

Minute

Education, Leisure and Housing Committee

Wednesday, 7 September 2022, 09:30.

Council Chamber, Council Offices, School Place, Kirkwall.



Present

Councillors Gwenda M Shearer, Jean E Stevenson, Graham A Bevan, Stephen G Clackson, Alexander G Cowie, Steven B Heddle, James R Moar, John A R Scott, James W Stockan and Heather N Woodbridge.

Church Representatives

Reverend Susan Kirkbride and Reverend Fraser Macnaughton.

Teacher Representatives

Jo Hill and Mary Maley.

Present via remote link (Microsoft Teams)

Church Representative

Marie Locke.

Clerk

- Hazel Flett, Service Manager (Governance).

In Attendance

- Erik Knight, Head of Finance.
- Claire Meakin, Interim Head of Education.
- Frances Troup, Head of Community Learning, Leisure and Housing.
- Edward Abbott-Halpin, Principal, Orkney College (for Items 1 to 6).
- Steven Arnold, Service Manager (Support for Learning and Inclusion) (for Items 1 to 6).
- Garry Burton, Service Manager (Leisure and Culture Service) (for Items 1 to 6).
- David Brown, Service Manager (Resources).
- Morag Miller, Service Manager (Primary Education) (for Items 1 to 6).
- Lesley Mulraine, Service Manager (Housing, Homelessness and Schoolcare Accommodation).
- Kerry Spence, Service Manager (Community Learning, Development and Employability).
- Sheila Tulloch, Service Manager (Legal Services).
- Nick Hewitt, Team Leader (Culture) (for Items 1 to 6).
- Nigel Fyffe, Senior Maintenance Surveyor.

In Attendance via remote link (Microsoft Teams)

- James Wylie, Corporate Director for Education, Leisure and Housing.

Apologies

- Councillor Rachael A King.
- Councillor Ivan A Taylor.

Declarations of Interest

- No declarations of interest were intimated.

Chair

- Councillor Gwenda M Shearer.

1. Revenue Expenditure Outturn

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

Noted:

1.1. The revenue expenditure outturn statement in respect of Education, Leisure and Housing for financial year 2021/22, attached as Annex 1 to the joint report by the Corporate Director for Education, Leisure and Housing and the Head of Finance, indicating the following:

- A net General Fund underspend of £979,200.
- A net Non-General Fund underspend of £401,600.

The Committee scrutinised:

1.2. The explanations given and actions proposed in respect of significant budget variances, as outlined in the Budget Action Plan, attached as Annex 2 to the joint report by the Corporate Director for Education, Leisure and Housing and the Head of Finance, and obtained assurance that appropriate action was taken with regard to significant budget variances.

Councillor Steven B Heddle joined and left the meeting during discussion of this item.

2. Revenue Expenditure Monitoring

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

Noted:

2.1. The revenue financial summary statement in respect of Education, Leisure and Housing for the period 1 April to 30 June 2022, attached as Annex 1 to the joint report by the Corporate Director for Education, Leisure and Housing and the Head of Finance, indicating the following:

- A net General Fund underspend of £207,600.
- A net Non-General Fund underspend of £121,800.

2.2. The revenue financial detail by service area statement, in respect of Education, Leisure and Housing for the period 1 April to 30 June 2022, attached as Annex 2 to the joint report by the Corporate Director for Education, Leisure and Housing and the Head of Finance.

The Committee scrutinised:

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

3. National Improvement Framework

Orkney Islands Council Report and Plan

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

Noted:

3.1. That, in December 2021, the Scottish Government published the latest update on progress in relation to the National Improvement Framework.

3.2. The draft summary of progress made locally in relation to the National Improvement Framework, as well as an outline of next steps, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing.

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

3.3. That the National Improvement Framework: Orkney Islands Council Report and Plan 2022/23, attached as Appendix 1 to this Minute, be approved for submission to the Scottish Government by 30 September 2022.

The Committee noted:

3.4. That, due to the time constraints involved, the Chief Executive would be requested to exercise emergency powers to authorise submission of the National Improvement Framework: Orkney Islands Council Report and Plan 2022/23, referred to at paragraph 3.3 above, prior to approval by Council.

4. Community Learning and Development Partners Plan – Update

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

Noted:

4.1. The statutory requirement placed on local authorities by the Community Learning and Development (Scotland) Regulations 2013 to publish a Community Learning and Development (CLD) plan every three years describing how they would co-ordinate and secure adequate and efficient CLD provision with other sector partners.

4.2. That, on 5 October 2021, the Council adopted the Community Learning and Development Plan for Orkney 2021 to 2024, in so far as it related to the remit of the Council, and agreed that an annual review and update of the plan should be submitted to the Committee to ensure it remained effective and relevant to emerging needs.

The Committee scrutinised:

4.3. The annual review of the Orkney Community Learning and Development Partners Plan 2021 to 2024, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance that effective progress was being made.

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

4.4. That the revised Orkney Community Learning and Development Partners Plan 2021 to 2024, attached as Appendix 2 to this Minute, which had been updated by partners of the Orkney Strategic Community Learning Group, be approved, in so far as it related to the remit of the Council.

Jo Hill and Mary Maley left the meeting at this point.

5. College Management Council Sub-committee

After consideration of the draft Minute of the Meeting of the College Management Council Sub-committee held on 22 August 2022, copies of which had been circulated, the Committee:

Resolved, on the motion of Councillor Gwenda M Shearer, seconded by Councillor Jean E Stevenson, to approve the Minute of the Meeting of the College Management Council Sub-committee held on 22 August 2022, attached as Appendix 3 to this Minute, as a true record.

6. Proposed Administrative Changes to Culture Fund

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Team Leader (Culture), the Committee:

Noted:

6.1. That, in 2021, an internal review of the Culture Fund was undertaken to ensure that the fund continued to be fit for purpose.

6.2. The key recommendations arising from the internal review of the Culture Fund, namely to adopt national best practice in the culture, heritage, and arts sectors via:

- Widening membership of the assessment panel to include external sector experts.
- Operating assessment systems and review cycles amended to be in line with national frameworks recommended by Creative Scotland, the public body supporting the arts, screen and creative industries across the country.

6.3. Current membership of the assessment panel, which made recommendations to the Corporate Director of Education, Leisure and Housing on awards of grant funding from the Culture Fund Open Pot, as detailed in section 4.2.1 of the report by the Corporate Director for Education, Leisure and Housing.

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

6.4. That, to align the Culture Fund Open Pot with national recognised best practice, the delivery timetable for the Culture Fund be moved from a January to March process to a June to October process, with grants being dispersed at the beginning of the following financial year rather than retrospectively.

6.5. That membership of the assessment panel be extended to include the following:

- One representative from Voluntary Action Orkney.
- One representative from Creative Scotland.
- One representative from Museums Galleries Scotland.

Reverend Susan Kirkbride and Reverend Fraser Macnaughton left the meeting at this point.

7. Housing Revenue Account

Revenue Repairs and Maintenance Programme – Expenditure Outturn

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

Noted the summary position of expenditure incurred against the approved revenue repairs and maintenance programme in respect of the Housing Revenue Account for financial year 2021/22, as detailed in section 4.2 of the joint report by the Corporate Director for Education, Leisure and Housing and the Head of Finance, indicating an overspend of £328,200 as at 31 March 2022, against an approved budget totalling £1,464,200.

8. Housing Revenue Account

Revenue Repairs and Maintenance Programme – Expenditure Maintenance

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

Noted:

8.1. The summary position of expenditure incurred, as at 30 June 2022, against the approved revenue repairs and maintenance programme in respect of the Housing Revenue account as detailed in section 4.2 of the joint report by the Corporate Director for Education, Leisure and Housing and the Head of Finance.

The Committee scrutinised:

8.2. The explanations given in respect of significant budget variances, as detailed in Appendix 1 to the joint report by the Corporate Director for Education, Leisure and Housing and the Head of Finance, and obtained assurance on progress being made with delivery of the approved revenue repairs and maintenance programme in respect of the Housing Revenue Account.

9. Tenant Satisfaction Survey

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

Noted:

9.1. That a wholesale tenant satisfaction survey was required by the Scottish Social Housing Charter, the process for which was detailed and prescriptive for landlords with up to 1,500 tenants, including achieving a return rate of 40%.

9.2. That the results of tenant satisfaction surveys were used by the Scottish Housing Regulator as part of the process of regulating Local Authority Housing Services.

9.3. That, between March and May 2022, a tenant satisfaction survey was undertaken by an independent body, IBP Strategy and Research, on behalf of the Council, the results of which were summarised in section 4 of the report by the Corporate Director for Education, Leisure and Housing.

9.4. That, as the survey was undertaken immediately after the pandemic, the impact of that context had been reflected in the survey results.

9.5. That the results of the survey were notified to the Scottish Housing Regulator as part of the Annual Return against the Charter and accordingly were linked to the Annual Assurance Statement.

The Committee scrutinised:

9.6. The summary report of the Tenant Satisfaction Survey, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance with regard to the performance of the Housing Service.

10. National Standards for Information and Advice Providers

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

Noted:

10.1. That the advice and information functions within Housing Services were subject to an audit as part of its reaccreditation under the Scottish National Standards for Information and Advice Providers.

10.2. That the process of reaccreditation, undertaken by the Scottish Legal Aid Board, consisted of two separate parts, namely:

- Peer review.
- Audit.

10.3. That the peer review, being a detailed review of case work, was undertaken remotely during April to June 2021, with the outcome then ratified by the Scottish Legal Aid Board and Scottish Government.

10.4. That recommendations made during the peer review process related specifically to individual cases rather than policy matters.

10.5. That a remote desktop audit was undertaken on a broad range of the Council's housing policies and business management processes, as well as an audit of operational aspects which was also undertaken by electronic means.

10.6. The Compliance Audit Report, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, which contained two recommendations.

The Committee scrutinised:

10.7. The Compliance Audit Report, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance that the Council's Housing Service had met the 40 separate standards required to achieve reaccreditation under the National Standards for Information and Advice Providers.

11. Housing Service – Annual Assurance Statement

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

Noted:

11.1. The requirement to submit an Annual Assurance Statement to the Scottish Housing Regulator by 31 October.

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

11.2. That the Annual Assurance Statement, together with supporting Annexes, attached as Appendix 4 to this Minute, be approved for submission to the Scottish Housing Regulator.

Councillor Steven B Heddle rejoined the meeting during discussion of this item.

12. Conclusion of Meeting

At 11:53 the Chair declared the meeting concluded.

Signed: Gwenda M Shearer.

Orkney Education Service Report



Excellence and Equity in Education

Introduction

The Orkney Education Service Report takes into account our past performance to help us set priorities and targets for the coming years. The report sets the framework for our communication to our staff, our communities and our partners about the priorities of the service and how our performance will be monitored and assessed.

Orkney Islands Council is currently reviewing its Strategic Plan which will outline its priorities and commitments over the next 5 years.

Through this report, we detail how the Education Service will support the delivery of the council's Strategic Plan, along with a range of other plans aimed at ensuring all children and young people across Orkney have the very best experiences and outcomes.

The report will also set out:

- How the Education Service is demonstrating it is providing value for money (VfM) through the use of benchmarking exercises;
- Progress in implementing priorities identified through self-assessment, external audit and inspection.



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The creation of this plan included opportunities for evaluation and professional discussion with stakeholders including children and young people, parents, nursery and school staff, communities, union colleagues, along with colleagues from Education Scotland, Association of Directors of Education in Scotland (ADES) networks and across the 3 Islands Group (Orkney, Shetland and Western Isles).

For example, a self-evaluation week was organised where we asked ourselves:

How effective are quality assurance and governance systems in ensuring improvement across the service?

We focused on 3 key themes:

1. Approaches to self-evaluation
2. Analysis and evaluation of intelligence and data
3. Impact on improving learning, raising attainment and closing the poverty related attainment gap.

Consultation

Priorities identified during the stakeholder feedback included:

Common approach to self-evaluation and quality assurance across the service to guide establishments

Increased level of consultation and information sharing about service and establishment level developments with parents, including parent councils

Greater emphasis on local evidence and data influencing improvement plans

Developing a coherent understanding of what good learning and teaching looks like in schools and what good practice looks like in nurseries

A supportive accountability culture which is consistent and based on quantitative and qualitative data.

More frequent opportunities for children and young people to add their voice to planning and development

Consultation

All nurseries and schools have also consulted directly with children and young people, parents, wider communities and their staff teams. Key themes emerging from these consultations are included below:

Children and Young People	Staff
<ul style="list-style-type: none"> • More opportunities to contribute to decisions that matter most to them • Greater input into topics and extra-curricular activity choice • More involvement in planning and creating positive learning spaces • Greater influence over dress codes • Safer modes of travel to school 	<ul style="list-style-type: none"> • Review of establishments' Vision, Values and Aims and Curriculum Rationale • Expanded opportunities for pupil voice and incorporating the UNCRC • Consistent internal tracking, monitoring and assessment systems
Parents / Carers	<ul style="list-style-type: none"> • Specific training for supporting ASN • Clarity over tracking learning in ELC • Guidance on self-evaluation
<ul style="list-style-type: none"> • Clear and consistent lines of communication • More extra-curricular activities for children after school • Safer travel routes to school • More opportunities for involvement in school events • More advice from the schools in order to support children's learning. 	<ul style="list-style-type: none"> • Clear and consistent communication systems • Greater opportunities to collaborate with colleagues from other settings • Explore resources for the core curriculum

UNCRC: United Nations Convention on the Rights of the Child
 ASN: Additional Support Needs
 ELC: Early Learning and Childcare

Local Priorities

Along with stakeholder feedback, a thorough self-evaluation process has taken place to ensure the Education Service plan meets the needs of all children and young people across Orkney.

Current plan, strategies and initiatives have been reviewed with summaries drawn up. These include:



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Previous National Improvement Framework (NIF) Report [2021 – 2022]

Last year's NIF report focused the 6 National Improvement Framework drivers:

Leadership	Professionalism	Parental Engagement
Assessment of Children's Progress	Improvement	Performance Information

In each area, priorities were set for the following 12 – 18 months period.

Key highlights include:

- Use of the BGE tracking toolkit, supported by the Attainment Advisor
- Developing approaches to learning, teaching and moderation at the P4 stage with a focus on writing
- Northern Alliance's 'Driving Improvement from Within' project with 2 schools
- Development of induction programmes – for leaders and probationary teachers

Ongoing focus areas include:

- Full embed UNCRC Bill
- Support schools to engage with the Rights Respecting school programme
- Develop the learning offer in relation to Inclusive Practice
- Support engagement from parents and carers
- Review the structure of the senior phase, along with tracking and monitoring strategies
- Develop approaches to quality assurance

School Priorities [2022 – 2023]

All schools will be taking part in a local authority project for listening and talking. Other priorities include:

Increase progress
and attainment in
writing

High quality learning
and teaching
practice

Assessment for
learning strategies

Health and wellbeing

Target-setting
processes

The curriculum

Safeguarding and
child protection

Transitions and
partnerships

Inclusive practices

School environment

Positive behaviour
and relationships

Vision and values

Early Learning and Childcare Priorities [2022 – 2023]

Priorities include:

Promoting
independence,
interactions and
resilience

Outdoor experiences

Parental
engagement

Self-evaluation for
self-improvement

Woodworking

Staff roles

Child-centred
provisions

Community links

Literacy and
numeracy

Vision, values and
aims

Tracking progress

Nurturing care and
support

Community Learning Development & Employability (CLDE) Priorities [2022 – 2023]

Priorities include:

Early Intervention & Prevention

Life Skills

Parental Involvement & Engagement

Community Schools

Wider Achievement & Attainment

Youth Voice & Youth Engagement

Family Learning

Positive Progressions

Health & Wellbeing

Learning Hubs

Youth Work Review

Adult Learning

HMIE Recovery Visits

During April and May 2022, five Orkney schools self-referred for an Education Scotland recovery visit by HM Inspectors. The focus for the visits were the opportunity to discuss any improvement plans the school or ELC setting may have and plans the schools/settings had to address the impact of Covid-19 with a particular focus on continuity of learning and wellbeing of staff and learners.

Key strengths identified

- Effective communication and support to families during Covid related school closures which has been maintained with very positive feedback from parents about the learning and care provided by schools
- Increasing opportunities for children in primary schools to be involved in planning their learning, leading to improved engagement
- Staff professional learning in areas of child protection, safeguarding and neglect, leading to a better understanding of the new and updated approaches
- Tracking and monitoring Broad General Education attainment in primary schools and in the Senior Phase

Some initial areas for consideration identified during the feedback included

- Identifying each school's 'way/brand' (eg the 'Papdale Way') in terms of what the school approaches are for learning and teaching and curriculum
- Identifying what good learning and teaching looks like
- Tracking and monitoring the Broad General Education in S1-3

HMIE Recovery Visits CLDE

Between December 2021 and May 2022, The Community Learning Development & Employability Service (CLDE) self-referred for two Education Scotland thematic recovery visit by HM Inspectors.

- The first thematic inspection focused on Outdoor Learning whilst the second looked at the role CLD partners played in supporting Covid 19 recovery.
- Inspectors were “amazed and humbled by the array of community and partnership projects developed”.

Key strengths identified:

- Collaborative working to deliver a range of progressive and creative outdoor learning experiences
- New and creative ways developed to engage learners using the outdoors
- Clear strategic direction and buy-in from elected members, senior officers and partners
- Clear focus and understanding of local issues and needs and solution focused nature of activities
- Impressive amounts of funding attracted in over this period
- Some initial areas for consideration identified during the feedback included:
 - Increase the outdoor learning professional learning opportunities for partners
 - Investigate how to share further the learning and innovative work going on across Orkney, both regionally and nationally

Inspection: Orkney College UHI

Progress Visits (PVs) are planned collaboratively between the college, Education Scotland and Scottish Funding Council. A PV took place for Orkney College UHI on 7th March 2022 and explored 5 themes:

Curriculum, learning, teaching and assessment	Services to support learning	Learner engagement	Evaluation to facilitate improvement	Learner progress and outcomes
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There are only 2 possible outcomes for PVs: Satisfactory or Unsatisfactory. The outcome for this PV was Satisfactory.

Key highlights include:

- The significant tenacity and commitment shown by the staff
- Individualised support offered to learners, including wellbeing, resilience and mental health support
- Use of the learner voice to influence the work of the college
- Attainment rates for learners have been above the latest published national level for the past three years
- Almost all learners on FE programmes achieve a positive destination

Areas for further progress include:

- Incorporation of meta skills and Career Management Skills (CMS)
- Ensuring consistent class representation across FE level programmes



Inspection: Eday Community School

Eday Community School was originally inspected in September 2019 and, following a Covid related delay, had a further follow up visit in March 2022.

The report highlights the nursery as a strength of the school where children make very good progress. Within the school, staff provide a warm and welcoming environment for children who demonstrate improved respect for one another. All parents report that children are now more interested in learning and want to go to school.

