condition Rating for Westray is a 'B', (67.8%). It has the lowest condition score of the entire OIC Learning Estate. As a weighted Overall Condition Rating, this is a very low 'B' satisfactory rating, because if the rating deteriorated to 60%, the rating would fall to a 'C' and rated poor.

As a Junior High School, the facility is of strategic importance to the Council. The future viability of Westray and Papa Westray are in part dependent on the ability of Westray Junior High School to meet the needs of learners and the community. Neither the Condition nor the Suitability score for the building reflect the challenge of recruiting and retaining staff who need to work from the site or the needs of families needing to access ASN provision locally.

4. Invest in Dounby Community School to ensure that the building does not go into disrepair and cost more money in the longer term and remain fit for purpose. The overall Condition rating for Dounby is a 'B', (70.5%). As a weighted Overall Condition Rating, this is a low 'B' satisfactory rating, because if the rating deteriorated to 60%, the rating would fall to a 'C' and rated poor.

The suitability and condition core facts for schools/settings are fully assessed and analysed. This should be an annual assessment. This analysis is used to prioritise works to continually improve the estate.

## **2. Additional Support Needs (ASN)**

- 2.1 All children and young people have the right to get the support they need to reach their full learning potential. The principle is to embed an inclusive educational system as detailed in the Standards in Scotland's Schools etc. Act

2000, which focuses on overcoming barriers to learning and [Getting it right for every child](#) (GIRFEC).

Some children and young people need additional support to benefit fully from their education.

Additional support needs can arise, in the short or long term, from a variety of circumstances including:

- The learning environment.
- Family circumstances.
- Health or disability needs.
- Social and emotional factors.

By law, education authorities must identify, provide for, and review the additional support needs of their pupils. The learning estate needs to be capable of supporting these needs.

The [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#) (the 2004 Act as amended) sets out the duties of education authorities and the rights of parents, children and young people to additional support for learning.

It is necessary to take a holistic approach to the estates strategy. Community Learning and Development (CLD) requires a dedicated space where the service can work and engage with young people, families, and the wider community. A youth and family centre that is a comfortable, accessible, and inviting space to allow those in the community most in need, to come in and be supported to get the help and assistance they need.

In any learning estate or campus, the need for such a space is central to the wider ethos that we are portraying in the strategy. A space for one-to-one work, a space for group activity, training and ideally a space for supporting social enterprise. Ideally when working with a child who needs extra support and engagement, engagement would progress to wider work with the family, which in turn could lead to employability support, adult learning, community development, training and progression.

At the initial planning stage for Kirkwall Grammar School, it was initially proposed to include a dedicated CLD space where staff could engage with young people struggling in the school setting and encourage more family interaction. Dedicated space was removed due to budget constraints. Operationally CLD are trying to meet the demand to work with young people who are struggling with the school environment, however there is no space.

As part of our ASN structure, the Pupil Support Team currently operates within Papdale House. This team consists of specialist teachers and a dedicated SEAL team targeting those with social and emotional needs. While much of the work is carried out in schools, some children access support sessions at Papdale House. This environment poses challenges in terms of physical space,

accessibility and suitability. It is important to have a safe and child-friendly facility to deliver a high quality service for all children and young people.

Education work closely with NHS Orkney's Children and Adolescent Mental Health Services (CAMHS) operating within the principles of GIRFEC using a tiered model of intervention that includes the established staged approach to service delivery.

CAMHS is a multidisciplinary team providing a service for children and young people with more severe, complex and persistent mental health disorders. It includes assessment and treatment of children and young people and also training, consultation advice and support to other agencies and professionals working with children, young people and their families.

Nationally, there is continuing pressure and increased demand for CAMHS as the mental health need is increasing: as it stands, data from [NHS studies](#) indicate that as many as 1 in 6 children are affected by mental health problem post-pandemic.

Orkney CAMHS is currently operating from Vaenta, Kirkwall and are currently struggling with clinical space for staff as they share the building with adult and old age Community Mental Health Team. There are not enough clinical rooms to see patients. With CAMHS redesign happening, the team is expanding from 4 staff to 14 staff. It is important to have a safe, age appropriate and child-friendly facility to deliver a sustainable service for all children and young people. This includes children with severe mental health problems, neurodevelopmental conditions and learning disability.

Other partners and third sector providers offer support to children and young people across all settings. Social Work and Skills Development Scotland are both examples of partners that can offer support within an educational setting. Additionally, the recent increase in online provision offers an opportunity to provide dedicated spaces for children and young people to access services such as e-Sgoil and i-Scoil.

In February 2022 the Scottish Government published its report [Coming Home Implementation: report from the Working Group on Complex Care and Delayed Discharge](#). This report follows the principles of GIRFEC stating "all people with complex care needs must receive excellent continuity of care. The wishes and needs of the individual must be at the heart of this process. Each individual should be supported and enabled to be included, respected, treated with dignity and protected throughout their life journey". To quote from the report:

'To achieve this vision will require a transformational change through committed thinking and planning and genuine collaboration across the entire system. We recommend a new framework, underpinned by strong local and national partnerships, to deliver the innovative and quality services needed to support people with learning disabilities and complex support needs who are placed in unsuitable out-of-area placements, or who are inappropriately admitted to hospital, due to breakdown in their community-based support. This must

happen without delay and there must be real visibility and accountability going forward.'

## 2.2 Barriers to Change

While not an exhaustive list, nor derived from a consultation, key themes about barriers to change include: Social care packages inadequate as limited non-contact time to allow for planning, staff support, debriefing, on-the-job coaching, team meetings, supervision and training.

- Suitable accommodation, or accommodation that can be adapted, or is flexible, is not available and will need longer lead time for development and planning phases as well as access to capital funding.
- Recruitment and retention of staff with the necessary specialist skills.
- Support from specialist services and integrated team experts does not often include direct support and is not quickly and easily accessible.
- Lack of localised specialist knowledge in assessing need and identifying appropriate interventions. Delays can be caused due to practical issues around buildings and property, handovers from hospital to providers.
- Difficulty in finding providers who are able to provide the right level of specialist support that may be required.
- Small numbers of individuals in each Locality.
- Some individuals have a history of failed placements, are increasingly traumatised and therefore find it more difficult to settle in any new environment.

### Key Actions

5. Consideration to be given to investment into an Integrated ASN Centre of Excellence on the Kirkwall Grammar/Papdale Primary Campus

This option involves building a stand-alone ASN provision on the current site of the old Papdale Halls of Residence. As well as education provision for children with additional support needs, this facility would cater for children who are not currently attending full-time education, especially those with neuro-diverse conditions which result in difficulty with behaviour and communication.

This is a rapidly growing area of need within the Orkney context. Based on current estimates, the school would have approximately 50 pupils (both primary and secondary) attending the provision full time, with another 50 attending either for targeted blocks of time or as an addition to their current mainstream provision at their local school.

Unlike the ASN provision mentioned in option 4, this would allow us to consolidate and improve our provision for children and young people from nursery through to the end of secondary. It would also provide spaces and facilities for our partners to utilise, including CLD, Skills Development

Scotland, NHS, CAMHS, Family Support Workers and Social Work, so transitions for young people leaving education could also be included.

As well as the partners mentioned above, the ASN centre would also provide facilities for our Pupil Support Team who provide specialised support for Autistic Spectrum Disorder, hearing, visual and language and communication support. Our SEAL team would also use the facility to support children and young people with emotional, social, and behavioural needs. Educational Psychology would also be based in the facility, enabling all our specialised support to operate under the same roof.

Currently, children and young people who are not able to access educational provision within Orkney are placed in residential settings out with Orkney at significant cost to the authority and significant disruption to the young person and their family. It is hoped that this provision will reduce or remove the need for the need to educate our children in residential settings.

## **2.2. Enhanced facility as an aspirational learning environment for Orkney**

There is a pressure on all 23 schools to provide the facilities and staff to support the best educational solution for all young people, including those with ASN. This is particularly acute for Glaitness school with its enhanced provision and pressures on space. There is a need for improved facilities for the delivery for Community Learning and Development and Pupil Support, along with provision for key partners including NHS Orkney, CAMHS and Social Work.

There is a requirement to redesign our learning estate to transform our delivery mechanisms for young people who are in need of additional support. In addition, there is a need to provide facilities for those with severe and complex needs. The provision of dedicated facilities provides an opportunity to enhance the services.

A collocated facility with direct access to mainstream education would allow for a blended approach to supporting young people across the span of their school life and for some into adulthood. The physical environment can be designed to reduce potential anxieties and to create a calm and safe therapeutic environment in which children and young people can receive help, which aligns with the LES Inclusion and Equity Aspirations and Key Drivers, accessibility values, and current legislation.

Young people and their families could receive additional support.

New design opportunities can use available technologies and work smart by using a blended approach (mix of face to face and remote support) for service delivery.

## **3. Placing Requests for school aged children and young people**

### **Legislation**

The Education (Scotland) Act 1981 gives parents/carers the right to make a placing request for the school of their choice other than the school which normally serves the catchment area in which they reside. Orkney Islands Council has a duty to agree to the placing request unless one of the reasons for refusal laid down in law applies. These decisions are made taking a holistic approach against the criteria.

The policy and process for placing requests, is made centrally by the Education Service team. This ensures that all factors affecting the capacity of schools are taken into consideration for the decisions.

Children and young people of school age who do not attend their catchment area school are not entitled to free School Transport.

