

## Minute

### Education, Leisure and Housing Committee

Wednesday, 13 November 2019, 10:30.

Council Chamber, Council Offices, School Place, Kirkwall.



### Present

Councillors Gwenda M Shearer, Alexander G Cowie, Stephen G Clackson, Barbara Foulkes, Steven B Heddle, J Harvey Johnston, W Leslie Manson, John T Richards, John A R Scott, James W Stockan, Magnus O Thomson and Owen Tierney.

Jo Hill and Mary Maley.

### Clerk

- Sandra Craigie, Committees Officer.

### In Attendance

- James Wylie, Executive Director of Education, Leisure and Housing.
- Peter Diamond, Head of Education (Leisure, Culture and Inclusion).
- Frances Troup, Head of Housing, Homelessness and Schoolcare Accommodation Services.
- Edward Abbott-Halpin, Principal, Orkney College (for Items 1 to 7).
- Don Hawkins, Head Teacher, Kirkwall Grammar School (for Items 1 to 6).
- Garry Burton, Sport and Leisure Manager (for Items 7 to 13).
- Paul Kemp, Strategic Finance Manager.
- Ian Rushbrook, Capital Programme Manager (for Items 16 to 19).
- Peter Trodden, Solicitor.
- Kerry Spence, Community Learning and Development Team Leader (for Items 1 to 8).

### Observing

- Hayley Green, Head of IT and Facilities (for Items 1 and 2).
- Darren Richardson, Head of Infrastructure and Strategic Projects (for Items 16 to 19).
- Keith Foubister, Works and Inspection Manager (for Items 1 to 3).
- Ann Harrison, Catering Manager (for Items 1 and 2).
- Carol McManus, Service Improvement Officer (for Items 1 to 6).
- Morag Miller, Service Improvement Officer (for Items 1 to 6).
- Lesley Mulraine, Team Leader (Housing and Homelessness).
- Emma Gee, Arts Officer.
- Andrew Hamilton, Performance and Best Value Officer (for Items 1 to 4).

## **Apology**

- Hugh Halcro-Johnston.

## **Declarations of Interest**

- Councillor John T Richards – Item 10.
- Councillor John A R Scott – Items 9, 10 and 11.
- Councillor Gwenda M Shearer – Item 10.

## **Chair**

- Councillor Gwenda M Shearer.

## **1. Disclosure of Exempt Information**

The Committee noted the proposal that the public be excluded from the meeting for consideration of Item 18 and Appendix 2 of Item 17, as the business to be discussed involved the potential disclosure of exempt information of the classes described in the relevant paragraphs of Part 1 of Schedule 7A of the Local Government (Scotland) Act 1973 as amended.

## **2. Revenue Expenditure Monitoring**

After consideration of a joint report by the Executive Director of Education, Leisure and Housing, the Executive Director of Corporate Services and the Head of Finance, copies of which had been circulated, and after hearing a report from the Strategic Finance Manager, the Committee:

Noted:

**2.1.** The revenue financial summary statement in respect of Education, Leisure and Housing for the period 1 April to 30 September 2019, attached as Annex 1 to the joint report by the Executive Director of Education, Leisure and Housing, the Executive Director of Corporate Services and the Head of Finance, indicating the following:

- A net General Fund underspend of £677,000.
- A net Non-General Fund overspend of £65,200.

**2.2.** The revenue financial detail by Service Area statement in respect of Education, Leisure and Housing for the period 1 April to 30 September 2019, attached as Annex 2 to the joint report by the Executive Director of Education, Leisure and Housing, the Executive Director of Corporate Services and the Head of Finance.

**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 Executive Director of Education, Leisure and Housing, the Executive Director of Corporate Services and the Head of Finance.

### **3. Housing Revenue Account**

#### **Revenue Repairs and Maintenance Programme – Expenditure Monitoring**

After consideration of a joint report by the Executive Director of Education, Leisure and Housing and the Head of Finance, copies of which had been circulated, and after hearing a report from the Head of Housing, Homelessness and Schoolcare Accommodation Services, the Committee:

Noted:

**3.1.** The summary position of expenditure incurred as at 30 September 2019, 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 Executive Director of Education, Leisure and Housing and the Head of Finance.

**3.2.** The explanations given in respect of significant budget variances, as detailed in Appendix 1 to the joint report by the Executive Director of Education, Leisure and Housing and the Head of Finance.

### **4. Performance Monitoring**

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

Scrutinised the performance of Education, Leisure and Housing for the reporting period 1 April to 30 September 2019, as detailed in section 4 and Annex 1 of the report by the Executive Director of Education, Leisure and Housing, and obtained assurance.

### **5. National Improvement Framework**

#### **Education Standards and Quality Report and Improvement Plan**

After consideration of a report by the Executive Director of Education, Leisure and Housing, together with an Equality Impact Assessment, copies of which had been circulated, the Committee:

Resolved to **recommend to the Council** that the Education Standards and Quality Report and Improvement Plan 2019, attached as Appendix 1 to this Minute, be approved for submission to the Scottish Government and thereafter used to inform the working plan of staff across the Education service for the forthcoming year.

Councillor Stephen G Clackson joined the meeting during discussion of this item.

### **6. Sanday Community School and Nursery Class**

#### **Education Scotland – Inspection**

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Education (Leisure, Culture and Inclusion), the Committee:

Noted:

**6.1.** That Sanday Community School and Nursery Class was inspected by Education Scotland in April 2019.

**6.2.** That Education Scotland's evaluation for Sanday Community School focussed on the following four areas:

- Leadership of change.
- Learning, teaching and assessments.
- Raising attainment and assessment.
- Ensuring wellbeing, equality and inclusion.

**6.3.** That, of the four areas inspected for primary and secondary stages, one received a satisfactory grading and three received a good grading.

**6.4.** That Education Scotland's evaluation for Sanday Community School's Nursery Class focussed on the following four areas:

- Leadership of change.
- Learning, teaching and assessments.
- Securing children's progress.
- Ensuring wellbeing, equality and inclusion.

**6.5.** That, of the four areas inspected for the Nursery Class, three received a satisfactory grading and one received a good grading.

**6.6.** That two areas of improvement were identified by Education Scotland, as outlined in section 4.2 of the report by the Executive Director of Education, Leisure and Housing.

**6.7.** The letter to parents and summarised inspection findings, attached as Appendices 1 to 3 respectively to the report by the Executive Director of Education, Leisure and Housing.

Jo Hill and Councillor James W Stockan left the meeting at this point.

## **7. Community Learning and Development**

### **Annual Report and Performance Review**

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Community Learning and Development Team Leader, the Committee:

Noted:

**7.1.** The Community Learning and Development Annual Report 2018 to 2019, attached as Appendix 1 to the report by the Executive Director of Education, Leisure and Housing.

**7.2.** The Community Learning and Development Team Performance Review 2018 to 2019, attached as Appendix 2 to the report by the Executive Director of Education, Leisure and Housing.

Councillor J Harvey Johnston joined the meeting during discussion of this item and Jo Hill rejoined the meeting at this point.

## **8. Orkney Community Learning and Development Partners Plan**

After consideration of a report by the Executive Director of Education, Leisure and Housing, together with an Equality Impact Assessment, copies of which had been circulated, and after hearing a report from the Community Learning and Development Team Leader, the Committee:

Noted:

**8.1.** That, in October 2018, when adopting the Community Learning and Development Plan for Orkney 2018 to 2021, the Council agreed that an annual review and updated Orkney Community Learning and Development Plan be submitted to the Education, Leisure and Housing Committee, to ensure it remained relevant and appropriate to emerging needs.

**8.2.** Progress made since September 2018 in respect of the Community Learning and Development Partners Plan 2018 to 2021, as detailed in Appendix 1 to report by the Executive Director of Education, Leisure and Housing.

**8.3.** The revised Orkney Community Learning and Development Partners Plan 2018 to 2021, attached as Appendix 1 to the report by the Executive Director of Education, Leisure and Housing, which had been developed and updated by partners of the Orkney Strategic Community Learning Group and the Orkney Learning Guidance Forum.

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

**8.4.** That the revised Orkney Community Learning and Development Partners Plan 2018 to 2021, attached as Appendix 2 to this Minute, be approved, in so far as it related to the remit of the Council.

## **9. Culture Fund – Review**

Councillor John A R Scott declared a non-financial interest in this item, in that he participated in a front of house role for the St Magnus Festival, but concluded that his interest did not preclude his involvement in the discussion.

After consideration of a report by the Executive Director of Education, Leisure and Housing, together with an Equality Impact Assessment, copies of which had been circulated, the Committee:

Noted:

**9.1.** That, following a review of Council funding for cultural activity, the Culture Fund was established in 2011 with the aim to improve the Council's support for cultural activity by giving longer term funding commitments to key cultural organisations alongside providing wider access to cultural funding for projects and small independent organisations.

**9.2.** That the Culture Fund supported activity in the areas of arts, heritage and language, such as Orcadian dialect.

**9.3.** That, since establishment in 2011, the Culture Fund had been reviewed every three years, to ensure that it continued to achieve its aims.

**9.4.** That reviews undertaken in 2013 and 2016 concluded that the Culture Fund continued to be successful in achieving its aims, with the Education, Leisure and Housing Committee subsequently recommending that the Culture Fund continue in its current form, as well as continuing to be reviewed every three years.

**9.5.** That the review undertaken in 2019 highlighted the continued benefit and success of the Culture Fund.

**9.6.** That, in advance of the Council's budget setting process for 2020 to 2021 being concluded, any decision on continuation of the Culture Fund would be subject to an adequate service revenue budget being established for financial year 2020 to 2021 onwards.

On the motion of Councillor Steven B Heddle, seconded by Councillor Barbara Foulkes, the Committee resolved to **recommend to the Council:**

**9.7.** That, subject to an adequate service revenue budget being established for financial year 2020 to 2021 onwards, the Culture Fund continue in its current form and continue to be reviewed every three years.

## **10. Pickaquoy Centre Trust – End of Year Performance**

Councillors John T Richards, John A R Scott and Gwenda M Shearer declared non-financial interests in this item, being Council-appointed trustees of the Pickaquoy Centre Trust, but concluded that their interests did not preclude their involvement in the discussion.

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Sport and Leisure Manager, the Committee:

Noted:

**10.1.** Pickaquoy Centre Trust's end of year usage figures and performance for 2018 to 2019, as detailed in Appendix 1 to the report by the Executive Director of Education, Leisure and Housing, which indicated the following:

- Overall annual usage figures of 481,107 which represented an increase of 4% in overall usage against the same period in 2017 to 2018.
- The main positive variances against targets being junior activities, track and infield, sports courses, arena sports, campsite, swimming, cinema and all-weather pitch.
- The main negative variances against targets being health suite, group exercise classes, gym, soft play, grass pitches, squash and other indoor leisure activities.

**10.2.** That Pickaquoy Centre Trust's audited annual accounts for the year ended 31 March 2019 had been submitted and indicated an operating deficit of £27,359.

Councillor James W Stockan rejoined the meeting during discussion of this item.

## **11. Play Area Strategy for Orkney**

Councillor John A R Scott declared a non-financial interest in this item, in that he was a member of Papdale East Playpark Association, but concluded that his interest did not preclude his involvement in the discussion.

After consideration of a report by the Executive Director of Education, Leisure and Housing, together with an Equality Impact Assessment, copies of which had been circulated, the Committee:

Noted:

**11.1.** That, since the Orkney Play Area Strategy was approved in 2016, all play area developments had been led by community groups and funded by external funding.

**11.2.** That three community groups had been awarded a lease or were investigating leasing a play area in order to develop it.

**11.3.** That the Orkney Play Area Strategy continued to recognise deficiencies in some areas with regard to play area provision and identified specific areas for development and improvement.

**11.4.** That the Orkney Play Area Strategy had been revised to include additional guidance for groups investigating and developing play areas.

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

**11.5.** That the revised Orkney Play Area Strategy, attached as Appendix 3 to this Minute, be approved.

## **12. St Magnus Cathedral Sub-committee**

After consideration of the draft Minute of the Meeting of the St Magnus Cathedral Sub-committee held on 11 September 2019, copies of which had been circulated, the Committee:

Resolved:

**12.1.** On the motion of Councillor Gwenda M Shearer, seconded by Councillor Alexander G Cowie, to approve the Minute of the Meeting of the St Magnus Cathedral Sub-committee held on 11 September 2019 as a true record.

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

**12.2.** That the recommendations at paragraphs 1.3 and 1.4 of the Minute of the Meeting of the St Magnus Cathedral Sub-committee held on 11 September 2019, attached as Appendix 4 to this Minute, be approved.

## **13. College Management Council Sub-committee**

After consideration of the draft Minute of the Meeting of the College Management Council Sub-committee held on 4 November 2019, copies of which had been circulated, the Committee:

Resolved:

**13.1.** On the motion of Councillor Stephen G Clackson, seconded by Councillor W Leslie Manson, to approve the Minute of the Meeting of the College Management Council Sub-committee held on 4 November 2019 as a true record.

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

**13.2.** That the recommendation at paragraph 3.2 of the Minute of the Meeting of the College Management Council Sub-committee held on 4 November 2019, attached as Appendix 5 to this Minute, be approved.

Councillor Barbara Foulkes left the meeting at this point.

## **14. Housing Services – Performance Monitoring**

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Housing, Homelessness and Schoolcare Accommodation Services, the Committee:

Noted:

**14.1.** That housing organisations were required to report performance against a number of service areas and indicators within the Scottish Social Housing Charter.

**14.2.** Performance in relation to the undernoted range of service areas within Housing Services for the period 1 April 2018 to 31 March 2019, as detailed in Appendix 1 to the report by the Executive Director of Education, Leisure and Housing:

- Customer Satisfaction.
- Housing Quality and Maintenance.
- Access to Housing and Support.
- Homelessness.
- Rent Collection.
- Housing Revenue Account.

**14.3.** Areas of positive performance within Housing Services for the period 1 April 2018 to 31 March 2019, as follows:

- High levels of customer satisfaction.
- Low levels of repairs reported as emergencies.
- Low levels of repairs per property.
- Low levels of abandonments/evictions.
- Homeless cases completed in reasonable timescale.
- Low repeat presentations.
- Low levels of cases where contact had been lost.
- Low levels of former tenant arrears written off.



**14.4.** Areas where performance within Housing Services could potentially be improved or continue to be improved, as follows:

- Low levels of energy efficiency in properties.
- Slightly higher levels of properties recorded as being exemptions or abeyances from the Scottish Housing Quality Standard.
- High percentage of tenancies ending in arrears and rising debt.
- Rising rent arrears.
- Length of void periods.
- Level of void rent loss.

## **15. Rapid Rehousing Transition Plan**

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had circulated, and after hearing a report from the Head of Housing, Homelessness and Schoolcare Accommodation Services, the Committee:

Noted:

**15.1.** That, on 2 May 2019, the Council approved the Rapid Rehousing Transition Plan, a document which the Scottish Government required as part of its aim to end rough sleeping, transform the use of temporary accommodation and end homelessness in Scotland in a five-year period and which required to be implemented by 1 April 2019.

**15.2.** That the Rapid Rehousing Transition Plan for Orkney had been costed at £4,996,300 over the five-year term, with the costs of year one being identified as £1,250,600.

**15.3.** That feedback had been received from the Scottish Government, as detailed in section 5 of the report by the Executive Director of Education, Leisure and Housing.

**15.4.** That the Scottish Government had awarded funding, totalling £22,000, for financial year 2019 to 2020, making full implementation of the Rapid Rehousing Transition Plan for Orkney unaffordable.

## **16. Local Housing Strategy**

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

Noted:

**16.1.** That the Housing (Scotland) Act 2001 placed a statutory requirement on local authorities to prepare a local housing strategy supported by an assessment of housing need and demand.

**16.2.** That the local housing strategy was a local authority's sole strategic document for housing in its area, setting out an agreed strategic vision for the future of housing and housing related services.

**16.3.** That the Local Housing Strategy 2011 to 2016 required to be reviewed in 2017 and reviewed regularly thereafter.

**16.4.** That the Scottish Government had recently issued revised detailed and prescriptive guidance on producing a local housing strategy.

**16.5.** The draft Local Housing Strategy 2017 to 2022, attached as Appendix 1 to the report by the Executive Director of Education, Leisure and Housing.

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

**16.6.** That the draft Local Housing Strategy 2017 to 2022, referred to at paragraph 16.5 above, be approved for public consultation.

**16.7.** That the Executive Director of Education, Leisure and Housing should submit a report, to a meeting of the Committee no later than June 2020, detailing the outcome of the consultation exercise, referred to at paragraph 16.6 above, together with the final version of the Local Housing Strategy 2017 to 2022.

## **17. Review of Lettings Policy – Consultation**

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Housing, Homelessness and Schoolcare Accommodation Services, the Committee:

Noted:

**17.1.** That amendments to the Housing (Scotland) Act 2014 being phased in during 2019 introduced changes to groups who required to be given reasonable preference in respect of allocations of Council housing.

**17.2.** That the Council was required to undertake a consultation on proposed changes to its lettings policy and to publish a report on the outcomes of consultation.

**17.3.** That a consultation, which was delivered in various formats including meetings with tenants and applicants, as well as an online and paper copy survey, was undertaken during September and October 2019, where a total of 1,600 surveys were issued.

**17.4.** The summary of consultation responses, as outlined in section 5 of the report by the Executive Director of Education, Leisure and Housing, together with the full responses, attached as Appendix 1 to the report.

Councillor J Harvey Johnston left the meeting during discussion of this item.

## **18. Evie School – Post Project Review**

On the motion of Councillor Gwenda M Shearer, seconded by Councillor Alexander G Cowie, the Committee resolved that the public be excluded from the meeting for this item on the grounds that it involved the disclosure of exempt information as defined in paragraph 6 of Part 1 of Schedule 7A of the Local Government (Scotland) Act 1973 as amended.

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Education (Leisure, Culture and Inclusion), the Committee:

Noted:

**18.1.** The Post Project Review in respect of Evie Community School, attached as Appendix 1 to the report by the Executive Director of Education, Leisure and Housing.

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

**18.2.** That, in accordance with the funding arrangements, the Evie School Post Project Review, attached as Appendix 6 to this Minute, be submitted to the Scottish Futures Trust.

Councillor Magnus O Thomson left the meeting during discussion of this item.

## **19. Conclusion of Meeting**

At 15:15 the Chair declared the meeting concluded.

Signed: G M Shearer.



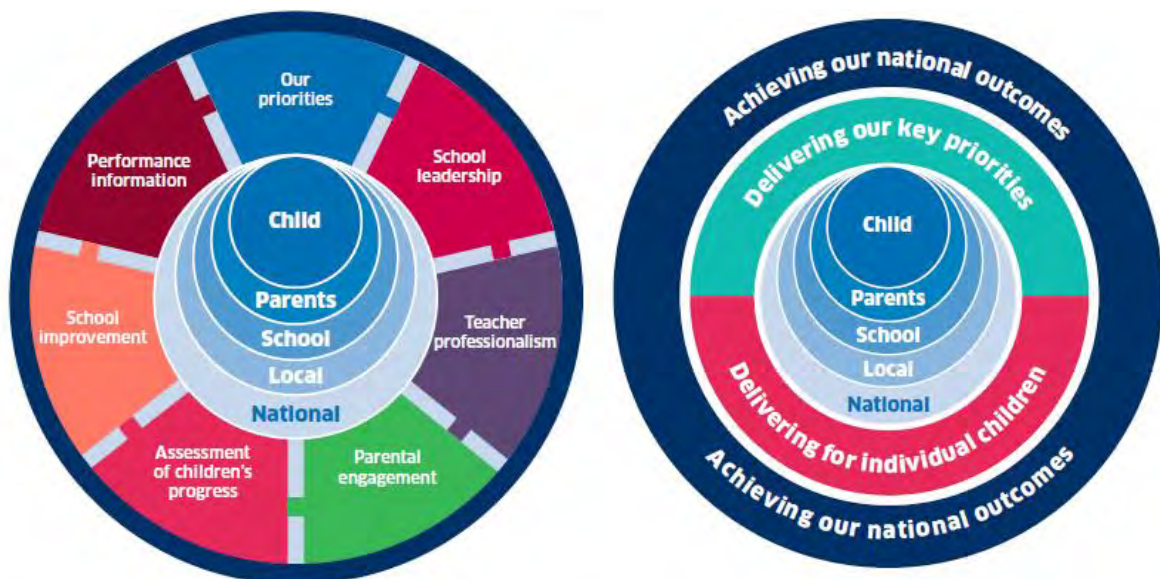
# The National Improvement Framework

## Orkney Islands Council

### Education Service

# Standards and Quality Report and Improvement Plan

October 2019



## **Preface**

This document sets out our Service approach to ensuring Excellence and Equity for all children and young people in our care; an overview of our most recent attainment results and positive destinations data; the progress made to date in our present set of improvement priorities and future planning to ensure a clear strategic and operational improvement agenda to raise attainment, close the gap and therefore deliver on the Scottish Government's National Improvement Framework and Orkney Islands Council's, Council Plan 2018 to 2023.

This document has been significantly reduced to allow for evaluations of priorities for the last academic year only, 2018/19. Officers have also worked carefully on the actions and priorities for this forthcoming session, 2019/20.

It is important that we now take stock and ensure that our priorities and actions are the most appropriate ones to meet the requirements of learners in Orkney. Over the next months officers will work with relevant partners to establish priorities and actions for the next plan.

## Contents

Section 1: Executive Summary .....	4
Section 2: Orkney Schools Attainment Report.....	10
Section 3: Progress Review 2018 to 2019 .....	27
School Leadership and Empowerment - Leadership Skill Development .....	27
Teacher Professionalism - Review of Professional Update and PRD Policy.....	28
Parental Engagement - Develop a Parental Engagement Strategy .....	29
Assessment of Children’s Progress - Learning Teaching and Assessment .....	30
Broad General Education - Learning Pathways .....	31
Literacy and Language.....	32
1 + 2 Languages Development within the BGE and Senior Phase.....	32
Developing Early Language (Hanan).....	33
Developing Early Literacy Through Active Learning Approaches at Second Level ....	34
Improving Literacy - Speaking and Listening - Through a Philosophy for Children Approach to Learning .....	34
Sounds Reading System: Initial Small Pilot 2018 to 2019 .....	35
Numeracy and Mathematics.....	36
Health and Wellbeing .....	38
Additional Support for Learning.....	40
Developing the Young Workforce.....	41
Data Management and Attainment Review and Dialogue.....	43
Scottish Government Pupil Equity Funding Grant Projects .....	44
Section 4 - Improvement Plan Priorities 2019 to 2020.....	48
Priority 1: School Leadership and Empowerment .....	48
Priority 2: Teacher Professionalism.....	51
Priority 3: Parental Engagement .....	53
Priority 4: Data Management, Tracking, Monitoring, Moderation and Assessment .....	56
Priority 5: Language and Literacy.....	59
Priority 6: Numeracy and Mathematics.....	66
Priority 7: Health and Wellbeing .....	68
Priority 8: Broad General Education Learning Pathways.....	71
Priority 9: Learning, Teaching and Assessment .....	73
Priority 10: Developing the Young Workforce.....	75
Priority 11: Additional Support for Learning.....	79
Priority 12: Science, Technology, Engineering and Mathematics (STEM) .....	83

## Section 1: Executive Summary

### National Improvement Framework<sup>1</sup>

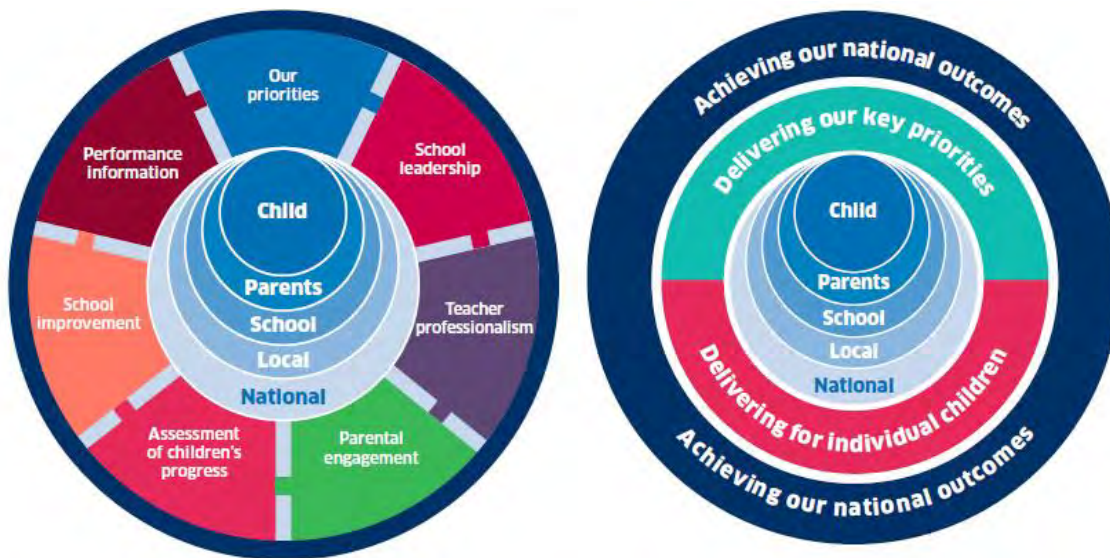
The National Improvement Framework builds on the best practice within Curriculum for Excellence in using a range of data and evidence to report and plan improvements for children.