The original areas for improvement remain those that the school needs to focus on, and the school will receive a further visit from Education Scotland inspectors within 12 months of this report being published.

Areas for Improvement:

- Raise attainment and improve children's progress in learning.
- Ensure effective professional learning and development results in improved quality of learning and teaching.
- Develop rigorous self-evaluation based on robust evidence leading to improved outcomes for children.
- Continue to improve the learning environment and curriculum.



Care Inspectorate Visit

During Covid, the Care Inspectorate suspended face to face visits, except for settings identified as being at the highest risk level. Orkney do not currently have any nursery settings that might fall into this category. Instead, the Care Inspectorate provided online and telephone support to settings, including evaluating how well they were operating infection control measures during the Covid period.

A summary of the most recent Care Inspectorate Quality Grades are:

- Nurturing care and support (1.1) 100% Good or better
- Play and learning (1.3) 100% Good or better
- Quality assurance and improvement are led well (3.1) 83% Good or better
- Staff skills, knowledge and values (4.1) 100% Good or better

In June 2022, the Care Inspectorate launched their Quality Framework, which sets out a wide range of Quality Indicators to ensure provision is meeting the care, learning and play needs of all children in regulated day care services. The Quality Framework is linked to the new National Standard for Early Learning and Childcare, and settings need to receive grades of good or better to be able to offer funded ELC provision.

Inspection activity took place in Orkney in June, and Papdale was the first nursery setting to receive an unannounced inspection.

Key messages include:

- Children were well nurtured and supported throughout their daily experiences
- Children were effectively supported by staff who worked closely with other agencies, when appropriate
- Children experienced an excellent quality of play, learning and development opportunities
- Opportunities for children to develop in their literacy and numeracy skills were embedded throughout play
- Staff used children's interests to provide considered and effective approaches to play
- Children and families were supported by a manager who had a very positive approach to improvement and welcomed any feedback
- Quality assurance arrangements made a positive impact in maintaining and improving high quality care
- Children were encouraged to care for and respect one another, helping to build confidence and allowing them to feel respected, loved and included.

Inspection grades:

1. How good is our care, play and learning?

5 Very good

1.1 Nurturing care and support: 5 Very good

1.3 Play and Learning: 6 Excellent

2. How good is our setting? 5 Very good

2.2 Children experience high quality facilities: 5
Very good

3. How good is our leadership: 6 Excellent

3.1 Quality assurance and improvement are led well: 6 Excellent

4. How good is our staff team?

4.3 Staff deployment: 5 Very good

Note: If a theme has two different QIs within it, the lowest grade indicates the overall grade.

ADES/Education Scotland 3 Island Authorities Collaborative Improvement Review of Senior Phase

May 2022; Orkney, Shetland and Comhairle Nan Eilean Siar (Western Isles)

3 key themes were explored with focus and stakeholder groups:

- 1) The curriculum and learner pathways
- 2) Vocational provision within the curriculum and the contribution of partners
- 3) BGE and the support given for transition to Senior Phase

Some key areas identified for exploration in Orkney are:

- Review whether the 6/6/6 model for S4-6 choices has delivered expected outcomes
- Inequity of curriculum offer between institutions; what is acceptable?
- Develop a curriculum which prepares pupils for their future, rather than for exams
- Inclusion of learner voice in curriculum planning
- Strengthening curriculum links to the local labour market, including work experience
- The role of online learning in increasing learner access and teacher employment
- Improving communication of the total curriculum offer to support learner choices
- Continued development of Literacy and Numeracy beyond S4
- Embedding Meta-skills and the Career Education Standards
- Building learners' resilience and independence
- Re-invigoration of Interdisciplinary Learning (IDL) post-covid
- Value added for all pupils



A joint inspection of services for children and young people in need of care and protection in Orkney took place between August 2019 and October 2019.

Following this, two progress reviews have been completed by the Care Inspectorate, the first between April and June 2021 and the most recent between February and April 2022.

The Care Inspectorate note that clear and significant progress has been made since the first visit and they have now tasked the partnership to consolidate and embed the improvements and partnership-working.

For the Education Service, 5 key priorities have been established:

1. Supporting the workforce with strengthened induction and training
2. Ensuring all establishments have consistent, high-quality procedures
3. Ensure outcomes for children and young people are routinely recorded, monitored and evaluated to evidence the impact being made
4. Develop a consistent application of information management systems
5. Strengthen the work on listening to the voice of children and young people further so they are fully involved in decisions that affect them.

Orkney Children's Services Plan 2021 – 2023

The vision for this plan is taken from The Promise:

'We grow up loved, safe and respected so that we realise our full potential.'

The 5 priorities for 2021-23 are:

- Mental health and wellbeing
- Overcoming disadvantage
- Care and protection
- Equality and empowerment
- Options and opportunities

The key principles underpinning the plan are:

- Safeguarding, supporting and promoting wellbeing
- Ensuring that any action that meets needs (including prevention) is taken at the earliest appropriate time
- Integrating services from the point of view of the recipients
- Achieving the best use of available resources

Significant progress has already been made in relation to education-specific actions regarding our in-school counselling service and our BGE tracker which enables us to track outcomes for care experienced learners.

The remaining action is to fully embed the UNCRC.

Good Parenting Plan 2020 – 2025

The purpose of a corporate parenting plan is to uphold the rights and safeguard the wellbeing of looked after children or care leavers and promote physical, emotional, spiritual, social and educational development.

The actions within the plan fall under the following themes:

- Engagement and participation: making the promise real for Orkney's Care Experienced Children and Young People
- Health, Wellbeing and Relationships
- Housing and Accommodation
- Education and Training
- Employment
- Youth and Criminal Justice

In March 2021, the actions for the education service were updated to the following outcomes:

- Compile an accurate and up to date list of care experienced children and young people (CECYP)
- Complete a tracker for school-attending CECYP across Orkney in relation to attainment and progress
- Identify targeted interventions with use of CECYP funding and post of family support worker
- Ensure CECYP transition to positive destinations when they leave school
- Improve staff knowledge and understanding of CECYP and the importance of their role and responsibilities.

In moving ahead, planning will work towards meeting the outcomes in the [The Promise](#).



Community Learning & Development Partners Plan 2021 – 2024

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

The Community Learning & Development (CLD) Partners Plan 2021-24 sets out how we will deliver CLD across Orkney over the next 3 years, ensuring services are planned for and delivered in a joined-up way.

The CLD Partners Plan aligns to the priorities recently identified for the new Orkney Community Planning Partnership Plan 2021-2023

The current priority areas for the CLD Partners Plan 2021-24 are:

- Connectivity
- Sustainable Recovery
- Community Wellbeing
- Partnership Workforce Development and Planning

Significant progress has already been made during year one of the plan which has been monitored, reviewed and updated to ensure it remains relevant and responsive to emerging needs. [Community Learning and Development \(orkney.gov.uk\)](https://orkney.gov.uk)

Local Employability Partners Plan 2022 - 2024

Working to the principles of No One Left Behind, the Orkney Local Employability Partnership (LEP) Plan, coordinates employability provision for those who are seeking employment or looking to enter positive destinations including education or training, supporting them to gain fair and sustainable work. Key policy drivers which connect with the ambitions and delivery priorities of No One Left Behind include:

- Tackling Child Poverty
- Addressing the Gender Pay Gap
- Closing the Disability Employment Gap
- Promoting and Embedding Fair Work
- Delivering Young Person's Guarantee
- Delivering on The Promise

Priority Groups include those with disabilities or long-term health conditions, care experienced young people, individuals disengaged with education, employment or training, young parents, those with/or at risk of criminal convictions, low-income households, long term unemployed, those at risk of homelessness, low skilled or those in precarious work or underemployed.

The Orkney LEP have completed an audit of local employability provision and mapped this to stages of the Employability Pipeline. [Employability \(orkney.gov.uk\)](https://orkney.gov.uk)

Scottish Attainment Challenge: Recovery and Progress Report 2021 – 2022

A Recovery and Progress Report for Orkney was compiled by the Attainment Advisor for Orkney detailing progress made toward previous targets from the 2015 – 2020 Impact Report. Headteachers and practitioners are becoming more confident in monitoring and tracking attainment through regular engagement with the AA.

The next steps identified in this report are:

- Clarity and support for headteachers when accessing and understanding budgetary information in relation to the spending of Pupil Equity Funding (PEF). Additional support would help to assist schools in the decision-making process on PEF spend and address potential underspends.
- Continue to support headteachers in being able to identify impact of PEF and where possible underspends emerge, to respond by using the ‘stop, start, continue’ model
- Improve the systems and procedures for the governance and management of the Scottish Attainment Challenge, including Care Experienced Children and Young People (CECYP) through the setting up of The Promise Board and the recruitment of a coordinator
- Extend Orkney’s BGE Tracking Toolkit into the secondary sector
- Develop further the skills, understanding and confidence of headteachers and their staff in using Orkney’s Broad General Education Tracking Toolkit to track and monitor attainment
- Further support headteachers and their staff in identifying gaps using the tracking toolkit with FSM/CECYP as a measure and a focus on narrowing those gaps
- Track and monitor the progress of the authority’s stretch aims and schools’ set targets



Planning Days and Meetings with Attainment Advisor

On the 11th May, 2022 almost all head teachers and ELC managers came together for the first face to face meeting in over two years to share expectations on the newly created standardised Standards and Quality Report and School Improvement Plan. Feedback on this day was positive:

- Really good session, where I worked with colleagues and came away with less on my to do list than I went in with. Thank you!
- Was great to have everyone together for the day again and for it to be a structured and focused day where we all went away with something. Discussions around tracking between sectors and particularly looking at continuity of learning in the early level were useful.
- So good to have the heads in the same room, we need to do that to build our HT team provide resilience for the members and to ensure that we can support staff. It was well run.

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Annually, the Attainment Advisor asks schools for feedback on her work and engagement with them. This return from June 2022 was highly positive:

- Being new to the authority I have found the AA meetings a real support. Having that one person with the expert knowledge field has helped spread a valuable and consistent message throughout the whole authority. The meetings have also been productive, challenging, thought provoking but in a completely non-threatening way. They have also made a historically tricky task more manageable and streamlined.
- So supportive helpful and impactful, the support has been fantastic.
- I feel quite fortunate that I can email our AA and be confident in receiving a quick reply, which is very reassuring. I also feel that our AA, whilst interrogating our data, wants the best for us and our children.

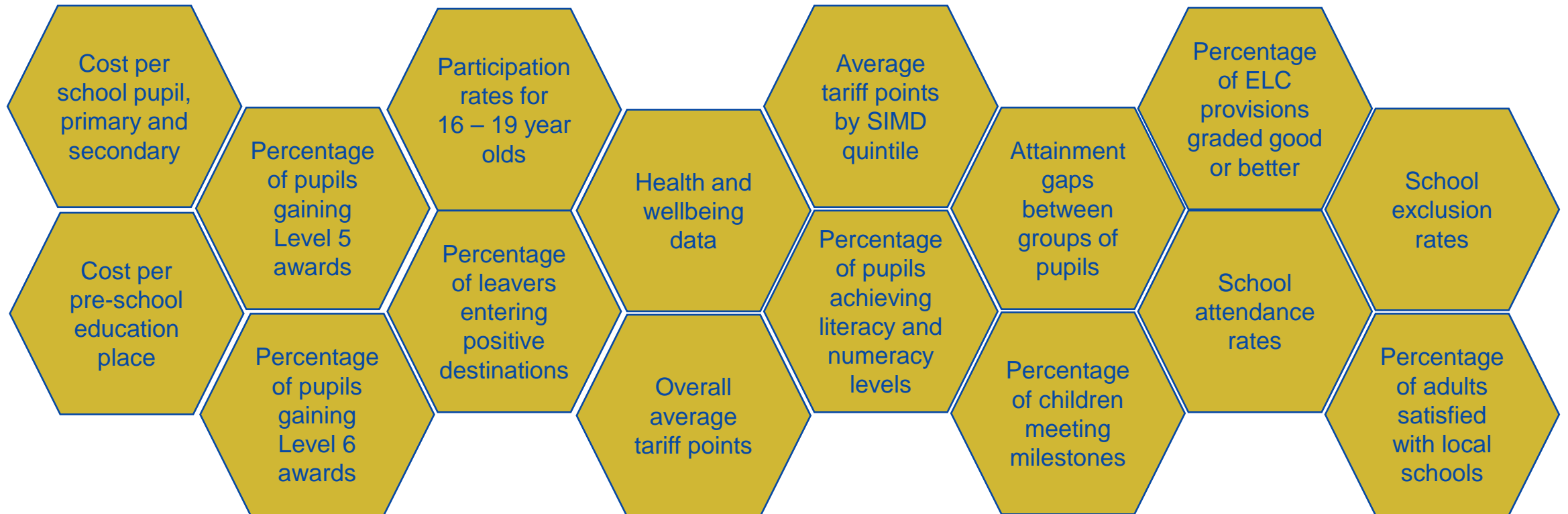
National Strategies

When creating this plan, the greatest emphasis was given to local evidence, including consultation with stakeholders and review of local data. 7 national strategies are referenced throughout the plan though to ensure the Education Service aligns its strategy with the national priorities:

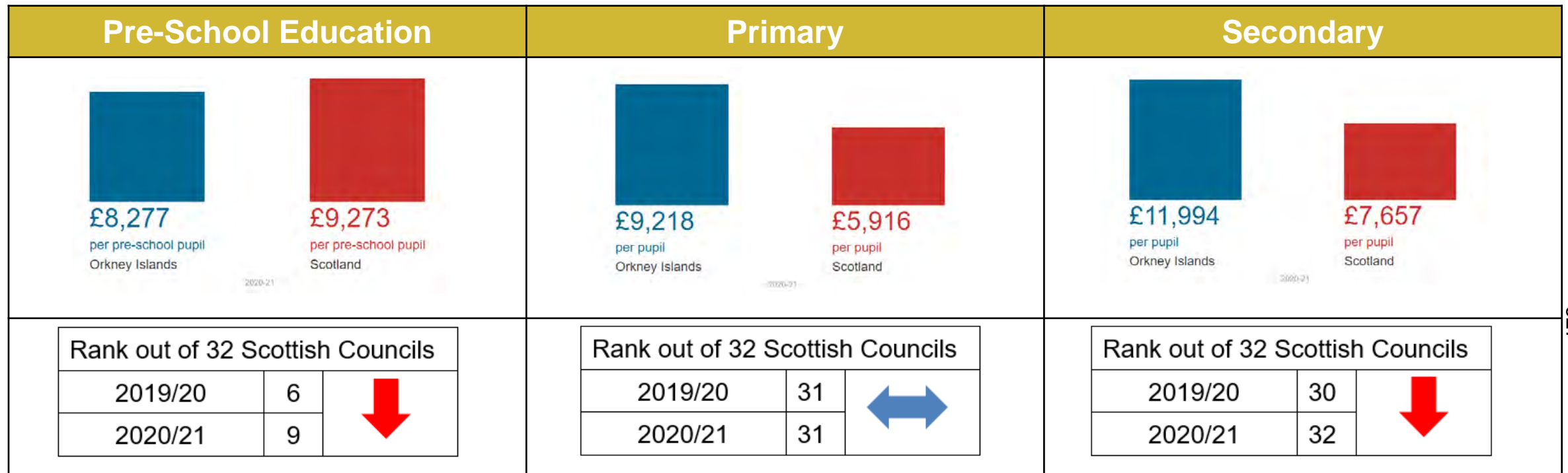
National Improvement Framework	Getting it Right for Every Child	Curriculum for Excellence
<p>Striving for excellence and equity Excellence through raising attainment and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens, and effective contributors; Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.</p>	<p>Making sure that children and young people receive the right help, at the right time, from the right people</p> <p>Our children and young people are:</p> <ul style="list-style-type: none"> • Safe • Healthy • Achieving • Nurtured • Active • Respected • Responsible • Included 	<p>Making sure that our children and young people gain the knowledge, skills and attributes needed for life in the 21st century</p> <p>Our children and young people are:</p> <ul style="list-style-type: none"> • Successful learners • Confident individuals • Responsible citizens • Effective contributors
National Adult Learning Strategy	Scottish Attainment Challenge	Developing the Young Workforce
<p>Ensuring accessible opportunities for adults to learn throughout their lives</p>	<p>Making sure that every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.</p>	<p>Making sure that our young people are better prepared for the world of work</p>
		National Youth Work Strategy
		<p>Improving the life chances of young people in Scotland</p>

Key Performance Indicators

The Education Service assesses its performance against a range of quantitative outcomes, including from the Local Government Benchmarking Framework [LGBF] and the National Improvement Framework [NIF]. Key performance indicators are listed below but due to covid and related school closures, not all data is currently available - ensuring consistent collection and monitoring of these KPIs is a priority for the service moving forward.