#### **4. School Transport for school aged children and young people**

The Council provides free transport to all children and young people of school ages who live more than the statutory walking distance from their designated school, which is two miles for children and young people of school ages less than 8 years old and three miles for children and young people of school ages aged 8 and over.

In Orkney, this reduces to 1.5 miles for all pupils during the winter terms (October break to Easter break). These distances are measured by the shortest available safe walking route. This is more generous than that prescribed by statute and therefore may be reviewed at any time. The policy decision was taken on the ground of safety of pupils as a result of our severe weather conditions.

The statutory requirement to make travel arrangements does not imply a door-to-door service and requires only that suitable arrangements are made.

Transport is usually provided as close to home as is practical, however parents and carers are responsible for getting their children safely to and from the transport pick-up or drop off point. Parents and carers can be expected to walk or transport their children up to the qualifying distance as detailed above to reach the pick-up or drop off point.

Parents and carers who apply for and are granted a place in a school which is not their catchment school, must accept full responsibility for transporting children and young people of school age to and from school.

Children and young people of school age who are not entitled to transport may apply for a nominated space. These are issued subject to spare seating capacity on dedicated school transport services. Nominated spaces can be withdrawn at any time if the seat is required for an entitled pupil or the size of the contracted vehicle is reduced.

Transport is also provided to children and young people of school age with additional support needs provided this has been authorised by the appropriate Service Manager based on objective assessment criteria.

## 5. Catering

Corporate Catering operated by OIC provides a high-quality service to children and young people of school age in Orkney’s nurseries, schools, and the Papdale Halls of Residence, with an average of upwards of 2000 meals served daily across the estate as well as providing lunches for lunch clubs that serve as a vital lifeline for elderly and vulnerable persons. The provision of a catering service throughout Orkney is challenging, with a wide range of school size and complicated geography to accommodate. As such there are a combination of different facilities available across Orkney to ensure delivery which is appropriate and timely across the challenging geography.

The service provided must comply with Nutritional Requirements for Food and Drinks in Schools (Scotland) Regulations 2008 and for nursery settings the ‘Setting the Table Nutritional Guidance and Food Standards for Early Years Providers in Scotland 2018’. The provision of a hot school meal is a vital part to the school day as laid out by the Scottish Government in the Education Act and the Schools (Health Promotion and Nutrition) Scotland Act 2007. This is not only important for the health and nutrition for the children and young people of school age, but the social aspect of school meals is a fundamental part of the school day.

A review of Orkney’s catering provision is underway to ensure that the service can continue to efficiently meet its obligations and requirements to deliver a high-quality service, fit for the future. This review will cover all aspects of service delivery, including resources, equipment, design brief and staffing.

		Total.
Primary.	Kitchens.	12.
	Production Kitchens.	3.
	Serveries.	3.
Secondary.	Kitchens.	2.
Junior High Schools.	Kitchens.	3.

A production kitchen is a kitchen facility which caters for its own school but also provides meals for other schools/locations or nursery.

A servery is a catering provision in a school designed to offer reheat and serve facilities rather than preparing meals from scratch. The food is transported from the designated production kitchen.

## 6. Carbon Footprint and Targets

The Scottish Government have set an ambitious target within the Climate Change policy to ensure all buildings in Scotland have net-zero emissions by 2045. Orkney Islands Council, within its Carbon Management Plan 2016 -2026, have set to reduce carbon dioxide emissions by 42 per cent reduction by 2025 against the 2004/05 baseline.

A number of improvements have been undertaken to our school estate and these are detailed in [Appendix 8](#). Illustrating the work undertaken at Shapinsay Primary School, works undertaken as part of the School Investment Program in respect of Kirkwall Grammar, Stromness Primary and the Papdale Halls of Residence and the works proposed for the new Kirkwall Nursery.

[Appendix 9](#) gives details of the utility consumption per year over a 4 year period from 2018/19 to 2021/22 and the associated costs in [Appendix 10](#). Given the current volatility in the cost of fuel, the cost for this and future years is unknown. However, this provides an additional driver to reduce the carbon footprint and improve the isolation standards across the school estate.

## **6.1. Asset Disposal**

Asset management will determine the suitability of the asset and identify its requirement for current and future service delivery. Where a detailed review and analysis has taken place on the Learning Estate, the long-term requirement for a particular asset is considered. Assets that are identified as surplus to the needs of the Council are disposed of in accordance with the associated Surplus Property Procedure and any other appropriate legislation that must be considered prior to disposal.

## **6.2. Digital**

Orkney Islands Council Education Service together with the IT Service are in the early stages of creating a Digital Strategy for Orkney and actions that will be undertaken enhance and embed digital literacy, learning, teaching and assessment practices in our Early Years, Primary, and Secondary schools.

Our vision in Orkney is to effectively and appropriately use digital technology to enhance learning and teaching, to equip our children and young people with vital digital literacy skills, alongside literacy and numeracy skills, which will lead to improved educational outcomes and prepare them fully for life beyond school years. We are committed to improving outcomes for all learners.

We know that children and young people are growing up in a world where technology is an intrinsic part of life and as such it is vital that we embed the use of technology in our approaches to learning and teaching and enable children and young people to acquire the relevant skills to ensure they are digitally skilled and digitally literate. It is therefore critical that the strategy and associated implementation plan outlines the cost required for staff training, hardware and importantly the ongoing revenue costs of such a strategy.

## **7. Partners**

There are a wide range of partners both internal and external to Orkney Islands Council, who all play a key role in shaping the Learning Estate. The list below incorporates some of them but should not be viewed as exhaustive.

### **Internal Service partners:**

- Children and Families.



- Community Learning and Development.
- Leisure.
- Housing.
- Capital Programme.
- Development and Marine Planning.
- Culture.
- Transport.
- Corporate Finance.
- Human Resources.
- Legal and Governance.
- Property, IT and Facilities.
- Procurement.
- Outdoor Education.
- Catering.
- Building Maintenance.

## **External Partners**

- Northern Alliance.
- NHS Orkney.
- Scottish Government.
- Sportscotland.
- Skills Development Scotland.
- Developing the Young Workforce.
- Hub North Scotland.
- Scottish Futures Trust.

### **7.1. Northern Alliance**

One of the four Northern Alliance work streams is concerned with: Sustaining Education in the Northern Alliance. Through our membership of, and connection within, the Northern Alliance, we have been able to access the knowledge and expertise of members of staff from Aberdeenshire Council's Learning Estates Team.

We have formed a close working relationship with those members of staff, and they have been instrumental in the progress we have made thus far with regards to our Learning Estate Strategy.

It is recognised that we need to work strategically with our partners locally and nationally to achieve all our aspirations and work collaboratively to this end.

## **7.2. Orkney's Community Plan – The Orkney Partnership, Working together for a better Orkney**

The purpose of community planning is for providers of public services to work together with the community to improve outcomes for individuals, families, and communities, and especially to combat long-term inequality and disadvantage. There are three strategic priorities which reflect the need for urgent action to address the immediate problems facing Orkney's people and communities, without losing sight of the Partnership's long-term ambitions:

### **7.2.1. Connectivity**

Connectivity addresses both digital connectivity and transport. These have been important priorities for the Partnership for many successive plans but have gained a new urgency from the impact of lockdown. Home working and education have highlighted digital inequality, due to both the inadequacy of Orkney's broadband and mobile infrastructure and to the inability of some families to afford laptops for remote learning. The suspension of most of our transport network during lockdown underlined Orkney's vulnerability to any interruption in these lifeline services and our urgent need for modernised transport infrastructure.

The Partnership's aim is to improve Orkney's connectivity by resolving the issues holding up the delivery of 21st century mobile, broadband and transport networks to all of Orkney's communities.

Target outcomes are:

- Equal or better standards of digital connectivity than elsewhere in the UK, with mobile and broadband services available and affordable to all in Orkney.
- Integrated, sustainable and affordable transport.

### **7.2.2. Community Wellbeing**

Unexpected poverty due to loss of income and increased living costs has hit many families, especially on the smaller isles where local food prices and fuel costs are high. Mental health has taken a battering and many people are exhausted after more than a year of emergency measures, family separation and relentless bad news. Community Wellbeing will focus on both individual and community wellbeing and what we can do to help everyone retake control of their lives.

Their aim is to support Orkney's individuals and communities to withstand and recover from the Covid-19 pandemic and its socio-economic impacts.

Target outcomes are:

- Individuals and communities benefit from enhanced support to recover and renew.
- Orkney's fragile communities become more resilient and sustainable.

### **7.2.3. Sustainable Recovery**

Their third priority, Sustainable Recovery, brings together two complementary strategies which the Partnership has developed over the past year. The first is Draft Learning Estate Strategy September 2022 V.3

ASPIRE Orkney: a blueprint for Orkney's recovery from the pandemic, created by the Economic Recovery Steering Group. To build a better future, Orkney must aspire to be Ambitious, Sustainable, Prosperous, Inclusive, Resilient and Enterprising; to achieve this, we will direct resources to local growth industries, invest in Orkney businesses and generate opportunities for local employment and enterprise. Coupled and integrated with this agenda is the Partnership's strategy to combat climate change and support Scottish Government's "Just Transition" principles in moving towards a more sustainable Orkney for all. This plan includes measures to move Orkney towards net zero as well as the development of an adaptation strategy for climate change.