The 2017 National Improvement Framework and Improvement Plan and the <https://www.gov.scot/publications/2019-national-improvement-framework-improvement-plan/> for Scottish Education is designed to help us deliver the twin aims of excellence and equity in education - ensuring children and young people develop a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional needs.

The Framework is based on the best practice which exists internationally on the use of data and intelligence to improve education and has been informed by the OECD research on Synergies for Better Learning.

The Framework identifies key 'drivers' of improvement, as illustrated in figure 1, and key priorities listed below:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and well-being; and
- Improvement in employability skills and sustained, positive school leaver destinations.



<sup>1</sup> [www.gov.scot/Publications/2015/09/7802/downloads](http://www.gov.scot/Publications/2015/09/7802/downloads)

This executive summary highlights key areas from this document following the same sections.

## **Section 2: Orkney Schools Attainment Report for 2018 to 2019 which was taken to Education, Leisure and Housing Committee on 3 April 2019**

### **Early Learning and Childcare**

Between August 2017 and August 2018, the number of children entering with no language or very little language increased to 8.4%, and, the number of children who were working with a wider team prior to entry increased to 55%. This year, the number of children entering P1 who had reached their developmental milestones had increased slightly to 83%. Small fluctuations in the numbers of children in the year group, however, broadly, one in five children (20%) in nursery may be said to have additional support needs at any particular time.

### **Broad General Education**

At P1 to S3, Seven of Orkney's 2018 measures showed significant increased levels from 2017, 1 measure dropped (Early Level Writing) and 8 remain broadly the same. Some of the variation in figures for 2018, compared with 2017, are still attributable to the need to continue developing more consistent approaches to moderation and the quality assurance of teacher judgements and this is part of the ongoing national support programme for moderation of teacher judgement levels. The national figures show that teacher judgements in Orkney have yet to show a consistent pattern across all levels.

Levels are however, strong and on a par with national figures at Level 3 and above by the end of S3. Overall the figures confirm the continued focus that the Scottish Government and the Local Authority have in supporting staff in their judgements, through the quality assurance and moderation of teacher judgements in and across Orkney schools as well as developing moderation activities across the Northern Alliance local authorities.

### **Senior Phase**

These figures show a continuing positive picture of attainment in numeracy and literacy by Orkney school leavers. In Orkney 65% of the school leavers achieved literacy and numeracy at SCQF Level 5 in 2018, and 86% achieved it at SCQF Level 4. Schools will continue to seek opportunities to ensure schools leavers achieve the highest possible awards in Numeracy and Literacy, particularly when they have not achieved these awards through National courses in the core subjects of Mathematics and English by S4.

Overall attainment varies from year to year due to the makeup of the relatively small leaver cohorts, so small variations are not always statistically significant. This year however, Orkney's leavers in S4, while still performing well in their courses, show fewer overall tariff points owing to a wider variety of subjects taken by each young person from their Orkney Offer, some of which may not be accredited.

Attainment in the highest performing 20% of young people remains strong. It is slightly lower than Virtual Comparator, Northern Alliance and national levels which is mainly due to cohort variation. This, however, continues to be an area schools are focussing on to ensure higher attaining children and young people get the right balance of academic and wider achievements.



Further consideration is needed to link more relevant measures of deprivation in Orkney to attainment. In Orkney, there is no significant relationship between SIMD and attainment as the national profile and the gap in Orkney is low giving a near horizontal line which shows that the attainment gap is not as closely linked to SMID as it is in other places.

Overall, Orkney leavers have a consistently high record in moving into positive leavers destinations. The percentage of leavers in a positive destination is much greater than our Virtual Comparator in 2017 to 2018 and in the top three in Scotland.

The initial leaver destination profile does not follow our comparator trends, with many more leavers going directly into employment, fewer moving into further education and slightly fewer going into Higher Education. The majority of S4 and S5 leavers (67%) move into employment which is an increasing trend and is much higher than our Virtual Comparator.

### **Section 3: progress made against the targets and actions set for 2018 to 2019**

#### **School Leadership and Empowerment - Leadership Skill Development**

A variety of leadership training opportunities for staff at all levels were offered this session including but not exclusively: Into Headship, middle management leadership, systems thinking leadership, developing teacher leadership programme, early learning and childcare leadership pathway. These opportunities enable staff to become empowered leaders and enhance the experience for children and young people.

#### **Teacher Professionalism - Review of Professional Update and PRD Policy**

A working group has been established to undertake the review and development of the local authority professional review and development process. This needs to be ready for re-accreditation in March 2020.

#### **Parental Engagement - Develop a Parental Engagement Strategy**

Two Parent Council Chair conferences were held enabling Parent Councils to share practice, network and help inform the work of the service. The parental engagement strategy was completed.

#### **Assessment of Children's Progress - Learning Teaching and Assessment**

A further moderation event during the February Inservice day was held with almost all primary teachers taking part in moderating children's learning in reading, writing and numeracy. Secondary teachers used the same time to share understanding and standards including the use of benchmarks within broad general education. The Attainment Advisor worked with the five big primary schools supporting them to analyse their data more closely.

#### **Broad General Education - Learning Pathways**

Officers and staff have worked together and have almost completed learning pathways in key curriculum areas: literacy, numeracy and health and wellbeing.

## **Literacy and Language**

A number of themes were covered through this priority. Some key areas have been detailed.

1+2 Languages - Additional resources were provided to schools to support learning and teaching in French. Staff had the opportunity to take part in professional learning to develop language 3.

Developing Early Language (Hanan) – Further training took place for new additional staff leading increased confidence by practitioners of the stages of language development and how to use this to best support children.

Developing Early Literacy Through Active Learning Approaches at Second Level - This project has continued to focus on teacher professionalism and the quality and effectiveness of approaches to learning, teaching and the assessment of children's progress at Second Level through active learning approaches.

## **Raising Attainment in Numeracy and Mathematics**

Professional learning packs in numeracy have been created to support the development of concepts and skills in learning numeracy for children at second level. Primary/secondary transition work was established in some schools to help build confidence in shared standards and approaches to learning and teaching in both sectors.

## **Health and Wellbeing Pathways in Learning**

All primary schools are now using Jigsaw as their main health and wellbeing curriculum outline. Aspects of Jigsaw are being used in the two senior secondary schools. Almost all schools have updated their Anti-bullying policies in line with local and national guidance.

## **Additional Support for Learning**

Relational Approaches have been promoted at all levels of Educational Psychology Service delivery with a range of professional learning opportunities for staff available throughout the year. Focussed work on relational approaches was undertaken with 2 schools: Papdale Primary and Kirkwall Grammar.

## **Developing the Young Workforce**

A strategic and operational plan has been established to improve consistency of approaches. In partnership with Skills Development Scotland, a Careers Fair was held which had employers, education and training providers exhibiting side by side.

## **Data Management and Attainment Review and Dialogue**

A clear focus on the use of data has been undertaken this session with head teachers and teachers and there is a growing confidence in the ways to use data to track and monitor children's progress and achievement.

## **Section 4: Summary of the updated improvement priorities for this academic session of 2019/20.**

### **Priority 1: School Leadership and Empowerment**

To continue to develop a variety of Leadership training opportunities for staff at all levels.

### **Priority 2: Teacher Professionalism**

Develop evaluation structures for Professional Review and Development (PRD) (including Professional Update) ensuring reaccreditation for the local PRD process.

### **Priority 3: Parental Engagement**

To continue to build positive partnerships with parents to help them support their children in their learning.

### **Priority 4: Data Management, Tracking, Monitoring, Moderation and Assessment**

To ensure a consistent and shared approach to data management across the service with a focus on children who are not achieving expected levels.

### **Priority 5: Language and Literacy**

This priority focusses on a number of themes which will develop approaches to language learning.

### **Priority 6: Numeracy and Mathematics**

To deliver coherence and consistency in high quality learning and teaching in Numeracy and Mathematics across all schools.

### **Priority 7: Health and Wellbeing**

To deliver consistently high-quality learning and teaching in the Health and Well-being curriculum across all schools.

### **Priority 8: Broad General Education Learning Pathways**

Review and development of key Curriculum Learning Pathways and resources to ensure quality consistent, progressive learning to ensure Excellence and Equity for all.

### **Priority 9: Learning, Teaching and Assessment**

Supporting high quality learning and teaching as a key focus in raising attainment. Using quality assurance processes to support self-evaluation.

### **Priority 10: Developing the Young Workforce**

Continuing to identify and improve the work placement system. Supporting the development and delivery of STEM activities for children and young people.

**Priority 11: Additional Support for Learning**

To improve the effectiveness of our support for the wellbeing of young people, families, schools, and other partners, through an increased capacity for self-evaluation and quality assurance which places relationships at the centre.

**Priority 12: Science, Technology, Engineering, Mathematics (STEM)**

This project will develop from October 2019 with the secondment of a STEM Educational Support Officer.

## Section 2: Orkney Schools Attainment Report

### Orkney Schools Attainment Report Session 2017 to 2018

This report summarises the key measures of attainment and achievement in Orkney schools in session 2017-2018 as presented to Elected Members during a seminar and approved by the Education Leisure and Housing Committee on 3 April 2019:

- Section 1 of the report presents data collected on Early Learning.
- Section 2 of the report presents the Curriculum for Excellence levels achieved by children and young people in their Broad General Education in Orkney schools at stages P1, P4, P7 and S3.
- Section 3 of the report presents the levels of achievement by Senior Phase leavers in Orkney schools in national examinations.
- Section 4 of the report gives details on the Wider Achievements of young people reported by the Community Learning and Development Service.
- Section 5 of the report presents the Positive Leaver Destinations of young people, in Orkney, in session 2017 to 2018.

#### Section1: Early Learning

Practitioners in Early Years gather data about early language on entry to nursery at three years old. Between August 2017 and August 2018, the number of children entering with no language or very little language increased to 8.4%, and, the number of children who were working with a wider team prior to entry increased to 55%.

	2012	2013	2014	2015	2016
'Little or no language at start of nursery'. (Practitioner observation)	10%	10%	10%	13%	7%

	2014	2015	2016	2017	2018
Significant additional support needs (Language) at start of P1. (Based on level of Staged Intervention at transition.)	7.4%	6.9%	6%	8%	9%

	2012	2013	2014	2015	2016	2017
Percentage of children entering with no language or very little language.	10%	10%	10%	13%	7%	8.4%
Percentage of these children who were identified/working with Speech and Language Therapy (SALT), or a wider team, before entry.	50%	47%	38%	70%	38%	55%

Practitioners in nursery use Staged Intervention processes to note how children are progressing in their development.

	2014	2015	2016	2017	2018
Percentage of Children entering P1 who have met their developmental milestones. (Based on level of Staged Intervention at transition.)	85%	78%	81%	79%	83%

This year, the number of children entering P1 who had reached their developmental milestones had increased slightly to 83%.

Small fluctuations in the numbers of children in the year group, and in those who have complex needs, can make a significant difference to the figures, however, broadly, one in five children (20%) in nursery may be said to have additional support needs at any particular time.

## **Section2: Curriculum for Excellence Levels**

The Scottish Government conducts an annual survey of Achievement of Curriculum of Excellence Levels (the ACL survey) by children and young people in all publicly funded schools in Scotland. The data is published annually, for the previous school session, in December of each year. The data supports one of the drivers for improvement within the National Improvement Framework for Scottish Education by providing a measure of progress in learning linked to the Curriculum for Excellence.

Data gathered in ACL relates to achievement in the Broad General Education (BGE), which covers stages P1 to S3 and is based on teacher professional judgements of the Curriculum for Excellence (CfE) Levels achieved by each child or young person in areas of literacy and numeracy for children and young people in stages P1, P4, P7 and S3, as of June 2017.

The areas of literacy reported on within ACL are Reading, Writing and Listening and talking. For Numeracy, there is only one reported category, namely Numeracy itself.

The teacher judgements which underpin the data reported in ACL are based on all of the evidence collected by teachers during the on-going assessment of children and young people's learning. This includes evidence garnered from observing learners at work, from assessment of their work in class, from talking to them about their learning and from the outcomes of more formal diagnostic assessments, which will include the outcomes of Scottish National Standardised Assessments (SNSA).

In order to ensure that the judgements about progress in learning are consistent across Orkney, moderation procedures are in place at schools, and whole authority level. Orkney also participates in the national quality assurance moderation programme with local representatives attending the national programme. Quality assuring these procedures is an ongoing process and is ensuring that, over time, the quality of the data within ACL will continue to improve.

Curriculum for Excellence sets out 5 levels of achievement through which children and young people are expected to progress in their learning journey, starting from their early (pre-school) years. In general terms, it is expected that most children and young people will achieve the CfE Levels by the stages set out in the following table:

CfE Level	Most children and young people are expected to achieve this level by the end of:
Early	P1
First	P4
Second	P7
Third and Fourth	S3

It should be emphasised that because each child's learning journey is unique, there will be children and young people who achieve the levels above both earlier and later than is set out in the table above.

Data in the ACL survey is reported in terms of the percentage of the year group stage who are recorded as having achieved the "expected" level by that stage. For S3, the data is reported as the percentage achieving Level 3 or 4, and this is reported in the tables as achieving Level 3 or better.

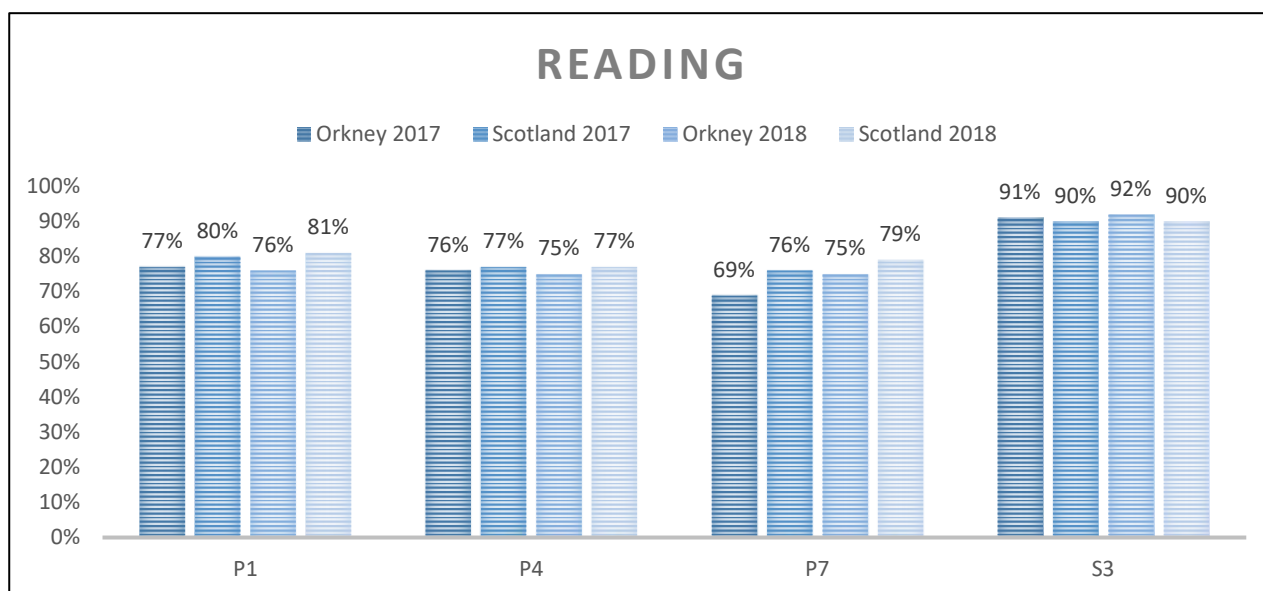
The ACL survey also incorporates an additional category which is appropriate for children and young people who have long term significant and complex additional support needs which mean that they are unlikely to progress through CfE Levels during their time in education. These children and young people are recorded in ACL under the category "Children/young people following individual milestones for learning". These small figures are not included in this report.

A summary of the data for the 2018 ACL survey for Orkney is presented in the tables and graphs below:

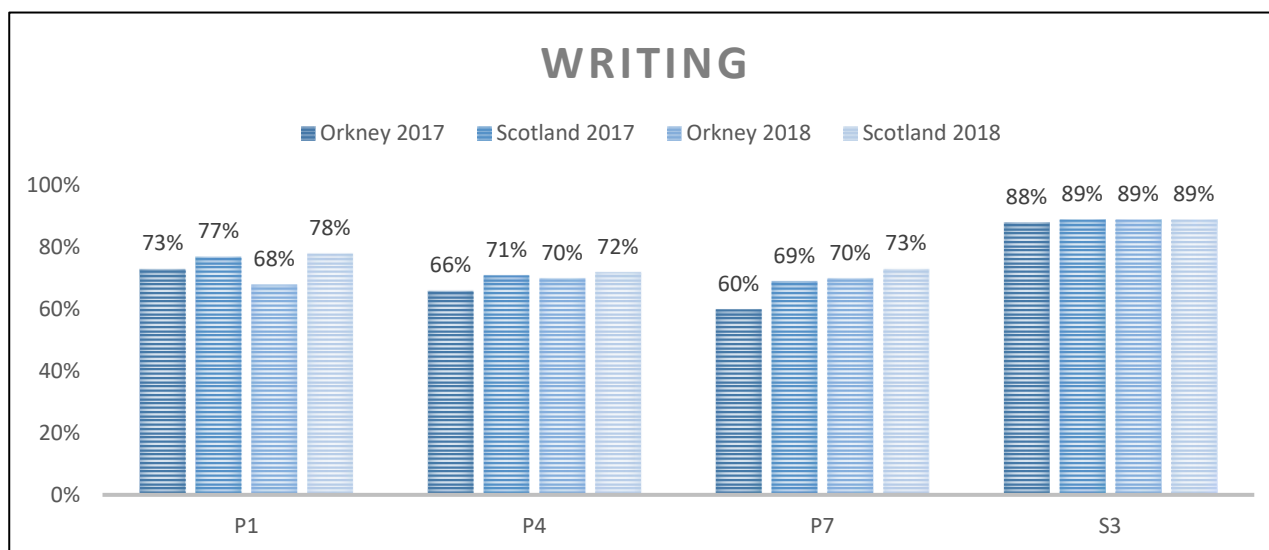
Figures show percentages achieving appropriate level by stage.

## Literacy

Reading	P1	P4	P7	S3
Orkney 2017	77%	76%	69%	91%
Scotland 2017	80%	77%	76%	90%
Orkney 2018	76%	75%	75%	92%
Scotland 2018	81%	77%	79%	90%

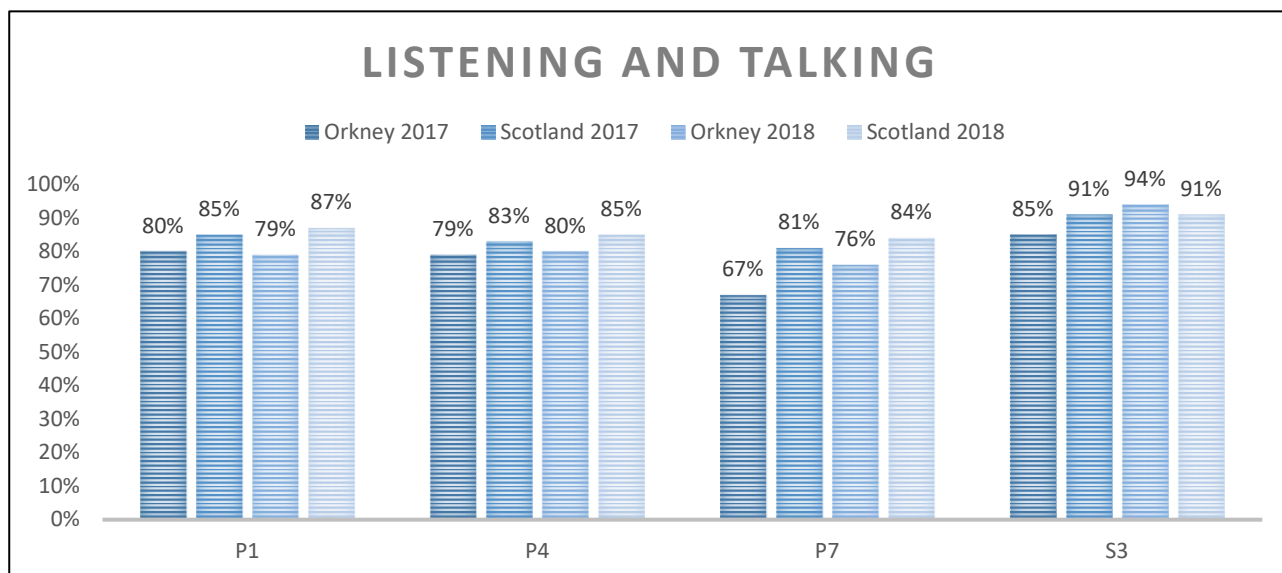


Writing	P1	P4	P7	S3
Orkney 2017	73%	66%	60%	88%
Scotland 2017	77%	71%	69%	89%
Orkney 2018	68%	70%	70%	89%
Scotland 2018	78%	72%	73%	89%



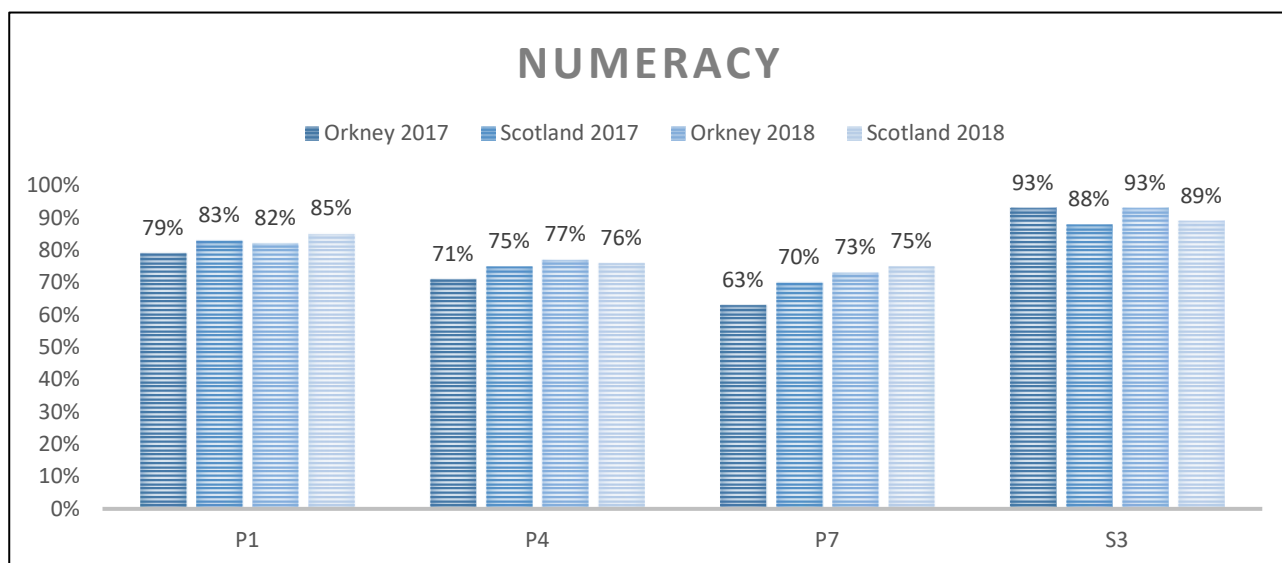


<b>Listening and Talking</b>	<b>P1</b>	<b>P4</b>	<b>P7</b>	<b>S3</b>
Orkney 2017	80%	79%	67%	85%
Scotland 2017	85%	83%	81%	91%
Orkney 2018	79%	80%	76%	94%
Scotland 2018	87%	85%	84%	91%



## Numeracy

<b>Numeracy</b>	<b>P1</b>	<b>P4</b>	<b>P7</b>	<b>S3</b>
Orkney 2017	79%	71%	63%	93%
Scotland 2017	83%	75%	70%	88%
Orkney 2018	82%	77%	73%	93%
Scotland 2018	85%	76%	75%	89%



## Analysis

- At P1 to S3, Seven of Orkney's 2018 measures showed significant increased levels from 2017, 1 measure dropped (Early Level Writing) and 8 remain broadly the same.
- Some of the variation in figures for 2018, compared with 2017, are still attributable to the need to continue developing more consistent approaches to moderation and the quality assurance of teacher judgements and this is part of the ongoing national support programme for moderation of teacher judgement levels. Also, teacher confidence is being built through this process.
- The Orkney profile of achievement as all children and young people progress through the levels in line with the national profile showing a drop-in level from Early Years through to P7 followed by a rise in levels at S3.
- The national figures show that teacher judgements in Orkney have yet to show a consistent pattern across all levels. Levels are however, strong and on a par with national figures at Level 3 and above by the end of S3.
- Overall the figures confirm the continued focus that the Scottish Government and the Local Authority have in supporting staff in their judgements, through the quality assurance and moderation of teacher judgements in and across Orkney schools as well as developing moderation activities across the Northern Alliance local authorities.
- The improvements reflect the continuing Service Improvement Plan focus in all schools on literacy and numeracy in supporting learning and teaching across the curriculum for all children and young people in Orkney.

