

Education & Children's Services

2008/2009

Orkney Islands

INSERT 'NS' IN CELLS WHERE THERE IS NO SERVICE

**PRIMARY SCHOOLS**

	Source	Contextual	Performance information	PI values		
				05/06	06/07	07/08
<b>1 a)</b> Occupancy: number and percentage of primary schools	Number of schools					
i. Number of schools with occupancy of: 40% or less	<input type="text" value="2"/>		9.5 %	4.8%	9.5%	14.3%
ii. Number of schools with occupancy of: 41 - 60%	<input type="text" value="9"/>		42.9 %	28.6%	19.0%	38.1%
iii. Number of schools with occupancy of: 61 - 80%	<input type="text" value="8"/>		38.1 %	28.6%	47.6%	38.1%
iv. Number of schools with occupancy of: 81 - 100%	<input type="text" value="2"/>		9.5 %	38.1%	23.8%	9.5%
v. Number of schools with occupancy of: 101% or more	<input type="text" value="0"/>		0.0 %	0.0%	0.0%	0.0%
<b>b)</b> Total number of primary schools		21				

**SECONDARY SCHOOLS**

<b>2 a)</b> Occupancy: number and percentage of secondary schools	Number of schools					
i. Number of schools with occupancy of: 40% or less	<input type="text" value="0"/>		0.0 %	16.7%	16.7%	0.0%
ii. Number of schools with occupancy of: 41 - 60%	<input type="text" value="0"/>		0.0 %	16.7%	16.7%	0.0%
iii. Number of schools with occupancy of: 61 - 80%	<input type="text" value="3"/>		50.0 %	50.0%	50.0%	50.0%
iv. Number of schools with occupancy of: 81 to 100%	<input type="text" value="3"/>		50.0 %	16.7%	16.7%	50.0%
v. Number of schools with occupancy of: 101% or more	<input type="text" value="0"/>		0.0 %	0.0%	0.0%	0.0%
<b>b)</b> Total number of secondary schools		6				

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**EQUAL OPPORTUNITIES POLICY**

	Source	Contextual	Performance information	PI values		
				05/06	06/07	07/08
<b>3</b>	The number and percentage of teachers in each of the following staff bands who are women:- (Total number of staff, NOT full time equivalents)					
<b>Head and Deputy Head Teachers</b>						
Secondary	11	7	63.6 %	36.4%	36.4%	45.5%
Primary	17	13	76.5 %	75.0%	70.0%	76.5%
Special	NS	NS	NS %	0.0%	No Service	No Service
Total	28	20	71.4 %	61.3%	58.1%	64.3%
<b>All teachers (including Head and Deputy Head teachers)</b>						
Secondary	154	88	57.1 %	52.4%	50.7%	59.1%
Primary	159	140	88.1 %	88.9%	87.6%	87.0%
Special	NS	NS	NS %	0.0%	No Service	No Service
Total	313	228	72.8 %	70.4%	70.0%	73.5%

**CHILDREN'S REPORTER LIAISON**

Figures should be consistent with those in final report from SCRA						
<b>4 a)</b>	The number of Children's Hearing reports submitted to the Reporter during the year			35		
<b>b)</b>	The number and percentage of Children's Hearing reports requested by the Reporter which were submitted within target time			24	68.6 %	32.6% 36.0% 67.2%

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**SUPERVISION**

	Source	Contextual	Performance information	PI values		
				05/06	06/07	07/08
5	Number of new supervision requirements made during the year	8				
	Number of children seen by a supervising officer within 15 working days	8				
	Percentage seen within 15 working days		100.0 %	100.0%	90.9%	87.9%

**LOOKED AFTER CHILDREN - ACADEMIC ATTAINMENT**

		Number		Percentage		
6 a)	Number of 16 or 17 year olds ceasing to be looked after:					
	At home	6				
	Away from home	1				
	Total	7				
b)	Number and percentage attaining at least one SCQF level 3 (any subject):					
	At home	5	83.3 %	-	100.0	100.0
	Away from home	1	100.0 %	-	100.0	100.0
	Total	6	85.7 %	100.0	100.0	100.0
c)	Number and percentage attaining at least SCQF level 3 in English and Maths:					
	At home	4	66.7 %	-	100.0	100.0
	Away from home	1	100.0 %	-	66.7	100.0
	Total	5	71.4 %	0.0	81.8	100.0