Target outcomes are:

- A demonstrable upturn in Orkney's economy, supported through co-ordination and implementation of the ASPIRE Orkney action plan.
- A "Just Transition" towards a well-being economy with a focus on climate change, fair work, and diversity.
- Measurable progress towards Scotland's target of net zero emissions by 2045.
- An adaptation strategy to protect our citizens, businesses, habitats and wildlife from the effects of climate change.

Through this Community Plan, they commit to working together to tackle the challenges that lie ahead, and to provide the services that our communities need.

### **7.3. The Learning Estate Team**

The Education, Leisure and Housing Directorate (ELH) have established the Learning Estates Team to manage the Learning Estate. The team manage budgets for ELH Enhancements, ELH Revenue Improvements and Improved Disabled Access (IDA). The team comprises of:

- Head of Education.
- Service Manager (Secondary and Tertiary Education).
- Service Manager (Primary Education).
- Service Manager (Support for Learning and Inclusion).
- Service Manager (Early Learning and Childcare).
- Service Manager (Resources).
- Service Manager (Community Learning, Development and Employability).
- Service Manager (Housing, Homelessness and Schoolcare Accommodation).
- Service Manager (Leisure and Culture).
- Service Manager (Corporate Catering).
- Capital Programme Manager (Property, Asset Management and Facilities).
- Service Manager (Corporate Finance).

The main remit of the team is as follows:

- Appraising the Learning Estate in accordance with the strategy: Connecting People, Places and Learning.
- Keeping abreast of best practice and incorporate learning into all projects and practices.
- Collaborating with the planning service to ensure that the current and future Local Development Plans consider available school capacity and the ability to adapt the estate.
- Identifying facilities which can be adapted to support increased numbers of children and young people of school age through housing growth and supporting colleagues to secure appropriate Developer Obligation Contributions.
- Assessing capacity of schools/settings and Early Learning and Child Care provision, retaining only a prudent margin for potential roll increases.
- Actively managing Placing Requests.
- Leading and coordinating the prioritisation and delivery of projects to enhance and develop the Learning Estate in line with available budgets.

Major capital expenditure will only be taken where it increases capacity at schools/settings which meet the Council's standards or where it brings a school up to the Council's standards, in whole or part.

# 8. Orkney Learning Estate Aspirations and Key Drivers



Community engagement, empowerment and partnership are at the heart of the ethos of Education Services. All establishments within the learning estate should be first and foremost community hubs. The estate should be multifunctional and facilitate not only the delivery of learning but support the aspirations of the wider community. Equity and excellence are at the heart of Orkney Islands Council Education Service ethos, culture, and practice; therefore, barriers must not be created due to constraints of the building.

### 8.1. Promoting Excellent Learning Environments

Orkney are committed to seek opportunities to learn from best practice from across the Northern Alliance, Scotland and beyond. All opportunities to collaborate are welcomed. The following grid shows the fundamental principles behind decision making when designing spaces.

<p>All these aspects are to be considered to ensure a holistic approach to the estate.</p>	 <p><b>Community.</b> Shared learning connecting to local and global communities.</p>	 <p><b>Specialist Space.</b> Practical and creative space for learners, staff.</p>
 <p><b>Accessible.</b> Accessible facilities and appropriate wayfinding with space for the emotional and intellectual needs of learners.</p>	 <p><b>Inclusive.</b> Empowered, resilient and safe.</p>	 <p><b>Play and Recreation.</b> Outdoors and Indoors.</p>
 <p><b>Natural Space.</b> Outdoors and Indoors learning for sustainability.</p>	 <p><b>Ownership.</b> Demonstrates identity - pupil and student voice.</p>	 <p><b>Sustainable.</b> Water and energy efficient, Circular Economy, Recycling Strategy.</p>
 <p><b>Environment.</b> Wellbeing, acoustics, light, heat, safety, healthy.</p>	 <p><b>Fixed Furniture and Equipment.</b> opportunity for agile learning, comfort with ergonomic considerations.</p>	 <p><b>Digital.</b> ICT strategy, infrastructure, and equipment.</p>

## 8.2. Accessibility

Due to the large and diverse nature of the Orkney school estate there are schools/settings that will require improvement and updating over time, improving accessibility will be taken into consideration prior to any planned refurbishment works. Schools/settings are identified and prioritised for refurbishment based on:

- Known requirements for existing children and young people of school age.
- Suitability Core Facts.
- Planning for children and young people of school age within the cluster.

The analysis of the accessibility facts provides Orkney Islands Council with robust information to ensure that there is a strategic approach to improving accessibility throughout the Learning Estate.

There will be some instances where improvements to a pupil's zoned school is not possible, an accessible alternative will be made available with suitable transport.

New buildings will be accessible to all children and adults including those with a non-physical disability.

All new schools/settings must have the following accommodation:

- Low sensory stimulation area.
- Multi-sensory spaces.
- The facility to install hoists if required in future.
- Accessible toilets.
- Shared intervention spaces for nurture and small group working.
- Break out spaces adjacent to classrooms.
- Access to outdoor space from indoor learning spaces /classrooms.
- Outdoor spaces to be well planned that enable children to explore risk, be creative, play etc.
- Sufficient storage space for specialised equipment.
- Good storage spaces.
- Sufficient staff spaces.
- Adaptable for the provision of Childcare for children and young people of school age.
- Flexible space for optimising lifelong.
- Health and Wellbeing has to be a consideration in any new building and the surrounding area, and this is not just about the children and young people, but everyone associated with the school and local community.
- Multi-functional spaces i.e., catering / dining facilities. Modular options for kitchens – can be used as learning environments for pupils and wider community classes. However, these spaces can limit specific health and wellbeing activities i.e., lunch time activities and Physical Education curriculum due to halls being used for lunch service.

- Digital learning opportunities – promotion, what’s on, menu options (move away for standard notice boards).

Within the existing estate, Kirkwall Grammar School and Glaitness School is designated as an Enhanced Provision school as detailed in [Appendix 11](#) and include the following additional spaces:

- Multi-sensory Room.
- Life Skills Room.

These premises support children and young people of school age with significant and complex needs that cannot be met within the context of mainstream provision. Increasingly, there are some learners who find the current learning environments in busy primary schools challenging and less able to meet their needs. As a result, consideration needs to be given to a different type of learning environment and space that would provide a more suitable environment and experience. Suitable solutions could be standalone or as part of a campus development.

Taking the best examples from the existing estate, along with those from institutions and schools recently reviewed as part of a consultation, key features that should be included in any possible standalone provision include:

- Secure outdoor areas for each learning space.
- One sensory / withdrawal area per classroom.
- Separate dining and games hall.
- Toilet/changing facility accessed from within each learning space.
- Large storage spaces for wheelchairs and other large equipment.
- Single level access.
- 2:1 child to adult ratio.
- High locks on all classroom doors.
- Avoid long straight corridors.
- Maximum class sizes of 6-8.
- Integrated hoists in all toilets, changing rooms and sensory rooms.
- Working spaces for partners.
- Office and working space for Pupil Support, SEAL, Educational Psychology, CLD.
- Staff spaces close to learning spaces (work rooms, social spaces, and offices).
- Laundry facilities.
- Medical rooms.
- Specialist curriculum spaces (science, art, food etc.).
- Library and quiet spaces.
- Separate entrance for partners.
- Consultation rooms.



- Treatment rooms.
- Therapy rooms.

### **8.3. Sustainability**

The Learning Estates Investment Programme contains set targets based on the principles of the Learning Estate Strategy, Connecting People, Places, and Learning:

- a. The Condition and Suitability of the building must remain in category A or B for the duration of the lifecycle period.
- b. An energy target of 67kWh/sqm per annum for core operating hours with certain areas excluded.
- c. The facility must be capable of supporting a 1Gbps digital service throughout all learning spaces.
- d. Create a minimum number of new jobs, dependent of project capital value, as per the Construction Industry Training Board (CITB) published benchmark.

The council will also consider the way in which products are designed and procured to ensure that where practically possible these items can be in use for as long as possible and then re-used, repaired, and recycled thus reducing the impact on our environment. The design of buildings and materials used should also reflect local knowledge and skills to allow for repairs and maintenance to be undertaken from within Orkney's workforce where possible.

Consideration should be given to the increase in additional support needs across both specialised and mainstream environments, including withdrawal spaces, sensory room, and facilities to cater for physical disabilities. Nationally there has been an increase in children and young people with neuro-divergent diagnoses and those that need social and emotional support to attend and achieve at school. A study of the pupil census data found that the number of children diagnosed with Autistic Spectrum Disorder (ASD) in Scottish government schools more than doubled between 2012 and 2018. Mental health is also a growing area of concern, and the physical spaces should enable schools to create a safe and calm environment.

The council continues to develop active travel and school travel programmes to reduce the impact on our environment as well as on other issues such as accessibility, social isolation, and physical activity.

As part of the national approach to develop more sustainable travel generally, each school/setting must have a school travel plan to support children and young people's health, wellbeing, and safety. This plan will include identifying safe routes to school for children and young people and will be created with a representative group of staff, children and young people, parents, and the wider school community. Sustainable travel and safe routes to school will need to be planned in as part of any future development of the learning estate with safer walking and cycling routes.

Due to the remote and dispersed nature of our geography, it is essential that service provision is accessible to all and that school buildings are used as holistic spaces, utilising capacity and ensuring sustainability and effective use for the wider community needs.

## 9. Business Planning and Revenue Budget

It is important to consider revenue consequences of investment in the school estate. Given the reduction in revenue budget in the medium term, it is essential that the school estate is fit for purpose and any estate enhancement provides value for money. The Budget for 2022 is set at £38,823,100 for the delivery of the entire Education service.