Expenditure per Child or Young Person [LGBF]

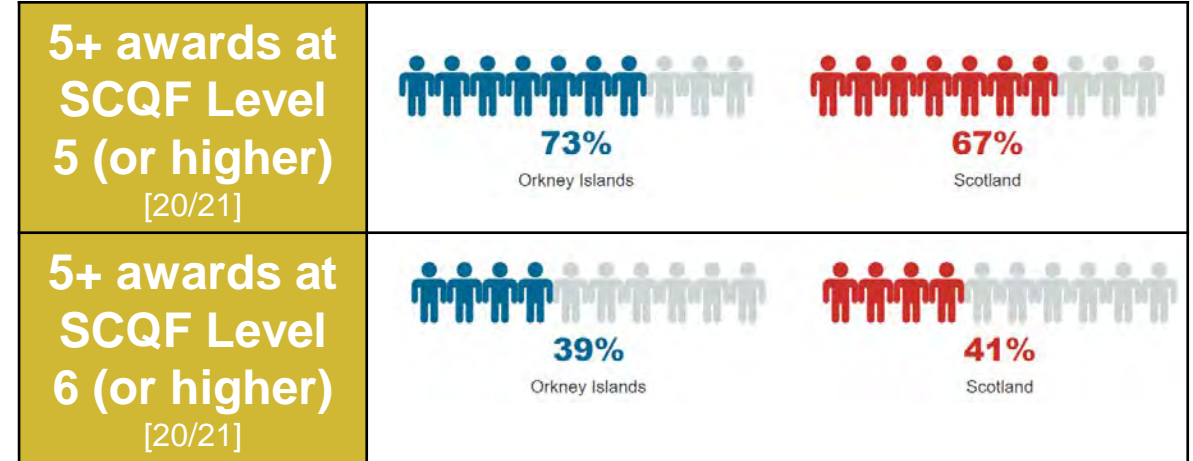
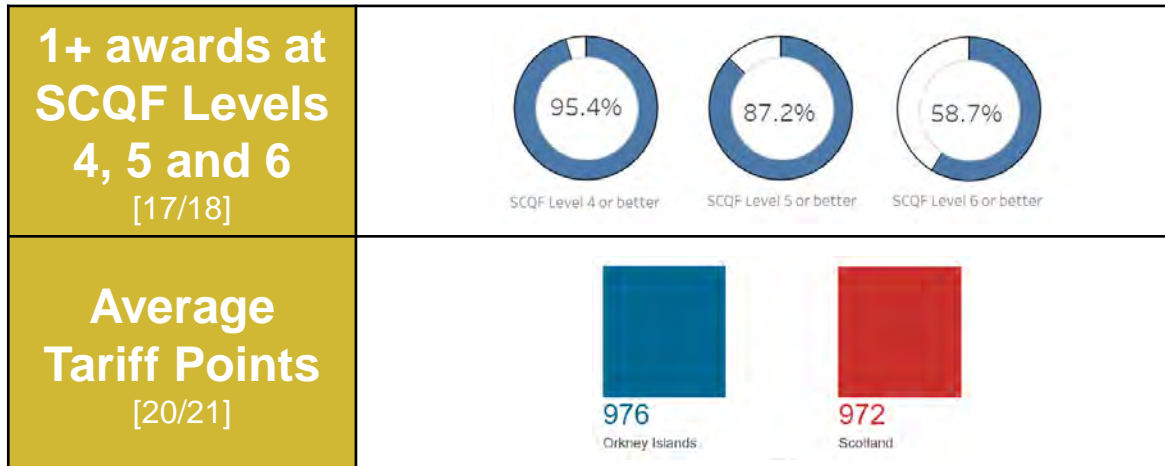


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Priorities for Education Service:

- Review the financial model for schools and learning against nationally agreed staffing ratios
- Produce 'cost per place' data to support better understanding
- Review the itinerant teacher model
- Disaggregate costs associated with community use

SCQF Attainment [LGBF and NIF]

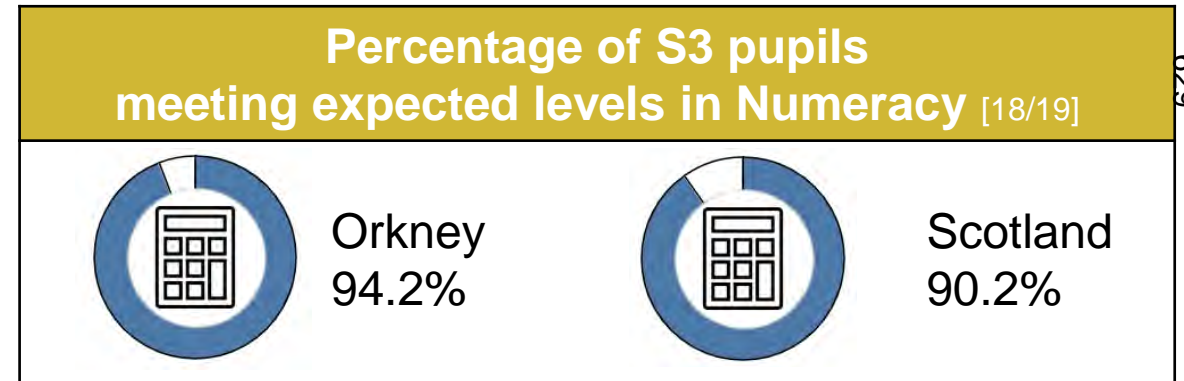
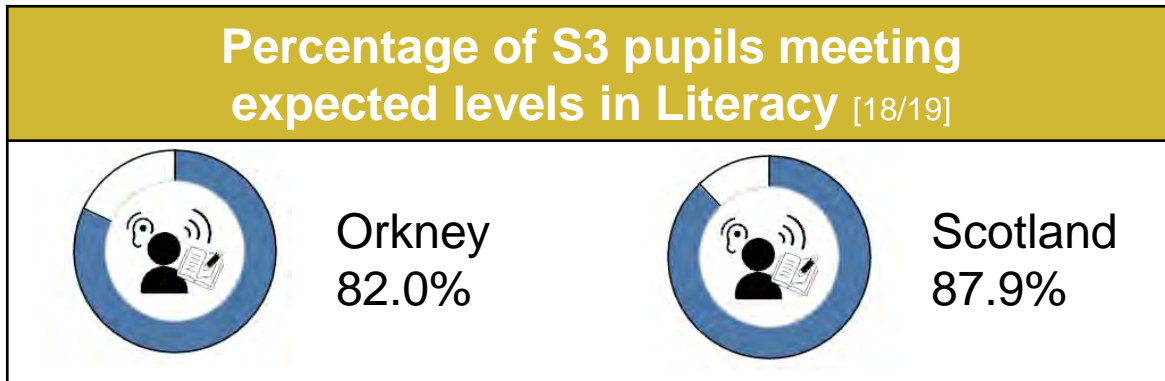
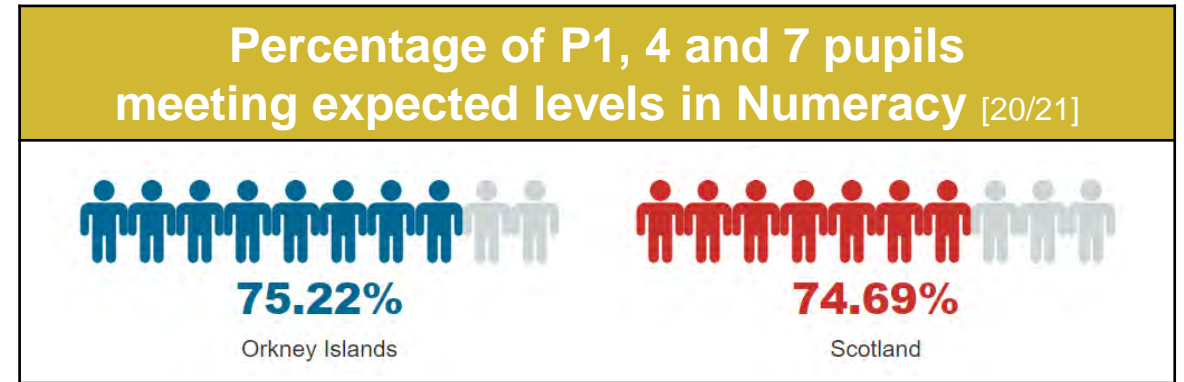
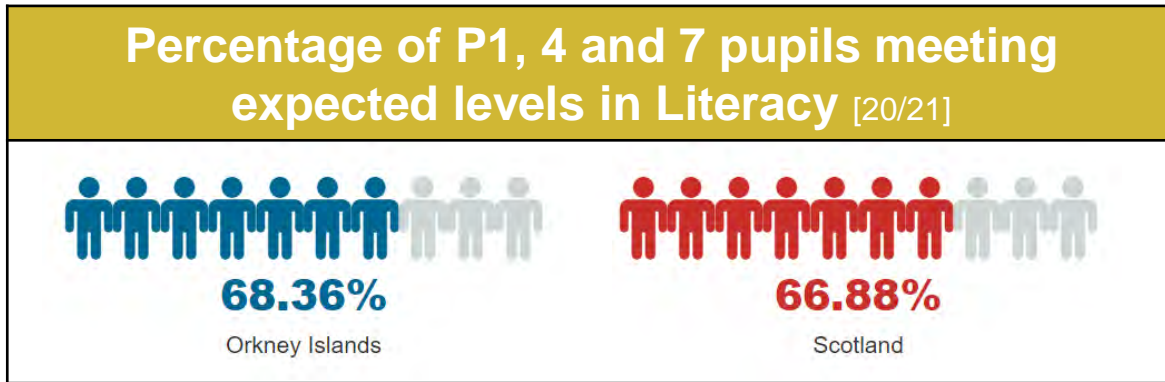


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Priorities for Education Service:

- Early identification and support for pupils who intend to leave school at the end of S4 or S5.
- Undertake a senior phase review across Orkney, including wider achievement and alternative pathways.
- Set ambitious targets (stretch aims)
- Develop tracking, monitoring and intervention programmes to ensure all learners receive timely support

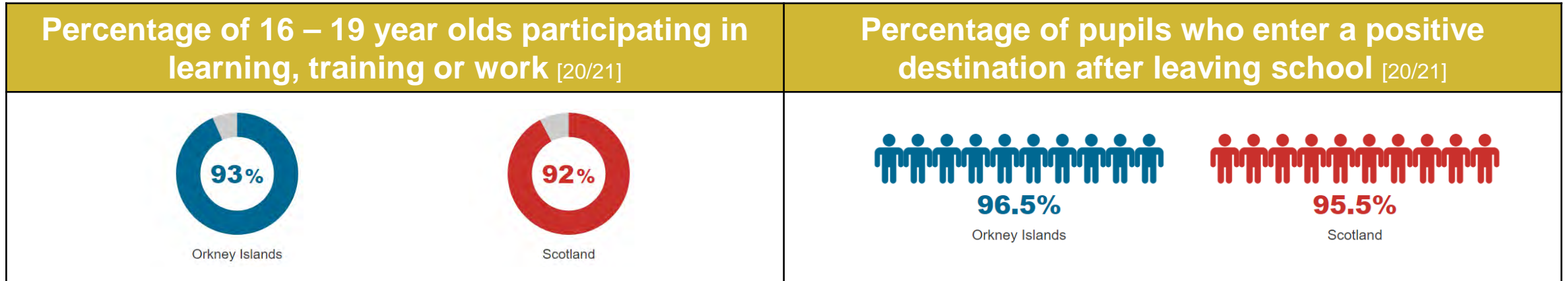
Curriculum for Excellence Levels [LGBF and NIF]



Priorities for Education Service:

- Set ambitious LA stretch aims and school targets, monitoring and intervening 3 times per session
- There will be an authority wide drive to raise attainment in listening and talking for session 2022 – 2023

Participation Rates and Positive Destinations [LGBF and NIF]

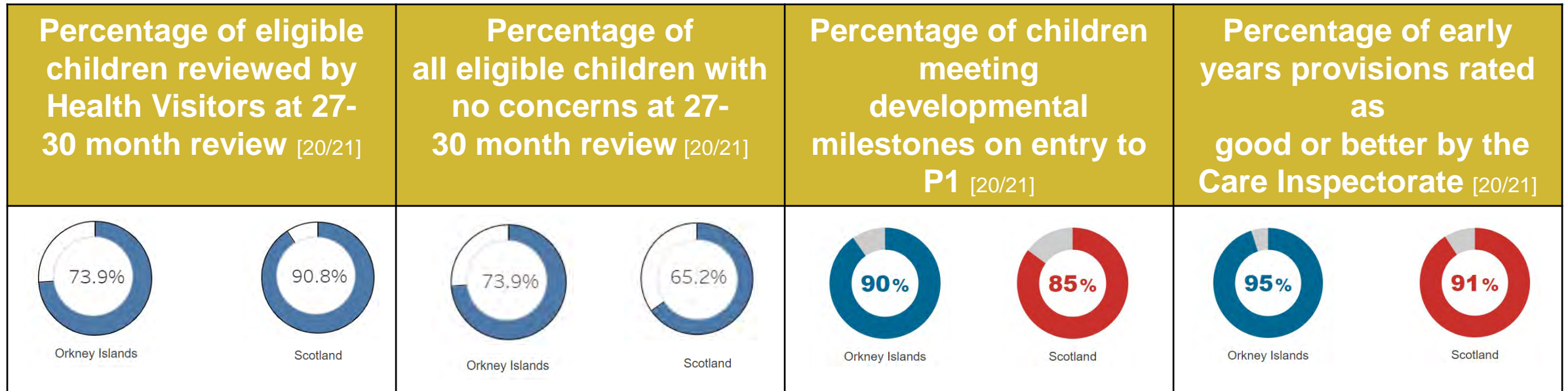


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Priorities for Education Service:

- Early identification and support for pupils who intend to leave school at the end of S4 or S5.
- Continue to develop the impact of the Pathway Planning group to support young people who may not achieve or sustain a positive destination.
- Fully embed the Career Management Standards (CMS)

Early Years Provision [LGBF and NIF]

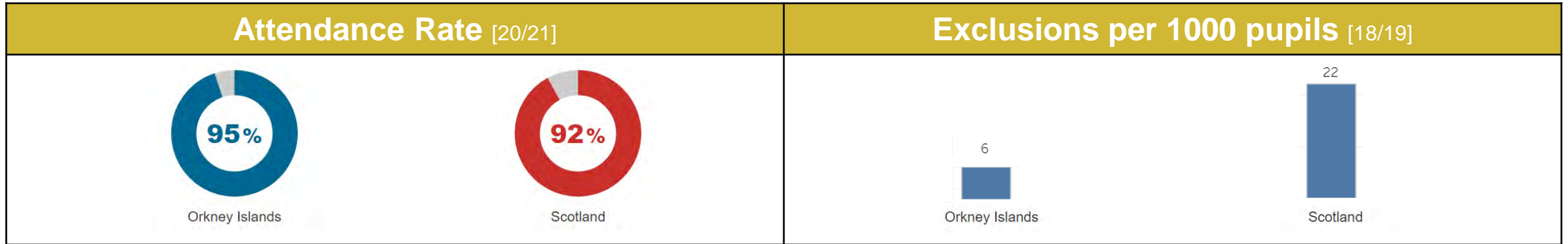


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Priorities for Education Service:

- Ensure all nurseries are familiar with and are using the New Care Inspectorate Quality Framework
- Ensure all nurseries are meeting the National Standard for Early Learning and Childcare
- Ensure childminders in partnership to offer funded ELC provision are using the Care Inspectorate Quality Framework and are meeting the National Standard for Early Learning and Childcare
- Provide training and mentoring for settings to meet new quality requirements
- Workforce development and recruitment and training of new staff

Attendance and Exclusion [LGBF and NIF]



Priorities for Education Service:

- Establish a consistent attendance policy across Orkney schools with regards to recording, monitoring and prompt action to work with families where levels drop.
- Training for staff on the role of Scottish Children's Reporter Administration in supporting attendance.

How satisfied are residents with local schools? [2017 – 2020]



84.7%

Orkney Islands



71.8%

Scotland

Priorities for Education Service:

- Devise an engagement strategy for learners, staff, parents / carers and wider communities

Leadership of Change (1.3)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

78% evaluated as Good or better

28% evaluated as Very Good or better

Teaching, Learning and Assessment (2.3)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

72% evaluated as Good or better

17% evaluated as Very Good or better

Ensuring Wellbeing, Equality and Inclusion (3.1)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

83% evaluated as Good or better

22% evaluated as Very Good or better

Raising Attainment and Achievement (3.2)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

83% evaluated as Good or better

11% evaluated as Very Good or better

How Good is our Early Learning and Childcare Self-Evaluation

Leadership of Change (1.3)

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

100% evaluated as Good or better

30% evaluated as Very Good or better

Teaching, Learning and Assessment (2.3)

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

100% evaluated as Good or better

40% evaluated as Very Good or better

Ensuring Wellbeing, Equality and Inclusion (3.1)

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

100% evaluated as Good or better

40% evaluated as Very Good or better

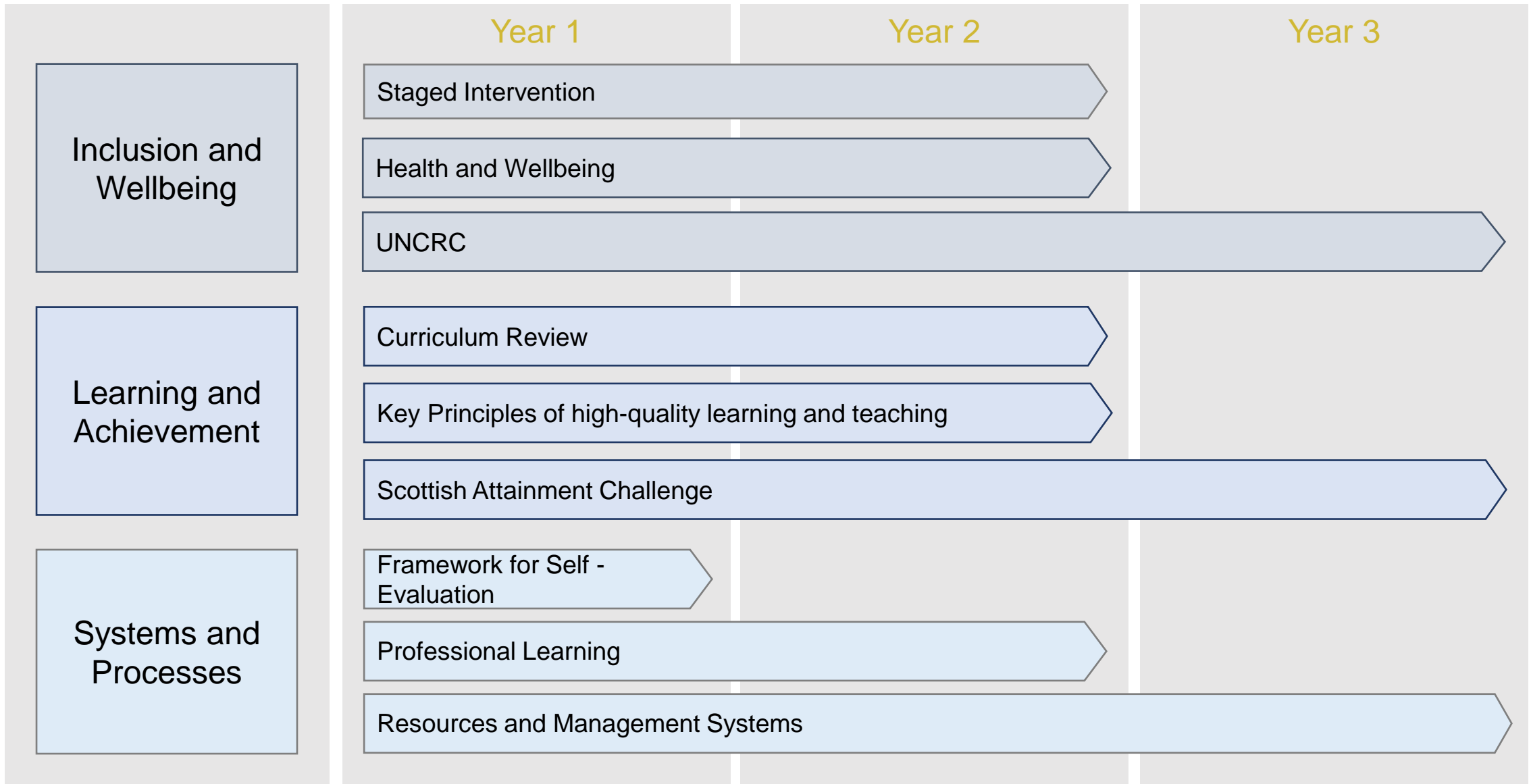
Raising Attainment and Achievement (3.2)

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

100% evaluated as Good or better

20% evaluated as Very Good or better

Our Service Priorities (2022 – 2025)