### Section 3: Levels of Achievement in National Examinations.

Each year young people in secondary schools in Orkney are presented for National Courses and Units certificated by the Scottish Qualifications Authority (SQA), as well as a smaller number presented for a range of qualifications and awards accredited by bodies other than SQA. Since September 2014, young people's achievements in these awards are collated, analysed and presented through the Scottish Government's benchmarking system, "Insight". The data and analysis presented in this report is sourced from Insight.

Insight presents attainment data in a few forms, most importantly in the form of four key national benchmarking measures as follows:

- Improving attainment in Literacy and Numeracy.
- Improving attainment for all.
- Increasing post-school participation.
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

The measures are based on the achievement of each school leaver in each year. They include the leavers at each stage (S4, S5 or S6) in any one year. The cycle of when new data becomes available to refresh Insight means that each year's stage data is refreshed in September (following the release of SQA exam results in August), and the leavers data is refreshed each February (once the full analysis of destinations of each cohort of school leavers has been completed).

The analysis presented in this report reflects the update of Insight published on 27th February 2019 which incorporates the 2018 SQA exam results and 2018 leavers

destinations data. The Insight measures used to illustrate attainment levels in this report are of two types:

- Measures of attainment that focus on the key skills of Literacy and Numeracy;
- General measures of attainment, based on the Insight tariff point score, which allocates several points to each award achieved, with more points being awarded for more advanced awards.

The key benchmark for performance in Insight is provided by the “Virtual Comparator”. The data that underlies performance of the Virtual Comparator for Orkney is generated by randomly selecting young people from across Scotland that match the characteristics of the Orkney young people whose performance is being evaluated. Insight also allows performance to be compared against appropriate national level measures.

It should be noted that Insight is primarily an online resource that presents data in both graphical and tabular form. Reproductions of some of the graphical presentations from Insight have been provided below. To assist in interpretation of graphs from Insight, tables of data are also provided for some of the measures.

The data that follows refers to National Benchmarking Measures which represents data relating to young people who have left school (school leavers) in the current reporting year i.e. the qualifications they obtained by the end of their Senior Phase.

Some graphs and tables in the analysis that follows also use the Northern Alliance group of local authorities and national figures for comparison purposes.

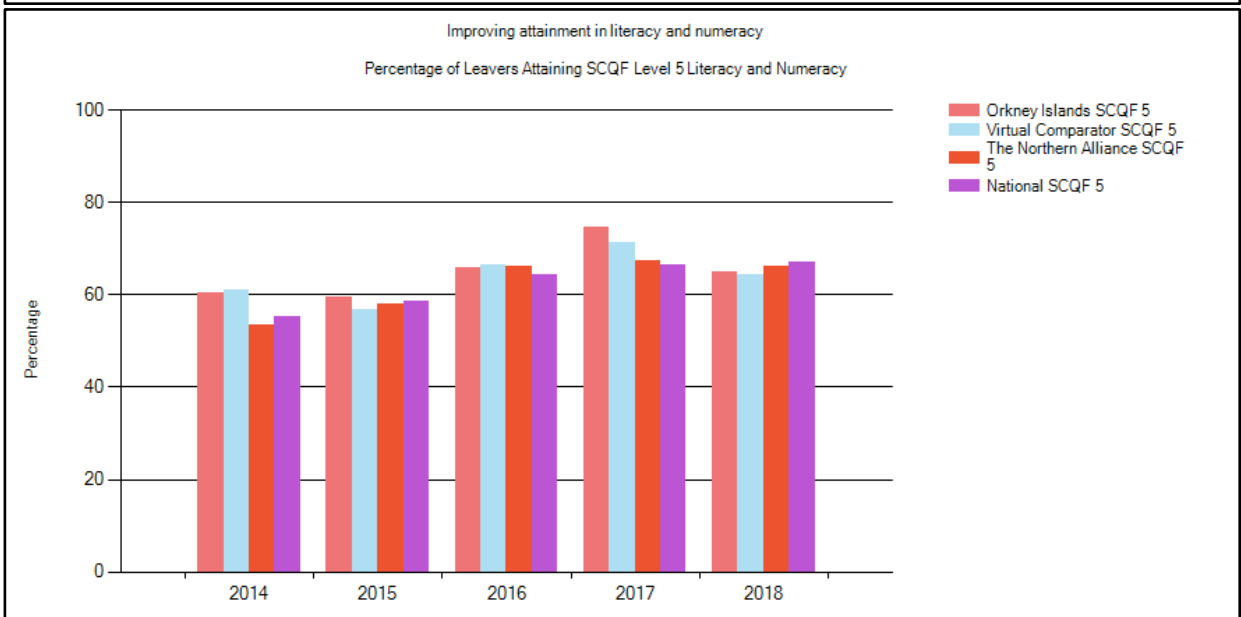
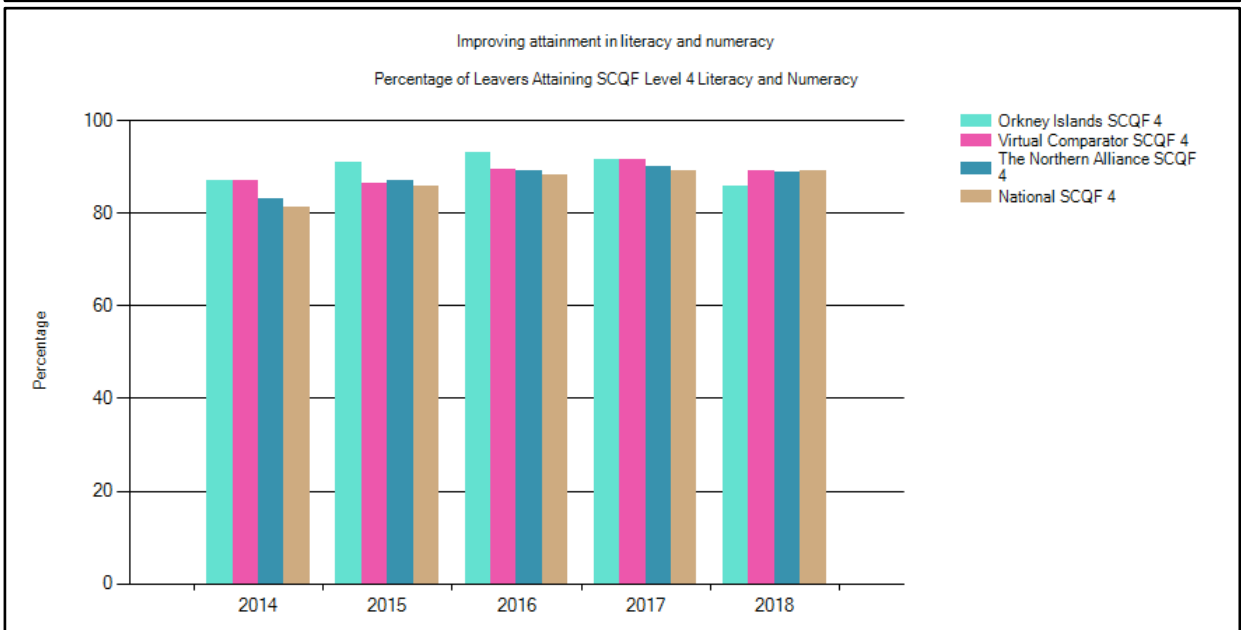
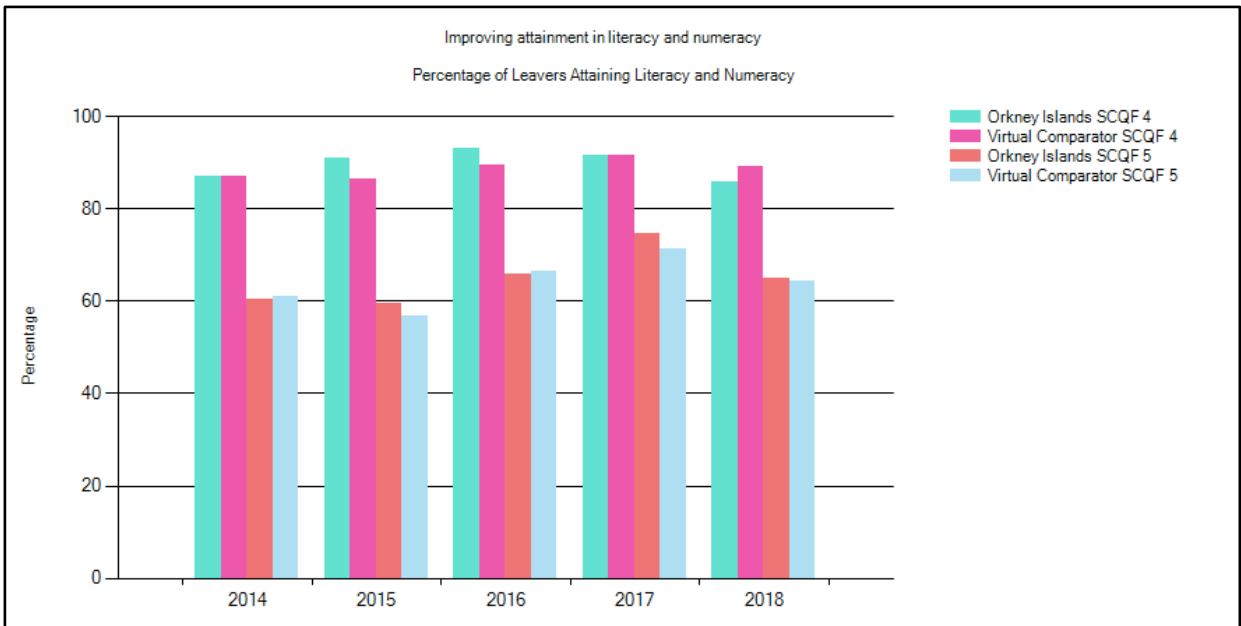
### **National Benchmarking Measure: Improving Attainment in Literacy and Numeracy for all school leavers**

We are ambitious for our young people and want as many of our school leavers as possible to be highly literate and numerate, increasing their life chances.

Curriculum for Excellence stresses the responsibility of all teachers for developing literacy and numeracy skills. This reflects the importance placed on these crucial skills which unlock learning in all other areas of the curriculum and are therefore vital for success in learning, life and work in the modern world and workplace.

The following table and graphs illustrate the trends in the levels of attainment in literacy and numeracy of school leavers at SCQF levels 4 and 5.

<b>Leavers achieving Literacy and Numeracy</b>	<b>SCQF Level 4</b>			<b>SCQF Level 5</b>		
	2016	2017	2018	2016	2017	2018
Orkney Islands	93%	92%	86%	66%	75%	65%
Virtual Comparator	89%	91%	89%	67%	72%	64%
The Northern Alliance	89%	90%	89%	66%	67%	66%
National	88%	89%	89%	64%	66%	67%



## Analysis

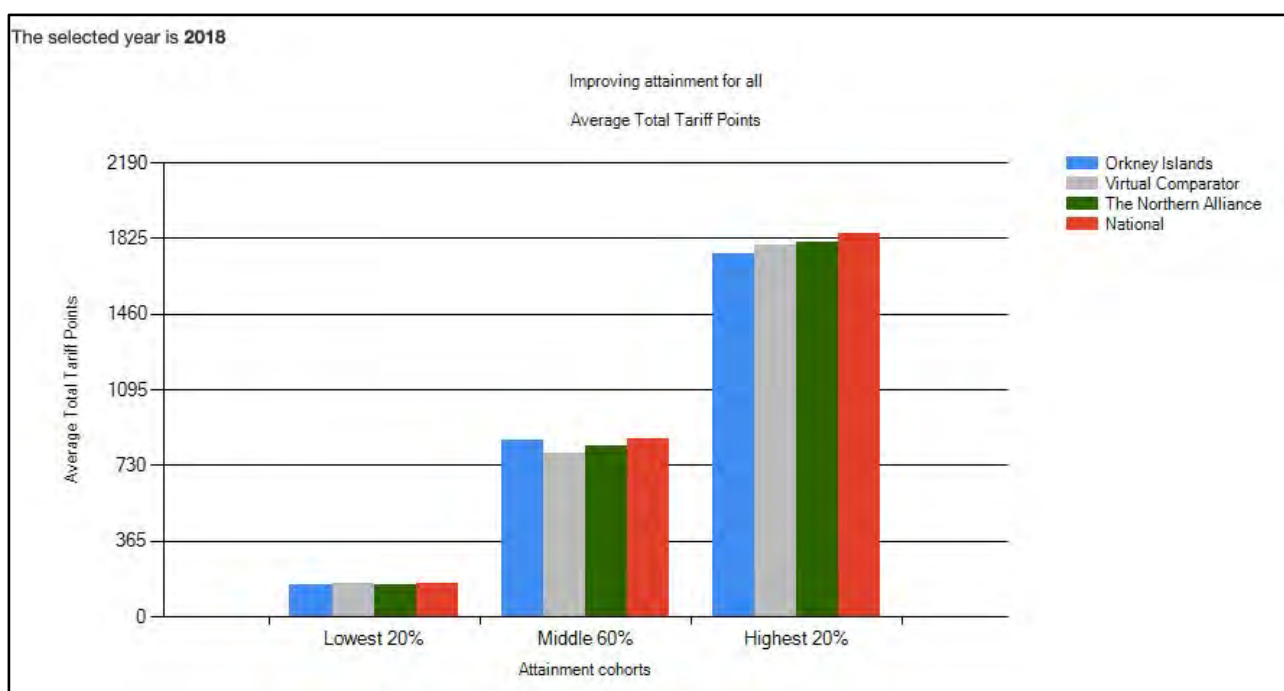
- 2017 a very strong cohort in Orkney. These figures show a continuing positive picture of attainment in numeracy and literacy by Orkney school leavers. In Orkney 65% of the school leavers achieved literacy and numeracy at SCQF Level 5 in 2018, and 86% achieved it at SCQF Level 4.
- Schools will continue to seek opportunities to ensure schools leavers achieve the highest possible awards in Numeracy and Literacy, particularly when they have not achieved these awards through National courses in the core subjects of Mathematics and English by secondary 4.

### National Benchmarking Measure: Improving Attainment for All

This is a general measure of the level of attainment of all school leavers during 2018. It is based on the Insight Tariff Point Scale which allocates points to each qualification, depending on the level of difficulty and volume of work involved.

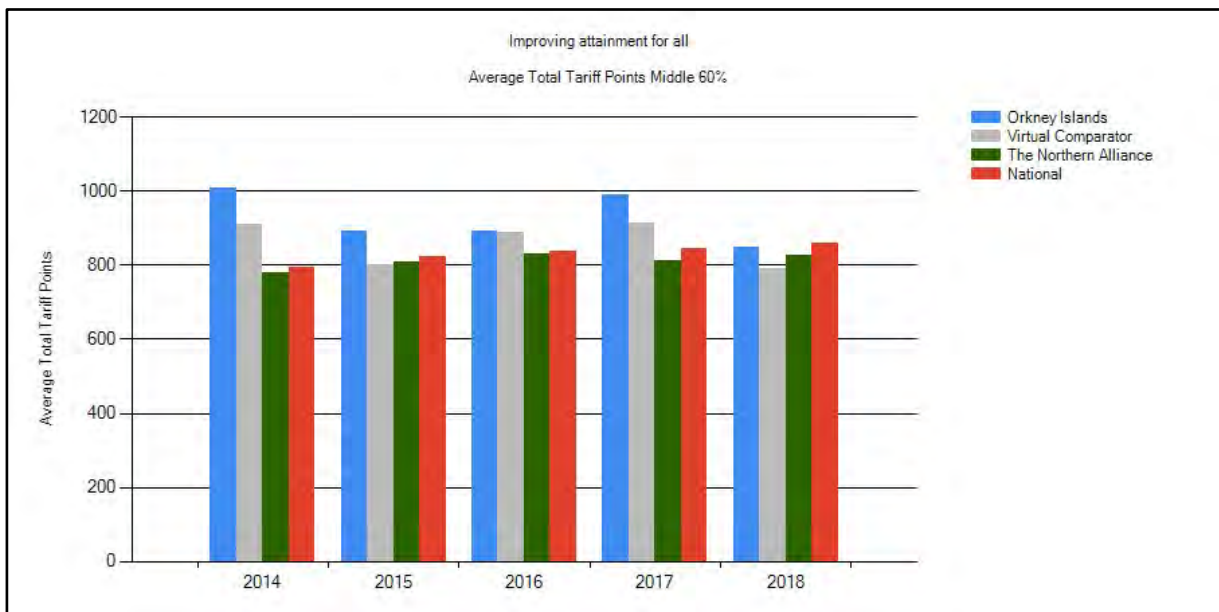
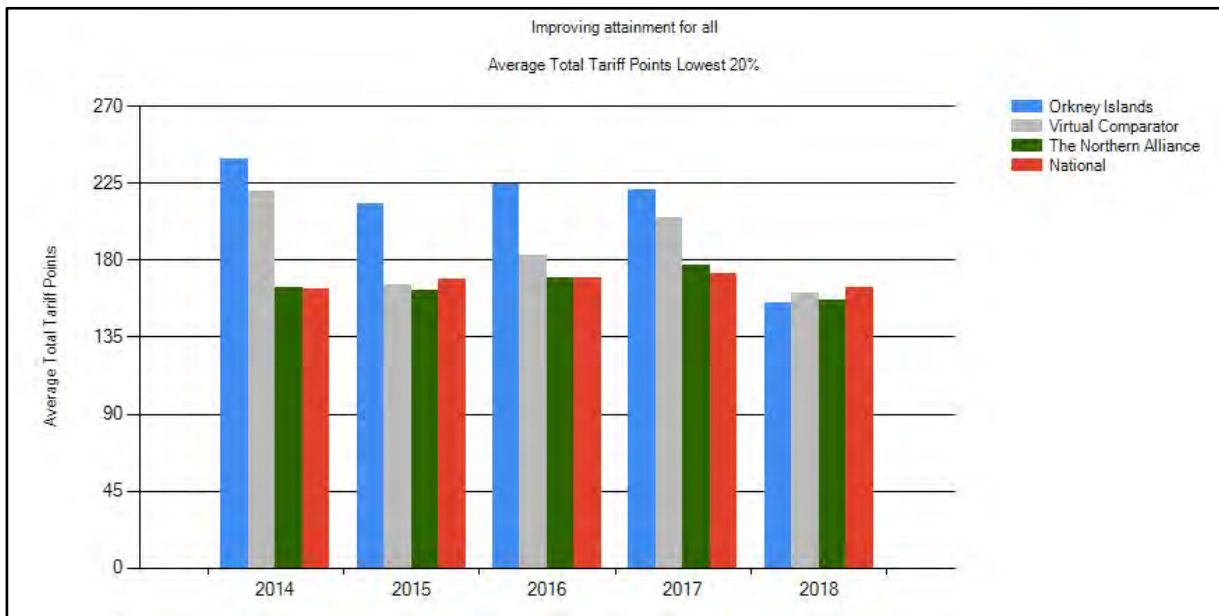
The variation of curriculum design and choices across schools and local authorities makes it difficult to compare data at each stage in S4, S5 and S6. These tables and graphs therefore focus on the level of attainment of school leavers.

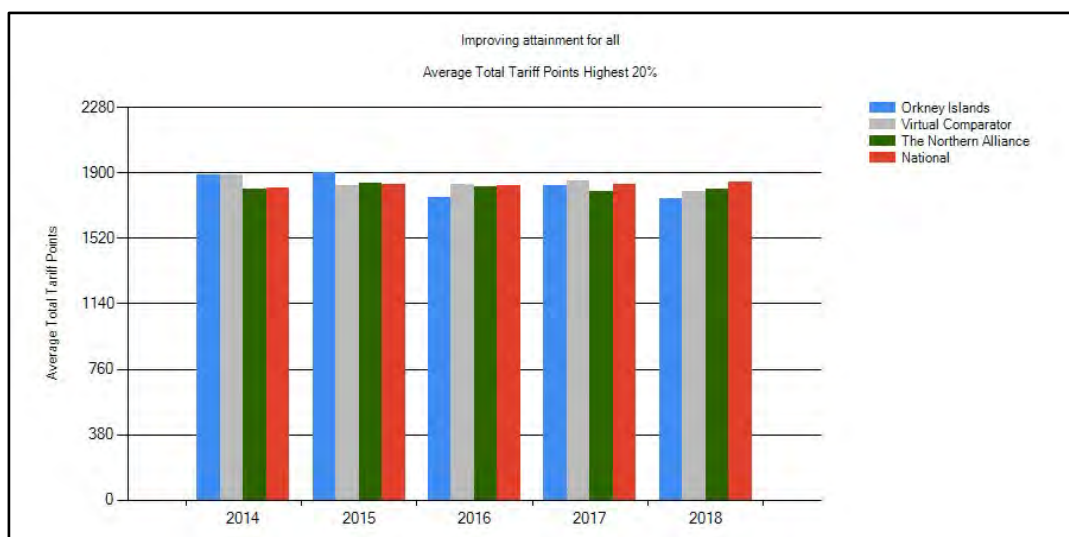
The graph below shows the average tariff point score for each of three sub-cohorts of leavers in 2018. i.e. the lowest 20%, the 60% in the middle, the highest 20%.



The graphs and table below set out to show the distribution of overall leaver attainment (tariff points) over time.

	Lowest Attaining 20%			Middle Attaining 60%			Highest Attaining 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Orkney Islands	224	221	155	891	988	849	1756	1826	1749
Virtual Comparator	182	205	161	884	915	790	1823	1854	1791
The Northern Alliance	169	177	157	830	812	826	1816	1792	1804
National	170	172	164	838	842	857	1822	1830	1848





## Analysis

Overall attainment varies from year to year due to the makeup of the relatively small leaver cohorts, so small variations are not always statistically significant. This year however, Orkney's leavers in S4, while still performing well in their courses, show fewer overall tariff points owing to a wider variety of subjects taken by each young person from their Orkney Offer, some of which may not be accredited.

Attainment in the highest performing 20% of young people remains strong. It is slightly lower than Virtual Comparator, Northern Alliance and national levels which is mainly due to cohort variation. This however continues to be an area schools are focussing on to ensure higher attaining children and young people get the right balance of academic and wider achievements.

As our young people consider more bespoke curriculum choices through the added opportunities provided by the Orkney Offer, there is an expectation that increasing numbers of young people will choose pathways that lead to higher quality and more sustainable positive destinations, but which may not necessarily contribute to the traditional tariff pointage process.

### **National Benchmarking Measure: Attainment versus Deprivation: Average total tariff score for Orkney leavers and Virtual Comparator by Single Index of Multiple Deprivation (SIMD Decile) 2018.**

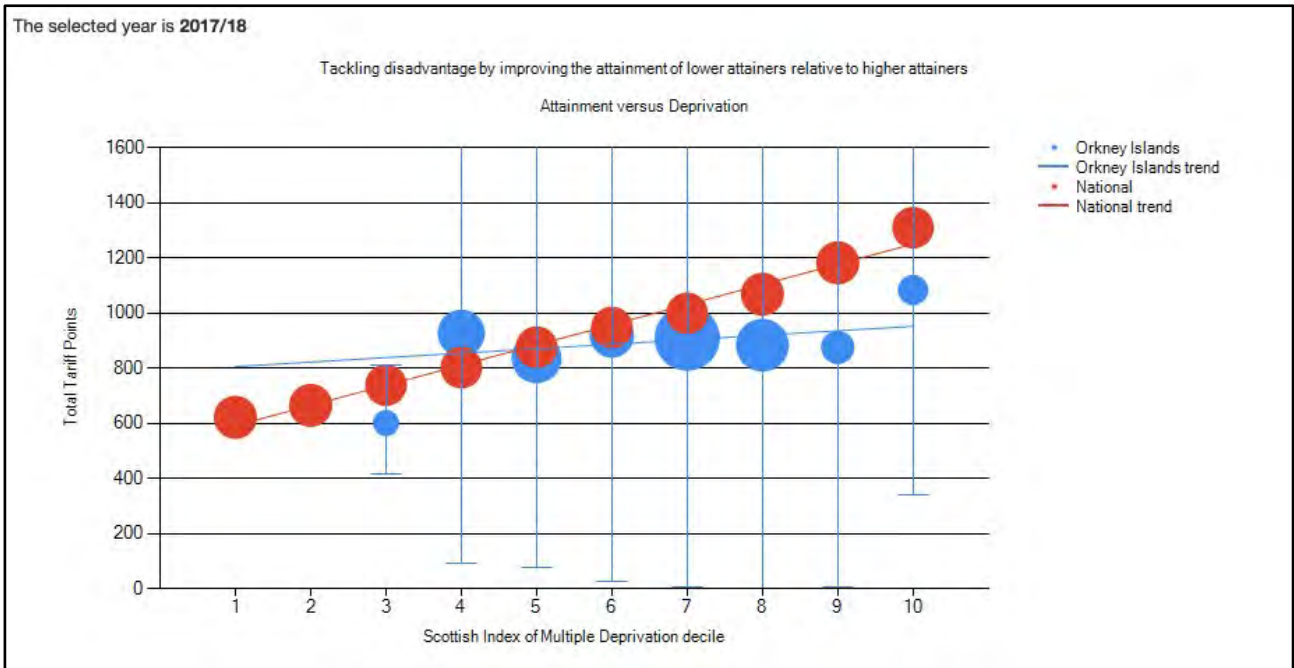
This measure seeks to provide an overview into the relationship between attainment and relative deprivation and in terms of the current national priorities, is therefore an important measure.