A holistic long-term approach to improving the estate must be taken using the available analysed information from sources such as school roll forecast trends and Condition and Suitability grades to inform priorities when planning business investment.

Using a holistic place-based approach will ensure that services can be delivered in an optimum way, making best use of available assets, whilst potentially identifying underperforming and surplus assets.

Investment should not be reactive wherever practically possible and should be targeted within the learning estate, where the data indicates, to help sustain schools/settings. Targeted investment can assist to replace and/or improve dated infrastructure and therefore lead to revenue savings and reduced impact on budgets.

The school estate comprises 23 schools in total, 2 are secondary, 3 are junior high, and 18 primary schools of which 15 are community schools. We must note that the secondary facility in North Walls school remains mothballed.

The Authority provides schooling for 99.35% of eligible pupils, with the remainder being educated either at home or out with Orkney in special residential schools or within private education. No private facilities are available within Orkney.

The total school estate floor area covers 68,172 m<sup>2</sup>, with an estate area of 632,201 m<sup>2</sup>.

Schools and facilities are revalued every 5 years as part of a rolling programme to ensure we are carrying the assets at current values. They are due to be revalued in 2023 and due to the impact of rising costs on any potential rebuilds, their value is expected to rise.

Overall, Education Services holds assets with a net book value of £102,427,099.34. This includes plant and equipment as well as the schools, a changing room, nurseries, offices and all weather pitches.

The school buildings themselves have a current value as of 31 March 2022 of £98,635,489.53. For this value:

- All values for buildings are depreciated replacement cost – not Market Value.
- The buildings have a building component and a land component – land is not depreciated.
- Plant and vehicles are held at depreciated historic cost values.

- The extension at St Andrews School is currently held as an Asset Under Construction (WIP). On completion the costs will be added to the school asset and a revaluation will take place.

Outer Island schools are generally pre-1965, and of traditional construction. Many have been improved and extended to meet service needs and generally perform adequately. In contrast, the Orkney mainland properties tend to be newer and constructed to modern standards, though earlier examples now require substantial modernisation.

An objective is to prioritise reviews in the areas where there is a need for significant financial investment to ensure value for money and appropriate planning, consultation, project management and delivery.

A lifetime maintenance plan will be developed with the Corporate Leadership Team for all Learning Estate properties to maintain them at a B/B minimum standard and to reflect the strategic plan and ensure best value. This is a standard that aims to deliver a minimum B standard across all building elements for suitability and condition.

The Capital Plan must reflect the policy for a minimum B/B standard.

The programme to achieve B/B standard will reflect financial and staffing capacity and may take 10 years or longer to achieve.

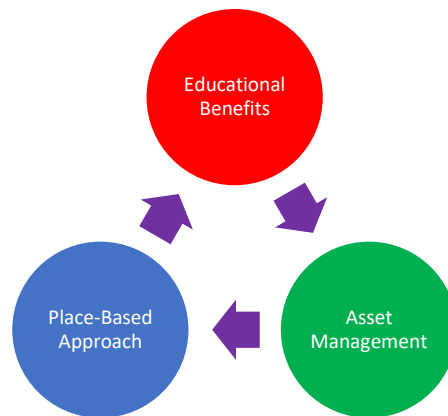
Head Teachers may use Devolved School Management budgets for the purposes of estate improvement and repair to buildings, but all such works will be instructed through ELH.

Projected maintenance cost for our school estate is at [Appendix 12](#). These predicted costs are as calculated December 2021. Over the course of the next five years the December 2021 cost is expected to be £7,029,765. The effect of the Covid 19 pandemic and the rising inflation costs will have a significant impact on these maintenance and repair costs. These costs also do not include works required to meet future energy efficiency standards and net zero carbon targets. At these 2021 costs, beyond 5 years it is expected that the estate will require an investment of approximately £48.8 million. Without this significant investment the school estate will not be able to maintain its current condition.

Both Westray Junior High and Dounby Primary Schools require significant investment and have the lowest Condition scores ([Appendix 6](#), [Appendix 12](#)). Additional investment will be required to improve energy efficiency. Structurally, given the building types and profile this is technically challenging to meet carbon targets. The opportunity exists to explore the best investment options for these schools to reduce costs in the long term.

## 10. Orkney Approach

All strategic decisions require to have the following three approaches and practices at the heart:



Orkney adopts a holistic approach focussing on a geographical area/cluster basis encompassing:

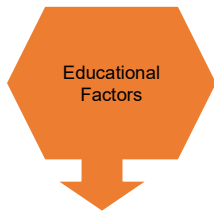
- Educational and Health and Wellbeing Benefits both to all school communities and to Orkney as a whole.
- The number of primary school places required (including Early Learning and Childcare and services for children and young people of school age with additional support needs).
- Community requirements and existing public sector provision.
- Asset management review including long term sustainability.
- Identifying the need for educational facilities, which are attributable to proposed housing developments.
- Ensuring that the Local Development Plan takes full account of the needs of the Education and Children’s Services.
- Advising the Planning Service of the areas in which school capacity is available to meet the demand arising from new housing.
- Matching demand to capacity, retaining only a prudent margin for potential roll increases.
- Identifying facilities that do not meet the standards and assessing against business for future service delivery.
- Investigating solutions to address spare capacity in schools and falling school rolls.
- Identifying the staffing resource and governance processes for continuous review and delivery of the Strategy.
- Aligning Early Years investment, additional support needs and Learning Estate strategies and seeking opportunities for collaboration and community hubs.
- Prioritising the learning estate programme to address areas that require significant financial investment in the next 10 years.

To assess each area holistically the following aspects are considered:



### 10.1. School Roll Factors

- Trends in the school roll over four years and projections.
- Assessment of roll against available capacity across each cluster.
- Pre-school figures.
- Demographics of 0 to 5-year olds.
- Quantity of allocated housing in catchment area.
- New housing development in catchment area.



## 10.2. Educational Factors

- Involvement of school with the wider community to support lifelong learning.
- Wider achievement of children and young people of school age.
- Out of school hours learning.
- Viability of support to achieve equality in educational standards.
- Opportunities to deliver a modern, flexible curriculum.
- Opportunities for learners' choice and flexibility.
- Early Learning and Childcare (ELC) provision. Scottish government have set out their commitment to expand funded ELC to one and two year olds, starting with children from low-income households, and building a system of school age childcare, providing care before and after school and during the holidays, which is free for those on lowest incomes.



## 10.3. Building Factors

- Potential of the building to meet Orkney School requirements for all young people, including those with additional support needs.
- Health and safety considerations.
- Key Performance data in relation to:
  - Condition of school building.
  - Accessibility.
  - Suitability.
  - Facilities Management Costs.
  - Sufficiency.
  - Environmental Factors.
  - Revenue implications.



## 10.4. Staffing Arrangement Factors

Recruitment and retention of teachers, support staff and head teachers.

Design of a building has a direct impact on the staffing arrangements for the delivery of the service.

The Primary School Management Options was reported to Education Leisure and Housing committee on 19 March 2020. This outcome will support educational benefits by strengthening leadership and management within the schools/settings and would provide consistency in approach to learning and teaching and delivery of curriculum. Other benefits include:

- Effective resource sharing across schools/settings in terms of staffing and physical resources.
- Reduced isolation of small school through expansion of collegiate working and sharing of best practice.
- The work of the parent councils can be linked which can enhance the locality approach.
- Links provide opportunities for enhanced learning experiences for children and young people of school age.
- Opportunity for leadership at whole school level contributes to succession planning.

In Orkney we have a fairly unique Community School structure in place in many School Estates settings to ensure the Council facilities are used for the maximum benefit. Community schools were established not as a simple letting arrangement but as a partnership agreement, whereby the facilities are used to the optimum for the benefit of the local community. Although owned by Orkney Island's Council and managed by the Head Teacher, the community area of the building is operated by a community organisation made up of local volunteers.

The Community Association has a management committee who decide how the community facility will be run on a day-to-day basis. Working in close partnership with the School and CLD staff, they are responsible for the opening hours, activities that take place and the cost of these activities.



## 10.5. Community Planning Factors

The place-based review principles will be adopted to determine current provision of all public sector services in the network and seek to offer a solution by taking a collaborative approach to managing public buildings. It would align asset related initiatives across local public service providers to the best effect for the local community, taking into account the condition and suitability of existing buildings.

For example, if a network was being assessed, there are opportunities within a settlement to relocate services into the school premises. This would reduce the overall capacity of the school and release a council asset improving links between the school and the wider community.

- Location of school - in respect of local community and of other school communities.
- Other community facilities in the cluster.
- Other public services delivered in the cluster.
- Proposed housing developments.
- Transport considerations.
- Consideration of equity impact assessment.
- Consideration of the Island Communities Impact Assessment.
- Impact of school changes on the community's use of the school's buildings, facilities, and grounds.
- Impact of potential new travel patterns on children and young people of school age, the community and on the environment.



## 10.6. Rural Sustainability and Development Factors

- Viability of rural sustainability.
- Possibilities for area regeneration.
- Opportunity to provide integrated services.
- Provision of sustainable learning estates in line with the green agenda.

Assessments may result in the following recommendations:

Draft Learning Estate Strategy September 2022 V.3



1. No action.
2. Nearing capacity process.
3. Educationally Enhanced including accessibility, as informed by suitability core facts.
4. Extension to building.