Inclusion and Wellbeing: Staged Intervention

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> All children and young people in need of additional support receive appropriate interventions through the implementation of reliable and clear staged intervention guidance. Staged intervention guidance enables support staff to be allocated on a needs basis to have the maximum impact on learners 	<p>Monthly: Referrals - Social work and Children's Reporter; Child Protection Register; Child's Plans and Budgets inc. Funding</p> <p>Termly: Variable timetables; Home Education; Looked after children and Out of Orkney placements</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Staged Intervention model reviewed and implemented across all institutions [SA] Guidance and SfL structures and processes reviewed and refreshed [SA] Child's Plans system reviewed and tracking system devised [SA] 	<ul style="list-style-type: none"> Child's Plan tracking system implemented across all institutions [SA] 	

Inclusion and Wellbeing: Health and Wellbeing

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> Children will be supported by practitioners who understand the developmental needs of children and have a range of strategies to support them. School staff will have accurate information about learners' perception about wellbeing. Targeted interventions matched to learners' needs will lead to improved perceptions in identified areas 	<p>Monthly: Attendance, VPDs and Placing requests Termly: Exclusions; Health and Wellbeing; 27-30 month reviews; Mental Health training; Solihull Approach training and Development milestones</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Review of current HWB tracking across Orkney including investigation into Wellbeing SEEMIS module and GMWP tracking. [SA] Engagement with pupil councils about appropriate next steps [SA] Health and wellbeing questions and tracking devised and implemented across schools [SA] Mental Health Guidance for Schools is embedded through training opportunities [SA] Continuation of authority level prioritisation and delivery of relational approaches (Connected and Compassionate Community) [SA/CL] Training for staff including low arousal approaches, PEEP and problem-solving approach to conflict [CD] Develop collaboration with SALT, particularly to support early language development [CD] Develop a parental engagement strategy in partnership with CLD, including a nurture / support group for parents of very young children and those with additional support needs [KS/CD] 	<ul style="list-style-type: none"> Wellbeing Indicator tracker fully implemented across primary and secondary schools [SA] 	

Inclusion and Wellbeing: UNCRC

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> All children and young people in Orkney are protected and provided with opportunities according to the United Nations Convention on the Rights of the Child All education staff, wider partners and young people in Orkney are provided with training/guidance on their legal responsibilities in delivering on the UNCRC Create a structure that enables the voice of all children and young people to be heard All staff and learners understand the importance of creating an inclusive and safe environment for all Ensure all ELC providers (nurseries and childminders) are using the Care Inspectorate Quality Framework, and are using innovative approaches to capture the child's voice and consult children on decisions that are important to them 	<p>Termly: Bullying incidents; UNCRC checklists; Rights Respecting Schools; LGBT Charter and Learners' satisfaction</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Develop youth voice and engagement strategies, liaising with key partners including CLD and Orkney Youth Forum All education establishments have access to My Rights, My Say training [SA] All primary and secondary schools supported to achieve Bronze Rights Respecting Award [SA] LGBT Charter Award achieved by Junior High and Secondary schools [SA] Creation of a UNCRC 'checklist' to ensure we are meeting our obligations as an authority [SA] 	<ul style="list-style-type: none"> All primary and secondary schools awarded Silver Rights Respecting Award [SA] LGBT Charter Award achieved by primary schools [SA] 	<ul style="list-style-type: none"> All primary and secondary schools awarded Gold Rights Respecting Award [SA]

Learning and Achievement: Curriculum Review

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> Young people experience, and influence, a curriculum which prepares them for the next stage of their education, training or employment, leading to them entering positive destinations. 	<p>Triennial: 1+ L4, 5 and 6 awards; 5+ L5 and 6 awards; Tariff points and Early leavers Annually: Participation and Destinations</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Develop the curriculum model for senior phase pupils including: <ul style="list-style-type: none"> reviewing the 6/6/6 model, strengthening the provision in liaison with Orkney College UHI, strengthening the wider achievement offer in liaison with CLD, strengthening links to the labour market, widening the work experience offer, and ensuring value added for all learners [JP] Inclusion of learner voice in curriculum planning and improving communication about the curriculum offer [JP] Develop the online learning offer, increasing learner / teacher access [JP] Continued development of Literacy and Numeracy beyond S4 [JP] Embedding Meta-skills and the Career Education Standards [JP] Building learners' resilience and independence [JP] Re-invigoration of Interdisciplinary Learning (IDL) post-covid [JP] Develop tracking, monitoring and intervention processes to maximise achievement for all learners [JP] Re-establish moderation and professional learning groups, across Orkney and in partnership with Northern Alliance and 3 Islands [JP] Strengthen the work with the Pathway Planning group to ensure all learners leave to positive destinations [JP/KS] 	<ul style="list-style-type: none"> Review BGE curriculum across all institutions 	

Learning and Achievement: Key Principles of High-Quality Learning and Teaching

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> Children and young people consistently access high quality teaching and learning 	<p>Triennial: BGE Literacy and Numeracy attainment Annually: HGIOS and CIQF self-evaluations</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Identification of what 'good' learning and teaching looks like across each sector [MM/JP] Baseline of school/setting self-evaluation set targets for improvement based on data [MM] Create (or review) LA guidance on expectations of learning and teaching for each sector [MM/JP] Pilot expectations (where appropriate) and amend guidance as required. [MM/JP] Establish support and challenge groupings for peer moderation [CD/MM/JP] Relaunch Realising the Ambition (ELC National Practice Guidance) for ELC providers (nurseries and childminders) and P1 staff. [CD] Revise the Orkney Nursery Handbook to reflect 1140 and the Care Inspectorate Quality Framework. [CD] Develop play pedagogy guidance and extend the P1 project to more schools. [CD] Develop maths guidance for early level [CD] 	<ul style="list-style-type: none"> Implement learning and teaching guidance in all schools [MM/JP] Review SE data, setting further targets for improvement [MM/JP] Moderate learning and teaching against HGIOS and CIQF [CD/MM/JP] Evaluate play in P1 and develop practice guidance for staff [CD] 	

Learning and Achievement: Scottish Attainment Challenge

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> Reduction in the poverty-related attainment gap Stretch aims set for schools and LA that are ambitious for the attainment outcomes for children and young people (CYP) Reduction in the attainment gap for care-experienced children and young people (CECYP) 	<p>Monthly: Attendance</p> <p>Triennial: BGE Literacy and Numeracy attainment</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Greater focus on the attainment of CYP in receipt of FSM and those who have been care experienced [SR/MM/SA] Clearer planning, tracking and monitoring and reporting on use of PEF by schools [SR/PD] Continue to develop use of the BGE tracking toolkit to monitor and track attainment [SR/MM/JP] Set school targets and LA stretch aims as part of the refreshed SAC programme [SR/PD] Contribute to the delivery of 'The Promise' as part of a multi-agency group, establishing the 'The Promise Board' and recruiting a coordinator to support children and families who are care experienced. SR/[MM/SA] Appoint a QIO with remit for attainment and closing the poverty-related attainment gap [PD] Increase collaboration with wider partners on targeted support opportunities [KS] 	<ul style="list-style-type: none"> Revise and set new stretch aims [PD] Continue to monitor and track impact of PEF [PD] Monitor impact of work of CECYP coordinator as part of the Promise Board and QIO in relation to SAC remit [PD] 	<ul style="list-style-type: none"> Continue with focus and meet requirements of SAC [MM]

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Systems and Processes: Self-Evaluation for Continuous Improvement

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> A range of effective approaches is used to ensure all staff, partners, learners, and other stakeholders are actively involved in ongoing self-evaluation activities. Pupil and parent / carer participation is a strong feature of the approach to self-evaluation and continuous improvement. Self-evaluation focuses on key aspects of learners' successes and achievements and there is clear evidence of improvement based on actions taken as a result of self-evaluation. All stakeholders, including children and young people, have shared ownership of this evidence and use it to plan continuous improvement. 	<p>Monthly: Budgets, Risk register Termly: ERD; Business continuity, Complaints and Compliments</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Develop a service wide approach to self-evaluation [PD] Develop service wide, and individual institutions', quality assurance calendars [CD/MM/JP] Develop engagement strategies for learners, parents / carers and communities [SA] Strengthen funding tracking and monitoring including PEF [PD] Reference to HGIOS and CIQF during all visits [CD/MM/JP] Peedie clusters' focus on CIQF to enable practitioners to share best practice [CD] Build projects with key partners, including Northern Alliance and 3 Island Group, into professional learning and governance calendars [JP] Develop a service wide approach to raising attainment and achievement, supported by the QIO, AA and CECYP coordinator 		

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Systems and Processes: Professional Learning

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> • Staff are confident with key processes and apply them consistently to a high standard. • This leads to young people and their families stating they are satisfied with the service they receive across the partnership. 	<p>Monthly: Mandatory training (iLearn) Termly: EY provisions rated as good Annually: Student placements and Satisfaction - Parents and Learners</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Scope training requirements across Education Service and partnership [CM] • Develop annual programme of training [CM] • Devise implementation strategy for new policies and procedures [CM] • Develop induction processes across partnership [CM] • Training for all ELC providers to support practice development to meet National Standard [CD] • Restart leadership pathways for ELC [CD] • PEEP and Solihull training for ELC [CD] • Maths ELC workshops [CD] • QAMSO training for secondary practitioners [JP/MM] 	<ul style="list-style-type: none"> • Evening classes for those considering a change of career or returning to ELC [CD] 	

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Systems and Processes: Management Resources and Procedures

Outcomes	Performance Indicators	
<ul style="list-style-type: none"> Percentages for whole cohorts, institutions and vulnerable groups (including those entitled to free school meals, those with Additional Support Needs and those who are care experienced) meet (or exceed) stretch aims / targets. Services provide high-quality provisions which demonstrate value for money All institutions have robust policies and procedures in place, including personnel policies and those for health and safety. 	<p>Monthly: Incident forms; FOIs; Budgets; Invoice payments; Sickness absence; Accidents; Recruitment and Retention (inc. CIEs)</p> <p>Termly: Training records, Risk assessments, Expenditure per CYP; EMAs; FSM and School roll</p>	
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> Consistent implementation of SEEMIS across schools including for academic and pastoral information. (Interim equivalent for ELC.) [SA/CD/CM] Review of finances including a DSM Review and support for leaders [DB/PD] Business Review for Orkney College UHI [JP] Strengthen year-round and extended provision, e.g. Summer Childcare. [CD] Devise Learning Estates strategy and bid, including ongoing review and governance [DB/PD] Devise a central database for Health and Safety policies, risk assessments and training records along with service-wide monitoring procedures [DB/PD] 	<ul style="list-style-type: none"> Implementation of SEEMIS across ELC [CD/CM] Implementation of new DSM policy [DB/PD] 	<ul style="list-style-type: none"> Implementation of teachers' hours reduction plan [PD]

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Stretch Aims

Stretch aims will be published at the end of September 2022 and will be added to this document when available. A rationale for how the stretch aims are being set though is available below:

- The analysis of the data at P1, P3 and P6 is being used to set improvement targets but consideration was also given to the actual 2022 P4 and P7 data return recognising that attainment is continuing to improve again following the interrupted learning in the last 2 years.
- The actual data for P3 and P6 cohorts was significantly lower than expected and reflects the impact of the regular tracking and monitoring of data at P1,4 and 7 that has taken place over the last 3 years.
- There are a significant number of children identified as 'needing support' within P3 and P6 to achieve the level and teachers will now need to ensure that they focus on these children to provide the learning and teaching that they need to achieve the level.
- In the new tracking toolkit for 2022/23, the column 'requires support' is being changed to 'on the cusp' to reflect more fully those children who are almost meeting the level and with some support, are expected to achieve the level.
- Moving forward, schools should try and reduce the number of children 'requiring support' or 'on the cusp' as part of their tracking and monitoring and have in place the expectations of children achieving the level through the day-to-day learning and teaching.
- Consideration was also given to the S3 results which are always consistently high and reflect a gap between the primary return and the secondary return. As a result, the stretch aims are ambitious.
- The percentage for improvement identified relates to the difference between the P1, P3 and P6 actual and the stretch aim set.
- The initial stretch aim for Health and Wellbeing will focus on attendance. This will be reviewed when a more consistent tracking system has been embedded across school and ELC provisions.

Orkney

Community Learning & Development
Partners Plan 2021 - 2024

(2022 Update)



Working
and
learning
together for
a better
Orkney



Executive Summary

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

Orkney's 3-year Partners Plan for Community Learning and Development (CLD) is produced by Orkney's Strategic Community Learning Group (SCLG), which is a partnership of both public and third sector organisations who are delivering Community Learning & Development support and activities across Orkney.

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

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

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

To ensure strategic alignment to the Orkney Community Plan for 2021-23, (our statutory Local Outcomes Improvement Plan), three of the four priorities in the CLD Partners Plan are taken from the agreed priorities for the Community Plan, namely: Connectivity, Community Wellbeing and Sustainable Recovery.

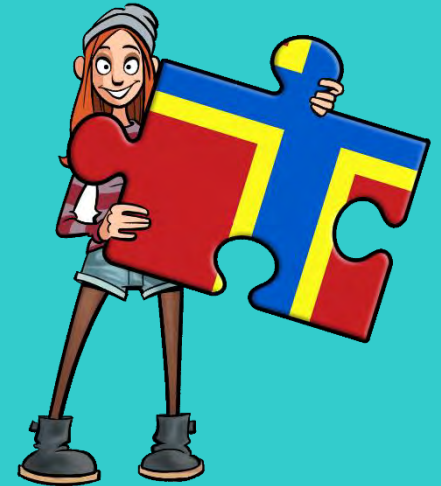
What is the CLD Partners Plan?

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



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What is Community Learning and Development?

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

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

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

The CLD Standards Council developed the code of ethics for Community Learning and Development which helps define what CLD is. Together with agreed values and principles and a Competence Framework, it provides the foundation for improving standards in CLD and for strengthening the identity of CLD as a profession.

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

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



What is Community Learning and Development (CLD)?

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



Why do we need a CLD Partners Plan?

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

The CLD Regulations (Scotland) 2013 aim to: -

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

The plan provides a clearly defined framework for coordinating, planning, and delivering CLD with partners.

The requirement affects all public, voluntary, third sector, private sector agencies and community partners who contribute to work supporting:

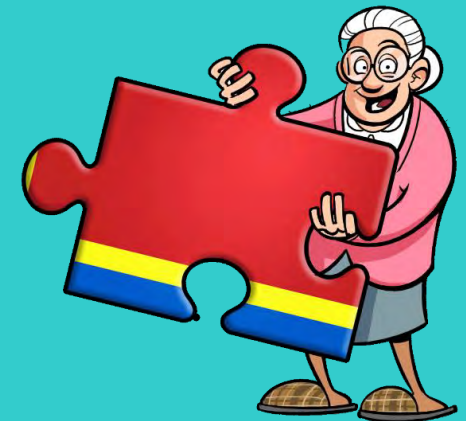
- **Improved life chances for people of all ages, through learning, personal development, and active citizenship; and**
- **Stronger, more resilient, supportive, influential, and inclusive communities**

The joint CLD Partners Plan 2021-24 facilitates how community learning and development will be taken forward by partners in Orkney. By aligning our CLD Partners Plan to the priorities identified by the Orkney Partnership Board, the work of the SCLG will complement that of the Orkney Partnership and strong communication links will provide a conduit for the dissemination of information and for alerting community planning to emerging priority issues.

Year 1 of the plan was focused on the recovery phase from the covid pandemic. As with previous versions, the plan is reviewed, evaluated, and updated annually to ensure it remains relevant and responsive to new and emerging needs. This annual update provides a clear review of the plan with partners, learners, and the community ensuring it is appropriate and reactive to developing needs including the co-ordination of support for refugees coming to Orkney, increased support for those voluntary community groups who are facing significant challenges, and the worrying cost of living crisis which will impact significantly on many in our community.

Why do we need a CLD Partners Plan?

The plan will enable partners to better plan, delivery and evaluate community learning and development activity and therefore improve opportunities and outcomes for learners.



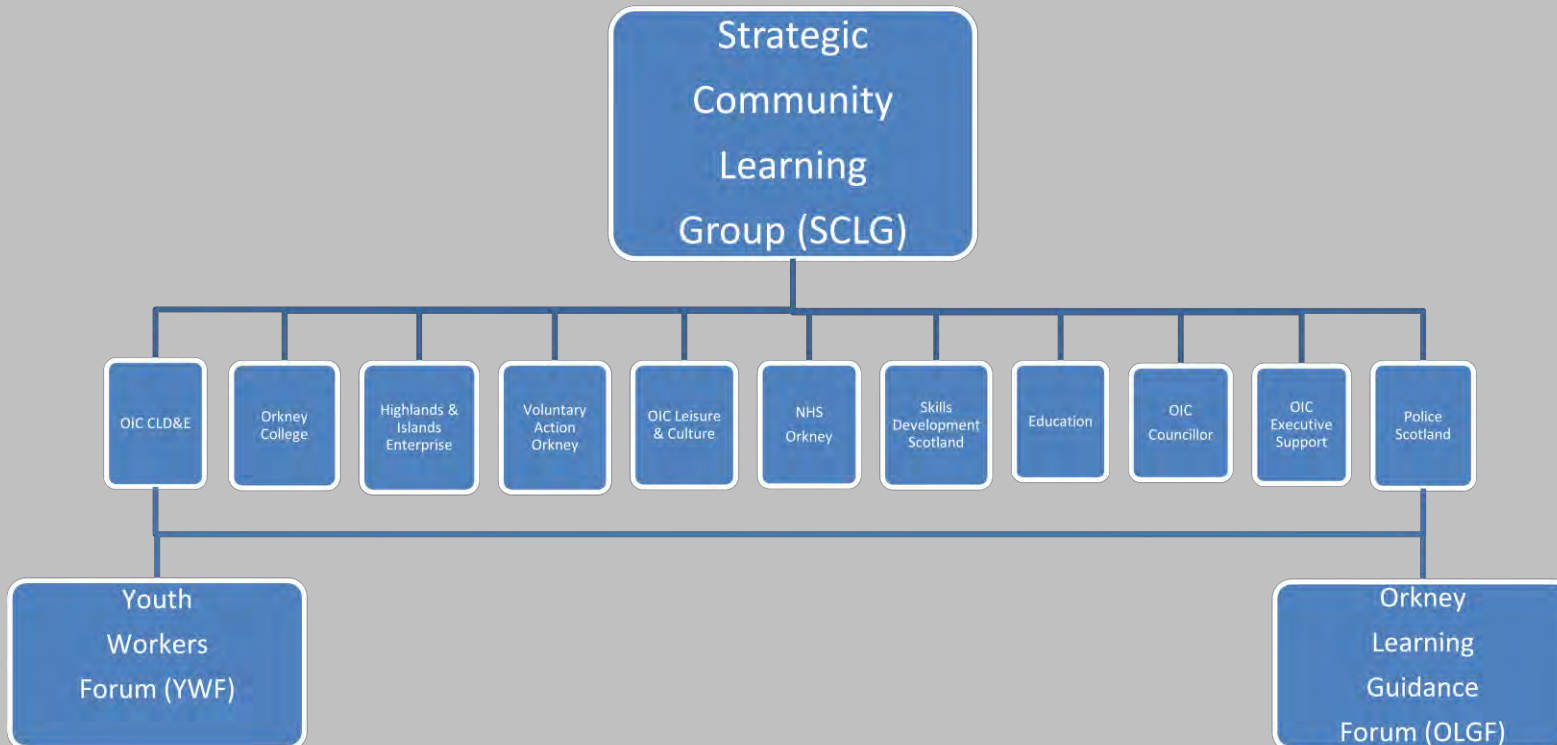
The Strategic Community Learning Group (SCLG)

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

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

As an inclusive and effective partnership, the work of the SCLG is guided by 4 overarching principles:

- Working collaboratively to improve outcomes for individuals, families, and communities
- Sharing ownership, resources, and data to improve the identification of needs, planning, monitoring and evaluation
- Developing self-evaluation and quality assurance to ensure continuous improvement
- Ensuring CLD staff and volunteers have the skills, confidence and training required to respond to local needs through appropriate workforce development.