The graph below indicates in red the national profile of leaver's average attainment against each SIMD decile<sup>2</sup>. The trend line clearly indicates that there is a significant attainment gap nationally. This is the gap that is the key driver for the Government's National Improvement strategy. The blue trend line represents the Orkney profile and the varying size of the circle represents the number of children and young people in each SIMD decile.

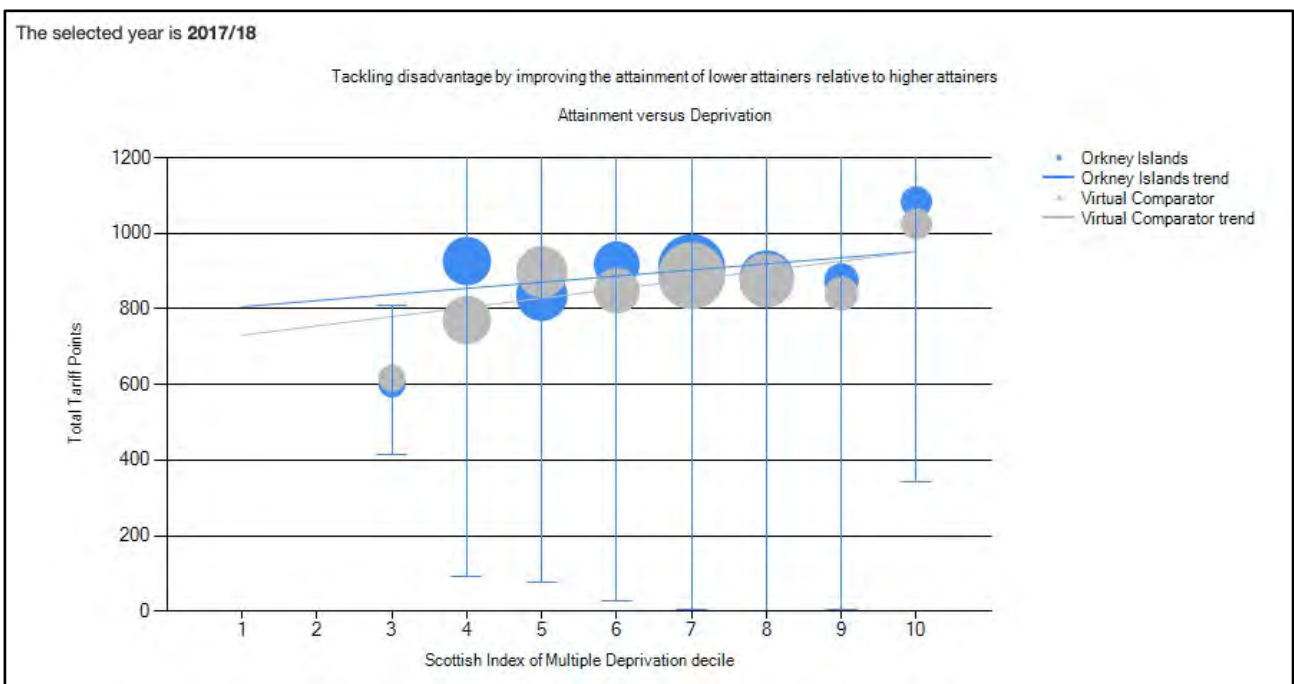
<sup>2</sup> SIMD Decile - the Scottish Index of Multiple Deprivation is the Scottish Government's official tool for identifying areas in Scotland concentrations of deprivation by incorporating several different aspects of deprivation (multiple-deprivations) and combining them into a single index partitioned into 10 equal deciles.



Graph 1: National (Red) vs Orkney Blue



Graph 2: Virtual Comparator deciles Grey vs Orkney Blue



**Analysis**

- In Orkney, there is no significant relationship between SIMD and attainment as the national profile and the gap in Orkney is low giving a near horizontal line which shows that the attainment gap is not as closely linked to SMID as it is in other places.
- This is confirmed when considering Graph 2 Orkney vs Virtual Comparator (similar settings), where trend lines are similar.
- Further consideration is needed to link more relevant measures of deprivation in Orkney to attainment.



## Section 4: Wider Achievement

There are many ways that young people can be accredited for their achievements other than through traditional SQA exams. Wider achievements of young people are increasingly recognised, and their benefits appreciated.

This section, which is an extract from the Community Learning and Development Service Annual Report 2017 to 2018, is an excellent example of how curriculum for excellence is developing within youth work settings around Orkney as part of the Orkney Offer where the curriculum fails the child or young person having to fit a pre-determined curriculum.

Improving attainment and achievement through accreditation and other opportunities are continuing to flourish. During 2017-18 there were many positive outcomes related to these including:

- Overall Youth Achievement Awards (YAA) have risen from 4 to 16 awards (300% increase) from 2015 to 2016 to 2017 to 2018.
- The number of bronze YAAs has risen from 8 in 2016 to 2017 to 12 in 2017 to 2018 a 50% increase.
- 2017 to 2018 saw our largest number of Gold YAAs achieved in Orkney.
- Excellent success rates in uptake of young people having a Young Scot Card in Orkney with 94% of 12 to 25 year olds holding a card, which is 24% higher than the national baseline of 70%.

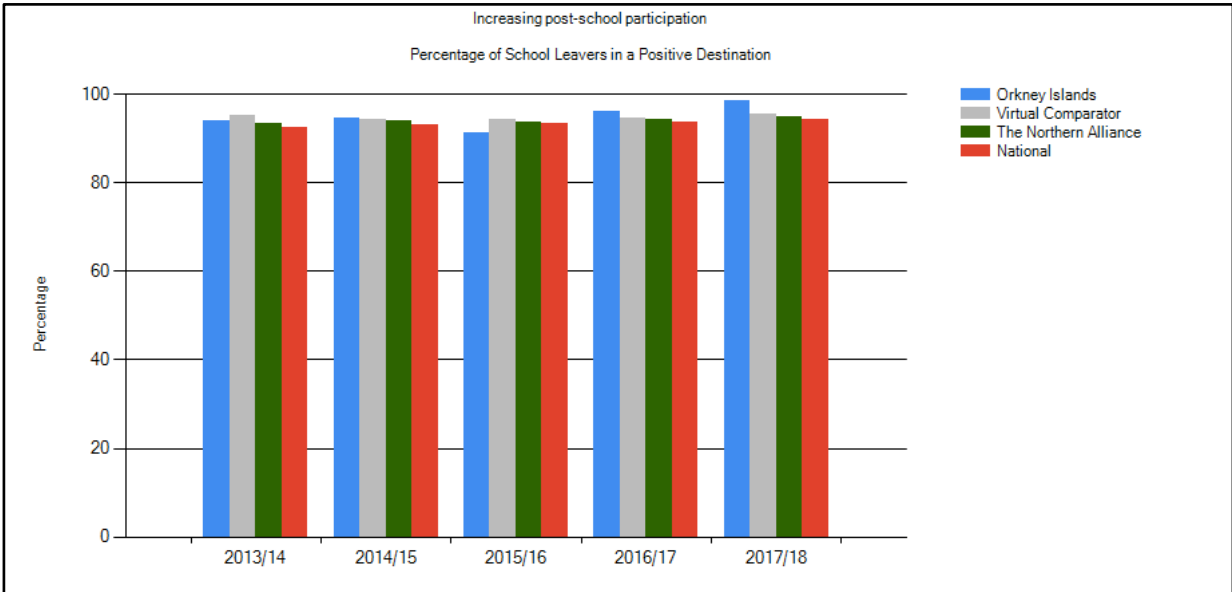
In 2017 to 2018 young people in Orkney achieved the following:

Type of Award	Number of Recipients 2017 to 2018
<p><b>Dynamic Youth Awards</b> These are peer assessed awards for young people in the 10+ age group. Dynamic Youth Awards give young people the opportunity to be recognised and accredited for the activities they take part in either within or outwith the school setting. A Dynamic Youth Award is equivalent to a SCQF Level 3.</p>	74 - 3036 hours of activity (55 in 2016 to 2017)
<p><b>Youth Achievement Awards</b> Youth Achievement Awards offer formal recognition and accreditation for young peoples' achievements. Youth Achievement Awards are a Scottish Qualifications Authority customised award and are Scottish Credit and Qualifications Framework credit scored from level 4 – 7 appearing on a young person's Scottish Qualifications Certificate alongside their academic achievements. In Orkney the majority of these awards are gained beyond the school setting and often provide significant benefits for the local community.</p>	16 (14 in 2016 to 2017) Bronze: 12 (8 in 2016 to 2017) Silver: 1 (5 in 2016 to 2017) Gold: 3 (1 in 2016 to 2017)
<p><b>Duke of Edinburgh Awards</b> The Duke of Edinburgh is a balanced, progressive programme which aims to support young people aged 14-24 to develop their teamwork skills, improve their physical fitness, enable them to</p>	30 (58 in 2016 to 2017) Bronze: 23 (50 in 2016 to 2017)

<p>develop a lifelong interest and engage them more fully in their local community through volunteering.</p> <p>Young people plan their own programme for each of the three levels (Bronze, Silver, Gold) building their own individual learning plan for the four distinct sections of each Award: volunteering, physical, skills and expedition.</p> <p>Each Award recognises the young person's commitment, determination, teamwork, flexibility and their awareness of their own potential. They develop their self-belief and resilience and independence of thought and action.</p>	<p>Silver: 5 (4 in 2016 to 2017)</p> <p>Gold: 2 (4 in 2016 to 2017)</p>
<p><b>MSYPs</b></p> <p>The Scottish Youth parliament allows young people to develop their skills and confidence through representing their peers both locally and nationally. Calum McArthur from Kirkwall Grammar School and Jack Norquoy from Stromness Academy to continue represent Orkney at the Scottish Youth Parliament.</p>	<p>2 MSYPs</p> <p>Number of votes cast in 2017: 613 (465 in 2015)</p>
<p><b>Orkney Youth Forum</b></p> <p>The Orkney Youth Forum is a recently developed initiative to bring young people together to provide greater opportunities for young people to have their voices heard and to engage on a range of youth and wider community issues.</p>	<p>12 Youth Forum members (15 in 2016 to 2017)</p>
<p><b>Young Scot</b></p> <p>Community Learning and Development provides access to the Young Scot National Entitlement card services to young people in Orkney by managing both the bulk and individual processes for issuing cards. The Local Authority has excellent card holder uptake. Orkney's young people do not always benefit from all the national entitlements for Scotland, for example, the rail discount and some of the national discount partners are only available on the Scottish mainland. Orkney, however, has been very successful in promoting other ways to use the Young Scot services. The PASS proof of age element, the digital platform and the discounts on offer locally are well used by young people.</p> <p>Percentage of Young Scot Card holders in Orkney.</p> <p>Percentage of Young Scot Card holders across Scotland.</p>	<p>Number of Young Scot Card holders in Orkney: 3133 (3030 in 2016 to 2017)</p> <p>94% (89% in 2016 to 2017)</p> <p>70%</p>

### Section5: National Benchmarking Measure: School Leavers Destinations

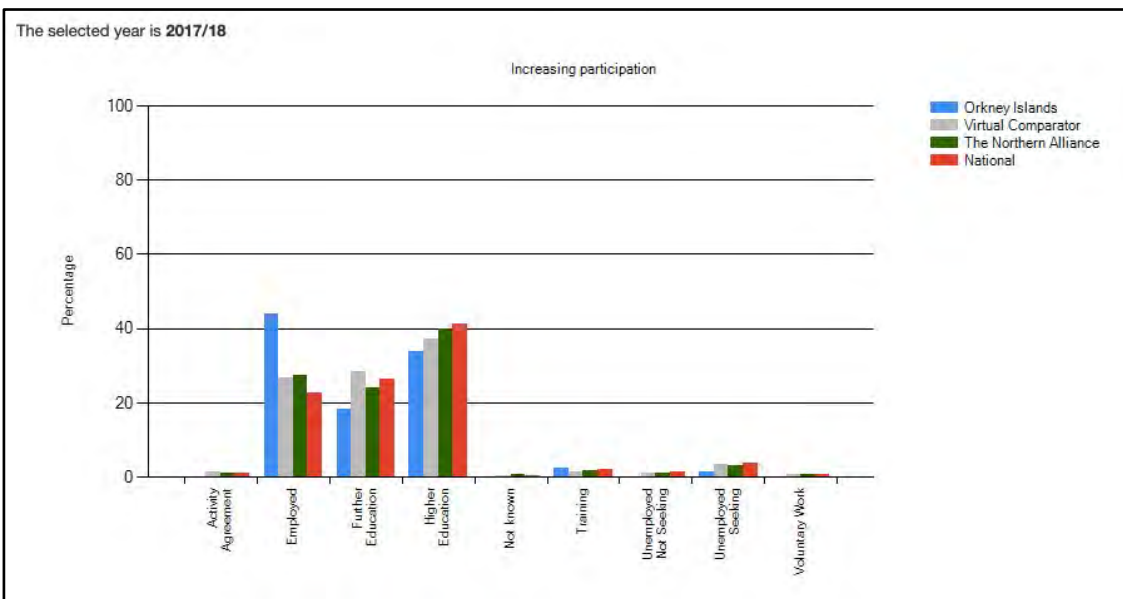
The Leaver Initial Destinations measure is useful when trying to understand which learner journeys through Senior Phase lead to initial positive destinations.



School leavers in a positive destination			
	2015 to 2016	2016 to 2017	2017 to 2018
Orkney Islands	*91.1%	96.1%	98.5%
Virtual Comparator	94.3%	94.4%	95.4%
The Northern Alliance	93.6%	94.4%	95%
National	93.3%	93.7%	94.4%

\*Error in the timing of the data recorded in Insight, actual figure was 94%.

Taking a closer look at the underlying data reveals our school leavers destinations.

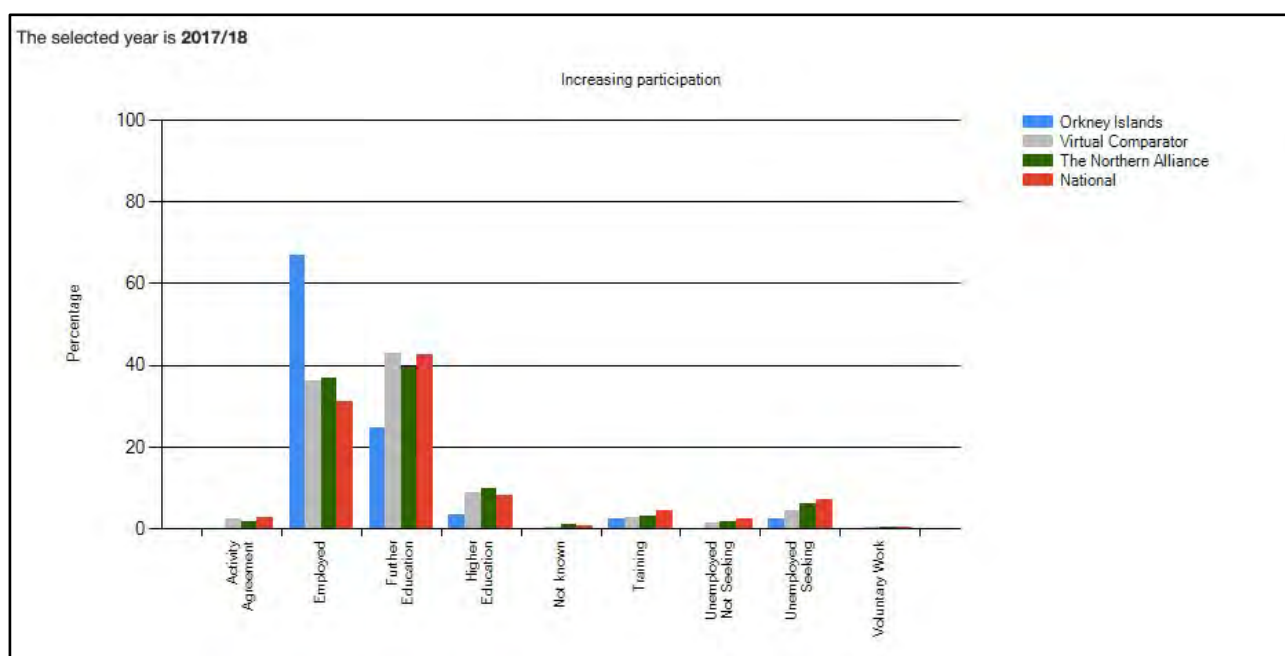


## Analysis

- Overall Orkney leavers have a consistently high record in moving into positive leavers destinations. The percentage of leavers in a positive destination is much greater than our Virtual Comparator in 2017 to 2018 and the 2nd/3rd highest in Scotland.
- The initial leaver destination profile does not follow our comparator trends, with many more leavers going directly into employment, fewer moving into further education and slightly fewer going into Higher Education.

Breaking down leaver destinations at the time of leaving shows the destinations of S4, S5 and S6 leavers. The majority of young people now stay at school throughout their Senior Phase, so the number of children and young people represented by the following graphs represent very small numbers.

### Destinations of S4 and S5 leavers:

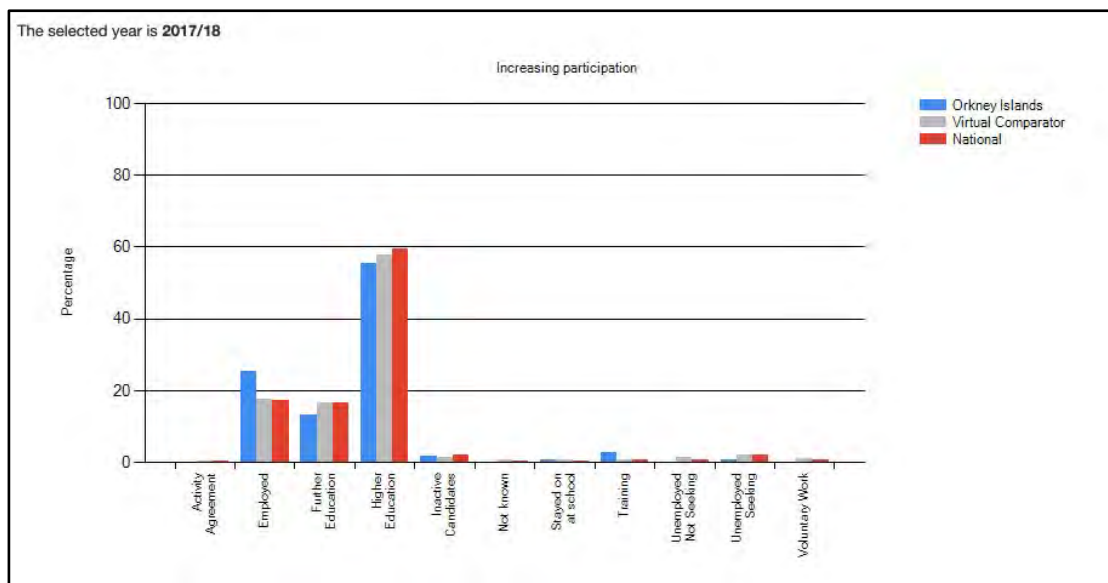


## Analysis

- The majority of S4 and S5 leavers (67%) move into employment which is an increasing trend and is much higher than our Virtual Comparator.
- Only 25% of S4 and S5 leavers went into further education which is much lower than our Virtual Comparator.
- The small number of leavers in non-positive destinations are known to our services and supported through the Connect project.
- A key challenge for our Orkney Offer and Government's Developing the Young Workforce (DYW) <sup>3</sup>projects is to ensure children and young people who are leaving school leave with quality, sustained positive destinations and where possible through further training for example through the Apprenticeships family.

<sup>3</sup> Developing the Young Workforce (DYW) - is a seven-year programme (2014 to 2021) that aims to better prepare children and young people aged 3–18 for the world of work. The headline aim of Developing the Young Workforce is to reduce youth unemployment.

## Destinations of S6 leaver



### Analysis

The majority of S6 leavers, 55%, move into higher education which is slightly lower than our Virtual Comparator. This is explained by the 25% of leavers in S6 who went straight into employment which is much higher than our Virtual Comparator and national leavers. As with S4 and S5 leavers, a smaller percentage go into further education compared with our Virtual Comparator and national leavers.

As the Orkney Offer and senior phase develops, there will be further opportunities for young people to take a mix of school based and college based courses. This is in keeping with the aim to further develop individual career pathways for young people through the senior phase. This includes a new range of Foundation Apprenticeships<sup>4</sup>.

A key outcome of the Scottish Government's Developing the Young the Workforce programme is to achieve increased positive and sustainable destinations and employment for all our young people.

Through the work of the DYW programme and the Orkney Offer we aim to improve our labour market intelligence to help schools to give better career advice to young people on the pathways they can take into the local employment market.

<sup>4</sup> Foundation Apprenticeships – is a qualification, over 1 or 2 years (S5 /S6), that lets children and young people gain work experience in one of Scotland's 12 growth industries while they are still at school. It fits in with their other senior subjects and also develops their communication, team-work and self-management skills.

### **Section 3: Progress Review 2018 to 2019**

A key function of the service's Standards and Quality Report is to provide an update of progress made within the Service Improvement Plan. This section details the progress made in 2018-19 against the priorities set and provides next steps in each area.

#### **School Leadership and Empowerment - Leadership Skill Development**

To develop a variety of leadership training opportunities for staff at all levels to enhance practice, develop empowered leaders, enhance the experience for children and young people and raise attainment to ensure excellence and equity for all.

#### **Progress made for 2018 to 2019**

- Feedback from Primary School Depute Head Teachers and Principal Teachers (PTs) indicates that workload as being the main barrier to participation on the Into Headship course. However, there is one primary participant in the 2019-20 Into headship cohort. In addition, there are 3 Primary Principal Teachers registered for a new Education Scotland Professional Learning and Leadership (EDSPLL) middle management programme due to begin Sept 2019. Discussion regarding leadership development is not yet established in the Professional Review and Development (PRD) process.
- There are 3 participants on Into Headship programme and 1 participant on In Headship.
- The Local Authority Professional Review and Development process is due for re-accreditation in March 2020. This coincides with changes to the General Teaching Council Scotland (GTCS) on-line system (MyPU migration to MyPL). Members of a working group are being identified to help evaluate the present PRD process and support developments. A Quality Assurance exercise regarding PRD and Professional Update is due to be held with Head Teachers in November 2019. GTCS are offering support for training in the new MyPL system.
- A local Developing Teacher Leadership programme (in partnership with University Highlands and Islands) ran with 3 participants during the past session.
- Engagement with Scottish College of Education Leadership (SCEL) enabled support for middle leadership to be given at both 6 year Secondary Schools.
- The Local Authority, Education Service is aware of, and will continue to engage with, the Northern Alliance Regional Improvement Collaborative's Developing Leadership workstream as objectives become clearer. In the meantime, the above developments reflect passed guidelines from this workstream.
- Flexibility in delivery and funding by the Local Authority, Education Service enabled 5 Head Teachers and 1 Nursery manager to participate in the Columba 1400 programme during 2018-19.
- 1 member of staff was enabled to participate in SCEL's System Change programme (this was accessed through the Northern Alliance Regional Improvement Collaborative).
- The Early Learning and Childcare leadership pathway supported the development of six managers and two senior officers. In addition, aspiring leaders joined the pathway, and this led to the successful appointment of a number of senior posts in settings across the authority.
- Systemic supervision has been trialled with a group of Early Learning and Childcare managers and has been very successful in supporting them to develop strategies to work with teams and reflect on their own practice.

### **Next Steps for 2019 to 2020**

- Continue to evaluate and develop an updated Professional Review and Development process which should include Quality Assurance process guidelines for schools and establish career (leadership) development.
- Engage with General Teaching Council for Scotland to help offer training sessions to mitigate any anxiety and uncertainty regarding migration from MyPU system to MYPL.
- Continue to engage with Primary Principal Teachers during Middle Leadership programme to enable any next steps to be considered early (especially February deadline for Into Headship).
- Deliver training for Head Teachers in Quality Assurance of Professional Review and Development process to enable whole school approach.
- Enable training sessions for Head Teachers (and School managers) on budget management in preparation for greater devolved school management.
- Identify local staff to shadow University of the Highlands and Islands tutor on Developing teacher Leadership programme in order to enable it to continue.
- Participate with Northern Alliance Regional Improvement Collaborative developing leadership workstream to ensure access to training opportunities accessed through the Regional Improvement Collaborative.
- Deliver Early Learning and Childcare training to head teachers who have responsibility for nursery classes to ensure that they can provide pedagogical leadership to the setting.
- Extend the use of systemic supervision across the Early Learning and Childcare manager team.

### **Teacher Professionalism - Review of Professional Update and PRD Policy**

This project will implement the evaluation structures for the Professional Update and Professional Review and Development strategy.

#### **Progress made 2018 to 2019**

- Identified members of Professional review and Development Group, changes to General Teaching Council Scotland on-line system impacting on time-line.
- Training for Head Teachers identified as key to establishing meaningful Professional Review and Development process.
- The Education Service continues to have 100% return for Professional Update.
- 5 training sessions delivered to support Professional Review and Development process for both reviewees and reviewers.
- Coaching opportunities identified through EDSPLL.
- Have engaged with Partner Universities regarding offering training in pedagogy. Engagement has taken place with General Teaching Council for Scotland regarding developing early career teachers.

#### **Next Steps for 2019 to 2020**

- Continue to establish a robust Professional Review and Development process with a focus on developing leadership at all levels.
- Follow up coaching opportunities being offered by EDSPLL.