The following potential recommendations would require extensive engagement as may result in requiring a statutory consultation process:

1. Use of building for another purpose.
2. Rezoning.
3. Mothballing.
4. Replacement/ Merger of schools.
5. Closure.

Orkney Islands Council is committed to providing education in our remote and more rural island areas. Future provision should be based on the shared spaces in partnership where possible with other service providers and the community, whereby the school is a shared resource with the community. The sharing of one resource makes both the education and rural community more sustainable. The necessity to mothball buildings when there are no children would be negated and the facility would be readily available should it be required.

## **11. Engagement**

Prior to commencing statutory consultation, Orkney Islands Council will undertake extensive and appropriate informal engagement with the community as part of the Options Appraisal process. This ensures that the community have opportunities to share their views and concerns and can shape the proposals. It is vital that the community feel listened to and involved in decisions relating to them.

It is essential that the needs of community are factored in. From a recent Orkney wide community consultation “Orkney Matters” a key area of concern for many local communities was the lack of facilities. It is imperative that to ensure sustainability partners link up and utilise facilities for the maximum benefit of the community. It is not feasible, with the small populations that we have in Orkney, for different services and sectors to all have dedicate facilities, so it is vital that partners work collaboratively to ensure accessible facilities that work hard for the community.

The CLD Partners Plan – provides a clearly defined framework for co-ordinating, planning and delivering CLD with partners to support:

- Improved life changes for people of all ages, through learning, personal development, and active citizenship and to.
- Support stronger more resilient, supportive, influential, and inclusive communities.

Working under the Orkney Partnership priorities of: Connectivity, Sustainable Recovery and Community Wellbeing the plan focuses on collaborative approaches in

youth work, community development support, lifelong learning, and community wellbeing.

## 12. Preferred Investment Options

The below actions are taken from the Key Actions section at the foot of Occupancy, Suitability & Conditional Core Facts, and Additional Support Needs.

Action	Preferred Option
1. Potential Investment to expand Glaitness site to imminent house building adjacent to support Glaitness Primary School. The case for investment in the context of a LEIP funding application would be based on Demographic Changes.	Preferred option 2
2. Potential Investment to create a Joint Glaitness/Papdale Primary School on Old Balfour Hospital Site	Preferred option 5
3. Invest in Westray Community School to ensure sustainability of the Island to provide a learning and community hub that is built for the future.	Preferred option 3
4. Invest in Dounby Community School to ensure that the building does not go into disrepair and cost more money in the longer term and remain fit for purpose. The overall Condition rating for Dounby is a 'B', (70.5%). As a weighted Overall Condition Rating, this is a low 'B' satisfactory rating, because if the rating deteriorated to 60%, the rating would fall to a 'C' and rated poor.	Preferred option 4
5. Consideration to be given to investment into an Integrated ASN	Preferred option 1

<p>Centre of Excellence on the Kirkwall Grammar/Papdale Primary Campus. This should be a multi-agency centre between Orkney Islands Council, the Integrated Joint Board and NHS Orkney.</p>	
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# Appendix 1

## Sample Case Studies

Case Studies.	1.Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners.	2.Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners.	3.The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy, and representing and delivering best value.	4.The condition and suitability of learning environments should support and enhance their function.	5.Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle.	6.Learning environments should be greener, more sustainable, allow safe and accessible routes and be digitally enabled.	7.Outdoor learning and the use of outdoor learning environments should be maximised.	8.Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all.	9.Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential.	10.Investment in Scotland's learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.
<a href="#">New Build. Stromness Primary School</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.New Build – Kirkwall Grammar School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.Extension Glaitness Nursery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## **Case Study Stromness Primary School**

A well-designed school that has proven to function is Stromness Primary School (SPS). The whole school is light and open, and a feeling of spaciousness is evident across the whole building.

Each classroom has an external door that can be used for easy access to outside for learning and evacuation but now is also used for the children to come into school in the morning and leave at the end of the day. This avoids the need to have children line up and reduces delays to learning time as well as enabling the children to enter and exit school in a calm manner. The Parent Council purchased a picnic table for each of the 7 classrooms to sit outside of the classroom area to allow for break out learning spaces when the weather allows and to allow for greater social spaces for the children during breaktime.

The classrooms are spacious and bright and allow for flexible learning. Each classroom has sinks with some classrooms having higher and lower sinks to accommodate younger children. This allows for handwashing and craft activities to take place in each classroom. Each classroom has one complete storage wall allowing for ample storage for class teachers with flexible white boards that can move across the classes as doors to the cupboards. This provides lots of teaching options and flexibility to where these are. All main classrooms face the harbour and have a wall of windows. Each classroom has flexible doors/walls that can open into the shared spaces. When these 'walls' are closed, they are windows so class teachers can see into the shared outside areas.

SPS has two separate areas: one for younger children – P1-4 and one for older children P4-7, depending on the numbers in the classes. Within each of these areas, there is a spacious shared area for the classes based in that area. Each shared area has sinks and large storage cupboards for shared resources.

The school has a dedicated art and music room, again with doors to the outside. The school has a cooking kitchen and large hall with flexible and sliding partitions between them to allow for a larger open space when required for school functions e.g., school discos, school fayres. This makes the space open and welcoming at these events. When not required, the dining room sectioned off does not impact on the use of the hall as there is enough space to allow for 2 sittings of lunch in the designated dining area.

Cloakrooms and toilets are plentiful across the school and there are changing rooms for PE. Access to toilets from both ends of the school area available to children during break times without them gaining access to the school during those times but the children have access to their coats and bags hanging in the cloakrooms. These doors are open and closed on a timed basis set to the school day.

### **What would make it even better:**

The nursery area was not planned for future expansion and had to quickly redevelop the planned family room to accommodate 2-year-old provision in the nursery. In 2020, the outdoor nursery area was expanded but this outdoor area is still too small for the needs and numbers of children. Further consideration needed to be given to

the security of the building in relation to the foyer as the large open foyer has direct unlocked access to the class areas, making it difficult to make the classroom areas secure. Consideration needs to be given to the drop off and pick up of nursery children in a managed way.

There was no provision for offices for the nursery manager or workspaces for staff when they are on non-contact time and as a result the HT occupies the auxiliary room, and the nursery manager occupies the HT office. Auxiliary staff and the janitor then share a space which is quite tight. There is no dedicated meeting room which is essential in today's schools and the current HT office doubles up as the meeting room facility.

In relation to learning and teaching, although the wide-open spaces are great for the majority of learners, it would have been even better if each area has a couple of smaller break out spaces that could have been developed as quiet/chill areas for when children were finding the learning spaces overwhelming. For some children, these spaces can be too large and open. As a result of not having these spaces, the dedicated tuition room for instrumental instruction and the small support for learning room have been repurposed as break out spaces. The support for learning teacher has been relocated into one of the classrooms, not currently used by a class but this space then is often too big for small groups to work in.

The outdoor space in SPS is very constricted with very little grass areas for the children. There is an enclosed MUGA which is great for ball games but the remainder of the areas around the school are narrow 'tarmac' areas. There is a dedicated 'quiet' space in the playground, however, which is separated by a wall and fence but still part of the main playground. Further expansive play areas including an area of grass for children to play on would make this much better for the children and reduce the number of 'incidents' between children at break and lunch time.

All learning spaces are designed to be agile, flexible, and multifunctional to meet the needs of many users. It is essential that all classrooms have a door that leads to the outdoor space for easy access for outdoor learning. However, it must be recognised that the weather in Orkney, especially the wind factor, can make aspects of outdoor learning difficult. Outdoor learning spaces should provide some kind of shelter to allow for as much outdoor learning as possible. Indoor learning spaces/classrooms should be spacious to allow for innovative learning and teaching indoors.

An example of this is an open learning place, which is a multifunctioning learning and teaching space which can be used in a variety of ways by different school and community users.

Non fixed furniture is crucial to allow various configurations to be created depending on the requirements of users. Shared space should be adjacent to other learning environments to provide breakout opportunities for smaller group work.

## Appendix 2

### Geographical Classification of Primary Schools as Adopted by the Scottish Government

Classification by SEED.	Application Within Orkney.
“Large Urban Areas” (settlements over 125,000).	
“Other Urban Areas” (settlements of 10,000 to 125,000).	
“Accessible small towns” (settlements of between 3,000 and 10,000 and within 30 mins drive of a settlement of 10,000 or over).	
“Accessible Rural Areas” (settlements of less than 3,000 and within 30 mins drive of a settlement of 10,000 or more).	
“Remote Rural Areas” (settlements of less than 3,000, not within 30 mins drive of a settlement of 10,000 or more).	
“Very Remote Rural Areas” (settlements of less than 3,000 people, not within a 60 mins drive of a settlement of 10,000 or more).	All Orkney Islands Council School establishments fall within this category.