What does the SCLG do?

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



Governance Arrangements:

During the last CLD Plan cycle, the Strategic Community Learning Group developed improved governance arrangements and strengthened connections with stakeholders, through regular summarised updates, more formal reporting procedures and better links with other partnerships including our community planning partnership, Orkney Partnership.

Rather than producing a static plan for the next 3 years this is a live and dynamic plan which adopts a more fluid and organic approach to reflect the challenges and opportunities that are presented throughout the three-year period to ensure it remains an effective planning document which is relevant and responsive to changing needs.

The SCLG partners assume overall responsibility for delivering on the outcomes and actions detailed in the plan. The plan is reviewed quarterly by the SCLG and an annual report is submitted to the Orkney Islands Council, Education, Leisure & Housing Committee. The plan is also submitted to the Orkney Partnership Board for noting. The Orkney Partnership and Orkney Islands Council have both endorsed the approach and recognise the critical role the CLD sector plays in supporting young people, learners of all ages and communities.



How will the plan be monitored?

The strategic direction for the SCLG and the actions outlined in the partners plan are developed and prioritised annually and are monitored and evaluated both internally and externally throughout the three-year period.



Community & Learner Engagement

The priorities agreed in the initial CLD Partner Plan 2021-24 sets out our shared vision, values and priorities over the next three years and are based on a full understanding of local need.

It is important to note that due to the pandemic, engagement with learners and communities was reduced as many of the key face to face methods of engagement were not possible due to the restrictions in place.

Despite this, a collective understanding of community and learner needs was developed and stakeholder input into the plan was assured through partner inputs and direct engagement with stakeholders through alignment with various community consultations including:

- Orkney Partnership Community Planning Priorities Consultation 2021
- Your Community Your Voice Place Standards Consultation 2021
- COVID-19 Community Listening Events
- Youth Employment Survey 2020
- Youth Forum Workshops
- Stromness Business Survey 2021
- Orkney Skills Think-Tank Review

Further to this community engagement partners also used several other methods to clearly identify need:

- A full appraisal and self-evaluation of the CLD Partners Plan 2018-21
- Wider partners workshop to identify and prioritize the actions for the plan
- Working group and full SCLG input into plan development to ensure collaborative approaches to CLD
- Incorporating self-evaluation, monitoring, and shared ownership elements in response to HMI feedback
- An Equalities Impact Assessment has been undertaken to ensure the plan, proposed actions and processes are fair and do not present barriers to participation or disadvantage any groups.
- An Island Communities Impact Assessment has been completed to ensure consideration of impacts on the Isles

This year the updated plan has benefited from the in-depth data and feedback from the local community through the work of Orkney Matters, a large community consultation undertaken by partners. The Orkney Matters consultation included a questionnaire, community meetings and lesser heard voices project work to ensure a wider representation of input from the community. Issues and areas for development in respect of CLD have been incorporated into the updated plan including the cost-of-living crisis, volunteer fatigue and health & wellbeing support within communities.

Who had a say in the plan?

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



Policy Context

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

CLD planning guidance highlights five interrelated themes for CLD plans to be effective:

1. Involvement - Co-producing the plan with learners and communities
2. Shared CLD Priorities - Assessing need and setting priorities for CLD with partners
3. Planning - Integrating the CLD Plan within the current and evolving national policy context
4. Governance - Reviewing, monitoring, and reporting on progress and impact
5. Workforce Development - consideration of how partners will develop the CLD workforce in their area

Locally, the Orkney CLD Partners Plan has links to several other planning responsibilities and reports including the Community Plan, Council Plan, National Improvement Framework for Education Priorities, Integrated Children's Services Plan, Local Employability Partnership Plan, Local Child Poverty Action Reports and more. To ensure alignment and avoid duplication across plans, actions which are being progressed through other plans will not be detailed in the CLD Partners Plan, but focused work by the SCLG will ensure CLD representation on the other partnerships to further develop the understanding of the CLD Plan and importance of adopting CLD approaches.

The Strategic Community Learning Group is committed to supporting and fully contributing to collaborative CLD work regionally across the North, playing a full and active role in the Northern Alliance and the North Alliance.

The Northern Alliance is a Regional Improvement Collaborative between the eight local authorities in the north with the aim of working together to improve wellbeing, attainment, and positive outcomes for stakeholders.

The North Alliance brings together CLD partners from both the public and third sector sectors to develop and share good practice, improve workforce development opportunities and increase CLD opportunities across the North. Further details are provided in Appendix 2.

Policies that affect CLD both nationally and locally continue to change and evolve. As we progress through the 3-year period, the plan will be reviewed and updated to reflect new and emerging policies. Amongst these the National Youth Work Strategy 2021-26, the Lifelong Learning Framework 2022-27 and the Adult Learning Strategy 2021-26 are significant strategies that will have a direct input into future years of this CLD Partners Plan.

How does this plan link with other plans and policies?

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



Orkney Context

The total population of Orkney in 2020 was approximately 22,400, an increase of 0.5% from 2019. Over the last 10 years, the population of Orkney Islands has increased by 13.7%. In Orkney, life expectancy is higher than across Scotland, but the demographic profile has aged significantly in recent years, with 23.8% of the Orkney population aged 65 or over - compared to the national figure of 19.1%. There is a trend of depopulation from the outer isles into the mainland of Orkney.

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

Rural and island poverty has its own set of characteristics and presents its own set of unique challenges that may not be the uniform experience of poverty across Scotland. Rural households face an increased cost of living between 10% to 30% more than children and families living in urban Scotland, and for those living on islands the premium can exceed 40%.

More than 50% of households in Orkney live in fuel poverty. The number of residents stating they have access to good public transport facilities is approximately 55% compared with 91% in the rest of Scotland.

Looking at individual domains within the Scottish Index of Multiple Deprivation (SIMD), no fewer than 14 of Orkney's 29 data zones are among the most deprived 10% in Scotland for 'Access' (to services). Orkney does not have any data zones in the most deprived 20% in Scotland but due to the scattered pattern of poverty in Orkney, there will be individuals and families in all areas experiencing multiple deprivation.

National attainment figures for 2018/2019 show that in Orkney the pre-pandemic attainment gap was low and there appeared to be no significant relationship between the SIMD and attainment.

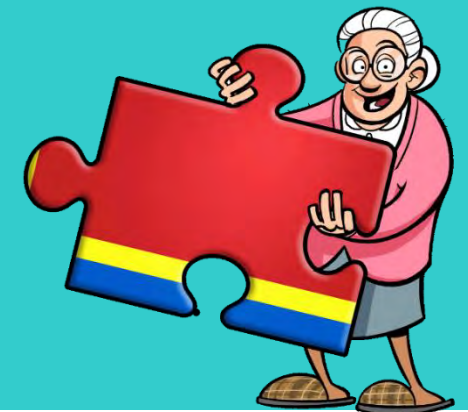
The 2019-20 school leaver destination showed that 91.9% of 16–19-year-olds in Orkney were in education, employment or training and personal development and importantly there were no destinations that were unknown.

Prior to the pandemic, Orkney had a strong economy with very high employment levels however it had a relatively low wage economy with underemployment rather than unemployment tending to be a factor. In 2020 unemployment rate rose to 2.8% from 1.3% in 2019 compared to 4.5% across Scotland, with youth unemployment rising from 2.1% to 5.3% over the same period.

What other information was used when creating the plan?

Alongside partner, learner and community input, this Plan comes from a broad evidence base gathered from local and national information including data on population, health, crime, unemployment, income, living costs, education, the economy and much more. Understanding the challenges in Orkney allows us to build a CLD Plan relevant to need.

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The impact of the Covid-19 pandemic

The way the CLD sector reacted, developed, and evolved to meet the needs of people most in need during the pandemic (and as we move into the recovery stage from COVID-19) has been immense. Partner organisations were hugely impacted by the pandemic, with many front-line staff focused on implementing national strategies for Covid-19 protection and support, and some taken from normal working to support the emergency response.

“The Scottish Government recognises the role of the CLD sector across the public and third sector in providing invaluable support to Scotland’s learners and communities during the COVID-19 pandemic. CLD approaches will also be key to planning for a full recovery and renewal to active civil society across Scotland” (CLD Plans Guidance Note 2020-24).

The essential measures taken to mitigate the risk of Covid-19 meant that many individuals, families, and communities have experienced – and continue to experience – extensive challenges. As the pandemic continued, more families experienced hardship for the first time and needed information and help to access support networks and services.

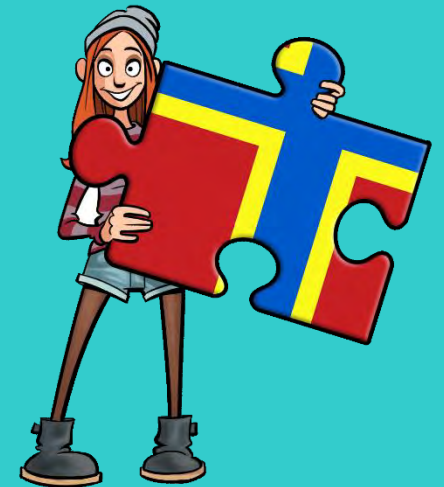
At the start of the pandemic, the number of unemployment benefit claimants almost doubled. However, the impacts from the pandemic are not solely economic, there are also wider physical, social, mental, and emotional impacts that will take time to recover from. We know that these challenges will have a long-term impact on individuals, families, and communities in Orkney, especially for those facing disadvantage. For some, the impacts of COVID-19 will be generational.

There have been some positives in all this. The pandemic enabled CLD providers and wider partners to deliver and work in different ways. The CLD Sector became more prominent, providing critical support and continuing to engage with young people, families, learners, and communities, especially those most in need of help and support. The increase in online learning, whilst not accessible to everyone, has opened opportunities to many in more rural localities that could not previously access certain learning opportunities and there has been an increase in collaborative efforts to ensure those most disadvantaged are supported.

CLD partners worked extraordinarily hard to meet the needs of people, communities, and those most disadvantaged as a result of the pandemic. This plan will have a fundamental focus on re-engagement and on providing the support to those most in need, whilst further developing new ways of working to ensure partners continue to contribute and support the recovery for all in our community.

How has COVID-19 affected the work of the CLD sector?

The CLD sector has played an invaluable part in supporting learners and communities during the Covid-19 crisis and will continue to do so as we move through the recovery phase.



Plan principles, targets and identified barriers

Rather than looking at CLD in its entirety, our new plan focuses on 3 identified priorities aligned to the Community Plan priority areas, which the SCLG can work on together to maximize impact. This plan focusses on what the SCLG partnership is going to work on together to achieve over the three-year period. This plan has a strategic focus, designed to address areas of work that are not currently being achieved and that partners cannot do on their own. The objective is to strengthen collaborative working to coordinate and align the work of partners to achieve positive CLD outcomes in Orkney.

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

- Challenge inequalities and promote equity of access to services, support, and learning
- Provide wider achievement opportunities (to reduce the attainment gap) and improve life chances for all ages
- Contribute to health and wellbeing and poverty reduction improvement outcomes
- Ensure CLD principles and values are promoted and embedded in partnership plans and practice across the local authority

Targeted groups and individuals

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

- Those who are experiencing poverty or hardship (including digital poverty)
- Those that are socially / geographically isolated
- Those within vulnerable categories / including those with mental health conditions
- Community groups and organisations working to make a positive difference

Barriers to participation identified by partners and stakeholders include:

Transport
Digital accessibility
Time pressures
Childcare

Cost
Confidence
Disabilities
Capacity

Stigma
Awareness
Language / cultural barriers
Substance misuse/ addictions

What is the focus of this CLD plan?

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



2021-24 CLD Priorities



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

Importantly, the CLD Plan is aligned to the identified priorities in the Orkney Community Plan 2021-23. The CLD Partners Plan works alongside all three Orkney Partnership Delivery Groups, the Orkney Children & Young People Partnership responsible for the Integrated Children's Services Plan and the Local Employability Partnership (LEP) and associated LEP Delivery Plan, amongst others.

In the recent community planning priorities survey, there was an emphasis on broadband connectivity, ferry and bus travel, employment and skills training (especially for young people), mental health, sustainable use of energy and effective waste management. Respondents were generally concerned about recovery from the impact of Covid-19 on Orkney's communities, health and wellbeing, especially mental health due to unemployment or isolation.

Through Orkney Matters, similar issues were raised but additional key areas that were frequently highlighted included transport including active travel, housing, health and wellbeing, community resilience and volunteer fatigue.

This word-cloud shows overall priorities in the responses to the community survey.



How does this plan link to Community Planning?

The CLD Partners Plan focuses around the priority areas picked for the current Community Plan, underpinning the importance of using CLD approaches to address and progress these priorities.



CLD Plan 2021-24 Priority Outcomes

Connectivity: Access to good connectivity and digital devices is critical for individuals and communities. However, digital inequality, due to the inadequacy of Orkney's broadband and mobile infrastructure is putting individuals, communities, and businesses at a disadvantage. In addition, many people in our communities do not have access to digital devices or the skills to use them safely, increasing the risk of further isolation and reducing the ability to communicate with others or accessing services.

Sustainable Recovery: This priority builds on the work done by the Economic Recovery Steering Group with the ASPIRE Orkney blueprint: to build a better future, Orkney must aspire to be Ambitious, Sustainable, Prosperous, Inclusive, Resilient and Enterprising. The priority also encompasses actions planned to help combat climate emergency. To achieve this, there will be a focus on partnership learning opportunities to build people's skills, confidence and strengthen individual and community capacity.

Community Wellbeing: Has a focus on both individual and community wellbeing and what we can do to help and support people in the right way. Covid-19 and the current cost of living crisis has resulted in unexpected poverty for many, due to loss of income and increased living costs. Many people's mental health has also been badly affected during this time. Partners will work to meet local needs through effective provision of community learning and development opportunities to enhance individual health and wellbeing and community resilience.

A fourth priority area is included in the plan to consider professional development.

Partnership Workforce Development and Planning: It is vital that we raise awareness of CLD and strengthen learning opportunities for those working in the sector to ensure we have a skilled workforce to sustain and develop the integral work that CLD delivers. Through shared partnership approaches the SCLG will work to ensure staff and volunteers have the right skills to identify and engage people and communities who require support from CLD Services, and we will work to improve our use of data to better understand community needs and advance partnership working.

Further information on how the SCLG will progress these priority areas is available in the detailed Action Plan which can be viewed at the end of this document in Appendix 1. The actions are focused on providing realistic but challenging aims which can only be achieved by working in partnership using CLD values and approaches.

What are the key priorities for this CLD Partners Plan?

The 4 priority areas for the CLD Partners Plan 2021-24 are:

- Connectivity
- Sustainable Recovery
- Community Wellbeing
- Partnership Workforce and Planning



Monitoring & Evaluation

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

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

CLD activity is also evaluated using 'How Good Is Our Community Learning and Development', a framework that includes a common set of quality and performance indicators for use in self-evaluation by partners and in Learning Community inspections by Education Scotland.

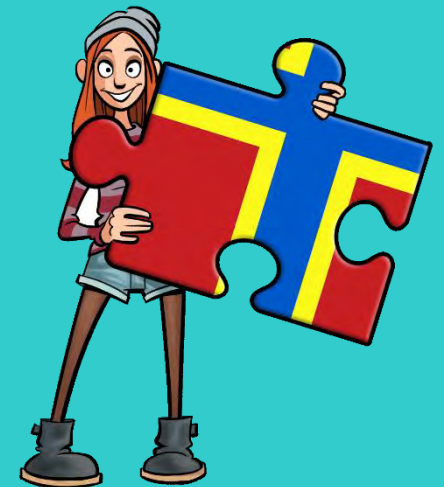
Conclusion

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

The strategic direction for the SCLG and the actions outlined in the partners plan have been developed and prioritised and will be delivered and evaluated through this partnership over this three-year period. Working together through the plan will ensure more coordinated delivery and support to improve life chances for people of all ages, through learning, personal development and active citizenship and help develop stronger, more resilient, supportive, influential, and inclusive communities.

How will the SCLG maintain quality assurance?

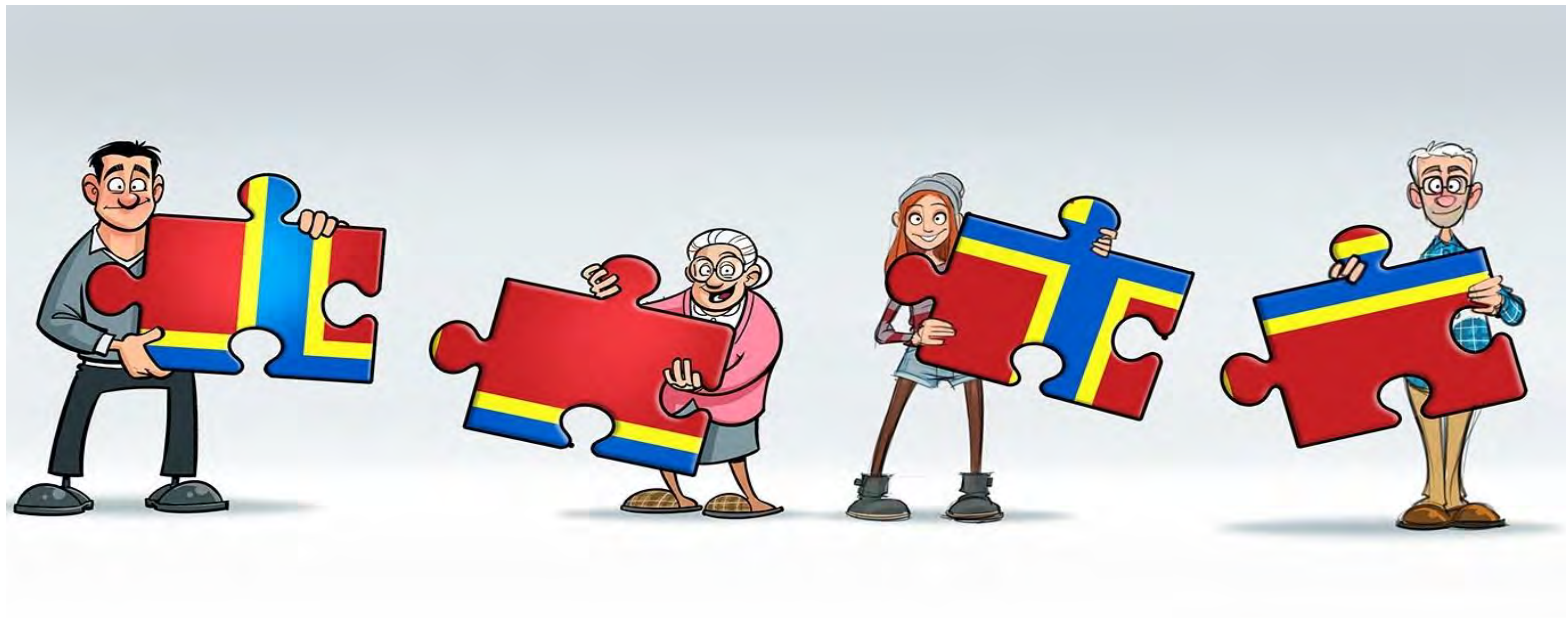
By working together and ensuring a high standard of practice, the SCLG will jointly progress the identified actions and participants will experience consistency based on shared values.