- Continue to engage with partner universities and General Teaching Council for Scotland to explore support / training in pedagogy for early career teachers.

## **Parental Engagement - Develop a Parental Engagement Strategy**

To review and develop a Parental Engagement strategy and ensure clear shared understanding across the Service of Family Learning expectations.

### **Progress Made 2018 to 2019**

- Two Parent Council Chair Conferences were held this session, led by the Executive Director of Education, Leisure and Housing.
- Completion of the Parental Engagement and Involvement Strategy.
- Establish cross-sector group to support strategy roll out.
- Continue to identify, audit and publicise Family Learning Programmes. Partnership working between the Community Learning and Development team, the Early Years team, the NHS, the Third Sector and parents will need to be monitored to ensure that needs are being met and duplication avoided. Steps are being taken (initial meetings held) to ensure that communication takes place between these groups.
- Review of Probationer Teacher Learning programme to include Parental Involvement training in session 2019/20.
- Pen Green Head teachers led training for early years practitioners at the October inservice day. This sector leading centre shared innovative ways to engage with parents and carers and practitioners reflected in the approaches they use. This has changed the way in which settings think about their engagement with parents.
- PEEP (Peers Early Education Partnership) workshops have been delivered to parents and practitioners in settings across Orkney, which has enabled parents and children to learn together. In addition, PEEP has supported parents to better understand how their children learn and how to support children's learning at home.

### **Next Steps 2019 to 2020**

- Continue to engage with Scottish Parent Involvement Officers Network to help identify National priorities and any potential funding sources.
- Identify possible national training providers (e.g. Education Scotland) willing to give input to Parent Council Chairs sessions.
- Analyse data from parent survey to inform local priorities.
- Review and update Parental Involvement and Engagement Strategy to reflect changing local and national priorities.
- The Lead Early Years Practitioner in the central team and a practitioner from Glaitness will undertake the Solihull parent course training to enable them to deliver parent sessions individually and in groups.



## **Assessment of Children's Progress - Learning Teaching and Assessment**

The Local Authority is committed, through school leadership, to provide continued support to schools to build confidence in the reliability and validity of teacher judgements, as they assess children's progress, and moderation of Curriculum for Excellence Levels.

The Local Authority, supported by Education Scotland, will work with schools and officers to ensure a shared and confident understanding and consistency of approach across all schools.

The Local Authority will develop capacity for staff to participate and deliver effective moderation to ensure future national Curriculum for Excellence data sets are increasingly accurate. This should build upon the work already in place in schools and allow us to demonstrate that moderation at school and local authority level is effective and performance information, reliable. There is an expectation that schools will set aside time within their WTA for school and cluster moderation activity.

### **Progress Made 2018 to 2019**

- Working in collaboration with the Education Scotland Attainment Advisor, Papdale Primary, Glaitness School, Stromness Primary, St Andrews Primary and Dounby Primary analysed their attainment data, making comparisons between their performance and that of Orkney and Scotland. A data profile has been created for each of these five schools by the Attainment Advisor as part of the ongoing work with the schools.
- Glaitness School and Papdale Primary worked with the link Service Improvement Officer to develop an electronic tracking system based on the Clackmannanshire model from the National Improvement Hub. This work is now on hold subject to developing similar approaches through the Progress and achievement module on SEEMiS.
- The link Attainment Advisor led sessions for senior managers on the use of the Pupil Equity Fund (PEF) and outcomes and measures planning to help Head Teachers create more specific, measurable targets in their improvement plans for schools for 2019 to 2020.
- A full day of moderation activity was held in February 2019 with primary teachers taking along a range of evidence of children's learning in reading, writing and numeracy. Feedback showed that this had a mixed response in terms of its usefulness and in moving forward we need to consider how to support schools in engaging in within and across school moderation as part of the day to day work of the schools.
- Secondary staff used the same in-service day to work across the schools in subject groups to share understanding and standards of their subject including the use of benchmarks in Broad General Education (BGE).
- All schools submitted predicated levels of achievement for P1, P4, P7, and S3 in December 2018 and Service Improvement Officers engaged with schools on their data predications. Head Teachers are increasingly using the information from other sources to support their discussions with staff in relation to professional judgement. Class teachers are becoming more confident in using data as part of their discussions about the performance of the children and young people in their classes.
- The Froebel Childhood Practice course was delivered to Orkney, Shetland and Moray practitioners during a residential at the start of the summer. Along with tutors

from Edinburgh University, Tina Bruce delivered the sessions. The residential enabled the sharing of practice within Orkney and across the Northern Alliance. Key learning included the developmental stages of block play and the pedagogy of play. This has led to a more intentional focus on the learning associated with Block Play.

### **Next Steps 2019 to 2020**

- Curriculum for Excellence attainment levels (ACEL data) are still too low for too many primary schools and this needs to be the priority focus for attention in the next session. Although teachers are developing confidence in their professional judgements of ACEL data, this remains a priority. Our primary attainment levels are too low, and we need to consider these on a school by school basis to ensure that they are accurate, that data submitted is reliable and that should it be accepted that the low attainment is accurate support schools to improve.
- Our Level 3 teacher judgements at S3 appear to be accurate, however, we need to take a closer focus on the achievement of Level 4 and the preparation for progression into Senior Phase. There will also be a focus on progression particularly in literacy and numeracy in both our senior secondary schools to ensure that our young people are on the most appropriate pathway for them to get the most out of their time at school regardless of the year they choose to leave school.
- Head Teachers and Service Improvement Officers need to continue to have a focus on high quality learning and teaching as the key tool to raising attainment. This will be a key feature of the amended service quality assurance calendar and engagement with schools during 2019 to 2020.
- With the refresh of Building the Ambition, the early years' service will take a closer look at pedagogy and play and how environments, experiences and adult interactions support learning.

## **Broad General Education - Learning Pathways**

### **Progress made 2018 to 2019**

- Officers and staff have almost completed learning pathways in literacy in early, first and second level within the Broad General Education.
- Pathways in learning for modern languages through the 1+2 agenda are complete.
- Numeracy pathways following the same model have begun but have yet to be completed.
- Jigsaw is the main pathway resource used in primary schools as the core programme for Health and Wellbeing.
- A pathway in primary music, early, first and second level within the Broad General Education has been created by the itinerant music team.

### **Next Steps 2019 to 2020**

- Complete numeracy pathway in learning for all Broad General Education levels.
- Extend pathway for primary music to go up to fourth level.
- Develop pathways in learning for Art and Design across the Broad General Education.
- Audit implementation of Jigsaw and pathways of learning for Health and wellbeing.

## Literacy and Language

### 1 + 2 Languages Development within the BGE and Senior Phase

1+2 languages is a government initiative funded until 2021 to ensure learners have the opportunity to develop language learning of two other languages, as well as their mother tongue.

Key outcomes for learners will be:

- Motivation, confidence and enthusiasm in their language learning;
- To reflect and develop skills to learn a new language;
- To improve and understand more securely aspects of literacy in their first language;
- A greater understanding of future career choices and pathways in language learning leading to greater participation and involvement through the Broad General Education, Senior Phase and beyond;
- A clear understanding of active global citizenship;
- Increased percentage of young people studying languages at the Senior phase;
- Increased percentage of young people seeking/achieving future employment/Learning using their language/cultural skills and understanding.

### Progress Made 2018 to 2019

- Professional leadership opportunities were funded by the Education Service for Primary and Secondary colleagues to access two programmes to develop Language 3 further.
- Two primary schools have successfully piloted Language 2 and Language 3 within their curriculum.
- All Orkney schools took part in a national audit and review of 1+2. Key findings will form part of the 1+2 strategic plan for 2019 to 2020.
- Additional support for P4-P7 teachers, via the 2nd level French resource, 'Salut', was purchased by the Education Service for all Primary schools to build skills in our workforce to teach French at second level. This included a lifetime licence, so that schools will not incur any future additional charges and have a sustainable resource.

### Next Steps 2019 to 2020

- Central 1+2 funding will be devolved into secondary school budgets for a working group to lead and develop Transitions, Language 3 and Moderation across their primary and secondary stages.
- An in-depth audit of Language 2 French provision will take place across primary and secondary stages.
- Language 3 Spanish or German will begin to be delivered in all Primary schools.

## **Developing Early Language (Hanan)**

This project will focus on developing practitioner professionalism by enhancing their understanding of early language development and quality interactions. It will support practitioners to understand and assess children's progress.

### **Progress Made 2018 to 2019**

- A further twelve practitioners were offered training in 2017 to 2018. A second and third trainer will be trained when Hanan are offering the workshops, so that the roll out is sustainable.
- Three new trainers were trained in August 2018 and a third cohort of practitioners has completed the Learning Language and Loving It course.
- Practitioners have reported increased confidence in understanding the stages of language development and how best to support children.

### **Next Steps 2019 to 2020**

- A fourth trainer will be trained. Training will be offered to practitioners who have completed the basic early years course. This will ensure that all settings have at least one practitioner who has undertaken the training.
- An additional session to support practitioners to work with young children with English as an additional language will be delivered.

## **Developing Early Literacy Through Active Learning Approaches at Second Level**

Support leadership and planning for school improvement through a focus on data literacy and the use of relevant, contextualised, performance information. This project has continued to focus on teacher professionalism and the quality and effectiveness of approaches to learning, teaching and the assessment of children's progress at Second Level through active learning approaches.

### **Progress Made 2018 to 2019**

Developing Readers and Writers at the Second Level by:

- Redefining Learning Spaces and developing key features for an effective Literacy – rich environment.
  - Pedagogy into practice: Developing independent learners through the creation of quality Learning Experiences.
  - The Planning Process: This now Includes a new revised Literacy Progression Pathway from Early to 2nd Level, incorporating the national benchmarks overlaid by a skills progression.
  - Review of project to date: What are we building upon?
  - Audit of current practice and establishment of next steps.
  - Planning into practice and developing a coherent approach -review of possible Planning for Second Level.
  - Developing Learning Walls, Learning Prompts and the Language of Learning.
  - Classroom organisation for effective management and organisation.
  - Making real and appropriate links to the potential for digital Literacy.
  - Developing the final Planning Tool:
- Implications for Transition to Secondary.
  - Write up and review of the Literacy Project.
  - Analyse attainment data of past cohorts within this programme to influence next steps and report outcome.

### **Next Steps 2019 to 2020**

Develop, embed and sustain active learning across all Orkney schools at Early/First and Second level through:

- Develop a Leaders of Learning Programme i.e. Train the Trainer.
- Finalise and trial refreshed Literacy progression planners with selected schools.
- Develop an overarching Literacy Policy which incorporates redesigned support materials /guidelines to ensure easy access and clear progressive support.

### **Improving Literacy - Speaking and Listening - Through a Philosophy for Children Approach to Learning**

To improve teacher pedagogy and teacher professionalism through developing the quality of teaching through high quality approaches to learning e.g. developing high quality questioning and higher order thinking skills; there is a clear focus on approaches to the assessment of children's progress and the use of performance information (data literacy) to inform practice. Ensuring successful outcomes are sustainable and replicable on any scale will require significant high-quality school leadership.

### **Progress Made 2018 to 2019**

Carry forward this target to 2019/2020.

### **Next Steps 2019 to 2020**

- Run further Level 1 Philosophy for Children courses in the authority.
- Create a progression of skills in Philosophy for Children, particularly linked to Listening and Talking.
- Moderation of Philosophy for Children across schools that are participating in the Philosophy for Children programme.
- Explore Philosophy for Children in the secondary schools.
- Share the progress to date with Leaders of Learning at a meeting.

### **Sounds Reading System: Initial Small Pilot 2018 to 2019**

The Sound Reading System (SRS): A phonics-based pedagogy for teaching the core literacy skills of decoding (reading) and encoding (writing), devised by Diane McGuinness and Fiona Nevola.

October 2018, one Educational Psychologist has been trained in this approach and then delivered the programme with 2 individual children, in partnership with a Support for Learning Teacher. The results have been promising.

### **Next Steps 2019 to 2020**

- A total of 5 schools/school pairs have agreed to be part of a larger pilot for 2019 to 2020.
- A 4-day training programme by Fiona Nevola will be delivered for a group of key educators within this pilot group.
- Specific baseline data will be gathered at the beginning and end of this year to measure impact on the efficacy of literacy teaching and attainment.

## **Numeracy and Mathematics**

### **Raising Attainment in Numeracy and Mathematics**

To Develop a consistent understanding of and capacity for improvement in Numeracy through the Broad General Education and on through into Senior Phase. Our key outcomes are to develop better use of our performance information and benchmarking data on children's progress in Mathematics and Numeracy and confidence and success in Mathematics and other Science, Technology, Engineering and Mathematics (STEM) subjects.

The Numeracy and Mathematics Transition Programme will focus on data literacy and the use of relevant, contextualised, performance information. It will focus on teacher professionalism and the quality and effectiveness of approaches to learning, teaching and the assessment of children's progress. Ensuring success will require high quality school leadership (Senior Managers/ Principal Teachers).

This programme will be supported by curriculum leaders in Secondary schools and staff from their associated primary schools. The programme will build on and develop teacher professionalism through the opportunities created by the Numeracy Hub supported by the local Numeracy Champion. This programme will be extended to seek impact across all schools in Orkney.

Orkney will engage in the two Northern Alliance STEM Numeracy and Mathematics programmes:

- Supporting Primary level confidence in teaching Numeracy and Mathematics.
- Analysing data to develop capacity to identify and build capacity to improve the attainment in Senior Phase Numeracy and mathematics.
- Primary staff will work with Lynda Keith, Educational Consultant with a focus on Early and First Level Numeracy through play-based learning:
- Building on the effective pedagogy of play to create a quality environment and quality experiences.
- Create resources co-constructed by practitioners to share across Orkney schools at Early, First and Second Levels.

### **Progress Made 2018 to 2019**

- Primary secondary transition activity has been established and continues to be embedded in associated primary schools. Mathematics practitioners in secondary school have continued to work with their primary colleagues to build mutual understandings of the challenges in addressing confidence in teaching and learning numeracy and mathematics.
- Over the past two years, groups of local practitioners have worked with Lynda Keith to develop "Professional Learning Packs" in Numeracy complementing the play-based approach developed in Literacy in the early and first level pathways.
- These packs include reference to progression planning, teaching resources to support active learning in literacy and numeracy and baseline assessments.
- There has been limited progress with the two Northern Alliance projects due to staffing issues and continuity of approach. The Secondary Mathematics project has now restarted with a Northern Alliance secondary mathematics practitioner conference taking place in Inverness with a focus on National 5. Orkney

representation felt this was a successful event which has created a network which can develop across the Northern Alliance.

### **Next Steps 2019 to 2020**

- Consolidate the presentation and sharing of the resources Numeracy at Early and First levels.
- Support a group of practitioners to develop resources in second level Numeracy. The first offer to be involved will be last sessions level 2 Literacy group but depending on numbers we will open up participation to other interested staff.
- Develop a cluster model to build capacity and embed pedagogy across the service.
- Establish a cohort of staff trainers.

The Northern Alliance projects will continue to be supported:

- To promote networking and sharing across the Northern Alliance.
- To engage in further specific action planning to support this project e.g. transition from Broad General Education to Senior Phase courses.
- Participate as appropriate with the Primary project to support confidence building in primary stages in mathematics.



## Health and Wellbeing

### Health and Wellbeing Pathways in Learning

Develop a strategy for, and progressive pathway through, the Health and Wellbeing curriculum that is intertwined within an overarching ethos across the service.

Joint working with NHS Orkney and links to the Children's Services Plan is integral to the overall improvement in Health targets in Orkney.

There is a need to ensure a consistent pathway across our establishments to ensure that informed targeted support can be provided by our partners if and when required to ensure children and young people get the right help at the right time in the right way.

That all schools and settings have clear and updated policies and procedures for addressing issues relating to bullying. Senior Officers from the Service will scrutinise bullying returns and work with schools and settings.

### Progress Made 2018 to 2019

Project 1 – Health and Wellbeing curriculum:

- All primary schools are now implementing Jigsaw as a key resource for their health and wellbeing curriculum. Training was undertaken by Papdale and Glaitness Schools in advance of them beginning the programme. Stromness Academy and Sanday Junior High trialled some elements of the secondary Jigsaw structure and they are using parts of this programme within their PSE curriculum.
- The Jigsaw programme is fully mapped to the experiences and outcomes of Curriculum for Excellence and guidance has been written in conjunction with Jigsaw to support schools in implementing the programme in small schools with composite and multi-composite classes.
- Additional resources on relationships, sexual health and parenthood have supplemented this programme and are available nationally <https://rshp.scot/>.
- Papdale Primary has become a 'flagship' school for their work using Jigsaw and their approach is being highlighted as a model of good practice within the national Jigsaw team.

Project 2 - Anti-bullying Policy

- All schools have now updated their Anti-bullying policies and they use the SEEMiS management information system to record any incidents of bullying. Anti-bullying incidents will continue to be monitored by the service. Actions complete.

Project 3 - Responding to a knife incident guidance

- Actions complete.

Project 4 – PE workstream to be undertaken during session 2018/19

- It was not possible to do this workstream task during 2018/19 and it will be carried forward to 2019/20.

#### Additional actions

- LGBTI+ training and awareness raising planned for February 2019 and moving towards gaining the Charter from LGBT Youth Scotland. It was not possible to carry out this planned training by LGBT Youth Scotland due to changes in their staffing. Awareness raising training, was carried out with Head Teachers and Tier 3 managers, however, by the Orkney Islands Council Equalities officer in February 2019.

Updated guidance has been developed in the following areas to provide consistency and support to schools:

- Healthcare guidance – August 2019.
- Monitoring attendance and lateness – May 2019.
- Recording and reporting concerns – November 2018.
- Provision of free sanitary protection in schools – now undertaken by corporate services.

#### **Next Steps 2019 to 2020**

Project 1 – Health and Wellbeing curriculum.

- Audit implementation and impact of Jigsaw in schools. All primary schools to undertake an online audit of the Jigsaw programme and implementation to allow clear feedback and impact to be evaluated. It will also help guide next steps for the curriculum.

Project 4 – PE workstream to be undertaken during session 2018/19.

- It was not possible to do this workstream task during 2018/19 and it will be carried forward to 2019/20.

Additional actions.

- LGBTI+ training and awareness raising. Investigate and consider developing approaches and training through Northern Alliance.

## **Additional Support for Learning**

### **Progress Made 2018 to 2019**

In line with the key local priority of promoting relationships as fundamental to learning and wellbeing of all, Relational Approaches have been promoted at all levels of Educational Psychology Service delivery.

- Orkney ACEs Hub support.
- Twilight training based on the Compassionate, Connected Community were delivered over 8 sessions.
- A progressive questionnaire has been created to aid evaluation of impact of relationship based projects.
- Evaluation materials for Jigsaw have been created.

Educational Psychology has successfully promoted:

- Synergy as a model of Collegiate Support and Wellbeing and strengthened its connection to other models of self regulation.
- Led by Educational Psychology a Synergy Steering Group has developed a 5 year plan to further embed and sustain synergy approaches across the authority.
- A Mindfulness in Orkney Steering Group has been set up led by the Principal Educational Psychologist.
- Do be Mindful has been promoted to build staff personal confidence and skill in Mindfulness.

Work on Approaches to Literacy to close the attainment gap for those at risk of literacy difficulties has progressed.

- Completion of trials of Sound Reading System (July 2019).

Schools and other agencies have been made aware of our Request for Involvement process - Information on this was also delivered at a Head Teacher's and Manager's meeting – and as a team we have been working with partners to support engagement and encourage improvement in the process.

An initial meeting of the Support for Learning Staff Network has taken place.

A pilot of gathering feedback from parents and partners was conducted with one service (SEAL) in order to explore approaches to measuring impact. It is now planned to develop a more general approach to gathering data for the purposes of measuring impact and establish next steps in support for children and young people.

### **Next Steps 2019 to 2020**

Ensure relationship based approaches are developed across schools linking with this programme.

Support schools to have evaluated impact of relationship based approaches including;

- Promote Synergy (including CBT mindfulness practice) across services outwith Education e.g. NHS Orkney, OHAC.
- Promote Video Interaction Guidelines and Video Enhanced Reflective Practice to support work with vulnerable families and venerable learners.

- Embed approaches to literacy which maximise learning outcomes e.g. sound reading system.

To introduce approaches to data management in order to track and monitor aspects of progress/achievement and impact of Pupil Support services.

To develop a shared understanding of aims, key purposes, and roles, of Pupil Support Services.

To develop Support for Learning training menu for Support for Learning network programme, focussed on the roles of Support for Learning staff.

## **Developing the Young Workforce**

Progress with the Orkney Developing the Young Workforce Strategy which is being taken forward by the Developing the Young Workforce Orkney Regional Group Board.

### **Progress Made 2018 to 2019**

- A strategic and operational plan has been established to ensure a consistency of approach across the Education Service.
  - Work Placements – a priority for DYW Orkney. The existing employer database has been updated in relation to work placements to ensure that the information is accurate and up-to-date, and the database is now searchable by business name or job type so young people can better understand the range of jobs available in Orkney. Leaflets have been produced for young people, parents/guardians and employers which explains their role in the process and outlines the benefits of undertaking a work placement. Funding was provided to the Education Service to support the purchase of the online package WorkIT, a work placement management system which will better manage the whole process and support the delivery of a qualification in work placements.
  - Foundation Apprenticeships – a specific promotion and awareness raising of Foundation Apprenticeships was undertaken. This resulted in an increase in the numbers undertaking Foundation Apprenticeships in Orkney in the academic year 2019/20. There has also been awareness raising of the entire ‘apprenticeship family’, so young people and parents understand where Foundation Apprenticeships sit and the opportunities that exist to progress through the framework, up to Graduate Apprenticeship level.
  - Video Conferencing Equipment<sup>5</sup> (VC) – funding was provided to the Education Service to help purchase VC equipment for the three Junior High Schools and two Senior Secondary Schools. This will increase opportunities for children and young people to access courses as part of the Orkney Offer, and will also enable employers to be brought into the classroom more easily, especially for those on the outer isles.
  - Employer/Education Engagement – continue to build the network of employers and support their engagement with education. This is an ongoing priority for DYW Orkney.
  - Orkney Careers Fair – In partnership with Skills Development Scotland, a Careers Fair was held which had employers, education and training providers exhibiting side by side. It was open to all Senior Phase children and young people and gave them

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<sup>5</sup> The provision of VC Equipment is an integral part of and complementary to the Digital Culture Change Programme - e-Learning workstream.

the opportunity to speak to employers about the range of jobs available and then the appropriate training/education provider to identify the right pathway into their chosen career.

- A Skills and Employability Strategy (draft) has been produced.

### **Next Steps 2019 to 2020**

Working in collaboration with partners it is imperative that there is a review of the various work streams across the council in relation to employability. In doing so a streamlined approach will interlink the various projects and dovetail into the requirements and outcomes of the Developing the Young Workforce Orkney Regional Group Board (DYWORGB) thus ensuring positive destinations and community sustainability. Teacher professionalism will be developed through training and involve partnership working with Skills Development Scotland and Education Scotland on the Career Education Standard and Career Management Standard and their use in classrooms and across schools.

- Work Placements – continue to work with schools and employers to identify areas for improvement in the work placement system. Working with the Education Service, help embed WorkIT in the two secondary schools and three junior high schools, supporting the training of teachers to use it and helping with the initial set up of the site.
- Science Technology Engineering and Mathematics (STEM) – work with the regional STEM Ambassador Co-ordinator and local employers to increase the number of STEM Ambassadors in Orkney, and help schools access this network more easily. The appointment of a STEM Development Officer, (see Priority 12: STEM Action Plan) will also enable schools to be supported in improving the science curriculum across BGE and support the development and delivery of a wide range of STEM activities for children and young people.
- Inclusion and Diversity – Working with relevant partners, support young people who face barriers to employment, helping them to identify and reach a positive destination.
- Sustainability of employer/education links – continue to build on the work undertaken in the last academic year, developing and strengthening relationships with schools and employers. This will include the introduction of online tools such as Marketplace and Founders4Schools, which will help facilitate and manage employer engagement. Continue to bring employers into schools to support initiatives such as the School Leaver's Programme, which is run in partnership with SDS.

## **Data Management and Attainment Review and Dialogue**

Develop a systematic approach to, and consistent understanding of, data management across the service to aid and support the planning, assessment and moderation of work streams. This will provide a foundation for all Broad General Education work streams to manage data and aid the process of tracking attainment and achievement to appropriately target pathways and ensure positive outcomes for all.

### **Progress Made 2018 to 2019**

- A focus on school attainment as part of the Local Quality Assurance Calendar continued to use relevant, contextualised, performance information. This helped schools to more effectively monitor and evaluate the effectiveness of approaches to learning, teaching and the assessment of children's progress.
  - Working with our Attainment Advisor we have further developed a model to record and analyse Curriculum of Excellence levels. We have increased the focus on the children who have not achieved levels at stage and have targeted key schools where levels are deemed to be low.
  - Consideration to the implementation of the SEEMIS Progress and Achievement module continues as the project becomes live.
  - SNSA Data is being analysed as schools become more aware of the information these data sets give to track and diagnose next steps in learning. Scottish Index of Multiple Deprivation data is also being considered in the Orkney context.
  - Our Attainment Advisor is supporting and challenging schools on their attainment and tracking data with an emphasis on interventions.
  - Increased use of SEEMIS is helping to manage and analyse data sets for different groups of learners and support for children and young people.