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		Source	Contextual	Performance information	PI values		
					05/06	06/07	07/08
<b>RESIDENTIAL ACCOMMODATION: STAFF QUALIFICATION</b>							
7	Care staff in Local Authority residential children's homes, who have appropriate qualifications for the level of post held	Number of staff (not whole time equivalent) 25	Number of qualified staff (not whole time equivalent) 14	Percentage qualified 56.0 %	33.3%	46.9%	39.3%
<b>RESPITE CARE</b>							
8	<b>Children aged 0-17 with disabilities</b> <i>Population aged 0-17 (2007 mid year estimates)</i>	4,100	Volume of respite care	No. per 1,000 population			
a)	Total overnight respite nights provided		557 nights	135.9	117.0	116.3	121.8
b)	Number and percentage of respite nights not in a care home		NS nights	NS %	No Service	No Service	No Service
c)	Total hours daytime respite provided		5,328 hours	1,299.5	674.7	611.5	512.0
d)	Number and percentage of daytime respite hours provided not in a day care centre		4,032 hours	75.7 %	39.7%	38.1%	49.5%

## Education & Children's Services

### Primary schools

#### EC 1: Occupancy

- a) **The percentage of primary schools where the ratio of pupils to places is:**
- i) 0% – 40%
  - ii) 41% – 60%
  - iii) 61% – 80%
  - iv) 81% - 100%
  - v) 101% or more.
- b) **The total number of primary schools.**

#### Definition

For each school, 'occupancy' is the actual school roll at the start of the academic year, as reported for the September SEED census, expressed as a percentage of the total functional capacity of the school on that date. The capacity is that determined:

- in accordance with Regulation (8) of the Schools General (Scotland) Regulations 1975, which determines the maximum number of pupils which can be accommodated in each room in the school, as modified by
- current curricular requirements and
- national agreements on maximum class sizes.

#### Source

Council's records.

#### Interpretation

Occupancy rates may vary between years because of changes in the number of children starting school.

The calculation of occupancy level depends on the way in which a school's capacity is determined. Councils take differing approaches to calculating occupancy and there may, therefore, be differences between them. Some of the factors which may be important are:

- whether or not gymnasiums are counted as teaching rooms
- how non-teaching rooms are designated
- the treatment of rooms used for only part of the curriculum
- whether surplus accommodation is given over to community and other use and is no longer treated as available for school use.

A school may be considered viable despite low occupancy levels for a number of reasons, including:

- the lack of suitable alternative provision locally
- the desirability of maintaining a school within a given community

the effect of closure on travelling time for pupils.

### Secondary schools

#### EC 2: Occupancy

- a) **The percentage of secondary schools where the ratio of pupils to places is:**
- i) 0% – 40%
  - ii) 41% – 60%
  - iii) 61% – 80%
  - iv) 81% - 100%
  - v) 101% or more.
- b) **The total number of secondary schools.**

#### Definition

See indicator EC 1 above.

For the purpose of calculating occupancy levels, the calculation of pupil numbers in

For the purpose of calculating occupancy levels, the calculation of pupil numbers in secondary schools should include adults returning to full-time education.

**Source**

Council's records.

**Interpretation**

See indicator EC 1 above.

**Teaching staff - equal opportunities**

**EC 3: The number and percentage of head and deputy head teachers who are women compared with the percentage of all teachers that are women.**

	Head & Deputy Head women teachers		All women teachers	
	Number	%	Number	% of all teachers
Secondary schools				
Primary schools				
Special schools				

**Definition**

The number of teachers reported for this indicator should be the number of teachers employed by the council at September. It is not the full-time equivalent figure.

Teaching posts are all posts involved in direct teaching ie those on teachers T&C and required to be GTC registered plus working in a school (of any description) providing teaching services directly to pupils/students. This includes peripatetic teachers, support for learning teachers, visiting specialists, home tutors, guidance teachers, assistant head teachers, depute head teachers and head teachers.