CLD Partners Plan

2021-2024

(2022 update)



Connectivity

We will strive to remove barriers to digital poverty by working together to ensure that people have access to equipment and the skills, knowledge, and confidence to use them safely.

Outcome	Improvement Action	Lead	Implication (risk, cost, resources)	Target Date	Measures	Link to local policies & plans	Link to national policies & plans
1. People have increased accessibility to digital opportunities including support and training to expand their learning and use the internet safely	1a) Support Community Organisations to identify need and investigate opportunities for the development and co-production of Learning Hubs	HIE VAO CLD	Cost, staff, identified need, resource, capacity, on-going revenue requirements, sustainability	September 2024	Needs assessment Number of opportunities identified Number of community spaces available Amount of funding secured for hub development	Local Outcomes Improvement Plan (LOIP) / Connectivity Delivery Group Orkney Digital Strategy (OIC, 2021) HIE Operating Plan 2021	Digital Strategy: A changing nation: how Scotland will thrive in a digital world (SG) Digital Participation: A National Framework for Local Action (SG)
	1b) Co-ordinate service delivery to ensure basic IT support and training is available in the community	CLD VAO Learning Hubs	Lack of uptake, Staff capacity, costs, costs prohibitive to participation, limited trained and experienced, staff to deliver	December 2023	Training programme planned and delivered Number sessions offered Number attending Evaluations Participant feedback (formal / informal)	Local Employability Partnership Action Plan 2020 CLD Plan (OIC)	National Performance Framework Adult Learning Strategy for Scotland 2021-2026
	1c) Collaborate with the local SCAM group to use CLD approaches to coordinate delivery of internet safety training across the community.	Police Scotland Orkney Scam Action Group	Resources including staff and funding, low uptake, lack of awareness.	September 2023	Internet safety messages promoted via: - Social media posts - Media coverage - Training offered - Attendance - Participant feedback (formal / informal)	Orkney Local Police Plan 2020 - 23 Orkney Equalities Outcome Plan 2021-25	Cyber resilience: third sector action plan 2018-2020 Cyber Strategy (Police Scotland, 2020)

Sustainable Recovery

We will work to support sustainable recovery from the pandemic through developing partnership learning opportunities to build peoples skills, confidence and strengthen individual and community capacity and resilience.

Outcomes	Improvement Action	Lead	Implication (risk, cost, resources)	Target Date	Measures	Link to local policies & plans	Link to national policies & plans
2. New and existing third sector organisations receive the support they need to ensure they can sustain delivery and develop to allow their organisations and volunteers to prosper	2a) Develop collaborative approaches in the delivery of voluntary sector support services to help enhance community development opportunities	CLD VAO HIE	Reduction in community groups, volunteers, and community participation, inability to attract funding	September 2024	Number of organisations supported. Number of signposting /referrals to partner agencies Organisation's feedback (formal / informal) Training delivered	LOIP & Sust. Recovery Del Group VAO Work Plan 2021-23 OIC Delivery Plan 2018-23 HIE Operating Plan 2021	Coronavirus multi-purpose community facilities guidance (SG, 2020) Coronavirus CLD sector guidance (SG, 2020)
3. Improve community wellbeing and increased engagement with learning to develop motivation, confidence and soft skills through youth work, adult learning and community development	3a) Work collaboratively with the Community Wellbeing Delivery Group to design and deliver learning opportunities for early intervention support and health & wellbeing programmes / activities to meet local needs	OIC VAO HIE	Capacity, time, resource, experienced and trained staff, consistency of provision, lack of engagement from those who would most benefit from opportunities, lack of awareness. Duplication of effort	September 2024	Number and type of activities offered Publicity produced Number of participants Case studies Participant feedback (formal / informal)	Local Employability Partnership (LEP) Plan 2020-21 OIC Delivery Plan 2018-23 Orkney Equalities Outcome Plan 2021-25	CLD responses to the pandemic, lockdown and initial re-opening (CLDSC, 2020) No One Left Behind: delivery plan (SG, 2020)

Community Wellbeing

We will work to meet local needs through the effective provision of community learning and development opportunities to enhance individual and community capacity and resilience

Outcome	Improvement Action	Lead	Implication (risk, cost, resources)	Target Date	Measures	Link to local policies & plans	Link to national policies & plans
4. Increased opportunities for priority groups identified as needing additional support to achieve positive outcomes	4a) Work collaboratively to support the delivery of outcomes from the Local Child Poverty Strategy with a focus on learning, training, and personal development	NHSO VAO OIC	Lack of engagement, from the people most in need of support, people in need not identified, unrealistic expectations	September 2024	Number of life skills programmes offered Number of participants Participant feedback (formal / informal)	Community Wellbeing Delivery Group Child Poverty Strategy and Action Plan 2021	Community Health and Wellbeing supports and services: framework Getting it right for every child (GIRFEC) update: July 2017 (SG)
	4b) Increase SCLG support to the work of the Refugee Planning Group to ensure CLD approaches and informal ESOL provision and community support underpin outcome delivery	CLD OC VAO	Lack of engagement, from the people most in need of support, people in need not identified, unrealistic expectations. Duplication of support	September 2024	Number of refugees supported Number of activities run Qualifications awarded Participant feedback (formal / informal)	Orkney Equalities Outcome Plan 2021-25 Isles Development Plans	Fairer Scotland Action Plan (SG, 2016)
5. People have increased confidence and opportunities to express their views and influence decision making and service design.	5a) Increase the continuous involvement of young people and other priority groups who are identified as needing support to ensure inclusion of representative voices	VAO HIE OIC	Lack of engagement, missing those within identified target groups, lose momentum to maintain regular contact	September 2024	Number of consultations that demonstrate engagement with those within identified priority groups Number of engagement methods utilised Number of people engaged	Community Wellbeing Delivery Group Communication & Engagement Strategy 2021-24 Strategy for Communication & Comm. Engagement (OP 2018) Integrated Children Services Plan 2021-23	National Standards for Community Engagement (SG, SCDC) Scottish Approach to Service Design (SG, 2019) Community Empowerment (Scotland) Act 2015 Islands (Scotland) Act 2018

6. Increased access to information and support for individuals to promote and sustain positive health and wellbeing	6a) Coordinate and contribute to the delivery of wellbeing activities and mental health awareness to upskill people in the community to promote mental wellbeing and reduce stigma.	NHSO OIC VAO	Staffing, resources, reaching the identified priority groups, information not accessible	September 2024	Number of information /awareness sessions offered Participant feedback (formal / informal)	Orkney Islands Mental Health Strategy 2020-2025 (OHAC 2020) Physical Activity Wellbeing & Sport Strategy	Volunteering for All: national framework (SG) Mental Health Strategy 2017-2027 (SG)
	6b) Wider promotion of the values of volunteering to health, wellbeing and to the community.	VAO CLD	Lack of awareness, capacity - including time and resources,	March 2024	Number of newly registered volunteers Number placed Volunteer feedback (formal / informal)	Enhancing Wellbeing in Our Island Communities: Delivery Plan	Mental health - transition and recovery plan (SG, 2020)
7. Re-engagement of people and communities through adult and family learning	7a) Carry out a scoping exercise to identify current adult learning delivery and needs across Orkney which can be addressed through collaborative approaches	CLD Orkney College (OLGF)	Time, capacity, staff resource, funding, lack of engagement,	March 2023	Orkney Adult Learning Strategy and Plan developed Needs analysis	National Improvement Framework OIC Improvement Plan (2020) Local Employability Action Plan 20-21	Family Learning Framework (Ed Scot) Welcoming our Learners: Scotland's ESOL Strategy 2015-2020 (SG, ES)
	7b) Work collaboratively to plan and deliver Literacy / Numeracy provision to meet local need for individuals, families and communities	CLD Orkney College	Time, capacity, staff resource, funding, inaccessible resources or opportunities	September 2023	Number of participants No of sessions delivered No qualifications gained activities/events Number of new learners Number of new learning opportunities	Orkney Equalities Outcome Plan 2021-25 The Northern Alliance RIC CLD Improvement Plan	Review of FL in Scotland (2021, ES) Adult Literacies in Scotland 2020 (SG) UK Shared Prosperity Fund
8. Increased engagement of young people through coordinated Youth Work approaches	8a) Increase knowledge and understanding across the partnership of youth work approaches and increase capacity for partners to deliver recognised youth work awards	CLD VAO (Youth Workers Forum) Education SDS	Staff, time, money, reach, lack of engagement	September 2023	Youth Awards leaflet produced and distributed Number of wider achievement awards available for young people Number of young people achieving awards Number receiving training	CLD Youth Work Offer Integrated Children Service Plan 2021-23 Good Parenting Plan 2020-25 Child Poverty Strategy 2021	National Youth Work Strategy 2014-2019 (SG, ES, YL) National Improvement Framework Youth Work & Employability (Youthlink, 2020)

	8b) Expand targeted youth work opportunities to engage those who would most benefit from youth work activity and support	CLD VAO (Youth Workers Forum)	Staff capacity, time, money, resources, venues for activities to take place, lack of engagement, stigma, not attracting those targeting	September 2023	Number of young people engaged in youth work activities Number of youth work activities arranged Participant feedback (formal / informal)	LEP Action Plan 2020-21 Orkney Equalities Outcome Plan 2021-25 The Northern Alliance RIC CLD Improvement Plan VAO Work Plan 2021-23	Youth Work & Curriculum for Excellence (Youthlink, 2021) Youth Work's Contribution to the Scottish Attainment Challenge (Youthlink,2020)
	8c) Provide training and information sessions on UNCRC for the wider CLD sector	CLD Education	Trained, experienced staff, time, capacity, knowledge, lack of awareness, failure to attract interest/buy in	September 2023	Number of information /awareness sessions offered Participant feedback (formal / informal)	Integrated Children Services Plan 2021-23	United Nations Convention on the Rights of the Child (UNCRC)

Partnership Workforce Development & Planning

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

Outcomes	Improvement Action	Lead	Implication (risk, cost, resources)	Target Date	Measures	Link to local policies & plans	Link to national policies & plans
9. CLD is recognised and promoted as a profession	9a) Explore and expand opportunities and pathways into and within the CLD profession through collaborative work with the North and Northern Alliances	CLD VAO SDS	Time, staff resource, capacity, lack of uptake and awareness	September 2024	Programme developed and delivered Feedback/evaluation CLD Pathway publication developed Qualifications gained	OIC Council Delivery Plan 2018-23 OHAC Workforce Plan 2020-22	Working with Scotland's Communities 2018 (ES & CLDSC) Growing the Learning Culture in CLD (CLDSC 2015)
	9b) Deliver information sessions to wider partners / partnerships to promote the benefits of CLD and the use of CLD competencies	CLD	Lack of uptake, staff time, resources, accessibility	March 2023	Information sessions delivered Number of participants Participant feedback (formal / informal)	The Northern Alliance RIC CLD Imp Plan	
10. Orkney has a skilled, trained, and confident CLD workforce with a shared understanding of relevant national occupational standards, CLD values and competences	10a) Support the wider CLD workforce to benefit from CLD Standards Council registration	CLD	Time, staff resource, capacity, lack of uptake and awareness	March 2023	Number of new registrations CLD Standard Council sessions arranged Numbers attending sessions	OIC CLD Team Plan 2021-24 The Northern Alliance RIC CLD Improvement Plan North Alliance	Working with Scotland's Communities 2018 (ES & CLDSC) CLD Statement of Values (CLDSC) Code of Ethics for CLD (CLDSC) CLD Competence framework (CLDSC) Northern Alliance Regional Improvement Plan Phase 3
	10b) Undertake a needs assessment to identify professional learning needs of our CLD Sector (including H&W, digital access, and training in new learning methods)	CLD VAO	Lack of uptake, staff time and capacity,	July 2023	TNA completed Training needs identified Participant feedback (formal / informal)		
	10c) Work with partners including The North and Northern Alliance to create a suite of training for CLD workforce to meet the assessment of need	CLD VAO	Lack of uptake, staff time, resources, accessibility	March 2024	Training opportunities developed to meet identified needs Learning events delivered Numbers taking part Participant feedback (formal / informal)		

11. Planning and progress is informed by more effective collection, analysis and reporting of data	11a) Improve methods for collaborative data collection in response to the chosen partnership KPI's	CLD VAO SDS	Lack of partner input, staff capacity, buy in	September 2023	Data relevant to planned activities collected, analysed and reported six-monthly Evaluation report Data sharing agreements developed	OIC CLD Team Plan 2021-24 The Northern Alliance CLD Improvement Plan	CLDMS KPI Data Gathering Guidance Document (CLDS, 2020)
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Unmet needs over this time (2021-24)

At a time of changing national policy, realignment of priorities and ever decreasing resources, it is clearly evident that not all CLD needs can be met during the lifetime of this plan. This recognition that there will be unmet need over the life of the plan is highlighted in the CLD legislation which requires CLD partners to identify unmet need. Priority areas that may not be met during the life of this plan includes:

- Development of wider accreditation opportunities for adults
- Widening STEM opportunities through CLD activity
- Undertake a Third Sector Skills Survey
- While we have been unable to include specific actions in the plan around climate challenge engagement work to raise awareness and support within the community, we will seek opportunities to weave this into actions where possible/appropriate
- Expanding partnership work with housing partners to explore preventative work around homelessness with young people
- Develop closer links with partners leading on transport and broadband improvements to ensure barriers to participation in learning are reduced
- Identifying resources to fund individual professional qualifications and wider course opportunities for staff within the CLD sector

Appendix 2 – Our Regional Approach in the North



The Northern Alliance

Orkney Islands Council is one of eight regional local authority partner members in the Regional Improvement Collaborative for the North – **The Northern Alliance**. Other members are Aberdeen City, Aberdeenshire, Moray, Highland, Argyll and Bute, Shetland and the Western Isles (Eilean Siar).

The **Northern Alliance** Regional Improvement Collaborative (RIC) aims to develop a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational and life chances of children and young people.

For further general information - [The Northern Alliance – A Regional Improvement Collaborative](#)

There are 9 workstreams delivering against the above agenda including a specific **CLD Work-stream** which is managed and delivered through the local authority Lead Officers for CLD. Some support for this is provided by Education Scotland through their Education Officers. This has been particularly evident in their involvement in CLD Planning and in aspects of continuous improvement.

The current operational improvement priorities of the CLD Leads group are to...

- Capture approaches to wider achievement for young people and adult learners and share practice
- Capture and analyse youth participation and youth voice
- Further develop approaches to Family Learning
- Increase access to professional learning, including online

Read about our **collective** achievements here [Northern Alliance CLD Sway](#)

Building on these priorities going forward we will be establishing and supporting a Youth Advisory Group for the region, planning and delivering professional learning in STEM (Science, technology, engineering and maths) using a funding award from Education Scotland, strengthening networking around equalities and young people through a new forum, extending practice sharing in relation to Family Learning and contributing to the wider collaborations created through the Regional Improvement Collaborative.

Professional Learning for practitioners and the North Alliance

Access to professional learning and development for practitioners in CLD in the North is enhanced through a regional network of partners, including from the third sector, known as the **North Alliance**. In turn, this network is a member of the national grouping of CLD Training Consortia. The North Alliance is awarded a small amount of annual funding from the CLD Standards Council in Scotland to deliver professional learning activities for practitioners across the geography.