### **Next Steps 2019 to 2020**

- Support school leadership at all levels to raise attainment through improved data literacy.
- Continued focus on raising attainment and securing reliable data through moderation at all levels.
- Following an analysis of ACEL data from 2018/19, identified schools will have targeted intervention from the link Attainment Advisor and link Service Improvement Officer with a clear focus on learning and teaching and attainment. A programme of engagement with the Attainment Advisor and these schools has been drawn up.
- Develop approaches to using Progress and Achievement as a tracking tool in SEEMiS by piloting this in identified schools.
- Implement revised Quality Assurance calendar to focus schools use of data sets for predicted levels at December prior to Scottish Government collection of Teacher Judgements in June.
- Further data gathering and presentation for analysis of Curriculum of Excellence levels and progression over time.
- Promote further training and support for SNSA analysis for all practitioners through the national Scholar professional learning programme.

## Scottish Government Pupil Equity Funding Grant Projects

Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The purpose of the funding is to enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned; it should target support for children and young people affected by poverty to achieve their full potential.

Pupil Equity Funding is allocated to schools on the basis of the estimated number of children and young people in P1-S3 registered for free school meals under the national eligibility criteria. Although the Pupil Equity Funding is allocated on the basis of free school meal eligibility, headteachers can use their professional judgement to bring additional children in to the targeted interventions and approaches.

In many contexts schools may be able to achieve the best possible outcomes for children and young people by working with a range of bodies such as parent groups; parent councils; other local authority and public sector services; third sector organisations (including youth work, family learning organisations); other educational sectors; and/or centres of expertise. Understanding the needs of children and young people should help to identify appropriate areas for collaboration. Care needs to be taken however that funding is not be used in ways that stigmatise children and young people or their parents.

Where schools identify the need to recruit additional staff for an appropriate intervention or activity, they work closely with the Local Authority (as the employer) to ensure that the job remits and specifications are clearly tied to the aims of the intervention or approach.

Where schools are unable to spend their full allocation during the financial year, any underspent funds can be carried forward to the new financial year. We would expect that, other than in exceptional circumstances, it should be spent within the current academic year.

The following section gives a brief summary of how schools allocated the Pupil Equity Fund. Given the commitment and undertaking for the Pupil Equity Fund to continue to the life of the current parliament, reporting now needs to shift and focus more clearly on the difference being made to the progress and achievements of children and young people by the activity and resources deployed.

### **Dounby Community School - Grant Allocated £4800.**

- Training for teachers on teaching writing and reading, working individually with each class teacher to raise attainment in in their classes.
- Additional resources for literacy and numeracy; subscription to Sumdog and Hamilton Trust for teaching resources.
- iPads for classroom use and sharing learning with parents.
- Additional teaching resources for maths and English.

### **Evie Primary School - Grant Allocated £5400.**

- Numicon training for staff and the purchase of resources to support raising attainment in maths.
- Early literacy resources to support parents with learning at home as well as in school support.

- Additional staff hours to support identified children and young people develop communication skills and confidence.
- Resources to support the teaching of mathematics, literacy and technologies.

#### **Firth Primary School - Grant Allocated £10800.**

- Numicon training for staff and the purchase of resources to support raising attainment in maths.
- Additional staff hours to support two health and wellbeing groups (Seasons for Growth) supporting specific children in this area.
- Engaging reading resources were purchased to support literacy learning and motivate children and young people.
- A sensory room was created to support the wellbeing needs of children and young people – equipped with specific items.
- Resources to support the teaching of mathematics, literacy and technologies.

#### **Glaitness School - Grant Allocated £27000.**

- Numicon training for staff and the purchase of resources to support raising attainment in maths.
- Additional staff hours to have in place interventions for identified children and young people across a number of class stages.
- Development of Learning Journeys across the school.
- Funding a breakfast club to support transitions for identified children
- Additional support for learning assistants across the school.

#### **Hope Primary School - Grant Allocated £1200.**

- Maths resources purchased to support raising attainment in maths for identified groups of children.
- Nesy Read and Spell subscriptions purchased to support literacy development.

#### **Kirkwall Grammar School - Grant Allocated £54000.**

- Teaching supply to support liaison between secondary and primary colleagues to develop a shared language in mathematics and numeracy to improve staff confidence and raise attainment.
- In school counselling provision to support health and wellbeing of young people.
- Provide opportunities for young people to access productions to improve their understanding of language and literacy by giving access to performances both in the classroom and at home.
- Provide opportunities for all young people in S1 to S3 to access outdoor education to improve outcomes by developing aspiration and leadership skills.
- Establish two new part time posts: Home Link Support Worker and Health and Wellbeing Support Worker to work with hard to reach parents and help remove barriers to learning experienced by some young people. This will also have a focus on family learning and home-school partnerships.
- Partnership with Community Learning and Development to support a group of young people to attend the accredited 10-week Fire Skills Course running in partnership with The Scottish Fire & Rescue Service.



**North Walls Community School - Grant Allocated £4800.**

- Staff training for 2 members of staff in the Sounds Reading System.
- Resources to promote integrated learning in the Early Stages from nursery to P2/3.
- Support for Learning Literacy and Numeracy materials.
- Teaching supply to facilitate 4 curriculum design/ planning days to ensure that the curriculum meets the needs of learners.

**Orphir Community School - Grant Allocated £7200.**

- Additional reading resources to raise attainment in reading.
- iPads for classroom use and sharing learning with parents.
- Additional resources for literacy and numeracy; subscription to Sumdog and Toe by Toe materials.
- Staff training in Literacy to meet children's needs.

**Papdale Primary School - Grant Allocated £50800.**

- Additional support for learning assistants across the school.
- Additional resources for literacy and numeracy; Reading Eggs and Spelling online to raise literacy attainment.
- P1 resources to support learning through play and raise attainment in numeracy.

**Rousay Primary School - Grant Allocated £2400.**

- Dyslexia friendly resources purchased; Nessy.
- Additional reading resources purchased for the reading scheme.
- Additional support for learning assistant hours.

**Sanday Junior High School - Grant Allocated £18000.**

- Swimming lessons on site during the school day.
- Additional resources for literacy; new reading scheme, purchase of new books for library, Pobble, an online writing programme.
- Travel for staff to attend identified courses for staff training.
- Taxis for identified children and young people to access after school clubs/events.

**Shapinsay Primary School - Grant Allocated £3200.**

- Additional teaching time to support identified children's needs.
- Staff training in social stories and autism approaches.

**St Andrews Primary School - Grant Allocations £3600.**

- Staff training for 3 members of staff in the Sounds Reading System.
- Targeted interventions for identified children in developing literacy and improving attainment.

**Stenness Community School - Grant Allocated £3200.**

- Additional reading resources to raise attainment.
- Additional resources for literacy and numeracy; subscription to Sumdog.
- Staff training in Literacy to meet children's needs.
- Additional support for learning assistant hours.

**Stromness Academy - Grant Allocations £9600.**

- Purchase of the "Accelerated Reader" programme, to ensure that S1-3 children and young people are reading regularly and choosing books which give them an appropriate level of challenge.
- Equipping a nurture room for young people who are find it difficult to be in the classroom to support health and wellbeing.
- Additional resources for literacy and numeracy; Fresh Start literacy and Shine numeracy materials for intervention groups.
- Subsidising places on Outdoor Education residential trip for identified young people, giving them access to the Dynamic Youth Award.

**Stromness Primary School - Grant Allocations £16800.**

- Funding a breakfast club to support transitions for identified children.
- Additional support for learning assistant hours with a focus on early phonics.
- Additional resources for literacy: Project-X code, IDL code.

**Westray Junior High School - Grant Allocated £5400.**

- Additional support for learning assistant hours.
- Additional resources for literacy.

## Section 4 - Improvement Plan Priorities 2019 to 2020

November 2017 Updated October 2019

### Priority 1: School Leadership and Empowerment

To continue to develop a variety of Leadership training opportunities for staff at all levels.

**Key Lead: George McKinlay, Principal Teacher: Learning Communities.**

Linked to Quality Indicator/Theme:

- 1.1 Self-evaluation for self-improvement.
- 1.2 Leadership of learning.
- 1.3 Leadership of change.
- 1.4 Leadership and Management of Staff.
- 1.5 Management of resources to promote equity.

Links to National Improvement Framework Priority:

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

Links to National Improvement Drivers:

- School Leadership.

### Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Develop awareness of Scottish College of Educational Leadership's Framework for Educational Leadership and build on this to provide learning opportunities in leadership for all teachers by August 2017 (i.e. Develop an Orkney Teacher Leadership and Learning Pathway).	Principal Teacher: Learning Communities.	January 2017 Due to changes in SCEL this has been progressed to a completion date of December 2019.
Continue to run a local Developing Teacher Leadership Programme being led by Orkney and Shetland on a bi-annual rota.	Principal Teacher: Learning Communities.	Ongoing.
Engage with Scottish College of Educational Leadership's System Change programme which is to be accessed through the Regional Improvement Collaborative.	Principal Teacher: Learning Communities.	Ongoing.
Continue to engage with the Northern Alliance Regional Improvement Collaborative's Developing Leadership work stream.	Principal Teacher: Learning Communities.	Ongoing.

Continue to develop a broader Orkney Leadership and Learning pathway.	Principal Teacher: Learning Communities.	Access programmes through Regional Improvement Collaborative.
Explore use of Leading systems change training for Central Staff.	Principal Teacher: Learning Communities.	June 2019. Ongoing
Explore mechanisms to strengthen middle leadership.	Principal Teacher: Learning Communities.	June 2019 Ongoing.
Develop awareness of Scottish College of Educational Leadership's Framework for Educational Leadership and build on this to provide learning opportunities in leadership for all teachers by August 2017 (i.e. Develop an Orkney Teacher Leadership and Learning Pathway).	Principal Teacher: Learning Communities.	December 2019 Superseded by Regional Improvement Collaborative model.
Continue to evaluate and develop an updated PRD process which should include QA process guidelines for schools and establish career (leadership) development.	Principal Teacher: Learning Communities.	March 2020.
Engage with GTCS to help offer training sessions to mitigate any anxiety and uncertainty regarding migration from MyPU system to MYPL.	Principal Teacher: Learning Communities.	December 2019.
Continue to engage with Primary PTs during Middle Leadership programme to enable any next steps to be considered early (esp. February deadline for Into Headship).	Principal Teacher: Learning Communities.	September 2019 - January 2020.
Deliver training for Head Teachers in QA of PRD process to enable whole school approach.	Principal Teacher: Learning Communities.	November 2019.
Enable training sessions for Head Teachers (and School managers) on budget management in preparation for greater devolved school management.	Finance officer.	June 2020.
Identify local staff to shadow UHI tutor on Developing teacher Leadership programme in order to enable it to continue.	Principal Teacher: Learning Communities.	November 2019.
Participate with Northern Alliance Regional Improvement Collaborative developing leadership workstream to ensure access to training opportunities accessed through the RIC.	Principal Teacher: Learning Communities / W Bowen (HT).	July 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Course evaluation and assessment.
- Teaching and learning moderation.

Who will lead this?

- Principal Teacher: Learning Communities.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- The whole plan is to ensure equality for all teaching staff across the service.
- Travel funding creates equity implication to which we have requested national support.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Professional development time.
- Each staff member has a tutor link and online peer support.

Expected resource needs (including costings if applicable):

- Professional development time.
- Personal finance.
- Service budget allocation for transport.

## Priority 2: Teacher Professionalism

Develop evaluation structures for Professional Review and Development (including Professional Update) ensuring reaccreditation for the local PRD process.

**Key Lead: George McKinlay, Principal Teacher: Learning Communities.**

Linked to Quality Indicator / Theme:

- 1.1 Self-evaluation for self-improvement.
- 1.2 Leadership of learning.

Links to National Improvement Framework Priority:

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

Links to National Improvement Drivers:

- Teacher Professionalism.

Outcomes:

- Staff have access to high quality professional learning throughout their career.
- That there is consistency in delivery of, and access to, Professional Review and Development/Employee Review and Development, and Career Long Professional Learning across the service.
- That we review quality assurance structure for the impact of Career Long Professional Learning on learners.

### Action Plan

<b>What exactly are we going to do? (detail of specific actions)</b>	<b>Who will lead this?</b>	<b>Timescales</b>
Review of the quality and impact of the Professional Review and Development process for both a reviewer and reviewee perspective. Review of Career Long Professional Learning opportunities and equality of these.	Principal Teacher: Learning Communities.	November 2019
Establish a short life working group made up of staff who have participated in the Professional Update sign off process in the past session to evaluate the experience.	Principal Teacher: Learning Communities.	November 2019
Update Professional Review and Development Policy in preparation for General Teaching Council for Scotland re-accreditation.	Principal Teacher: Learning Communities.	March 2020

Establish/Identify a structure that collates all Career Long Professional Learning requirements across the service to help identify emerging common themes and plan training in line with Career Long Professional Learning budget.	Principal Teacher: Learning Communities.	Ongoing
Follow up coaching opportunities being offered by EDSPLL.	Principal Teacher: Learning Communities.	November 2019
Continue to engage with partner universities and GTCS to explore support / training in pedagogy for early career teachers.	Principal Teacher: Learning Communities.	June 2020

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- A streamlined Career Long Professional Learning structure.
- Impact on Learners.
- Achievement of targets within stated time-scale.

Who will lead this?

- Principal Teacher: Learning Communities.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- The whole plan is to ensure equality for all teaching staff across the service.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Work will be within Working Time Agreements.
- Working parties will take place at convenient times and venues.

Expected resource needs (including costings if applicable):

- Administration support.
- National support.
- Personnel to make up working groups.

### Priority 3: Parental Engagement

To continue to build positive partnerships with parents to help them support their children in their learning.

**Key Lead: George McKinlay, Principal Teacher: Learning Communities.**

Linked to Quality Indicator/ Theme:

- 1.1 Self-evaluation for self-improvement.
- 1.2 Leadership of learning.
- 1.3 Leadership of change.
- 2.2 Curriculum.
- 2.3 Learning/teaching and assessment.
- 2.4 Personalised support.
- 2.5 Family learning.
- 2.6 Transitions.
- 2.7 Partnerships.
- 3.1 Improving wellbeing, equality and inclusion.
- 3.2 Raising attainment and achievement.
- 3.3 Increasing creativity and employability.
- How Good is Our Learning and Development in the Community?

Links to National Improvement Framework Priority:

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

Links to National Improvement Drivers:

- School Improvement.
- School Leadership.
- Teacher Professionalism.
- Parental Engagement.
- Performance Information.

Outcomes:

A consistent approach to Parental Engagement/ Family Learning across Education, Leisure and Housing and relevant partners to:

- Build positive relationships and partnerships with parents.
- Improved communication and access to information.
- Developing a range of strategies and approaches to engage with parents to support learning.
- Training and support for all stakeholders to ensure a shared understanding and appreciation of parental involvement/engagement and family learning.
- All services to plan and collaborate together.
- Work with internal/external agencies and other local authorities to share good practice.



**Action Plan**

<b>What exactly are we going to do? (detail of specific actions)</b>	<b>Who will lead this?</b>	<b>Timescales</b>
Schools to establish a Family Learning and engagement lead from existing budgets.	Principal Teacher: Learning Communities.	Ongoing.
Complete an audit of current Parental Engagement and Family Learning activity across the Country to identify good practice and establish a detailed Improvement plan in line with the national guidance.	Parental Engagement Officer.	Survey completed / ongoing planning.
Review of Professional training requirements against the Orkney Parental Engagement / Family Learning strategy.	Parental Involvement Officer.	August 2018 - Mat 2020 Ongoing.
Establish and implement a consistent communication framework with specific criteria to engage the hard to reach.	Communication Team Leader; Web Designer Officer; Parental Involvement Officer.	October 2017 - June 2020 extended.
Establish a Family Learning Programme.	Community Learning and Development Team Leader.	June 2018 - August 2020 Ongoing
Continue to engage with Scottish Parent Involvement Officers Network to help identify National priorities and any potential funding sources.	Parental Involvement Officer.	October 2019.
Identify possible national training providers (e.g. Education Scotland) willing to give input to Parent Council Chairs sessions.	Parental Involvement Officer.	September 2019.
Analyse data from parent survey to inform local priorities.	Parental Involvement Officer; Service Improvement Officer; Community Learning and Development.	November 2019.
Review and update Parental Involvement and Engagement Strategy to reflect any changes to local and national priorities.	Parental Involvement Officer.	May 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Achievement of stated targets within timescales.
- Establishment of a detailed improvement plan.

Who will lead this?

- Parental Engagement Officer (Principal Teacher – Learning Communities).

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- A key driver is to eliminate disadvantage. Will be planned against each target.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Sympathetic planning of meetings in line with the parental availability and WTA.
- Providing relevant support and training to achieve the targets.

Expected resource needs (including costings if applicable):

- Time.
- Administration.
- Travel budget.
- Staff.

## **Priority 4: Data Management, Tracking, Monitoring, Moderation and Assessment**

To ensure a consistent and shared approach to data management across the service with a focus on children who are not achieving expected levels.

**Key Lead: Graham Bevan, Service Improvement Officer Linked to QI/Theme:**

- 1.3 Leadership of change.
- 1.5 Management of resources to promote equity.
- 2.2 Curriculum.
- 2.3 Learning/teaching and assessment.
- 3.1 Ensuring wellbeing, equality and inclusion.
- 3.2 Raising attainment and achievement.
- 3.3 Increasing creativity and employability.

Links to National Improvement Framework Priority:

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

Links to National Improvement Drivers:

- School Improvement.
- School Leadership.
- Teacher Professionalism.
- Parental Engagement.
- Assessment of Children's Progress.
- Performance Information.

Outcomes:

- There will be a systematic approach to and consistent understanding of data management across the service.
- The consistent approach to data management will aid and support the planning, assessment and moderation work stream.
- This will provide a foundation for all the Broad General Education work streams to manage data.
- This will aid to the process of tracking attainment and achievement to ensure positive outcomes for all.
- This will support school managers in the expenditure and work stream planning for the Pupil Equity Fund.
- Children and young people as learners will: be clear on their attainment progression, next steps and predicted outcomes throughout their Broad General Education and Senior Phase Years.
- Staff as learners will: implement a consistent approach to data management, tracking, monitoring, Assessment and Moderation.

**Action Plan**

<b>What exactly are we going to do? (detail of specific actions)</b>	<b>Who will lead this?</b>	<b>Timescales</b>
Development and implementation of recording and tracking progress using school tracking models and the introduction of SEEMIS Progress and Achievement.	Service Improvement Officer.	2019-20 Configuration, training and pilot Term 2/3. Further training with staff Term 4. Implementation due 2020-21: Tracking and Reporting.
Implement revised Quality Assurance calendar to focus schools use of data sets for predicted levels at December prior to Scottish Government collection of Teacher Judgements in June. Use of PIPS; SNSA; moderated levels.	Service Improvement Officer, Attainment Advisor.	As per on calendar. June 2020.
Further data gathering and presentation for analysis of CfE levels and progression through over time.	Service Improvement Officer, Attainment Advisor	As per on calendar. June 2020.
Through school engagements build increased awareness of the need to identify clear actions/interventions to address barriers to children achieving levels at stage on time.	Service Improvement Officer, Attainment Advisor, Head Teachers and Senior Management Teams.	Through school visits and central analysis. June 2020.
Promote further training and support for SNSA analysis for all practitioners through the national Scholar professional learning programme.	Service Improvement Officer.	Through Scholar calendar of webinars and school visits. June 2020.
Further moderation activity will be supported within and between schools.	Service Improvement Officers, Trained Moderation staff.	Programme through school calendars and WTA.
Support the Development of a Northern Alliance inter authority virtual Moderation framework.	Service Improvement Officer.	June 2020.
Engage with national Moderation events though attendance as appropriate.	QAMSOs.	June 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- A clear and consistent approach will be in place across the service.
- Attainment will be reported on accurately throughout the Broad General Education and Senior Phase.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- The project will ensure children and young people at risk of missing out are clearly identified and that their progress is monitored closely.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Time for the working group.
- Time within the Schools Improvement Plan and Working Time Agreement.

## Priority 5: Language and Literacy

This priority focusses on a number of themes which will develop approaches to language learning.

**Key Lead: Carol McManus, Service Improvement Officer: Language and Literacy.**

Linked to QI/Theme:

- 1.2 Leadership of learning.
- 2.2 Curriculum.
- 2.3 Learning, teaching and assessment.
- 2.6 Transitions.
- 2.7 Partnerships.
- 3.2 Raising attainment and achievement.
- 3.3 Increasing creativity and employability.

Linked to National Improvement Framework Priority:

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

Linked to National Improvement Driver:

- School Leadership.
- Teacher Professionalism.
- Parental Engagement.
- Assessment of Children's Progress.
- Performance Information.
- School Improvement.

Outcomes – learners will:

- Have made good progress in their literacy learning evidenced by robust evaluative data/teacher professional judgements irrespective of any identified disadvantages/barriers to learning that they may experience.
- Will experience a Literacy curriculum that for them has coherence, relevance, depth, challenge, progression, enjoyment, personalisation and choice.
- Will be motivated, engaged in their learning and feel appropriately challenged and supported to make the best progress/attainment that they can.
- Have a clear understanding and development of core skills they will need to acquire for future employability/career pathways.

## Theme 1: 1+2 Languages

### Action Plan

#### Specific Targets 2019 to 2020

- Empower teachers to lead and develop Transitions, Language 3 and Moderation across their primary and secondary stages.
- In-depth audit of Language 2 French provision across primary and secondary stages.
- Language 3 Spanish or German will begin to be delivered in all Primary schools.

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Formation of a 1+2 strategic planning group of primary and secondary colleagues supported by Education Scotland/OIC central team to plan strategically for Language 3 and Transitions.	Strategic Planning Group.	October in-service 2019.
1+2 budget will be fully devolved to the 1+2 strategic group for 2019/20.	Service Improvement Officer and Strategic Planning Group.	November 2019.
Secondary/feeder primary cluster meetings led by planning group.	Cluster Groups and Strategic Planning Group.	Termly.
Review of initial implementation of Language 3.	Strategic Planning Group, Cluster Groups, Service Improvement Officers.	Summer Term 2020.
Transition events: Supported by planning group.	Strategic Planning Group, Cluster Groups.	Summer Term 2020.
1+2 full audit: French across all school settings: Strengths/Gaps and Next Steps identified to feed into 2020/21 plan.	Service Improvement Officer Team, Head Teacher cluster meetings.	January to March 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

Through an internal audit:

- All primary schools will be compliant ready to deliver Language 2 and Language 3 by August 2020.

Through collaborative planning between P7 and S1 teaching staff, learners will experience a coherent progressive learning pathway from primary into their secondary setting.

### Specific Targets 2020 to 2021

- Embed Language 2 in Upper Primary and the Broad General Education in secondary.
- Develop further opportunities to study Language 2 and Language 3 to a national qualification/course and employability, through partnership working.

<b>What exactly are we going to do? (detail of specific actions)</b>	<b>Who will lead this?</b>	<b>Timescales</b>
Primary/secondary staff, through cluster working, collaboratively plan an Interdisciplinary topic (IDL) or overarching yearly theme, following the context of My World of Work - working with various partners, including parents. 2x cluster meetings. (GLOW)	2x Cluster meetings	Term 3 2021 IDL.
Moderate progression of levels through 2x cluster meetings with primary and secondary colleagues (within IDL) using OICs progression pathway/ benchmarks.	Skills Development Scotland; College Language Principal Teachers; Scottish Centre for Information on Language Teaching; Education Scotland; Northern Alliance; Business Partners; Primary Leads; Language Principal Teachers; Primary Staff.	Term 1 and 2 2x twilight meetings for planning.
Ensure opportunities for pedagogical language learning for Primary staff through: <ul style="list-style-type: none"> <li>• Accredited pathways.</li> <li>• Master classes.</li> <li>• Refresh training on existing resources.</li> </ul>	Language Principal Teachers; College; Scottish Centre for Information on Language Teaching.	By Term 4
Self-evaluation: Review and impact so far/next steps through triangulation of evidence throughout the year.	Service Improvement Officers; Head Teacher clusters; Focus groups of children and practitioners.	By Term 4
Track and analyse SQA data – uptake and grades achieved.	Head Teachers and Principal Teachers of Modern Language.	By Term 4

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- An increased percentage of young people are presenting/achieving at National 5 and Highers.



- Increased numbers of young people are successfully applying for Higher Education language courses.
- Increased numbers of young people are entering careers that have elements of modern language acquisition.
- Staff have a clear, shared understanding of standards and how and what to plan for next steps in learning for their learners.
- Learners are clear as to where they are and next steps in their learning.
- Staff are confident, enjoy and are knowledgeable in teaching languages, with a clear understanding of progression across the levels.
- Learners' outcomes met.

### Specific Targets 2021 to 2022

- Self-evaluation - Audit/ review of plan: impact and next steps for languages 2021 to 2024.