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## Appendix 3

### Summary School Roll Forecast

School	Capacity	School 2021	Forecast														
			% Occupancy	2022	% Occupancy	2023	% Occupancy	2024	% Occupancy	2025	% Occupancy	2026	% Occupancy	2027	% Occupancy	2028	% Occupancy
Burray Primary School	50	52	104%	47	94%	44	88%	40	80%	37	74%	36	72%	32	64%	35	70%
Dounby Primary School	209	126	60%	130	62%	135	65%	138	66%	138	66%	143	68%	144	69%	141	67%
Eday	12	10	83%	9	75%	9	75%	8	67%	8	67%	8	67%	7	58%	8	67%
Evie	75	48	64%	55	73%	51	68%	47	63%	47	63%	47	63%	46	61%	45	60%
Firth	98	73	74%	70	71%	72	73%	64	65%	66	67%	60	61%	58	59%	56	57%
Flotta	29	3	10%	2	7%	2	7%	2	7%	1	3%	1	3%	0	0%	0	0%
Glaithness	238	196	82%	205	86%	204	86%	205	86%	203	85%	195	82%	195	82%	187	79%
Hope	75	59	79%	53	71%	55	73%	53	71%	57	76%	58	77%	60	80%	57	76%
KGS	950	846	89%	844	89%	817	86%	810	85%	797	84%	787	83%	782	82%	775	82%
North Ronaldsay	29	2	7%	2	7%	2	7%	2	7%	2	7%	2	7%	2	7%	2	7%
North Walls	40	20	50%	19	48%	21	53%	19	48%	20	50%	19	48%	21	53%	19	48%
Orphir	75	30	40%	35	47%	38	51%	38	51%	42	56%	42	56%	44	59%	42	56%
Papa Westray	15	2	13%	4	27%	4	27%	5	33%	5	33%	6	40%	7	47%	8	53%
Papdale PS	603	445	74%	445	74%	451	75%	455	75%	456	76%	461	76%	470	78%	469	78%
Rousay	40	19	48%	17	43%	18	45%	16	40%	13	33%	14	35%	14	35%	15	38%
Sanday Junior High	50	29	58%	26	52%	25	50%	20	40%	17	34%	17	34%	11	22%	9	18%
Sanday Primary	75	27	36%	22	29%	18	24%	16	21%	16	21%	14	19%	16	21%	16	21%
Shapinsay	45	16	36%	15	33%	12	27%	13	29%	14	31%	12	27%	12	27%	11	24%
St Andrews	232	165	71%	155	67%	148	64%	141	61%	136	59%	139	60%	130	56%	125	54%
Stenness	75	26	35%	26	35%	25	33%	25	33%	26	35%	26	35%	25	33%	29	39%
Stromness Academy	600	349	58%	344	57%	336	56%	342	57%	334	56%	329	55%	321	54%	332	55%
Stromness PS	217	142	65%	139	64%	127	59%	130	60%	127	59%	127	59%	130	60%	124	57%
Stronsay Junior High	50	12	24%	18	36%	17	34%	17	34%	15	30%	12	24%	9	18%	10	20%
Stronsay Primary	75	24	32%	24	32%	21	28%	23	31%	24	32%	26	35%	28	37%	29	39%
Westray Junior High	50	30	60%	29	58%	25	50%	27	54%	21	42%	25	50%	23	46%	19	38%
Westray Primary	75	44	59%	37	49%	36	48%	34	45%	34	45%	28	37%	30	40%	32	43%

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## Appendix 4

### Suitability Score Detail

<b>Suitability Summary</b>		
<b>Property.</b>	<b>Rating.</b>	<b>Score.</b>
North Walls.	B.	60.90%.
Glaitness.	B.	72.42%.
Eday.	B.	72.87%.
North Ronaldsay.	B.	75.96%.
St Andrews.	B.	78.88%.
Westray Junior High.	B.	80.07%.
Orphir.	B.	81.21%.
Rousay.	B.	81.70%.
Stenness.	B.	82.59%.
Sanday Primary.	B.	83.87%.
Papa Westray.	B.	84.85%.
Flotta.	B.	84.99%.
Shapinsay.	B.	84.99%.
Stronsay Junior High.	B.	84.99%.
Stronsay Primary.	B.	84.99%.
Sanday Junior High.	A.	85.29%.
Hope.	A.	86.56%.
Dounby Primary School.	A.	88.72%.
Burray Primary School.	A.	89.55%.
Westray Primary.	A.	91.17%.
Stromness Academy.	A.	91.20%.
Firth.	A.	91.81%.
Papdale PS.	A.	93.46%.
Evie.	A.	98.71%.
Stromness PS.	A.	99.73%.
KGS.	A.	100.00%.

The definition and banding of each grading is as follows:

<b>A: Good.</b>	> 85%.	Performing well and operating efficiently (school buildings and grounds support the delivery of services).
<b>B: Satisfactory.</b>	60 - 84%.	Performing well but with minor problems (school buildings and grounds generally support the delivery of services).
<b>C: Poor.</b>	40 - 59%.	Showing major problems and/or not operating optimally (school buildings and grounds impede delivery of services).
<b>D: Bad.</b>	< 40%.	Does not support delivery of services to children (school buildings and grounds seriously impede the delivery of services).

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## Appendix 5

### Criteria for Suitability Assessment

#### Suitability Assessment – Primary

Category		ASN/SFL	Classrooms/teaching areas	Practical/collaborative learning space	Other external learning areas	PE/games areas – internal	PE/games areas – external
<b>Learning &amp; Teaching Spaces</b> <b>Weighting: 50%</b>							
Functionality	A The shape, size and flexibility of the space <b>fully support</b> learning and teaching.						
	B The shape, size and flexibility of the space <b>generally support</b> learning and teaching.						
	C The shape, size and flexibility of the space <b>impede</b> the delivery of learning and teaching.						
	D The shape, size and flexibility of the space <b>seriously impede</b> the delivery of learning and teaching.						
Accessibility	A The learning spaces across the school are accessible to all and <b>fully support</b> inclusion.						
	B The learning spaces across the school are accessible to all and <b>generally support</b> inclusion.						
	C The learning spaces across the school are only partly accessible and are seen to <b>impede</b> inclusion.						
	D The learning spaces across the school have limited accessibility and are seen to <b>seriously impede</b> inclusion.						
Environmental Conditions	A The environmental conditions within the learning spaces <b>fully support</b> learning and teaching.						
	B The environmental conditions within the learning spaces <b>generally support</b> learning and teaching.						
	C The environmental conditions within the learning spaces <b>impede</b> learning and teaching.						
	D The environmental conditions within the learning spaces <b>seriously impede</b> learning and teaching.						
Safety & Security	A Learning and teaching spaces are <b>safe and secure</b> and do not impact on learning and teaching						
	B Learning and teaching spaces are <b>generally safe and secure</b> with minor problems which generally do not impact upon learning and teaching						
	C Learning and teaching spaces have <b>safety and security issues which impede</b> learning and teaching						
	D Learning and teaching spaces have <b>safety and security issues which seriously impede</b> learning and teaching						

		Category						
		<b>Learning &amp; Teaching Spaces</b> <b>Weighting: 50%</b>	ASN/SFL	Classrooms/teaching areas	Practical/collaborative learning space	Other external learning areas	PE/games areas – internal	PE/games areas – external
Fixed Furniture & Fittings	A	We have an <b>extensive range of appropriate resources</b> to allow a wide variety of teaching and learning to take place.						
	B	We have a <b>range of appropriate resources</b> to allow a wide variety of teaching and learning to take place.						
	C	We have a <b>limited range of appropriate resources</b> to allow a wide variety of teaching and learning to take place.						
	D	We <b>lack the appropriate resources</b> to allow a wide variety of teaching and learning to take place.						

**Comments**

Please comment on any issues of particular concern, including any aspects rated as 'C' or 'D', to highlight good practice and to inform the suitability performance.

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## Appendix 6

### Condition Score Detail

Condition Summary.					
	2021.		2013.		
Property.	Rating.	Score.	Rating.	Score.	Difference.
Westray Junior High.	B.	68.30%	N/A.	N/A.	N/A.
Dounby Primary.	B.	70.50%	B.	73.10%	-2.60%.
Eday Primary.	B.	71.40%	B.	73.35%	-1.95%.
Orphir Primary.	B.	71.90%	B.	75.00%	-3.10%.
Flotta Primary.	B.	72.00%	B.	74.61%	-2.61%.
Papa Westray Primary.	B.	72.00%	B.	75.05%	-3.05%.
Glaitness School.	B.	72.50%	B.	77.23%	-4.73%.
Stromness Academy.	B.	72.50%	B.	75.04%	-2.54%.
Hope Primary.	B.	72.60%	B.	73.63%	-1.03%.
North Ronaldsay Primary.	B.	73.10%	B.	72.82%	0.28%.
Stenness Primary.	B.	73.30%	B.	75.51%	-2.21%.
Sanday Community.	B.	73.70%	B.	78.87%	-5.17%.
North Walls Community.	B.	73.80%	B.	76.73%	-2.93%.
St Andrews Primary.	B.	74.50%	B.	75.00%	-0.50%.
Papdale Primary.	B.	74.80%	B.	72.85%	1.95%.
Stronsay Junior High.	B.	74.90%	B.	74.44%	-0.46%.
Rousay Primary.	B.	75.80%	B.	79.12%	-3.32%.
Shapinsay Primary.	B.	76.00%	B.	75.44%	0.56%.
Firth Primary.	B.	79.00%	B.	75.82%	3.18%.
Burray Primary.	B.	82.20%	A.	97.94%	-15.74%.
Kirkwall Grammar.	A.	96.50%	N/A.		96.50%.
Evie Primary.	A.	97.20%	N/A.	72.32%	24.88%.
Stromness Primary.	A.	97.40%	N/A.	76.15%	21.25%.

The definition and banding of each grading is as follows:

<b>A: Good.</b>	> 85%.	Performing well and operating efficiently ((physical element carries out function totally as new including consideration of the transverse elements).
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<b>B: Satisfactory.</b>	60 - 84%.	Performing adequately but showing minor deterioration (physical element carries out function satisfactorily, may show signs of age and including consideration of some transverse elements).
<b>C: Poor.</b>	40 - 59%.	Showing major defects and/or not operating adequately (physical element does not carry out function effectively without continuous repair, shows signs of age and does not consider most of the transverse elements).
<b>D: Bad.</b>	< 40%.	Economic life expired and/or risk of failure.