Appendix 3 - Links / bibliography

CLD Drivers & Strategies

CLD Plans Guidance Note (2021-24) <https://www.gov.scot/publications/cld-plans-guidance-note/pages/5/>

CLD Revised Guidance Note (2018-21) <https://education.gov.scot/education-scotland/scottish-education-system/cld/revised-cld-guidance-note/>

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

Planning for Change – review of CLD Plans [Planning for Change, A Review of CLD Plans 2018 – 21](#)

Improving life chances and empowering communities (Education Scotland)

<https://education.gov.scot/media/ryklpn1i/improving-life-chances-and-empowering-communities.pdf>

How good is the learning and development in our community [How good is the learning and development in our community?](#) (Education.gov.scot)

The Requirements for Community Learning and Development (Scotland) Regulations 2013 <https://www.legislation.gov.uk/ssi/2013/175/contents/made>

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

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

The [CLD Competence framework](#) (CLDSC)

CLD responses to the pandemic, lockdown and initial re-opening (CLDSC, 2020) <https://cldstandardscouncil.org.uk/the-standards-council/council-reports/cld-responses-to-the-pandemic-lockdown-and-initial-re-opening/>

Working with Scotland's Communities 2018 (ES & CLDSC) <https://cldstandardscouncil.org.uk/wp-content/uploads/WorkingwithScotlandsCommunities2018.pdf>

CLDMS KPI Data Gathering Guidance Document (CLDMS, 2020) <https://cldmanagersscotland.files.wordpress.com/2021/04/2021-03-31-cldms-kpi-paper.pdf>

Strategic guidance for community planning partnerships: community learning and development (SG, 2012) <https://www.gov.scot/publications/strategic-guidance-community-planning-partnerships-community-learning-development/>

The Northern Alliance RIC CLD Improvement Plan <https://northernalliance.scot/wp-content/uploads/2019/11/Northern-Alliance-Regional-Improvement-Plan-Phase-3.pdf>

Local Plans & Strategies

Orkney NIF Return 2020 (OIC) [I08 National_Improvement_Framework.pdf](#)

Orkney Integration Joint Board annual audit plan 2020/21(IJB) <https://www.audit-scotland.gov.uk/report/orkney-integration-joint-board-annual-audit-plan-202021>

Orkney Community Plan and incorporated LOIP 2019-22 (Orkney Partnership) <http://www.orkneycommunities.co.uk/COMMUNITYPLANNING/documents/orkney%20community%20plan/orkney-community-plan-2019-22-incorporating-the-loip-indexed.pdf>

Enhancing Wellbeing in Our Island Communities: Delivery Plan (VAO) https://www.vaorkney.org.uk/download/27/news/2977/enhancing_well-being_delivery_plan___final.pdf

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

Orkney Islands Council Delivery Plan 2018-23 https://www.orkney.gov.uk/Files/Committees-and-Agendas/Council-Meetings/GM2018/03-07-2018/I10_App03_Council_Delivery_Plan_2018_to_2023.pdf

HIE Operating Plan 2021 <https://www.hie.co.uk/about-us/policies-and-publications/strategy-and-operating-plan/>

North Isles Landscape Partnership Scheme <https://www.nilps.co.uk/>

Links / bibliography Continued

Wider policy context significant for CLD

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

Getting It Right For Every Child (Education Scotland) <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/getting-it-right-for-every-child-girfec>

Our ambitions for improving the life chances of young people in Scotland - National Youth Work Strategy 2014-2019 (SG, ES, YL) <https://education.gov.scot/Documents/youth-work-strategy-181214.pdf>

Welcoming our Learners: Scotland's ESOL Strategy 2015-2020 (SG, ES) https://dera.ioe.ac.uk/22892/2/ESOLStrategy2015to2020_tcm4-855848_Redacted.pdf

Adult Literacies in Scotland 2020 (SG) <https://www.gov.scot/publications/adult-literacies-scotland-2020-strategic-guidance/pages/3/>

National Standards for Community Engagement (SG, SCDC) <https://www.scdc.org.uk/what/national-standards>

Community Empowerment (Scotland) Act 2015 Summary (SG) <https://www.gov.scot/publications/community-empowerment-scotland-act-summary/>

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

National Action Plan on Internet Safety for Children and Young People (2017) (SG) <https://www.gov.scot/publications/national-action-plan-internet-safety-children-young-people/>

Children & Young People Act 2014 (SG) <https://www.gov.scot/publications/children-young-people-scotland-act-2014-national-guidance-part-12/pages/3/>

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

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

Curriculum For Excellence (Education Scotland) <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence>

Youth Work and Employability (Youthlink, September 2020) <https://www.youthlinkscotland.org/media/5048/200831-youth-work-and-employability-final.pdf>

Food Insecurity and Learning Loss Pilot Evaluation Report (For Youthlink 2020) https://www.youthlinkscotland.org/media/5659/food-insecurity-report_proofed.pdf

Youth Work's Contribution to the Scottish Attainment Challenge (Youthlink, 2020) <https://www.youthlinkscotland.org/media/2198/youth-work-and-the-attainment-challenge-findings-from-youth-scotlands-member-groups.pdf>

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

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

No One Left Behind (SG) <https://www.gov.scot/binaries/content/documents/govscot/publications/impact-assessment/2019/09/no-one-left-behind-funding-stream-equality-impact-assessment-summary/documents/no-one-left-behind-nolb-employability-funding-stream-eqia-summary/no-one-left-behind-nolb-employability-funding-stream-eqia-summary/govscot%3Adocument/no-one-left-behind-nolb-employability-funding-stream-eqia-summary.pdf>

Outdoor learning briefing paper (Policy Scotland, 2020) <https://policyscotland.gla.ac.uk/wp-content/uploads/2020/06/psoutdoorlearningbriefingpaper.pdf>

Community Participation Action Learning Report (SG, SCDC, & IS) https://www.improvementservice.org.uk/_data/assets/pdf_file/0011/8210/Comm-Participation-Action-Learning-Report.pdf

Family Learning Framework (ES, 2018) <https://education.gov.scot/improvement/Documents/FamilyLearningFrameworkApril18.pdf>

Review of FL in Scotland (2021, ES) <https://education.gov.scot/improvement/documents/family-learning-report-full-document.pdf>

Strategy for Communication and Community Engagement (Orkney Partnership, 2018) [https://s3-eu-west-](https://s3-eu-west-1.amazonaws.com/s3.spanglefish.com/s/34034/documents/community%20engagement/strategy-for-communication-and-community-engagement-sep-2018.pdf)

[1.amazonaws.com/s3.spanglefish.com/s/34034/documents/community%20engagement/strategy-for-communication-and-community-engagement-sep-2018.pdf](https://s3-eu-west-1.amazonaws.com/s3.spanglefish.com/s/34034/documents/community%20engagement/strategy-for-communication-and-community-engagement-sep-2018.pdf)

Curriculum for excellence through outdoor learning (LTS 2010) <https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf>

Community Consultation and Engagement Guide (Orkney Partnership, 2018)

<http://www.orkneycommunities.co.uk/COMMUNITYPLANNING/documents/community%20engagement/community-consultation-and-engagement-guide-version-3-2.pdf>

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

Minute

College Management Council Sub-committee

Monday, 22 August 2022, 13:30.

Council Chamber, Council Offices, School Place, Kirkwall.



Present

Councillors Graham A Bevan, Stephen G Clackson, Gwenda M Shearer, Jean E Stevenson and Heather N Woodbridge.

Community Representative:

Beverly Clubley.

Business Representatives:

Rebecca May and Steven Sinclair.

Student Representative:

Susan Taylor, Orkney Depute President, Highlands and Islands Students' Association.

Clerk

- Sandra Craigie, Committees Officer.

In Attendance

- James Wylie, Corporate Director for Education, Leisure and Housing.
- Erik Knight, Head of Finance.
- Claire Meakin, Interim Head of Education.
- Hazel Flett, Service Manager (Governance).
- Jane Partridge, Service Manager (Secondary and Tertiary Education).
- Peter Trodden, Solicitor.
- Amanda Anderson, Senior HR Adviser.

Orkney College

- Joanne Wallace, Assistant Principal.
- Avril Litts, Finance Manager.

Observing

Orkney College

- Claire Kemp, Assistant Principal.
- Andie John Seatter, Staff Representative.
- Donna Wishart, Principal's PA and College Management Team Secretary.

Declarations of Interest

- No declarations of interest were intimated.

Chair

- Hazel Flett, Service Manager (Governance) (for Item 1).
- Beverly Clubley (for Items 2 to 7).

1. Appointment of Chair

Following advice from the Service Manager (Governance) that the Chair of the parent Committee, namely the Chair of the Education, Leisure and Housing Committee, be appointed as Interim Chair for the College Management Council Sub-committee, pending appointment to the vacancies for Business and Community representatives, the Sub-committee:

Resolved, in terms of delegated powers:

1.1. That an Interim Chair for the College Management Council Sub-committee be appointed, pending appointment to the vacancies for Business and Community representatives, following which the position be reviewed.

Councillor Stephen G Clackson, seconded by Steven Sinclair, moved that the Interim Chair should be appointed from any of the voting members of the Sub-committee.

Councillor Graham A Bevan, seconded by Councillor Heather N Woodbridge, moved an amendment that the Chair of the Education, Leisure and Housing Committee be appointed Interim Chair of the College Management Council Sub-committee.

On a vote being taken 4 votes were cast for the amendment, and 5 for the motion, and the Sub-committee:

Resolved, in terms of delegated powers:

1.2. That the Interim Chair be appointed from any of the voting members of the College Management Council Sub-committee.

The Service Manager (Governance) thereafter called for nominations for the post of Interim Chair of the College Management Council Sub-committee and, after a secret ballot, the result of which was as follows:

- Beverly Clubley – 5 votes.
- Councillor Gwenda M Shearer – 4 votes.

The Sub-committee thereafter resolved, in terms of delegated powers:

1.3. That Beverly Clubley be appointed Interim Chair of the College Management Council Sub-committee.

Beverly Clubley then took the Chair for the remainder of the meeting.

2. Appointment of Vice Chair

The Interim Chair called for nominations for the post of Interim Vice Chair of the College Management Council Sub-committee, and the Sub-committee:

Resolved, in terms of delegated powers, that Councillor Jean E Stevenson be appointed Interim Vice Chair of the College Management Council Sub-committee.

3. Revenue Expenditure Outturn

After consideration of a joint report by the Corporate Director for Education, Leisure and Housing and the Head of Finance, copies of which had been circulated, the Sub-committee:

Noted:

3.1. The revenue expenditure outturn statement in respect of Orkney College for financial year 2021/22, attached as Annex 1 to the joint report by the Corporate Director for Education, Leisure and Housing and Head of Finance, indicating a net surplus of £374,000.

The Sub-committee scrutinised:

3.2. The explanations given and actions proposed in respect of significant budget variances, as outlined in the Budget Action Plan, attached as Annex 2 to the joint report by the Corporate Director for Education, Leisure and Housing and Head of Finance, and obtained assurance that appropriate action had been taken with regard to significant budget variances.

4. Revenue Expenditure Monitoring

After consideration of a joint report by the Corporate Director for Education, Leisure and Housing and the Head of Finance, copies of which had been circulated, the Sub-committee:

Noted:

4.1. The revenue financial detail in respect of Orkney College for the period 1 April to 30 June 2022, attached as Annex 1 to the joint report by the Corporate Director for Education, Leisure and Housing and the Head of Finance, indicating a net surplus of £87,200.

The Sub-committee scrutinised:

4.2. The explanations given and actions proposed in respect of significant budget variances, as outlined in the Budget Action Plan, attached as Annex 2 to the joint report by the Corporate Director for Education, Leisure and Housing and the Head of Finance, and obtained assurance that action was being taken with regard to significant budget variances.

5. HMI Progress Visit to Orkney College

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from Joanne Wallace, Assistant Principal, Orkney College, the Sub-committee:

Noted:

5.1. That Orkney College was inspected by Her Majesty's Inspectorate on 7 and 8 March 2022, with the report of the Progress Visit attached as Appendix 1 to the report by the Corporate Director of Education, Leisure and Housing.

5.2. The five national themes included in Progress Visits as follows:

- Curriculum, learning, teaching and assessment.
- Services to support learning.
- Stakeholder engagement.
- Evaluation to facilitate improvement.
- Learner progress and outcomes.

5.3. That the overall outcome from the Progress Visit for Orkney College was a satisfactory grade.

The Sub-committee scrutinised:

5.4. The inspection findings contained in the HMI Progress Visit report, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance that action had been taken or agreed as necessary.

6. Highlands and Islands Students' Association – Update

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing reports from Joanne Wallace, Assistant Principal, and the Orkney Depute President, Highlands and Islands Students' Association, the Sub-committee:

Noted the paper prepared by the Orkney Depute President of the Highlands and Islands Students' Association, attached as Appendix 1 to the report by the Corporate Director of Education, Leisure and Housing, outlining the following matters:

- New Depute.
- Elections.
- Plan for coming year.
- Students Voice Reps.
- Students' Welcome Week.

7. Conclusion of Meeting

At 14:08 the Interim Chair declared the meeting concluded.

Signed: B Clublely.

Orkney Islands Council's Housing Service
 School Place
 Kirkwall
 Orkney
 KW15 1NY

Annual Assurance Statement

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

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

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

I confirm that the Council's Education, Leisure and Housing Committee have seen and considered appropriate evidence to support the level of assurance we have at the meeting held on 7 September 2022.

Signed

Chair of Education, Leisure and Housing Committee

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

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

Annual Return Against the Charter

The Annual Return against the Charter (ARC) for financial year 2021/22 has been completed for Orkney Islands Council and was submitted to the Scottish Housing Regulator by 31 May 2022. Areas of performance which required additional explanation are as follows (the indicators referred to are nationally required):

Satisfaction Survey

The Council has recently undertaken a wholesale tenant survey in line with the Scottish Social Housing Charter. The Council does this every 2 years as opposed to every 3 to ensure closer alignment with the current tenant base. Results were timed to align with submission of the ARC and accordingly results have been very recently received. This time the survey was undertaken by electronic and paper surveys and fewer telephone surveys were undertaken than was the case during the 2020 pandemic period. Last time the interviewing and fieldwork took place at the very start of the pandemic and the experience of the company which undertook the survey, was that service providers were getting very positive ratings at that point in time. The company undertaking the survey advised in 2022, that they were noticing a drop in customer satisfaction results for Councils undertaking surveys at present. For Orkney, the difference in results for 2022 is predominantly about a shift in the “neither / nor” responses rather than an increase in outright dissatisfaction. Given that the levels of tenant satisfaction are lower than has previously been the case, these results will be examined shortly and the necessary steps required to address these issues, will be taken.

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

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

This information is used to inform the Housing Service’s relevant Service Delivery Plan accordingly.

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

Indicators 3 and 4 (Complaints)

During financial year 2021/22, of the 11 stage 2 complaints received, 3 were during March 2022 which were not concluded before year end. Without these the Housing Service’s percentage responded to in full would have been 87.5%. Some complex

stage 2 complaints have been received during the financial year which have taken longer to conclude than the required timescale. These were about property condition and the approach taken was to ensure that the situation was fully addressed and appropriate remedial action was in place before closing the complaint.

Indicators 8 and 9 (Repairs)

Previously, information was provided around the installation and development of the new computer system, Concerto. This has been completed. As regards the handheld app being shared with contractors to further enhance the functionality, unexpected problems were encountered. The app was effective in relation to recording the main contractor's information but didn't work when they sub-contracted work. The Council's measured term contractor sub-contracts electrical and plumbing work particularly. This can be as much as 85 – 90% of emergency repairs. The supplying company, Concerto, were unable to find a solution and therefore regrettably there was a need to accept the app wasn't a viable option for the Council. Instead, regular spot checks of worker's timesheets are undertaken to ensure the audit trail between them finishing a job and the main contractor inputting that time in the system, matched. This process has been agreed as appropriate with the company which undertakes the independent review of our ARC data, C D Consultancy.

The time to complete emergency repairs, increased from 6.18 hours for financial year 2020/21 to 10.05 hours for 2021/22. An analysis of emergency repairs figures shows that 47 of 252 (18.7%) were in excess of the 24 hour limit. The vast majority, 38 of 47 (81%) were completed between 24 and 29 hours.

The remainder are as follows:

- 5 were 30 - 49 hours.
- 2 were 50 - 99 hours.
- 2 were 100+ hours

If these worst 9 cases (3.6%) were removed our average would drop from 10.05 hours down to 8.06 hours.

The reasons for some repairs being out of time included contractors, especially on the isles, reporting incorrect dates and times of completions or failing to raise second orders or stopping the clock once an emergency has been addressed but further parts require to be ordered to further address the issue. An additional complexity involved mainland contractors undertaking works on the isles and the above issues being exacerbated with weather and travel disruption. There have been some changes in key personnel and a process has been set in place to ensure all work orders are reviewed on a monthly basis and information is actively used in meeting with contractors.

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

The time to complete non-emergency repairs decreased to 15.34 days for 2021/22 from 17.14 days in 2020/21. A detailed analysis of the cases which are most in excess of the 20 working day limit, has highlighted similar issues to those outlined above for emergency repairs. There have also been issues common nationally such as serious supply issues. In addition, some tenants remain uncomfortable with the idea of workmen accessing their home despite all the COVID mitigations which have been put in place and attempts to reassure tenants accordingly. Contractors have experienced a range of other issues as a result of working and travelling in a manner required to reduce COVID-19 risks, and endeavouring to catch up with a backlog of general construction works. If all repairs above 76 days which are generally due to supply issues, were removed, this would bring the figures down to 13.22 days.

The Council continues to work closely with its contractors and aims to improve performance indicators wherever possible. Despite the continued impact of the COVID-19 situation during 2021/22, contractors remain very busy and there are difficulties in obtaining sub-contractors with availability. Some contractors have been successful in expanding their staff teams and tried to restructure their processes which is positive. Recruitment remains challenging.

Indicator 12 (Repairs Satisfaction)

Repairs customer satisfaction remains high at 90.85%, which is very positive.

Indicator 14 (Tenancy Offers Refused)

The percentage of offers of housing refused has risen to 32.64% for financial year 2021/22 from 25.00% for 2020/21. In general, work has been underway to reduce the numbers of offers refused and this has continued. However, there were issues with a newly completed housing scheme during financial year 2021/22, specifically the numbering of the properties concerned and involvement of other bodies – an issue not within the control of the Housing Service. In order to correct this, 16 offers had to be recorded as being made in error thereby distorting the figure on offers refused. If these were removed, figures on offers refused would have been 47 and 24% which shows continued improvement.

A new lettings policy, based on the principles of choice, was approved for implementation by April 2021. While delayed as a result of COVID-19, this is now being progressed with a view to it being implemented during this financial year.

Indicator 15 (Anti-Social Behaviour)

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

Orkney has a very low level of anti-social behaviour with few cases of serious anti-social behaviour. The Council's anti-social behaviour policy was significantly reviewed in 2019 with the addition of realistic and proportionate targets.

Indicator 16 (Tenancy Sustainment)

Statistics relating to the Council's overall tenancy sustainment (indicator 16) shows sustained performance.

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

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

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

Void (empty property) loss increased from £48,924 in 2020/21 to £54,453 in 2021/22, which represents an increase in the percentage of rent loss due to properties being empty from 1.32% to 1.42%. Various factors contribute to this increase. In 2021/22, there were more relets, 78 in 2021/22 as opposed to 68 in 2020/21 and 40 new builds were completed during the year. In addition, national guidance on COVID-19 meant that void properties were held for 72 hours following keys being returned, before staff went in to deal with the void and significantly increased cleaning was implemented. Consequently, there was an extended void period for a couple of months of the financial year. There have also been general supply issues affecting a range of items including internal doors and issues with electricity meters.

As regards the average length of time taken to relet properties (indicator 30), a total of 78 properties were relet during financial year 2021/22. The time taken to relet properties has also been affected by COVID-19 as outlined above in relation to voids. The total number of calendar days the properties were empty was 4,064 giving a relet time of 52.10 days which is significantly lower than financial year 2020/21 which recorded 62.46 days. This figure is affected by a small number of properties which are subject to low demand and consequently were vacant for an extended period of time. During 2021/22 this applied to two sheltered properties which together accrued 539 days and 2 isles properties subject to low demand which were void for 140 days each. Five further properties had extended void periods due to issues including attractiveness, level of refusal and one unfortunate mis-communication. If these were removed, the average would drop to 37.7 days. 11.5% of cases contribute to 27.6% of void loss.

Indicator 27 covers gross rent arrears as at 31 March each year as a percentage of rent due for the reporting year.

Gross arrears were challenging as a result of the COVID-19 impact, throughout financial year 2021/22. The figures at year end show a decrease to 14.35% from 14.44% for financial year 2021/22.

A further analysis of this figure shows that current tenant arrears have declined slightly to 8.64% for financial year 2021/22 from 8.92% for 2020/21.

Throughout the COVID-19 pandemic, a strong focus was placed on the recovery of arrears. A supportive approach was taken through the initial stage of the pandemic, including undertaking welfare checks for all Council tenants throughout the initial lockdown, working with tenants to ensure that those who needed assistance to claim Universal Credit Housing Costs/Housing Benefit, were assisted to do so.