<b>What exactly are we going to do? (detail of specific actions)</b>	<b>Who will lead this?</b>	<b>Timescales</b>
Ensure opportunities for pedagogical language learning for Primary staff through accredited pathways/masterclasses/resources. (GLOW)	Principal Teachers of Modern Languages; College; Scottish National Centre for Languages.	4x Twilight masterclass sessions.
Audit of primary/secondary schools implementation of 1+2 languages through robust data gathering (triangulation of evidence) and next steps identified.	Principal Teachers of Modern Languages and Head Teachers.	Term 1 to 3.
Develop an Orkney Modern Language Policy/Practice paper.	Development team (officer); Principal Teachers of Modern Languages.	Term 4.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Staff are confident, enjoy and are knowledgeable in teaching languages, with a clear understanding of progression across the levels.
- An increased percentage of young people are presenting/achieving at National 5 and Highers.
- Increased numbers of young people are successfully applying for Higher Education language courses.
- Increased numbers of young people are entering careers that have elements of modern language acquisition.
- Consistency of development of modern languages across the authority in line with National and Local drivers.

## Theme 2: Sound Reading System (SRS)

### Action Plan

#### Specific Targets 2019 to 2020

- To improve attainment in Reading and Writing for all learners, through a phonics-based pedagogy.

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Measuring impact of programme over a two-year period: Within each pilot school baseline test periods will take place to 'measure progress' with specific cohorts using a range of quantitative and qualitative assessments.	Service Improvement Officer. Educational Psychologist 5 Pilot schools.	Throughout 2019/20. Final assessments March 2020
4 day SRS training programme for participating pilot schools. Participants across the 4 days will include: <ul style="list-style-type: none"> <li>Support for Learning Teachers</li> <li>Class teachers</li> <li>Educational Psychologist</li> <li>Service Improvement Officer</li> <li>5 Head Teachers</li> <li>2 Depute Head Teachers</li> <li>Head of Education</li> </ul>	SRS consultant. Service Improvement Officer. Educational Psychologist.	30 and 31 March. 2 and 3 April 2020.
Termly strategic meetings with school leads to review the programme so far and measure impact to date.	Service Improvement Officer. Educational Psychologist.	November 2019 January 2020 March 2020 May 2020

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- A combination of qualitative and quantitative data will be gathered for this trial which will include Standardised reading and spelling tests and a child friendly rating scale to measure confidence in reading and writing.

### Theme 3: Developing Literacy Through Play-Based, Active and Independent Learning Approaches in the Primary Sector

#### Action Plan

#### Specific Targets 2019 to 2020

- Consolidate the presentation and sharing of key resources developed in Literacy at Early, First and Second Level
- Develop a cluster model to build capacity and embed pedagogy across the service. Leaders and facilitators for the clusters will be identified and supported through a train the trainer programme.

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Review of all current resources on Microsoft Teams to ensure ease of navigation for all staff. Design an overview starter pathway for Literacy at Early, First and Second Levels. Transfer resources on Orkney GLOW website to Microsoft Teams for coherence.	Educational Trainer and Service Improvement Officers.	End of October 2019.
Consult with new Leaders of Learning in Literacy group to identify: <ul style="list-style-type: none"> <li>• Their role in sustaining the model, leading and supporting others in the pedagogy of active approaches in Literacy.</li> <li>• Ways in which to identify starting points for support and professional learning</li> <li>• How Microsoft Teams could further develop a community of learners with shared vision for this pedagogy.</li> <li>• The design of Cluster sessions over the session, considering different stages of teacher engagement and support required.</li> </ul>	Educational Trainer and Service Improvement Officers.	4 November 2019.
Further implementation of Literacy progression pathways for Early and First Levels and initial trial of new Second Level progression pathways in schools already involved in the projects.	Teachers from project schools and Service Improvement Officers.	Mid way evaluation in December 2019, then in April 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Overview starter pathway created for simple initial navigation of Microsoft Teams.
- Enhanced use of digital technology to promote professional learning across the authority schools.

- Increased levels of confidence in staff in using this pedagogy and sharing their own learning experiences and impact on practice.
- Increased levels of children's engagement in learning.
- Observed application of skill development and application of Literacy skills in different contexts.
- Rich environments for Literacy established in classrooms.
- Feedback on effectiveness of new progression pathways and their impact on ensuring balance and depth.

## Priority 6: Numeracy and Mathematics

To deliver coherence and consistency in high quality learning and teaching in Numeracy and Mathematics across all schools.

**Key Lead: Graham Bevan, Service Improvement Officer: Numeracy and STEM.**

Linked to QI/Theme:

- 1.1 Self-evaluation for self-improvement.
- 1.2 Leadership of Learning.
- 2.2 Curriculum.
- 2.3 Learning, Teaching and Assessment.
- 3.2 Raising attainment and achievement.

Links to National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Links to National Improvement Drivers:

- School Improvement.
- School Leadership.
- Teacher Professionalism.
- Parental Engagement.
- Performance Information.

Outcomes – learners will

- Experience consistent and coherent high-quality learning experiences in Numeracy and Mathematics.
- Be confident in talking and thinking mathematically.
- Develop key skills for Numeracy and Mathematics in everyday life.
- Demonstrate increased engagement in the learning process in Numeracy and Mathematics.
- Be able to discuss strategies, processes and demonstrate positive attitudes towards learning through increased confidence.
- Apply mathematical learning in different contexts and with increased skill.

## Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Consolidate the presentation and sharing of the resources Numeracy at Early and First levels. Support a group of practitioners to develop resources in second level Numeracy. Develop a cluster model to build capacity and embed pedagogy across the service. Cluster sessions will be facilitated by a group of practitioners who have been supported through a train the trainer approach and Service Improvement Officer and Educational Trainer. Develop Numeracy support pack to complement Literacy approach.	Service Improvement Officer and Educational Trainer. Numeracy Groups	June 2020.
The Northern Alliance (NA) projects will continue to be supported: To promote networking and sharing across the NA. Engage in further specific action planning to support this project e.g. transition from Broad General Education to Senior Phase courses. Participate as appropriate with the Primary project to support confidence building in primary stages in mathematics.	Curriculum leads in mathematics. Service Improvement Officer. Service Improvement Officer/identified practitioners.	Through agreed NA programme timing.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next Improvement Plan Report?):

- Achievement of stated targets within timescales.
- Broad General Education and Senior Phase attainment results over time.
- Monitoring and Moderation outcomes.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- This programme is designed to ensure excellence and equity for all. It will link to the Family Learning Work Stream to identify where and how support can be added for those at risk of missing out.

Staff wellbeing and pastoral support implications: (How will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Key developments will take place within the working day and where not this will be linked to the Working Time Agreement.
- Quality support for staff from Educational trainer and Service Improvement Officer.
- Support for Service Improvement Officers and Senior Leaders.

## Priority 7: Health and Wellbeing

To deliver consistently high-quality learning and teaching in the Health and Well-being curriculum across all schools.

### Key Lead: Morag Miller, Service Improvement Officer: Health and Wellbeing

Linked to QI/Theme:

- 2.2 Curriculum.
- 2.3 Learning, Teaching and Assessment.
- 3.1 Improving wellbeing, equality and inclusion.

Links to National Improvement Framework Priority:

- Improvement in children and young people's health and wellbeing.

Links to National Improvement Drivers:

- School Improvement.
- Teacher Professionalism.

Outcomes – learners will

- Experience consistent, high quality learning experiences in health and wellbeing.
- Be confident that they feel safe in any establishment.
- Build the skills and resilience needed to lead safe and healthy lives.

### Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
<b>Project 1 - Health and Wellbeing Curriculum.</b>		
Establish a suite of training and Career Long Professional Learning (CLPL) opportunities in conjunction with Orkney Health and Care (OHAC) for school staff in relation to key themes in health and wellbeing, e.g. sexual health, drugs education.	Principal Teacher: Learning Communities; Service Improvement Officer; Principal Educational Psychologist; Health Colleagues.	Extended to July 2020 Audit undertaken in term 2 will identify further training requirements.
Provide consistent key information and approaches relating to the learning and teaching of sensitive areas for parents including template letters for schools, e.g. sexual health and drugs.	Service Improvement Officer; Principal Educational Psychologist; Health Colleagues.	Extended to July 2020 Supplementary resources.
<b>Project 2 - Anti-bullying Policy</b>		
Create key 'ethos type' questions to be included in any self-evaluation that schools and establishments undertake – refer to previous ethos questions/Education Scotland questions.	Service Improvement Officer	Shelved pending consideration of Scottish Government's health and wellbeing survey.

<b>Project 3 - Responding to a knife incident guidance completed</b>		
<b>Project 4 - Physical Education (PE) Work Stream 2018/2019.</b>		
Ensure that schools are meeting the target of 2 hours of quality Physical Education per week for children and young people. Learning and teaching should follow a progressive programme in liaison with Physical Education teachers. Undertake audit of practise in schools.	Service Improvement Officer team; Principal Teacher: Expressive Arts.	Extended to July 2020.
Ensure schools are aware of the difference between Physical Education, Physical activity and sport and this is reflected in school/Curriculum plans. Review schools use of new materials in Physical Education.	Service Improvement Officer team; Principal Teacher: Expressive Arts.	Extended to July 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next Improvement Plan Report?):

Project 1 - Health and well-being curriculum:

- Undertake review/audit of Health and Wellbeing programme in 2019/2020 once Jigsaw has been established in all schools. Sample learning and teaching, feedback from staff, children and young people, families and partners. Review ways of recognising children and young peoples' achievement in Health and Wellbeing.

Who will lead this (details of responsibilities and timescales)?

- Service Improvement Officer: Health and Wellbeing -to be completed in session 2019/20.

Project 2 - Anti-bullying Policy:

- Monitor implementation of policy during school visits - sample schools records. Continue to track and monitor incidences of bullying through school returns.

Who will lead this (details of responsibilities and timescales)?

- Service Improvement Officers on school visits; Data through SEEMIS; Monthly monitoring through SEEMIS.

Project 3 - Responding to a knife incident guidance:

- Monitor implementation of policy during school visits. Continue to track and monitor incidences through school returns.

Who will lead this (details of responsibilities and timescales)?

- Service Improvement Officers on school visits.



Project 4 - PE work stream 2018/2019 - As project 1 – subsume within whole school audit approach:

- Undertake review/audit of the PE programme 2019/2020 once it has been established in all schools. Sample learning and teaching, feedback from staff, children and young people, families and partners. Review ways of recognising children and young peoples' achievement in this area.

Who will lead this?

- Service Improvement Officer: Health and Wellbeing: Principal Teacher: Expressive Arts.

Additional project 5: LGBTI+ training and awareness raising:

- Undertake awareness raising training on LGBTI+ for senior managers and Head Teachers provided by LGBT Youth Scotland.

Who will lead this (details of responsibilities and timescales)?

- 2018 to 2019 – it was not possible to do this as planned as staff changed and they were no longer able to do this. We will now work with colleagues in the Northern Alliance to facilitate and move forward on this in 2019 to 2020.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- Ensure impact assessment carries out against each project.

## **Priority 8: Broad General Education Learning Pathways**

Review and development of key Curriculum Learning Pathways and resources to ensure quality consistent, progressive learning to ensure Excellence and Equity for all.

### **Key Lead: Quality Improvement Team**

Linked to QI/Theme:

- 1.3 Leadership of change.
- 1.5 Management of resources to promote equity.
- 2.2 Curriculum.
- 2.3 Learning/teaching and assessment.
- 3.1 Ensuring wellbeing, equality and inclusion.
- 3.2 Raising attainment and achievement.
- 3.3 Increasing creativity and employability.

Links to National Improvement Framework Priority:

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

Links to National Improvement Drivers:

- School Improvement.
- Teacher Professionalism.
- Performance Information.

Outcomes:

- Equity and diversity of experience for children and young people across all schools to ensure Excellence and Equity for all.
- Consistent, progressive, differentiated pathways/experiences for all children and young people across the service.
- Learning experiences are designed to the Career Education standards, Literacy, Numeracy, Health and Well-being, Cross Cutting Themes and Digital Technologies.

## Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Numeracy pathway in Broad General Education.	Graham Bevan, Service Improvement Officer.	By July 2020.
Extend pathway for music into Level 3 and 4 of the Broad General Education.	Lynn Procter, Principal Teacher: Expressive Arts.	By July 2020.
Develop pathways in art for all levels in the Broad General Education.	Lynn Procter, Principal Teacher: Expressive Arts.	By July 2020.
Audit health and wellbeing pathway/ Jigsaw.	Morag Miller, Service Improvement Officer.	By July 2020.
Trial and Review pathway in literacy.	Carol McManus, Service Improvement Officer.	By July 2020.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Classroom monitoring.
- Achievement of a level moderated against benchmarks.
- Self-Evaluation.
- Attainment Results.

Who will lead this?

- Service Improvement Officers.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- Each working group will reflect the findings of the 'Children's Services Plan' on financial, social and rural disadvantages and how this could impact on the delivery and successful outcomes across the curriculum areas.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Staff members will develop this through the Working Time Agreement and in-service days.

Expected resource needs (including costings if applicable):

- This will be informed by the outcomes of the various targets.

## Priority 9: Learning, Teaching and Assessment

Supporting high quality learning and teaching as a key focus in raising attainment. Using quality assurance processes to support self-evaluation.

**Key Lead: Morag Miller, Service Improvement Officer: Learning Teaching and Assessment.**

Links to Quality Indicator/Theme:

- 1.1 Self-evaluation for self-improvement.
- 1.2 Leadership of learning.
- 2.3 Learning, teaching and assessment.
- 3.2 Raising attainment and achievement.

Linked to National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.

Linked to National Improvement Driver:

- School Improvement.
- School Leadership.
- Teacher Professionalism.
- Assessment of Children's Progress.

Outcomes:

- To ensure that high quality learning and teaching remains a key focus for raising attainment.
- To ensure that the interventions planned for children and young people's learning are making a positive difference.

### Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Classroom observations through quality assurance and self-evaluation will continue to focus on high quality learning and teaching, ensuring key strengths and areas for next steps are identified. For session 2019 to 2020 there will be a continued focus on differentiation for learners and targeted interventions for children not achieving expected levels ensuring that learning is planned and differentiated appropriately for all.	Service Improvement Officers; School Leaders.	July 2020.
Service Improvement Officers will monitor and sample learning and teaching and school's self-evaluation a minimum of once during the session. Service Improvement Officers will	Service Improvement Officers	July 2020 Sampling learning built into updated Quality Assurance

engage with focus groups of learners as part of these visits.		calendar for 2019/20.
Teachers will self-evaluate their learning and teaching against the school's policy/statement and the General Teaching Council for Scotland standards as preparation for their Professional Review and Development meeting clearly evaluating impact of Career Long Professional Learning activities undertaken in previous years against improving learning and teaching as well as setting new targets for the next 12 months.	School Leaders.	Ongoing - templates provided to schools as coaching wheels to support staff in evaluation of learning and teaching.
All schools will continue to allocate time within the Working Time Agreement for moderation activities within or across their schools.	School Leaders	To be continued until July 2020
Teachers will become more familiar and confident in using data as part of their planning for learning, teaching and assessment. (Links with data management work stream.)	School Leaders	To be continued until July 2020

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Service Improvement Officers and senior managers will continue to work together as part of the school's quality assurance and self-evaluation processes to ensure improvements in learning and teaching and raising attainment.

Who will lead this? (details of responsibilities and timescales.)

- Service Improvement Officer: Learning, Teaching and Assessment.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- Use of self-evaluation procedures to actively raise attainment and close the gap where young people are at a disadvantage. Schools use of Children and young people Equity Funding for targeted interventions for children and young people facing disadvantage.

Expected resource needs (including costings if applicable).

- Allocation of time against the working time agreement.

## Priority 10: Developing the Young Workforce

Continuing to identify and improve the work placement system. Supporting the development and delivery of STEM activities for children and young people.

**Key Leads: Graham Bevan, Service Improvement Officer: DYW.**

Links to QI/Theme:

- 2.2 Curriculum – Skills for learning, life and work.
- 2.7 Partnerships – Collaborative learning and improvement.
- 3.2 Raising attainment and achievement – Attainment over time, Overall quality of learners' achievement.
- 3.3 Creativity and employability – Increasing employability skills.

NB: There is a relationship between Developing the Young Workforce as a work stream for education and Developing the Young Workforce across the wider Orkney community; a key driver is Developing the Young Workforce Orkney Regional Group Board which is established and must now deliver the Key Performance Indicators highlighted in the Bid for funding to the Scottish Government in April 2017.

Linked to National Improvement Framework Priority:

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

Linked to National Improvement Driver:

- School Improvement.
- Teacher Professionalism.
- Performance Information.

What difference will it make for learners? (what impact do we expect to see?)

Outcomes - learners will:

- Engage with the Career Education Standards 3-18 across all curriculum area as appropriate to age.
- Have an entitlement to a Senior Phase in which they continue to develop the four capacities of Curriculum for Excellence – successful learner, confident individual, responsible citizen and effective contributor – through a range of activities in and beyond school, based on their prior experience.
- Have more personal progression pathways to reach their own positive destination.
- Enjoy greater autonomy in making their own informed choices.
- Be more effectively prepared for entering the workplace, at whatever age 16+.

## Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
<p>Work Placements: We will continue to work with schools and employers to identify areas for improvement in the work placement system.</p> <p>Working with the Education Service, we will help embed WorkIT in the two secondary schools and three junior high schools, supporting the training of teachers to use it and helping with the initial set up of the site.</p>	<p>Project Manager Developing the Young Workforce (DYW) Orkney.</p> <p>Project Manager DYW, Service Improvement Officer, Senior Management Team and Guidance staff in schools: Gateway WorkIT providers.</p>	<p>Term 2: 2019.</p>
<p>STEM Developments: We will work with the regional STEM Ambassador Co-ordinator and local employers to increase the number of STEM Ambassadors in Orkney, and help schools access this network more easily.</p> <p>The appointment of a STEM Development Officer will also enable us to focus on areas of need within this agenda and support the development and delivery of STEM activities for children and young people.</p>	<p>Project Manager DYW, STEM Support Officer.</p> <p>STEM Support Officer/ Service Improvement Officer.</p>	<p>Term 2/3 2019 23 month post start: Term 2: 2019 to 2020. Term 1: 2021 to 2022.</p>
<p><b>(This has become a Local Authority wide STEM project joint funded by DYW, and Education Scotland Raise Awareness in Science Education (RAiSE) Programme. See STEM RAiSE Project Priority 12)</b></p>		
<p>Inclusion and Diversity: Working with relevant partners, we will ensure that we are supporting young people who face barriers to employment, helping them to identify and reach a positive destination.</p>	<p>Project Manager DYW, Skills Development Scotland</p>	<p>2019 to 2020.</p>
<p>Sustainability of employer/education links: We will continue to build on the work undertaken in the last academic year, developing and strengthening relationships with schools and employers. This will include the introduction of online tools such as Marketplace and Founders4Schools, which will help facilitate and manage employer engagement.</p> <p>We will continue to bring employers into schools to support initiatives such as the School Leaver's Programme, which we run in partnership with Skills Development Scotland.</p>	<p>Project Manager DYW, Skills Development Scotland</p>	<p>2019 to 2020.</p>

<p>Careers Education Standards 3-18: We will continue to develop and support good practice in all schools.</p>	<p>Project Manager DYW, Head Teachers/ Guidance.</p>	<p>2019 to 2020.</p>
<p>Video Conferencing: We will work with schools and the e-learning digital culture change programme to develop the effective use of video conferencing to address rurality issues for young people.</p>	<p>Service Improvement Officer/ E-learning project manager.</p>	<p>2019 to 2022.</p>
<p>Orkney Offer: We will continue to develop and monitor the curriculum structures in senior phase.</p> <p>We will monitor uptake and success in developing and delivering individual pathways for young people to seek positive leaver destinations.</p> <p>We will monitor the attainment of all leavers to ensure leavers at all stages maximise their learning successes.</p>	<p>Service Improvement Officer / Orkney College / DYW. Orkney Offer Strategy Groups.</p> <p>Service Improvement Officer / Project Manager DYW/ Head Teachers. Orkney Offer Strategy Groups</p> <p>Service Improvement Officers/ Orkney College /Head Teachers</p>	<p>2019 to 2020.</p>

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Bi-monthly reports to Developing the Young Workforce National Board.
- Internal arrangements – Service Improvement Officer visits; evaluation events; pupil and parent questionnaires.

Who will lead this?

- DYWORGB Project Manager.
- DYW Development Officer.
- Orkney College /University of the Highlands and Islands Assistant Principal.
- Service Improvement Officer: DYW.



Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- This improvement agenda will ensure that all final strategies have an Equalities Impact Statement to ensure excellence and equity for all.

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

- Meetings will be held either through the working day or will be accounted for through the Working Time Agreement.

Expected resource needs (including costings, if applicable)

- Funding (£430 000) received from Scottish Government, controlled by Developing the Young Workforce Orkney Regional Group Board but available to the wider education community as per the Developing the Young Workforce Strategic and Operational plans.
- Continued funding for Developing the Young Workforce Development Officer post (June 2018 to August 2021).
- Increased funding for new courses N5-N7 e.g. Engineering Science, which involve specialist apparatus.

## Priority 11: Additional Support for Learning

To improve the effectiveness of our support for the wellbeing of young people, families, schools, and other partners, through an increased capacity for self-evaluation and quality assurance which places relationships at the centre.

**Key Leads: Carol McManus, Service Improvement Officer, Catherine Lyner, Principal Educational Psychologist and Alastair Tait, Principal Teacher: Pupil Support.**

Links to QI/Theme:

- 1.1 Self-evaluation for self-improvement.
- 1.3 Leadership of change.
- 2.4 Personalised Support.
- 2.5 Family learning.
- 2.6 Transitions.
- 2.7 Partnerships.

Linked to National Improvement Framework Priority:

- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Linked to National Improvement Driver:

- Teacher Professionalism.
- Parental Engagement.
- Assessment of Children's Progress.

Outcomes - learners will:

- Experience high quality additional support that will enhance their sense of wellbeing.
- Be active participants in planning their learning, evaluating their progress and identifying next steps.

### Action Plan

What exactly are we going to do? (detail of specific actions)	Who will lead this?	Timescales
Embed the Compassionate Connected Community (CCC) through practitioner enquiry methods to foster nurture-based and trauma-informed approaches.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	2020.
Embed mindfulness as a universal tool for wellbeing and a specific approach to anxiety through linking Mindfulness practice with CBT approaches and the Stress Control Programme.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	July 2020.
Achieve an ethos where the stress of working in complex and emotionally charged contexts, under constant time pressure, and with	Principal Educational Psychologist; Principal Teacher: Pupil Support.	June 2021.

scarce resources, is recognized and managed in ways which are empathic and empowering.		
Develop and support approaches ensuring the people who work with children and young people have good wellbeing and resilience: 'look after the people who look after the children'.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	June 2020.
Ensure that the role and functions of the Educational Psychology Service is properly understood by key partners and at Authority level.	Principal Educational Psychologist.	Ongoing.
Maximize the impact and efficiency of the Educational Psychology Service.	Principal Educational Psychologist.	Ongoing.
Ensure that skilled listening and co-construction based on existing strengths lie at the heart of personalized planning with and for children and their families.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	June 2021.
Ensure that the professionals from all agencies can demonstrate knowledge, skill, and confidence in child's planning processes and their roles and responsibilities along with those of others in relation to Getting It Right For Every Child. Ensure consistent outcomes-focused child's planning processes facilitate the collaborative inter-agency assessment, identification, and addressing of need, and fully capture the voices of children and families.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	February 2020.
Embed the language of wellbeing across all agencies and learning communities.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	Ongoing.
Ensure Educational Psychology continues to play a pivotal and strategic role in the creation of local Getting it Right policy and guidance, keeping Solution Oriented Practice at the heart of principles and practice.	Principal Educational Psychologist.	February 2020.
Maintain the Support Manual as key interagency guidance to national and local policy drivers, processes and practice.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	Ongoing.
Promote Synergy as a model of collegiate support across a broad range of OIC and NHS departments.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	Ongoing.
Establish an autism assessment pathway which maintains the integrity of good interdisciplinary working and partnerships with parents and which places realistic demands on the capacity of professionals	Principal Educational Psychologist.	Ongoing.

involved. Ensure that appropriate intervention follows ASD identification and that service managers across all relevant agencies are made aware of future requirements for provisions, services, etc.		
Ensure that Orkney's approach to literacy minimizes barriers to literacy learning, including closing the attainment gap for those learners most at risk of literacy difficulties due to poverty and disadvantage.	Principal Educational Psychologist; Principal Teacher: Pupil Support.	Spring 2020.
Ensure that scarce resources are being allocated to remove barriers and improve outcomes for children who are disadvantaged by a range of factors including poverty, disability, and learning differences	Principal Educational Psychologist; Principal Teacher: Pupil Support.	June 2022.
To reintroduce Support for Learning staff network programme.	Principal Teacher: Pupil Support; Pupil Support Team.	September 2019 Complete.
To introduce approaches to data management in order to track and monitor aspects of progress/achievement and impact of Pupil Support services.	Principal Teacher: Pupil Support; Pupil Support Team; Service Improvement Officer: Personalised Support.	June 2020.
To develop a shared understanding of aims, key purposes, and roles, of Pupil Support Services.	Principal Teacher: Pupil Support; Pupil Support Team; Service Improvement Officer: Personalised Support.	June 2020.
To develop Support for Learning training menu for Support for Learning network programme, focussed on the roles of Support for Learning staff.	Principal Teacher: Pupil Support; Pupil Support Team; Service Improvement Officer: Personalised Support; Educational Psychologists; Other Partners (e.g. Speech and Language Therapy)	June 2020.
To work with Pupil Support Staff on developing focussed quality indicators for the effective delivery of their services, and which dovetail with How Good Is our School, and How Good is our Early Learning and Child Care.	Principal Teacher: Pupil Support; Educational Psychologist; Service Improvement Officer: Personalised Support.	June 2021.
To develop Support for Learning induction pack for new Support for Learning teachers and staff.	Principal Teacher: Pupil Support; Educational Psychologist; Service Improvement Officer: Personalised Support.	June 2021.