The percentage of women head and deputy head teachers is calculated as follows

$$\frac{\text{Number of women head and deputy head teachers} \times 100}{\text{Total number of head and deputy head teachers}}$$

The percentage of all other women teachers is calculated as follows:

$$\frac{\text{Number of women teachers including women head and deputy head teachers} \times 100}{\text{Total number of teachers}}$$

**Source**

**Interpretation**

**Council's teacher census and pay records**

The delivery of quality services is dependent on a trained and motivated workforce and it is, therefore essential that councils' employment policies reflect their commitment to equal opportunities. The indicator provides a picture of the current gender balance in promoted teaching posts, in relation to the overall gender balance within the profession in different types of school.

The indicator does not deal with equalities relating to ethnicity, disability or sexual orientation.

**Children's Reporter liaison**

**EC 4: Social background reports:**

- a) **The number of reports submitted to the Reporter during the year**
- b) **The proportion of reports requested by the Reporter which were submitted within target time.**

**Definitions**

This indicator is based on National Standard 3 as defined in *Blueprint for the Processing of Children's Hearings Cases: Inter-agency Code of Practice and National Standards* (updated, Scottish Executive, 2001), which was developed by the multi-agency Time Intervals Monitoring & Performance Group.

Monitoring & Performance Group.

For 2006/07 the SCRA and ADSW have reviewed the agreed protocol for submission of reports and will revert to the target time of 20 days as set out in the National Standards.

The statutory performance indicator refers to both Initial Assessment Reports and Social Background Reports requested by the reporter. Initial enquiry reports are excluded from the indicator.

**Source**

Consistent with quarterly reports provided to councils by the Scottish Children’s Reporters Administration.

**Interpretation**

This indicator shows how well councils are meeting the national standard times for submitting reports to the Children’s Reporter.

**Looked after children**

<p><b>EC 5: Supervision:</b></p> <p>a) <b>The number of new supervision requirements made during the year</b></p> <p>b) <b>The proportion of children seen by a supervising officer within 15 days.</b></p>
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**Definitions**

This indicator is based on National Standard 15 as defined in Blueprint for the Processing of Children’s Hearings Cases: Inter-agency Code of Practice and National Standards (updated, Scottish Executive, 2001), which was developed by the multi-agency Time Intervals Working Group. The National Standard is that “the local authority will give effect to supervision requirements with no condition of residence within 15 working days of date of issue by the children’s hearing”

The indicator **excludes** those cases where the hearing imposes a condition of residence on the child. That is, where the child is placed in some form of residential establishment or required to stay at a specific address away from home (eg with a grandparent).

**Source**

**Interpretation**  
Council records

This indicator shows how well councils are meeting the national target time for allocating a social worker (supervising officer) and arranging for a visit to the child/family to take place as the first step in the programme of work with the child.

C	<p><b>EC 6: Academic achievement: The number and percentage of young people ceasing to be looked after, who achieved SCQF level 3 or better in English and Maths or other subjects:</b></p>
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	Number of young people		Percentage of young people		
	At home	Away from home	At home	Away from home	Total
Number ceasing to be looked after					
Attaining at least one SCQF level 3 (any subject)					
Attaining at least SCQF level 3 in English and Maths					

**Definitions**

The Scottish Credit and Qualifications Framework (SCQF) encompasses a wider range of qualifications than the ‘Standard Grade’. Details can be found in the table of main qualifications on the SCQF web site at: [www.scqf.org.uk](http://www.scqf.org.uk)

The indicator refers to young people who were previously looked after by the council and is consistent with the definitions used for Table 14 of the Scottish Executive statistical return

The indicator refers to young people who were previously looked after by the council and is consistent with the definitions used for Table 14 of the Scottish Executive statistical return Form CLAS – Children Looked After.

The indicator refers only to those young people who ceased to be cared for during the reporting year who were aged 16 or 17 years of age (young people who were discharged from care on their 18th birthday should also be included). The number is a subset of the young people identified in Section 3 of the CLAS Form – Children ceasing to be looked after during the year to 31 March.

If a young person was discharged from care more than once in the reporting period then they should be counted only once and for purposes of determining their academic achievement, the later date should be used. Young people accommodated by the local authority only by virtue of planned series of short stays (eg respite) should be excluded.

Only those SCQF level 3 (or higher) passes attained prior to the date of leaving care should be included. Therefore, if a young person ceases to be cared for in late April of the reporting year, the results of any examinations taken in the following May/June should not be reflected in the indicator. However, if a young person leaves care after the examinations but before the results were known, those results should be included.