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## Appendix 7

### Sample of Criteria for Condition Assessment

Level 01		Level 02	Level 03
Major Elements	weightings (%)	Intermediate Elements	Minor Elements
External Walls, Windows and Doors	20%	External walls	Wall structure and foundations
			Ground problems – e.g. mines, shafts, wells, ground faults
			External linings/finishes
		External doors	Framing
			Glazing
		Ironmongery, access controls and fire and safety fittings	
		Windows	Framing
			Glazing
			Ironmongery and access controls
		External stairs, steps and access ramps	
		Other secondary structures	External fire escape stairs
			Canopies etc.
			Permanent maintenance equipment (ladders, walkways, gantries etc.)
Internal Walls and Doors	7%	Internal walls	Wall structure of internal walls and foundations
			Linings/finishes on internal walls
		Internal linings/finishes on external walls	
		Internal doors and glazed screens	Framing
			Glazing
			Ironmongery, access controls and fire and safety fittings
Sanitary Services	5%	Toilets	Fixtures and fittings (wash hand basins, toilets etc.)
			Waste plumbing
		Kitchens	Fittings
			Waste plumbing

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## Appendix 8

### School Estate Heating Case Studies

#### OIC Education Properties Heating Performance

##### Shapinsay Primary School

This building was refurbished with a full external envelope insulation upgrade in 2017/18 consisting of reroofing, external wall insulation and new window units in many areas. Prior to this the heating system had been replaced with a new external oil boiler plant room being constructed adjacent to the playing fields. The school also had additional ventilation installed in the form of an MVHR system to reduce the risk of condensation build-up and improve internal air quality where the building air tightness has been improved.



Since the fabric upgrade, we have seen a reduction in oil consumption of approximately 50% based on the available data from an average annual fuel use of 27,900 litres to approximately 14,000 litres. The overall energy consumption of the building for both electricity and heating currently sits at around 129.4kWh/m<sup>2</sup>/yr (187000kWh) which compares to the pre-upgrade figure of 237.4kWh/m<sup>2</sup>/yr (343000kWh) or a reduction in energy use of 156000kWh following the works. In terms of emissions the building now has an equivalent CO<sub>2</sub> load of 39kg/m<sup>2</sup>/yr which is down from the pre-upgrade figure of 67kg/m<sup>2</sup>/yr.

One issue we believe that now exists as a result of the upgrade is that the boiler plant is now oversized compared to the actual heat requirements of the building. Tuning the boilers down to the minimum setting to try and reduce any excess use caused by this situation and other system tuning that we can undertake may further improve performance going forward.



## New Kirkwall Nursery



The new Kirkwall nursery to be constructed below the College campus will be heated by an Air Source Heat Pump system feeding an underfloor heating system. The building is to be designed to an EPC rating of “A” as a minimum meaning it will require the least amount of energy to operate on a day-to-day basis. The target for the building is to unofficially achieve Passive House standard or as close to it as possible with U-values of  $0.1\text{W/m}^2\cdot\text{K}$  for the walls and roof. Ventilation will be provided by MVHR with the building designed to be as airtight as possible with as much control over the air coming in and out as possible. Based on the current design the estimated energy consumption is projected to be  $102.9\text{kWh/m}^2/\text{yr}$  ( $54500\text{kWh}$ ).

## Schools Investment Programme



The three education buildings in the SIP programme are heated using Ground Source Heat Pumps and underfloor heating with LPG boilers fitted to provide higher temperature supplies for hot water and ventilation loads. Those buildings are Kirkwall Grammar School, Stromness Primary School and Papdale Halls of Residence. The buildings were designed and built to achieve an “A” rating on the EPC scale meaning they operate as efficiently as possible under the building regulations of the time. Further to this they also achieved a rating of “Excellent” under the BREEAM sustainability assessment. In KGS the challenge is making sure the GSHPs do as much of the work as possible compared to the LPG in order to minimise emissions from the building. As a comparison the old KGS had approximate equivalent CO<sub>2</sub> emissions of 84kg/m<sup>2</sup>/yr and the new building 37kg/m<sup>2</sup>/yr or about 55% less per unit area. There are some differences in the facilities such as the lack of a swimming pool in the new building which is somewhat offset by the addition of the community theatre. The overall energy consumption for the new build is 118.6kWh/m<sup>2</sup>/yr (1900000kWh) compared to the old building’s 282.8kWh/m<sup>2</sup>/yr (3478963kWh).



In the case of the Papdale Halls of Residence the new building has emissions of 35kg/m<sup>2</sup>/yr and the old 67kg/m<sup>2</sup>/yr. The old also suffered from the fabric having asbestos containing materials which limit the feasibility of improving the building due to the increased cost for dealing with the material. Energy consumption is 120.3kWh/m<sup>2</sup>/yr (353100kWh) for the new build and was 235.5kWh/m<sup>2</sup>/yr (1213881kWh) for the old building.



Stromness Primary School currently has emissions of  $40\text{kg}/\text{m}^2/\text{yr}$  for the new building which compares to  $36\text{kg}/\text{m}^2/\text{yr}$  for the old building. The energy consumption of the old building was  $119.5\text{kWh}/\text{m}^2/\text{yr}$  ( $207011\text{kWh}$ ) and the new  $131.9\text{kWh}/\text{m}^2/\text{yr}$  ( $331600\text{kWh}$ ). It appears that the difference in performance of the new and old buildings is partly down to the heating system not operating as efficiently as expected and the rest of the building using more electricity per square meter compared to the old school. Another difference may be down to the new building being a single level across a much larger footprint. In order to fully understand this more investigation will be necessary.

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## Appendix 9

### School Estates Energy Data - Fuel

	2021/22	2020/21	2019/20	2018/19		2021/22	2020/21	2019/20	2018/19		2021/22	2020/21	2019/20	2018/19
Site Name	Elec (kWh)	Elec (kWh)	Elec (kWh)	Elec (kWh)		Oil (L)	Oil (L)	Oil (L)	Oil (L)		LPG (L)	LPG (L)	LPG (L)	LPG (L)
Burray Primary School	24,190	25,299	25,166	24,216		12,450	8,101	12,782	10,732					
Dounby Primary School	151,065	131,385	142,406	143,266		33,000	26,487	42,215	37,498					
Eday Primary School	5,875	8,638	4,453	4,530		8,260	6,872	6,047	6,100					
Egilsay Primary School	15,866	7,079	5,763	4,684										
Firth Primary School	54,111	53,315	57,163	51,864		15,000	12,000	17,500	17,000					
Flotta Primary School	48,047	34,374	33,857	35,434										
Glaitness School	522,974	447,010	418,003	420,914										
Hope Primary School	25,582	24,384	25,692	27,052		20,000	15,000	20,001	15,020					
Kirkwall Grammar School + Orkney Theater	1,250,012	1,024,655	1,264,641	1,238,040							93,194	81,509	73,354	83,498
New Evie Primary School	162,016	145,943	176,209	207,125										
North Ronaldsay Community School	36,974	37,354	39,810	37,726										
North Walls School & Swimming Pool	247,973	228,327	244,837	228,411										
Orphir Primary School	38,291	31,503	33,168	30,500		18,798	14,000	20,307	19,225					
Papa Westray Primary School	4,443	4,884	7,518	4,844		5,401	3,600	5,400	4,880					
Papdale Halls of Residence (NEW)	205,146	175,387	194,541	180,692							18,663	23,259	24,910	21,650
Papdale Primary School (including infants)	136,750	121,811	136,408	135,334		60,338	55,909	62,416	59,766					
Rousay Primary School	12,793	13,726	15,367	14,795		11,700	9,199	14,201	10,550					
Sanday Junior High School & Swimming Pool	287,289	208,174	289,506	280,743										
Shapinsay Primary School	24,586	32,515	30,533	37,791		13,007	12,687	15,000	20,500					
St Andrews Primary School	100,321	62,210	85,820	77,722		27,535	18,006	18,013	18,127					
Stenness Primary School	33,295	28,819	40,050	37,775		20,850	15,801	17,300	17,669					
Stromness Academy	285,702	221,229	281,550	303,313		84,501	51,023	81,582	76,009					
Stromness Primary School (New)	238,924	209,025	210,537	231,471							23,382	22,828	16,138	11,600
Stronsay Junior High School & Swimming Pool	86,590	83,731	101,400	99,217		40,173	24,938	42,938	34,115					
Westray Junior High School & Swimming Pool	105,302	94,376	132,089	117,078		57,701	42,999	65,661	43,530					
	4,104,117	3,455,153	3,996,487	3,974,537		428,714	316,622	441,363	390,721		135,239	127,596	114,402	116,748