Throughout, there was also close joint working with Orkney Citizen's Advice Bureau in relation to income maximisation and money advice/debt assistance. Every attempt was made, and continues to be made, to recover outstanding arrears where this is possible. This has included senior management prioritising the pursuit of arrears and significant levels of staffing resource being focused on this aspect.

Although the overall level of arrears remains high, the rent collected as a percentage of rent due in the year increased to 99.50% for financial year 2021/22 from 96.59% for 2020/21. This is a positive indication that the sustained focus on reducing rent arrears is starting to net results.

The level of housing costs received directly from Universal Credit/Housing Benefit remains broadly similar to the previous financial year. However, this rose significantly in 2020/21 to £1.52m from £1.45m in 2019/20. A system of inputting payments manually has impacted on a small staffing resource adding complexities for a small Housing Revenue Account.

Steps are currently being taken to progress the automation of Universal Credit and bank payments. Arrangements have been made for the relevant software suppliers to remedy this during summer 2022.

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

The percentage of former tenant arrears in 2021/22 increased to 5.71% from 5.53% in 2020/21.

The Council continues to actively and prudently pursue former tenant arrears rather than write-off, although this continues to be detrimental to the overall rent arrears performance. Statistics and anecdotal evidence suggests that practice in other organisations is to write-off the majority of former tenant debt. Write-offs for financial year 2021/22 were progressed again following the COVID-19 lockdown but remained low at £15,577, or 6.99%, of the former tenant arrears outstanding.

The Housing Service has a specialist post called Housing Officer (Income Collection). The post was restructured during last financial year to endeavour to address recruitment difficulties and an officer has been in post since June 2021. This is to supplement the role of Housing Officers with the aim to reduce the level of rent arrears and other housing debt outstanding. An additional resource has been sourced through an agency from April 2022 to assist with pursuing rent arrears.

Indicator C9 (Scottish Housing Quality Standard Compliance)

The Council has assessed 20% of its stock over the last 5 years as a result of surveys undertaken relative to energy performance and new build completion. In addition, a rolling programme of stock condition / assessment of compliance will be undertaken on 10% of housing stock annually. The reasons for the fall in the inspections of properties in the last year (from 37.75 % to 20%) has been partially due to the retiral of one of the Council's Building Inspectors during the year. That left 75% of the Building Inspector resource for a period of 4 weeks until a new Building Inspector was recruited, who has required further time to be trained since joining the Council in March 2022. A further reason remains the ongoing COVID-19 situation for a large part of the previous year where, through risk assessments, it was recommended that Building Inspectors only went inside properties when necessary. There has also been some reluctance amongst tenants to allow access to the Building Inspectors, despite mitigations being in place.

Data has been compiled on the renewal cycle for core property elements such as windows, doors, kitchens, bathrooms. This provides accurate data based on historic renewal data and update surveys done while Building Inspectors are in the properties. The data is then reviewed and prioritised to ensure the properties are maintained to a good standard, both affordable and planned. This process will be further automated over the next period subject to issues gaining access due to COVID-19 guidance. Undertaking works on core property elements should also assist with improving tenant satisfaction with the quality of tenant homes (indicator 7).

The Council's in-house resource incorporates accredited Energy Assessors (Scotland) staff and has resulted in a significant survey programme and modern EPCs are held for the majority of the housing stock. The Council also complies with statutory testing procedures – for example, periodic electrical inspection reporting, legionella, radon etc – that ensures that we are reviewing and inspecting properties at regular intervals.

The Council has focused on ensuring it delivers the Scottish Housing Quality Standard as far as is practicably possible. The Council has a strong knowledge of its stock and data held on properties is at an individual level. A process of cloning is not used as a general rule, though recently there has been a movement to having a small number of cloned properties.

A specific module has been developed in the asset management system Concerto, which now facilitates recording of the Scottish Housing Quality Standard. While the module was being developed, the opportunity was taken to undertake a refresh of data and an initial stock review with a view to minimising the level of abeyances and

exemptions and ensuring data held was appropriately robust. The depth of information held on Concerto has been enhanced. There has been a process of seeking to reduce the number of properties failing the Scottish Housing Quality Standard. Most of these are marginal fails and this was most commonly around a need for a more modern Energy Performance Certificate. These are now being progressed.

A plan to progress Scottish Housing Quality Standard fails is in place. There is some overlap with properties which are currently Energy Efficiency Standard for Social Housing fails and these will be addressed as one process to ensure whichever is the higher of the standards, is the priority to allow a pass. An updated report of current fails is provided regularly and as the opportunity arises, these are addressed. The hard to treat properties are being looked at on the basis of fitting positive pressure heat pump systems, however there remain difficulties with securing works within the identified budget. In addition, a number of properties require a new Energy Performance Certificate which was difficult to arrange, partially due to tenant concerns around access. It is anticipated that this will move forward now.

An additional complexity during financial year 2021/22 involved the requirement to meet revised standards for smoke alarm systems. A contract was placed with a local contractor allowing sufficient time for this to be delivered. There have been some unexpected difficulties due to supply issues, access issues etc and accordingly there are a number of properties (113) recorded as failing on this basis. The contractor has been requested to provide a more recent update to the schedule for the works being carried out. Where there are issues with access being provided, consideration will be given to whether there is a need to force entry in order to undertake the works. This is being taken forward as a priority.

Often there are additional challenges in an island context and this has been more pronounced through the context of COVID-19. Contractors continue to address a backlog of work whether non-emergency repairs, Scottish Housing Quality Standard / Energy Efficiency Standard for Social Housing works and all have a short timescale for completion. Discussions with contractors will be ongoing.

Annual Report for Tenants

The annual report for tenants will be produced by 31 October 2022 as required by the Scottish Housing Regulator. This will include key information which is of interest to tenants.

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

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

Customer Satisfaction Survey

The Council is required to undertake a wholesale tenants' satisfaction survey every three years. This was undertaken most recently during 2022 by an independent body in order to ensure impartiality.

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

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

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

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

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

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

Scottish Housing Regulator's Engagement Plan

The Scottish Housing Regulator's engagement plan highlights key indicators, relating to service quality, where they have indicated they wish to engage with the Council. The Scottish Housing Regulator's engagement plan relates to financial year 2022/23 and indicates it wishes to engage with the Council in relation to:

- The Council's services for people who are homeless.

During 2021/22, the Scottish Housing Regulator reviewed and compared the data for all Councils from the Scottish Government's national homelessness statistics and the Annual Returns on the Charter. They also spoke to all Councils to gather further information and assurance about their homelessness services. To assess the risks to people who are threatened with or experiencing homelessness they have advised they will engage with all Councils during 2022/23.

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

Impact of COVID-19

The information above relates to the position surrounding performance predominantly in relation to service delivery in a "normal" operating context.

While Housing Services have endeavoured to operate as normally as possible throughout the COVID-19 pandemic, there has still been significant disruption. This disruption was lower during financial year 2021/22 than was the case the previous year. Face to face provision of services have been removed throughout the COVID-19 pandemic. During the initial lockdown period the focus was on the delivery of essential services including homelessness, housing support and emergency repairs. From August 2021, small numbers of home visits resumed in essential situations.

COVID-19 may well cause disruption going forward due to staff absences and uncertainty around whether there may be any restrictions in the future. Supply issues remain a significant issue, as do rising costs. Therefore, the likelihood is that there will also be an impact on performance figures for financial year 2022/23. The precise extent of this cannot be pre-judged currently but may become clearer over the coming months.

The impact of the cost of living crisis, whether caused by COVID-19 or war in Ukraine, is likely to impact negatively on rent arrears. Demand for Council housing has risen and is likely to continue to do so given the likely impact of the cost of living crisis on private sector accommodation whether rented or owned.

Homelessness will continue to be monitored closely to determine whether it will rise further. It is anticipated there will be ongoing difficulties with permanently rehousing homeless households due to supply issues.

It is anticipated that supply issues and recruitment issues for contractors will impact on work requiring to be progressed, and rising costs will impact on delivery of the services. This is likely to impact on non-emergency repairs, the turnover of void (empty) properties, works required to meet the Scottish Housing Quality Standard and Energy Efficiency Standard for Social Housing (2). In addition, the Council's house build projects will also be affected.

While every attempt will be made to ensure that performance remains as high as possible, there is a need to recognise that the precise impact on financial year 2022/23 cannot yet be determined and will remain under close scrutiny.

Annex 2: Assurance Action Plan

Assurance and Notification

Requirement.	Who.	When.	RAG.	Comments.
Prepare an Annual Assurance Statement in accordance with guidance.	Head of Community Learning, Leisure and Housing and Data Analysts.	October 2022.	Green.	Committee report and appendices to be presented to Education, Leisure and Housing Committee on 7 September 2022.
Submit Annual Assurance Statement to Scottish Housing Regulator between April and October each year.	Data Analysts.	October 2022.	Green.	On target to be submitted by October 2022.
Make Annual Assurance Statement available to tenants and other service users.	Data Analysts and Tenant Participation Officer.	October 2022.	Green.	To be included in Housing Services' area of website.
Notify Scottish Housing Regulator during the year of any material changes to the assurance in the Annual Assurance Statement.	Head of Community Learning, Leisure and Housing and Data Analysts.	As required.	Green.	
Have assurance and evidence that we are meeting all our legal obligations associated with housing and homelessness services, equality and human rights, and tenant and resident safety.	Head of Community Learning, Leisure and Housing and Team Manager (Maintenance and Heritage).	Ongoing.	Green.	This links to Standard 1.5 of National Standards for Information and Advice Providers. We have been re-accredited by the Scottish Legal Aid Board during 2022. Evidence includes a broad range of Council corporate policies including the Health and Safety Policy; Challenging Behaviour by Members of the Public:

Requirement.	Who.	When.	RAG.	Comments.
				<p>The Role of Customer Service Advisers and All Staff Using the Customer Services Facility; Housing Services' Staff Training and Development Policy; Library Procedure for Housing Services; staff training logs and internal portal which includes a broad range of information on corporate policy areas.</p> <p>Staff management processes are in place across Housing Services including induction, regular one to ones in line with the Line Management Policy and all staff are required to complete the Personal Development Award for Advisors with Shelter at the next intake after taking up post. In addition, structures such as qualified housing officer are in place to encourage housing staff to complete a housing qualification.</p> <p>During 2021 we undertook a review of our equalities policy and the processes relating to equalities data collection and human rights. Our revised Equalities Policy and Action Plan was approved by our Education, Leisure and Housing Committee in June 2021. We have sought equalities information from all existing tenants and housing</p>

Requirement.	Who.	When.	RAG.	Comments.
				<p>applicants, in relation to 9 protected characteristics in line with the Scottish Housing Regulator's Regulatory Framework and Scottish Federation of Housing Association Ltd's Guidance. Equalities data requested has been expanded across all housing and homelessness service areas accordingly and data will be used as required to ensure continued improvement of service provision.</p>
<p>Notify Scottish Housing Regulator of safety matters which have been reported to or investigated by the Health and Safety Executive (HSE) or reports from other regulatory or statutory authorities or insurance providers, relating to safety concerns.</p>	<p>Head of Community Learning, Leisure and Housing / Team Manager (Maintenance and Heritage).</p>	<p>In place.</p>	<p>Green.</p>	<p>The Council's Health and Safety Advisor provides guidance on all aspects of health and safety as required. If a report were received from the Health and Safety Executive, immediate steps would be taken to address the issue and the Scottish Housing Regulator would be advised accordingly.</p> <p>We have policies covering issues such as Asbestos and procedures in place regarding Radon / Legionella etc. Our Neighbourhood Services and Infrastructure undertake property inspections and ensure properties are fitted with smoke alarms etc.</p>

Requirement.	Who.	When.	RAG.	Comments.
				Risk assessments and procedural documentation have been in place throughout the COVID-19 pandemic to ensure staff and tenants / service users were / are appropriately protected and supported throughout the COVID-19 crisis.
Make Engagement Plan easily available and accessible to tenants and service users, including online.	Head of Community Learning, Leisure and Housing and Data Analysts.	May 2022.	Green.	To be included by link to the Scottish Housing Regulator's website from Housing Services' area of the Council's website.
Register all requirements for providing data to Scottish Housing Regulator and Information Commissioners Office.	Head of Community Learning, Leisure and Housing and Head of Legal Services.	In place.	Green.	Housing Services will hold a register of any matters reported to the Scottish Housing Regulator and Legal Services will record all matters reported to the Information Commissioners Office.

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Scottish Social Housing Charter Performance

Requirement.	Who.	When.	RAG.	Comments.
Submit Annual Return against the Charter to Scottish Housing Regulator in accordance with published guidance.	Head of Community Learning, Leisure and Housing and Data Analysts.	May 2022.	Green.	Submitted by 30 May 2022.
Involve tenants, and where relevant service users, in the preparation and scrutiny of performance information.	Tenant Participation Officer.	In place.	Green.	<ul style="list-style-type: none"> Residents' Panel involved in development of annual report as standard. Section in the annual report to encourage feedback.

Requirement.	Who.	When.	RAG.	Comments.
<ul style="list-style-type: none"> • Agree an effective and meaningful approach with tenants. • Publicise approach to tenants. • Verify approach and evidence involving tenants has happened. • Involve other service users in an appropriate way. 				<ul style="list-style-type: none"> • Residents' Panel are invited to an annual presentation on performance from Scotland's Housing; Network (from 2019) and discussion at Residents' Panel meeting thereafter.
<p>Report performance to tenants and other service users no later than October each year:</p> <ul style="list-style-type: none"> • Agree format of performance reporting with tenants and ensure accessible with plain and jargon free language. • Provide assessment of performance in delivering Charter outcomes. • Include relevant comparison including previous years, other landlords and with national performance. • Set out how we intend to address areas for improvement. • Give tenants and service users a way to feedback views on style and form of reporting. 	<p>Head of Community Learning, Leisure and Housing and Data Analysts and Tenant Participation Officer.</p>		<p>Green.</p>	<p>The Council has a joint Residents' Panel with Orkney Housing Association which consists of tenants / residents of both organisations. They are asked for their views on the Annual Report ahead of publication and their views will continue to be taken into account in producing the final document. The Council includes a section in the Annual Report which encourages feedback from tenants more generally on how they feel about the report and the information on it.</p>

Requirement.	Who.	When.	RAG.	Comments.
Make Scottish Housing Regulator report on our performance easily available to tenants including online.	Head of Community Learning, Leisure and Housing and Data Analysts.	When produced by SHR.	Green.	To be included as a link to the Scottish Housing Regulator's website from Housing Services' area of the Council's website.

Whistleblowing

Requirement.	Who.	When.	RAG.	Comments.
Ensure effective arrangements and a policy for whistleblowing for staff and elected Members.	Head of HR and Performance.	In place from October 2015.	Green.	Policy on Whistleblowing is available on internal portal or in either electronic or hard copy from HR on request. Trade Unions are also aware of this. There is a monthly meeting with Trade Unions which is corporate and each individual service holds regular meetings with the Trade Unions as well.
Make Whistleblowing policy easily available and promote its existence.	As above.	In place. As above.	Green.	As above.

Tenants and Service Users Redress

Requirement.	Who.	When.	RAG.	Comments.
Make information on reporting any significant performance failures, including the Scottish Housing Regulator's leaflet, available to our tenants.	Head of Community Learning, Leisure and Housing and Tenant Participation Officer.	In place from June 2019.	Green.	A link will be provided to the Scottish Housing Regulator's leaflet from the Council's website.

Requirement.	Who.	When.	RAG.	Comments.
Provide tenants and service users with the information they need to exercise right to complain and seek redress.	Team Manager (Infrastructure and Information).	In place.	Green.	The Council's corporate complaints process is used and corporate policy in line with the guidance from the Scottish Public Services Ombudsman. Information is available through our website and in hard copy on request.
Respond to tenant complaints within our service standards timescales and in accordance with the Scottish Public Services Ombudsman guidance.	Team Manager (Infrastructure and Information).	In place.	Green.	Reporting against timescales is included in the Annual Return against the Charter.
Ensure we have effective arrangements to learn from complaints and other tenant and service user feedback, in accordance with SPSO guidance.	Head of Community Learning, Leisure and Housing and Head of Legal Services.	In place.	Green.	This links with standard 3.12 of the National Standards for Information and Advice Providers which covers using feedback to inform service provision. Information collected through complaints, comments and customer satisfaction surveys is used to inform the update of the Service Delivery Plan for the relevant service area.

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Equality and Human Rights

Requirement.	Who.	When.	RAG.	Comments.
Have assurance and evidence we consider equality and human rights issues properly when making decisions, in the design and review	Senior Management Team of the Council.	In place.	Green.	<ul style="list-style-type: none"> All policies within Housing Services contain a section on equalities. The Housing Service has a specific Equalities Policy and one on

Requirement.	Who.	When.	RAG.	Comments.
of internal and external policies, and in our day to day service delivery.				<p>Accessibility and reviewed its Equalities Policy during 2021. Equalities monitoring across 9 protected characteristics has been taken forward in line with the national guidance. We have sought equalities information from all existing tenants and housing applicants, in relation to 9 protected characteristics in line with the Scottish Housing Regulator's Regulatory Framework and Guidance from the Scottish Federation of Housing Associations. Equalities data requested has been expanded across all housing and homelessness service areas accordingly and data will be used as required to ensure continued improvement of service provision.</p> <ul style="list-style-type: none"> • Committee reports on policy matters contain a section on equality. • Completion of equality impact assessments is standard. • Island communities impact assessments are undertaken as required.

Requirement.	Who.	When.	RAG.	Comments.
				<ul style="list-style-type: none"> The Council monitors its website and ensures it meets website accessibility requirements. The Council employs a specialist equalities officer to ensure compliance.
Collect data relating to protected characteristics for existing tenants, new tenants, people on waiting lists and elected Members and staff.	Head of Community Learning, Leisure and Housing	In place.	Green.	<ul style="list-style-type: none"> Equalities criteria does not currently apply to elected Members given that they are democratically elected. Equalities monitoring information across 9 protected characteristics is now collected for new tenants and applicants and information has also been sought in relation to existing tenants also. This is sought along with information relating to requirements for information in a range of formats. As regards staff, our HR Service collect information relating to 9 protected characteristics for staff when they apply for any post whether when they initially come into the organisation or where an internal application is submitted. Updates are requested re equalities data through the MyView portal and annual communications are issued to remind staff to update details. The

Requirement.	Who.	When.	RAG.	Comments.
				staff survey also requests information relating to the 9 protected characteristics and an annual report is produced on staff diversity which in turn is used to inform any relevant changes to policy required.
Collect data on protected characteristics of people who apply as homeless.	Head of Community Learning, Leisure and Housing.	In place.	Green.	<ul style="list-style-type: none"> • Equalities monitoring information is collected for people who apply as homeless. • Our homelessness interview form has been updated to include all 9 protected characteristics.
Collect data on protected characteristics of people who use our Gypsy / Traveller services.	N/A.	N/A.	N/A.	N/A.