#### Source

Scottish Executive Statistical Return CLAS Form – young people discharged from care  
Looking after Children in Scotland: Good Parenting, Good Outcomes – Essential Background Record (p10)

Council education department – pupil examinations records

General Register Office for Scotland - population

#### Interpretation

The Scottish Executive has established a target for the educational attainment of young people leaving care stemming from milestone 8 in “*Social Justice: a Scotland where everyone matters*” where they identify that young people leaving care should have achieved both English and Maths at at least SCQF level 3. The indicator reflects how well local authorities meet the targets established and provide for the educational needs of young people in their care.

Although the national target relates only to English and Maths (literacy and numeracy) it is recognised that some young people will achieve only one of these or gain a pass in other subjects.

The indicator does not measure the length of time a young person has been looked after by the local authority or whether individual young people have reached their educational potential. Rather, it reflects the achievement of the council in ensuring that those young people leaving its care are equipped with basic skills for their future. The care responsibility lies primarily with the social work department of the council. Nevertheless, other departments, particularly education, will have a key role to play in the success of the council regarding this issue.

### C **EC 7: Staff qualifications: The percentage of care staff with appropriate qualifications for the level of post held, working in council residential children’s homes.**

#### Definitions

The indicator relates to care staff only, including unit managers. It includes the staff of all residential accommodation managed by the council and subject to inspection. Non-care staff (eg administrative; domestic; ancillary; teaching and instruction etc.) should be excluded.

‘Children’ means persons aged 0 -17.

If no residential accommodation is provided, this should be reported as NS (No Service) rather than ‘0%’ (which reflects a failure to employ any qualified staff).

Councils should report the position consistent with the information already provided to the Scottish Executive on the annual social work staffing return. The staffing return outlines the qualifications recommended as appropriate for residential care staff qualifications.

The indicator relates to staff in council-managed homes only. Voluntary or private sector



The indicator relates to staff in council-managed homes only. Voluntary or private sector homes are not included

**Source**

Council staff and training records.

**Interpretation**

This indicator provides one measure of the quality of residential care and is generally accepted as a reasonable indirect measure of quality. The indicator relates to staff in council-managed homes only. Voluntary or private sector homes are not included. It reports the extent to which care staff - that is, staff providing direct care to residents - are appropriately qualified. Staff qualification is only one of a potentially large number of criteria which contribute to quality in residential care, but it is an important and measurable one.

The indicator will be affected by:

- the availability of suitably qualified staff
- national guidance to councils on staff qualification

**Respite care**

**EC 8: Provision of respite services**

	Per 1000 children (0-17 yrs)
a) total overnight respite nights provided	
b) % overnight respite nights not in a care home	
c) total hours daytime respite provided	
d) % daytime respite hours provided not in a day care centre	

**Definitions**

**Respite care** is a service intended to benefit a carer and a child or young person with disabilities he or she cares for by providing a short break from caring tasks. The break is made possible through alternative care arrangements. The indicator is intended to measure a key element in support for carers and only concerns respite care provided or purchased by the Council, or by voluntary organisations funded for this purpose by the Council.

A **carer** is an adult, young person or child who provides a substantial amount of unpaid care on a regular basis for a child with disabilities. Exclude people providing such care as a volunteer working for a voluntary organisation or on any contractual basis. "Substantial and regular care" is not defined in carers' legislation and should be interpreted in terms of the impact of the caring role on the individual carer and their family (Scottish Executive Circular CCD 2/2003).

**Children with a disability** are children and young people aged 0-17 (as at 31<sup>st</sup> March) with care requirements arising from learning disabilities, physical disabilities or mental health problems. Children with emotional difficulties should be included only where their difficulties are severe. Do not include breaks provided for children without any disability but who are affected by another's disability, eg a family member.

**Respite care breaks** may last a few hours or a few weeks and may or may not be repeated at regular intervals. The duration of the service episode must allow the carer a break from caring tasks; for this reason a minimum duration of one hour is required for the service episode to count as respite for the purposes of this performance indicator (normally, the duration of the respite episode will be longer). The carer may use the break for any non-caring activity he or she chooses. Services that provide additional care alongside the care provided by the carer provide *assistance* but do not provide a respite break.