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## Appendix 10

### School Estates Energy Data - Fuel Cost

Site Name	2021/22	2020/21	2019/20	2018/19	2021/22	2020/21	2019/20	2018/19	2021/22	2020/21	2019/20	2018/19
	Elec (£)	Elec (£)	Elec (£)	Elec (£)	Oil (£)	Oil (£)	Oil (£)	Oil (£)	LPG (£)	LPG (£)	LPG (£)	LPG (£)
Burray Primary School	£ 3,865.09	£ 3,926.33	£ 3,697.48	£ 3,404.89	6,665.13	2,187.51	5,397.80	4,860.29				
Dounby Primary School	£ 24,216.07	£ 21,077.45	£ 20,576.35	£ 18,710.58	£ 19,956.00	£ 11,049.68	£ 22,052.78	£ 21,480.68				
Eday Primary School	£ 951.27	£ 1,331.86	£ 670.95	£ 694.84	£ 3,992.31	£ 1,880.41	£ 2,564.25	£ 2,733.72				
Egilsay Primary School	£ 2,186.11	£ 1,035.89	£ 820.65	£ 770.53								
Firth Primary School	£ 8,719.60	£ 8,330.34	£ 8,251.92	£ 7,183.49	£ 9,437.10	£ 5,290.50	£ 10,167.95	£ 10,038.90				
Flotta Primary School	£ 6,701.65	£ 4,840.03	£ 4,535.09	£ 4,337.35								
Glaitness School	£ 79,384.78	£ 69,207.95	£ 59,815.53	£ 57,394.65								
Hope Primary School	£ 4,116.78	£ 3,885.96	£ 3,928.34	£ 4,100.21	£ 13,183.25	£ 6,992.25	£ 11,395.10	£ 8,861.04				
Kirkwall Grammar School + Orkney Theater	£ 192,031.69	£ 158,620.29	£ 180,142.61	£ 171,630.18					£ 66,134.11	£ 52,075.63	£ 46,675.15	£ 50,219.82
New Evie Primary School	£ 24,348.97	£ 22,552.81	£ 24,634.07	£ 28,088.96								
North Ronaldsay Community School	£ 5,954.80	£ 5,894.86	£ 5,818.34	£ 5,084.86								
North Walls School & Swimming Pool	£ 36,677.49	£ 33,874.56	£ 33,981.76	£ 29,679.12								
Orphir Primary School	£ 6,150.71	£ 5,114.41	£ 5,137.73	£ 4,441.06	£ 12,508.53	£ 5,275.90	£ 10,978.19	£ 10,814.86				
Papa Westray Primary School	£ 711.88	£ 765.59	£ 1,034.09	£ 733.44	£ 3,406.09	£ 1,489.68	£ 2,887.65	£ 2,851.13				
Papdale Halls of Residence (NEW)	£ 32,146.25	£ 27,256.68	£ 28,494.33	£ 28,387.27					£ 13,492.52	£ 14,846.80	£ 15,850.24	£ 13,086.90
Papdale Primary School (including infants)	£ 21,899.21	£ 19,308.52	£ 20,274.04	£ 19,458.16	£ 36,510.54	£ 22,855.36	£ 34,412.58	£ 33,577.42				
Rousay Primary School	£ 2,063.29	£ 2,239.76	£ 2,299.11	£ 2,206.76	£ 7,738.00	£ 4,155.39	£ 7,911.07	£ 6,274.53				
Sanday Junior High School & Swimming Pool	£ 44,535.10	£ 30,519.18	£ 40,328.87	£ 35,284.72								
Shapinsay Primary School	£ 4,120.47	£ 5,152.95	£ 4,399.61	£ 5,932.91	£ 6,120.59	£ 3,233.15	£ 6,653.25	£ 9,448.45				
St Andrews Primary School	£ 15,826.41	£ 9,573.48	£ 11,932.93	£ 10,535.82	£ 17,724.28	£ 8,162.07	£ 10,278.69	£ 10,799.82				
Stenness Primary School	£ 5,338.87	£ 4,535.60	£ 5,836.10	£ 5,181.69	£ 13,117.62	£ 6,653.73	£ 9,211.36	£ 10,064.22				
Stromness Academy	£ 45,043.72	£ 35,447.54	£ 41,541.84	£ 41,465.30	£ 44,704.63	£ 15,554.79	£ 32,296.38	£ 34,498.45				
Stromness Primary School (New)	£ 36,878.73	£ 31,931.94	£ 30,107.58	£ 32,142.11					£ 16,218.80	£ 14,381.64	£ 10,166.94	£ 6,814.00
Stronsay Junior High School & Swimming Pool	£ 13,205.24	£ 12,926.51	£ 14,032.03	£ 13,522.83	£ 19,843.06	£ 7,456.61	£ 18,362.64	£ 18,322.30				
Westray Junior High School & Swimming Pool	£ 15,767.68	£ 14,307.62	£ 18,843.86	£ 16,251.13	£ 28,341.87	£ 11,724.52	£ 27,021.80	£ 21,057.41				
	£ 632,841.86	£ 533,658.11	£ 571,135.21	£ 546,622.86	£ 243,249.00	£ 113,961.55	£ 211,591.49	£ 205,683.22	£ 95,845.43	£ 81,304.07	£ 72,692.33	£ 70,120.72

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# Appendix 11

## Requirements for Enhanced Provision

Supporting Children's Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) 2017.

The Act imposes various duties on education authorities in connection with the provision of school education for children and young people with additional support needs belonging to their area. Some of the main duties are listed below. Education authorities must:

- Make adequate and efficient provision for the additional support required for each child or young person with additional support needs for whose school education they are responsible, subject to certain exceptions.
- Make arrangements to identify additional support needs.
- Keep under consideration the additional support needs identified and the adequacy of support provided to meet the needs of each child or young person.
- Provide appropriate additional support for certain disabled children under school age (in this case, generally children under 3 years of age) belonging to their area who have been brought to the attention of the authority as having additional support needs arising from their disability.
- Presume that all looked after children and young people have additional support needs unless the authority determine that they do not require additional support to enable them to benefit from school education.
- Consider whether each looked after child or young person for whose school education the authority is responsible requires a co-ordinated support plan.
- Publish, review and update, as necessary, specified information about their policy and arrangements in relation to provision for identifying, addressing, and keeping under consideration such provision for each child or young person with additional support needs for whose school education the authority are responsible.
- Provide parents of children with additional support needs (eligible children and young people with additional support needs), for whose school education the education authority is responsible with all of the information they are required to publish under the Act.
- Ensure that a summary of the information published under the Act is available, on request, from each place in the authority's area where school education is provided, regardless of whether the school is under the management of the education authority.
- Provide the above summary in any handbook or other publications provided by any school in the authority's area or by the authority for the purposes of providing general information about the school or, as the case may be, the services provided by the authority, and on any website maintained by any such school or the authority for that purpose.

- Assess the capacity and impact on wellbeing of a child over the age of 12 years to be able to exercise their rights in respect of additional support for learning, where a child of this age seeks to exercise any right under the Act.
- Provide those children or young people, who need one, with a co-ordinated support plan and keep this plan under regular review.
- Provide independent and free mediation services for those parents and young people who want to use such services and publish information on these services.
- Have in place arrangements for resolving disputes.
- At least 12 months prior to the expected school leaving date, request and take account of information and advice from appropriate agencies likely to make provision for the child or young person when he or she leaves school.
- No later than 6 months before the child or young person is expected to leave school provide information to whichever appropriate agency or agencies, as the 13 authorities think appropriate, may be responsible for supporting the young person once he or she leaves school, if the child (where the child has attained the age of 12 and has capacity), the child's parent or young person agrees.

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## Appendix 12

### Estimated Repair and Maintenance Costs as March 2022

	Year 1 Costs £	Year 2 Costs £	Years 3-5 Costs £	Years 5+ Costs £	Total
School:	-	-	-		
Westray Junior High.	-	-	-	4,853,310	<b>4,853,310</b>
Dounby Primary.	-	-	483,000	5,042,650	<b>5,525,650</b>
Eday Primary.	-	-	-	657,570	<b>657,570</b>
Orphir Primary.	-	-	1,155,405	738,358	<b>1,893,763</b>
Flotta Primary.	-	32,200	129,950	766,870	<b>929,020</b>
Papa Westray Primary.	-	17,800	3,000	405,500	<b>426,300</b>
Glaitness School.	-		-	4,449,350	<b>4,449,350</b>
Stromness Academy.	-	71,500	940,475	10,499,145	<b>11,511,120</b>
Hope Primary.	-	-	1,889,450	1,653,125	<b>3,542,575</b>
North Ronaldsay Primary.	-	-	-	711,585	<b>711,585</b>
Stenness Primary.	-	-	644,000	2,294,250	<b>2,938,250</b>
Sanday Community.	-	9,200	197,100	1,939,830	<b>2,146,130</b>
North Walls Community.	-	1,920	268,725	1,321,235	<b>1,591,880</b>
St Andrews Primary.	-	10,000	73,000	1,552,130	<b>1,635,130</b>
Papdale Primary.	-	125,350	40,250	3,922,125	<b>4,087,725</b>
Stronsay Junior High.	-	-	-	1,830,800	<b>1,830,800</b>
Rousay Primary.	-	5,175	64,975	1,887,150	<b>1,957,300</b>
Shapinsay Primary.	-	-	41,40	1,091,925	<b>1,133,325</b>
Firth Primary.	-	-	-	1,425,000	<b>1,425,000</b>
Burray Primary.	-		24,840	959,100	<b>983,940</b>
Kirkwall Grammar.	130,000	142,500	296,300	579,500	<b>1,148,300</b>
Evie Primary.	-	10,000	-	-	<b>10,000</b>
Stromness Primary.	62,250	53,500	106,500	198,000	<b>420,250</b>
<b>TOTALS</b>	<b>192,250</b>	<b>479,145</b>	<b>6,358,370</b>	<b>48,778,508</b>	<b>55,808,273</b>

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