There is no maximum duration for the respite break episode. Councils should exercise caution in relation to people who are recorded in information systems as having very long respite episodes; it may be that the care episode was originally provided for respite but is now being provided as long-term care. Councils are required to have regard to the actions required under the *Arrangements to Look After Children (Scotland) Regulations 1996* when overnight respite care away from home involves episodes longer than 4 weeks, or more than 120 days in one year.

The following kinds of respite care should be included:

The following kinds of respite care should be included:

- all respite care where this is part of a care plan or arranged on an emergency basis
  - all respite care, whether it has been provided directly by the council, or secured by the council from another source such as a voluntary or private sector organisation
- any respite care, even if this subsequently becomes longer term or permanent care.

(N.B. The original provision needs to have been on a respite basis, and it is only this type of respite care relevant for the purposes of reporting in relation to this indicator period which should be reported).

Row type (Measure)	Setting	Service type		Definition
Overnight (nights)	At home	(1)	Overnight sitter services at home	Support provided overnight in the child's normal residence that enables the carer to be absent, if they wish.
	Away from home	(2)	In a care home/ residential school	Accommodated away from home in a registered care home or residential school. Excludes respite care in hospital in-patient beds or in supported accommodation.
		(3)	In other accommodation with support	Accommodated away from home in accommodation with support
		(4)	In another's home	Overnight respite care with another family or individual. Holiday breaks* involving overnight stays (unless in care homes or supported accommodated).
Daytime (hours)	At home	(5)	In child's normal residence	All respite services provided in child/young person's home, except overnight. Includes home care and daytime sitter services.
	Away from home	(6)	In a day centre	Attendance at a Children & Families centre or any other day centre (only counted when the provision of a respite care break to the carer is an <i>explicit</i> reason for day centre attendance recorded in the care plan of the carer or the child/young person).
		(7)	Day activities not in a day centre	Day services and activities outside the home providing respite for the carer and not based in a day centre.
		(8)	Other day respite	Respite care in another family's home in daytime; Holiday breaks* without overnight stay.

**Note:** \*Holiday breaks include opportunities for the carer and cared-for person being supported to go away together, as well as breaks for either carer(s) or cared-for person(s) to go on holiday separately.

In **row (a)** Councils should report the total number of **nights** (for service types 1 to 4 in the table above), and in **row (c)** the total number of respite care **hours** (for service types 5 to 8), received during the reporting year, as rates per 1,000 population, adding up all respite episodes in the year, whether or not the respite care episode started in the previous reporting year or has yet to be completed. Where a single episode of respite care involves both daytime and overnight support, count both the nights and the daytime hours.

In **row (b)** count the percentage of respite nights in service types 1, 3 and 4. In **row (d)** count the percentage of respite hours in service types 5, 7 and 8.

Respite is a reason for providing a service, and often is not a distinctive type of service. Short duration services provided for the child/young person with disabilities, for example emergency admission to hospital, or a programme of rehabilitation, provide the carer with a short break in the normal routine of caring as a by-product of the service provided to the child/young person. Rehabilitation services and skills training for children with disabilities are of great benefit to their carers in helping to

training for children with disabilities are of great benefit to their carers in helping to promote independence. However, none of these services are respite care breaks intended to support carers and are excluded from this performance indicator definition.

Day centre services provided on a regular basis to a child with disabilities also provide carers with breaks from care tasks. However, they should only be included in this performance indicator if the provision of a respite care break to the carer is an explicit reason for this service recorded in the care plan of the carer or the cared-for person.

Befriending and sitter services should not be included unless they enable the carer to take a break of at least one hour from caring tasks.

Some children's homes may have beds specifically designated for respite use: exclude any non-respite residents who have been admitted to such beds. Some children may be admitted for respite which subsequently becomes non-respite. Count the period from admission up to the point when the reason for their continued residency has changed.

Where the short break involves the carer and child/young person remaining together, for example holidays together, the respite hours or bed-nights should be counted for one person receiving the short break, rather than for two.

The **contextual information** required is the number of respite nights and hours for each of the eight service types defined above. No information is required on the numbers of recipients.

#### **Sources**

Council assessment and care management records and information systems.

Records and information systems used by voluntary organisations providing respite care under Council contract or SLA.

Population data should be based on the mid-year estimates for the year, published by the Registrar General.

#### **Interpretation**

The indicator will be affected primarily by the pattern of need and services required, and by the availability of respite care.