To develop quality indicators focussed on effective delivery of all facets of Support for Learning.	Principal Teacher: Pupil Support; Educational Psychologist; Service Improvement Officer: Personalised Support.	June 2021.
To develop Pupil Support/ Support for Learning handbook/manual covering all areas, roles, and quality indicators for effective delivery of Support for Learning, and to be working with systems and processes characterised therein.	Principal Teacher: Pupil Support; Pupil Support Team; Service Improvement Officer: Personalised Support; Educational Psychologists	June 2022.

Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):

- Principal Teacher, Educational Psychologists and Pupil Support Management team will continue to monitor, through self-evaluation, Professional Review and Development meetings, service management meetings, and partner/young person/family feedback.

Who will lead this?

- Principal Teacher: Pupil Support; Service Improvement Officer: Personalised Support; Educational Psychologists; Pupil Support Service leads - Ongoing.

Equity implications: (how will you ensure that children and young people experiencing disadvantage will not be adversely affected by this improvement project?)

- This plan will support such children and continual monitoring of targets will take equalities into consideration.

Expected resource needs (including costings if applicable).

- Allocation of time against the working time agreement.

**Priority 12: Science, Technology, Engineering and Mathematics (STEM)**

This project will develop from October 2019 with the secondment of a STEM Educational Support Officer.

**Key Leads: Graham Bevan, Service Improvement Officer: STEM.**

**Service work stream outline action plan: STEM.**

We will develop a specific action plan to develop STEM across all schools in line with the expectations set out in the national STEM strategy and the Curriculum for Excellence STEM outcome.

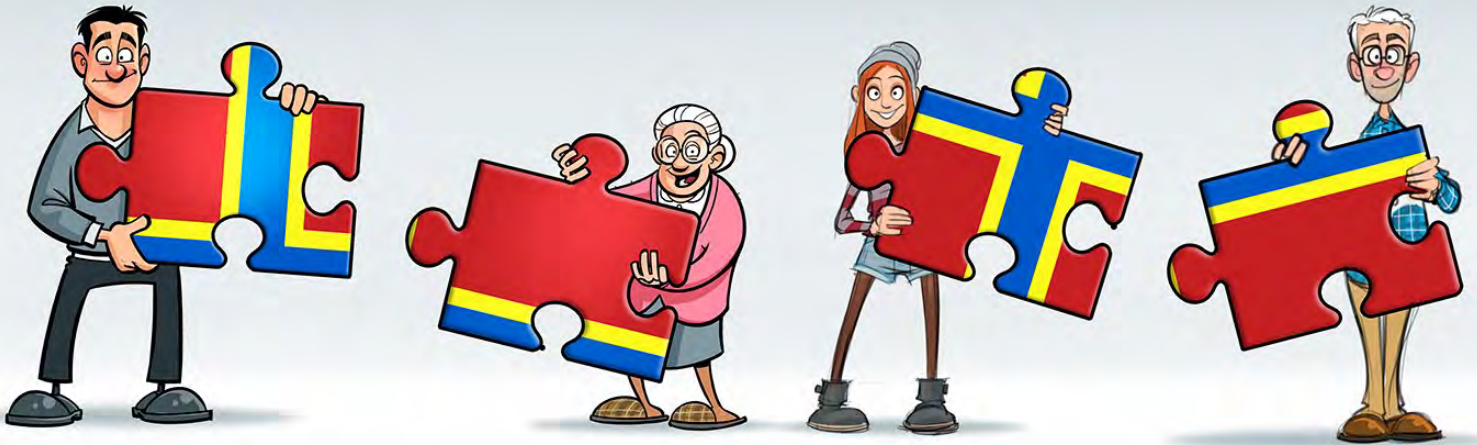
This workstream will be supported by the appointment of a 23 month secondment of a STEM Support Officer to work up the plan and support the key actions identified.

This will encompass the expected DYW outcomes for STEM the new RAiSE programme and two STEM project awards from Education Scotland for 2019-20:

- The Flipped Learning Curriculum using Teams/ online resources.
- Development and professional learning in teaching elements of the Computing curriculum coding and robotics and control.

# Orkney

## Progress Report and Revised Community Learning & Development Partners Plan 2018 - 2021



## 1. Welcome

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

The CLD Partners Plan 2018-2021 builds on the first Orkney CLD plan which covered the period 2015-2018 and sets out how we will deliver CLD across Orkney over the coming years, ensuring services are planned for and delivered in a strategic and collaborative way.

This plan supports and develops the shared mission set out in the Orkney Community Plan and incorporated Local Outcomes Improvement Plan 2018-21 of **'Working Together for a better Orkney'**.

Many developments have been made since the inception of the first plan including improved governance and strengthened connections with stakeholders, through regular summarised updates, and more formal links with other partnerships including Orkney's Community Planning Partnership.

Progress against key elements of the plan are considered as a standing agenda item for every quarterly SCLG meeting. The plan is now reviewed and updated annually with formal reports on progress and amendments taken to the Education, Leisure & Housing Committee once a year.

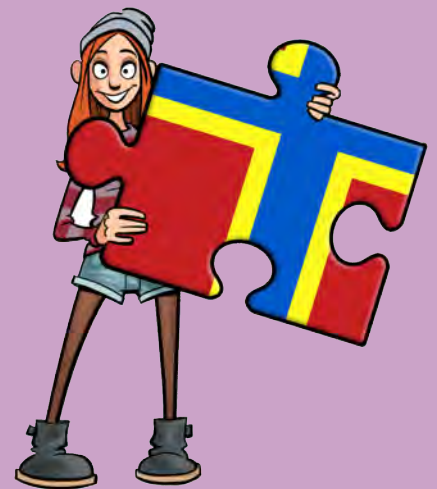
This plan will be shared with the Orkney Partnership, our Community Planning Partnership, and progressed by the Strategic Community Learning Groups through their updated governance arrangements.

James Wylie

Chair, Strategic Community Learning Group  
Executive Director Education, Leisure & Housing  
Orkney Islands Council

### 1.1 What is Community Learning and Development (CLD)?

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





## 2. Introduction/Background

Orkney Islands Council has a statutory duty (Community Learning & Development (Scotland) Regulations 2013) to produce a plan with partners every 3 years in order to “*secure adequate and sufficient provision of Community Learning & Development (CLD) in our area*”. The plan should provide 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 Revised Guidance Note on Community Learning & Development Planning 2018-2021 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.

CLD is delivered by many partners within Orkney, including Orkney Islands Council, Highlands and Islands Enterprise, Orkney College, Voluntary Action Orkney, NHS Orkney, Police Scotland, Skills Development Scotland and other independent groups and charitable organisations.

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. A full list of the Strategic Community Learning Group members can be found at the end of this document.

All partners involved in the delivery of CLD should aim to deliver these objectives through:

- community development;
- youth work, family learning and other early intervention work with children, young people and families;
- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- learning for vulnerable & disadvantaged groups in the community;
- learning support and guidance in the community; and
- volunteer development

### 2.1 What is the purpose of community learning and development?

*The purpose of CLD is identified as empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning.*





## 4. Annual Review of the CLD Plan 2018-2021

In September 2018 the new CLD Partners Plan for Orkney was published by the SCLG to help partners plan together to avoid duplication, strengthen co-ordination in partnership working and approaches, and improve understanding of the needs of the community.

Out of 15 identified objectives set out in the plan, 10 have met or are exceeding their targets, 2 are partially completed with minor underperformance and low risk of failure to meet set targets, 3 agreed actions are experiencing underperformance with a medium to high risk of failure to meet set targets.

Key successes included:

- A range of approaches are being used to raise the profile of volunteering in the community
- Training needs audits were completed and a range of relevant training delivered
- Increased input from young people and the community into local services plans and policies where marginal groups voices, views and opinions are reflected.
- Family Learning Audit is underway
- Increased Family Learning activities and programmes
- The re-establishment of Orkney Learning Guidance Forum
- Linking with the recently established Diversity & Inclusion Group to ensure learning opportunities are available for people with additional support needs

### 4.1 What has happened in the last year?

*Over the last year, partners from the Orkney Strategic Community Learning Group met regularly to analyse and discuss progress and ensure appropriate linkages were made with other partnership plans. A self evaluation and review of the CLD Plan was completed to ensure that valuable work is carried forward and that we learn and improve the planning process as we move into the next 2 years of the CLD Partners Plan.*



## 5. Progress Report on CLD Partners Plan



Support and recognition of community and voluntary contribution	
Key actions	Progress made 2018-19
<p><b>Collaboratively compile volunteering activity and statistics from across Orkney annually to provide a more accurate understanding of the range of volunteering activity taking place</b></p>	<p>VAO continues to gather data on volunteering. CLD, Active Schools &amp; Police Scotland are all collecting data on volunteering undertaken by young people. NHS is also now sharing their volunteering statistics with the SCLG.</p> <p>The Scottish Household survey gives both local and national data on volunteering, which highlights the high level of volunteering in Orkney.</p>
<p><b>1.2 Establish statistical information and create stretch aims linked directly to the output and outcome indicators</b></p>	<p>Representation has been made on the Strong Communities Delivery Group to ensure a more joined up and holistic approach. A subgroup will look to develop stretch aims and shared data collection practices alongside the Strong Communities Delivery Group</p>
<p><b>1.3 Undertake a training needs audit and analysis to form a calendar of joint learning opportunities for staff and volunteers</b></p>	<p>A volunteering training needs audit has been completed by VAO, and their monthly newsletter is now used as a central tool by partners to circulate training opportunities available from SCLG and wider partner organisations. VAO are looking into the possibility of creating a joint training calendar.</p> <p>OIC Community Sports Hub Officer has worked with community sports clubs to identify training needs and has created an activity &amp; sport training calendar. CLD develop annual training programmes based on a training needs audit with youth work staff and volunteers which is undertaken annually.</p> <p>Various training need audits have been completed by partners including Suicide Awareness training audit, Alcohol &amp; Drugs Partnership training audit and CLD &amp; VAO complete a training needs audit with Village Hall Committees/Community Associations annually.</p>

## 5. Progress Report on CLD Partners Plan



### Support and recognition of community and voluntary contribution

Key actions	Progress made 2018-19
<p><b>1.4 Jointly raise the profile of community and voluntary activity that takes place across Orkney through joint promotion and events including organising a community development event in partnership with Orkney Community Planning Partnership's Strong Communities Delivery Group</b></p>	<p>A Strong Communities / SCLG Third Sector Event was organised for September 2019 but due to clashing with other key events, had to be postponed until early 2020.</p> <p>The Annual Halls event has a continued focus on celebrating and supporting volunteers in hall committees across Orkney, with this year's event taking place in Shapinsay.</p> <p>There is an increased number of events and activities undertaken by community organisations such as Development Trusts to recognise and celebrate volunteering commitment (Surf Awards, Westray Development Trust 20<sup>th</sup> Anniversary).</p> <p>Active Schools present a monthly volunteer on their Facebook Page; the Annual Sports Award recognises voluntary contribution and the School Sports Awards have a strong focus on volunteering.</p> <p>It should be noted that many volunteers have stated that they are not looking for recognition and do not want their efforts celebrated.</p>
<p><b>1.5 Ensure the strengthening of the 'marginal' group voice is heard within democratic structures</b></p>	<p>A variety of steps have been taken to strengthen the voice of marginal groups across partners. A community representative is invited to sit on the SCLG. Orkney College have 2 student and 6 community representatives in total on the Council Management Committee and their 13 advisory boards include community members.</p> <p>Many groups and committees now include community and user reps including the Choose Life Group, Patient reps on the NHS Board, Youth Forum members sit on Children &amp; Young People Partnership and CLD are working with the Child Protection Committee to ensure the most vulnerable children in our community are heard. CLD are currently working to increase and broaden membership of the Youth Forum and develop more formal links with Council Committees and Senior Management.</p> <p>To ensure marginalised voices are heard effectively we must ensure a broad range of methods are used. Representation at meetings and committees is one way but not always the most effective. We also must continue to get into the community and listen.</p>





## 5. Progress Report on CLD Partners Plan

Family Learning	
Key actions	Progress made 2018-19
<p><b>2.1 Creation of a working group to complete an audit of existing Family Learning activity within Orkney and research Family Learning activities in other areas</b></p>	<p>An initial working group has been created and a 3-way audit and training exercise undertaken with schools, partners and parent council chairs to identify existing Family Learning provision. A report will now be written for SCLG with key recommendations.</p> <p>The SCLG is also working closely with the Northern Alliance and other Local Authorities to develop a better understanding of family learning approaches nationally.</p>
<p><b>2.2 Establish statistical information and create stretch aims linked directly to the output and outcome indicators</b></p>	<p>Data from Scottish Household Survey and the recent Government Census to parents will provide a baseline dataset for this action. This information is currently being reviewed.</p> <p>The SCLG is currently working with Education Scotland's Attainment Advisor to develop further stretch aims and smart targets.</p>
<p><b>2.3 Develop collaborative and targeted approaches to Family Learning through a variety of inclusive programmes and activities for families including:</b></p> <ul style="list-style-type: none"> <li>• <b>Healthy Eating</b></li> <li>• <b>Digital Technology</b></li> <li>• <b>Hazardous Substances</b></li> <li>• <b>Financial Literacies</b></li> <li>• <b>Health and Wellbeing</b></li> <li>• <b>Support for parents of teenagers</b></li> <li>• <b>ActiveLife Family &amp; Active-Life Budget membership</b></li> </ul>	<p>A huge variety of programmes and activities linked to the priority themes have been developed over this time period, including: Confidence to Cook, Internet Safety Sessions for parents and young people, Barnardo's Child Exploitation Training, Crime Stoppers &amp; Fearless training, Alcohol &amp; Drugs Partnership extensive training programme, Money For Life event, Living life to the Full programme, Mental Health First Aid Training and Family Numeracy Days. A Summer Holiday Family programme was developed this year and Family Learning opportunities are now included in the wider Community Learning daytime and evening class programme.</p>

## 5. Progress Report on CLD Partners Plan



Family Learning	
Key actions	Progress made 2018-19
<b>2.4 Wider review of Family Learning programmes, activities and support, including consultation exercise, carried out to identify the needs and priorities for families which will lead to the formation of a Family Learning Partnership Plan and Programme</b>	The SCLG has aligned with the Scottish Government Census on Parental Involvement and Family Learning. This extensive Scottish Government census will provide both national and local information and avoid the consultation fatigue that many people currently feel. The SCLG will analyse the local data to identify needs and priorities of families across Orkney in terms of family Learning.
<b>2.5 Identify and understand the impact of unpaid caring on young people and families</b>	National information and data has been reviewed and Public Health are looking to now progress work locally with Young Carers, schools and other partners.

Learning Pathways	
Key actions	Progress made 2018-19
<b>3.1 Engage with the relevant workstreams within the Orkney Offer and the Orkney Skills &amp; Employability Strategy Group to enhance learning pathways in Orkney</b>	The SCLG now has key representation on the Orkney Strategic Employment & Skills Group (OESG) who are currently developing a strategy which will provide future direction for a co-ordinated and strategic understanding of skills and employment pathways in Orkney.
<b>3.2 Re-establish the Orkney Learning Guidance Forum (OLGF) with a remit to share information, share good practice, promote joint working and support delivery of the CLD Partners Plan</b>	<p>The Orkney Learning &amp; Guidance Forum (OLGF) was re-established and has met 3 times over this period in accordance with their updated Terms of Reference. OLG members played a key role in the Self-evaluation &amp; Planning Day organised by the SCLG earlier this year.</p> <p>A large number of partners are invited to sit on this group and there is an eagerness to provide opportunities for operational staff to get together, however, there are significant demands on people's time, which has resulted in lower attendance at recent meetings.</p>



## 5. Progress Report on CLD Partners Plan

### Learning Pathways

Key actions	Progress made 2018-19
<p><b>3.3 Carry out a needs analysis, including statistical information to create stretch aims, map existing provision and establish an action plan to address identified gaps in learning opportunities and pathways</b></p>	<p>Partners on the SCLG &amp; OLGf did not undertake a specific Training Needs Audit as a number have already been undertaken by various partners including OADP, VAO and NHS. With so many training opportunities available and shared widely amongst partners already it was highlighted the sector was in the fortunate position of identifying needs and offering a variety of training opportunities which are shared amongst partners through partnerships such as OLGf, SCLG and Youth Workers Forum.</p> <p>Further coordination of training needs audits is required but human resource is limited which provides a challenge for the SCLG to overcome.</p> <p>The work to create an on-line resource is underway and will include an analysis of existing training provision and will identify needs and gaps.</p>
<p><b>3.4 Increase awareness of opportunities and learning pathways through the development of an 'Orkney Learns' online resource</b></p>	<p>The OLGf are progressing this action. Pro-forma for gathering learning provider information has been created and discussions with Orkney.com on hosting the learning page are ongoing. This group is now aligning to the newly created Diversity &amp; Inclusion Group which is feeding back to the Orkney Skills and Employability Strategic Group. The focus of this group is to ensure the most vulnerable people in Orkney are considered and supported in their learning, skills development and employment opportunities.</p>
<p><b>3.5 Work with partners to review existing and identify gaps in learning opportunities available for people with additional support requirements; work with partners to address the gaps in community learning opportunities</b></p>	<p>This action will now be progressed through the Diversity &amp; Inclusion Group. A number of SCLG members are part of this newly formed group, so will feed back to the SCLG regularly.</p> <p>There are many examples of support for wider learning including Ypeople, Independent Living Skills, Connect, Youth Achievement Groups and Supported Employment workers but we have to ensure there is all age support available.</p>



## 6. Links to Community Planning

The CLD Partners Plan 2018-2021 supports and develops the shared mission set out in the Orkney Community Plan and incorporated Local Outcomes Improvement Plan 2018-2021 of

**‘Working together for a better Orkney’.**

The Orkney Community Plan and incorporated Local Outcomes Improvement Plan (LOIP) 2018-2021 identified three current priority areas:

- **Strong Communities;**
- **Living Well; and**
- **Vibrant Economy**

Under these priority themes the Strategic Community Learning Group has identified the following linked priorities for their plan:

- **Support and Recognition of Community and Voluntary Contribution**
- **Family Learning**
- **Improving Learning Pathways**

The priorities agreed in the CLD Partner Plan 2018-21 are based on a full understanding of local need. These priorities were identified through direct engagement with the local community, local research and analysis of relevant data and partner organisations knowledge in their CLD related field of expertise.

By aligning our CLD Partners Plan to the priorities identified by the Orkney Partnership, the work of the SCLG complements that of the Orkney Partnership Board and strong communication links provide a conduit for the dissemination of information and for alerting the Orkney Partnership Board to emerging priority issues.

### 5.1 What is Our Vision?

*Working together for a better Orkney*



### 5.2 How does this plan link to Community Planning?

*The CLD Partners Plan 2018-21 focuses on one element in each of the Community Planning Partnership priorities each underpinning the importance of using CLD approaches to address and progress these priorities.*

## 7. The Revised Orkney Community Learning and Development Partners Plan

Rather than focus on what individual partners are planning to do over this period, the CLD plan focusses on what the SCLG partnership are going to work on together to achieve over the period. By concentrating on areas of work that require collaboration and partnership approaches that individual organisations cannot achieve alone, the SCLG will be stronger than the sum of its parts.

During the revision of the plan for the next 2 years, partners from the Orkney Strategic Community Learning Group met regularly to analyse and monitor progress, ensure appropriate linkages were made with other partnership plans and agree appropriate shared actions.

An extensive self-evaluation process was undertaken by the Orkney Strategic Community Learning Group and larger partnership events were held jointly with the Orkney Learning Guidance Forum to review and update the plan.

It was agreed that the existing priority areas should remain as all three priority areas have delivery actions that still need to be progressed within the lifetime of this plan.

Any completed actions have been removed from the revised version of the plan. Language and timescales have been updated to ensure the plan remains relevant and effective.

Alongside local data, information and consultation, this plan also takes into account a number of strategic policies and plans, both local and national, which relate to the needs of groups, individuals and communities in Orkney.



### 6.1 What are the key outcome priorities for the Strategic Community Learning Group during the lifetime of this plan?

- *Volunteers and community groups feel supported, recognised and valued.*
- *Young people and families experience improved outcomes by learning together.*
- *Skills for learning, life and work are supported by clear and effective learning pathways.*

## 8. Conclusions

The information gathered by the SCLG has been used to develop the CLD Partners Plan for the next two years. The Partners Plan contains outcomes we aspire to and actions we will take to make improvements to current provision and develop new ones. In addition the CLD Partners Plan identifies gaps in provision 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 continue to be delivered and evaluated through this partnership over the period of this plan. Working together through the plan will enable improved life chances for people of all ages, through learning, personal development and active citizenship which will help develop stronger, more resilient, supportive, influential and inclusive communities.

### 7.1 What is the Orkney Community Learning and Development Partners Action Plan for?

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

## 9. Monitoring and Evaluation

Community Learning and Development activity is 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 practitioners and managers and in Learning Community inspections by Her Majesty's Inspectorate of Education.

The CLD Partners Plan 2018-21 is updated on a quarterly basis by the SCLG and reviewed annually with a report submitted to Orkney Islands Council's Education, Leisure & Housing Committee. A summary and progress update will also be disseminated widely to partners and stakeholders annually.





## Support and Recognition of Community and Voluntary Contribution

Outcome	Existing provision	Key objectives / actions	Timescale	Lead	Output / Outcome indicators
Volunteers and community groups feel supported, recognised and valued	<p>Partners are delivering a significant level of training, support and activities for community and volunteer groups in Orkney as detailed in the locality plan</p> <p><a href="http://www.orkneycommunities.co.uk/COMMUNITYPLANNING/documents/locality-plan/locality-plan-for-non-linked-isles-appendix-1.pdf">http://www.orkneycommunities.co.uk/COMMUNITYPLANNING/documents/locality-plan/locality-plan-for-non-linked-isles-appendix-1.pdf</a></p> <p>This includes The Annual Halls Training Event and Volunteers Week celebrations. There are a variety of accredited opportunities available including the Quality Volunteering Award, various Youth Awards celebrated through the Annual Youth Awards Ceremony, Annual Sports Awards, and the development by Scottish Government of a volunteering outcomes framework.</p>	<p><b>1.1 Establish statistical information and create stretch aims linked directly to the output and outcome indicators</b></p>	November 2020	Chief Executive, VAO	<p>Statistical information gathered and collated</p> <p>Stretch aims developed</p>
		<p><b>1.2 Develop a calendar of joint learning opportunities for staff and volunteers</b></p>	September 2020	Chief Executive, VAO	<p>Calendar of joint training opportunities created</p> <p>Increase in joint training opportunities offered over the life of the plan</p> <p>Increase in the number of staff and volunteers accessing training opportunities over the life of the plan</p> <p>Number of organisations supported</p>
		<p><b>1.3 Jointly raise the profile of community and voluntary activity that takes place across Orkney through joint promotion and events</b></p>	Review June 2021	Strong Communities Delivery Group (SC)	<p>Joint event organised</p> <p>Awareness and sharing of information</p> <p>Number of participants attending events *</p> <p>Evaluations of events</p>
		<p><b>1.4 Ensure the strengthening of the 'marginal' group voice is heard within democratic structures through a broad and varied range of methods</b></p>	Review June 2021	Community Learning & Development (CLD) Manager	<p>Approved structures in place to ensure marginal groups represented in decision making processes</p>

## 10. Updated CLD Partners Plan for 2019-2021



## Family Learning

Outcome	Existing provision	Key objectives / actions	Time-scale	Lead	Output / Outcome indicators
Young people and families experience improved outcomes by learning together	<p>There is a diverse range of family learning activity currently taking place across Orkney including befriending, intergenerational programmes and family learning activities are being developed within community learning programmes.</p> <p>The Orkney Children &amp; Young Peoples Partnership completed a review of parenting support programmes available across Orkney.</p> <p>Links are being established between Education, Leisure &amp; Housing and other partner organisations to develop the parental engagement and family learning agenda with a focus on CLD approaches.</p>	<p><b>2.1 Complete an audit of existing Family Learning activity within Orkney and research Family Learning activities in other areas</b></p>	April 2020	Community Learning & Development (CLD) Manager	<p>Audit completed</p> <p>Report presented, and available services/ activities promoted</p> <p>Stakeholder representative on working group</p>
		<p><b>2.2 Establish statistical information and create stretch aims linked directly to the output and outcome indicators</b></p>	July 2020	Community Learning & Development (CLD) Manager	<p>Statistical information gathered and collated</p> <p>Stretch aims developed</p>
		<p><b>2.3 Develop collaborative and targeted approaches to Family Learning through a variety of inclusive programmes and activities for families</b></p>	June 2021	Community Learning & Development (CLD) Manager and Manager, Orkney Public Health	<p>Evaluations highlight positive outcomes for participants *</p> <p>Increase in ActiveLife family membership</p> <p>Increase in number of Family Learning programmes and activities delivered over the life of the plan *</p> <p>Increase in number of people participating in Family Learning programmes over the life of the plan*</p> <p>Case studies</p>
		<p><b>2.4 Wider review of Family Learning programmes, activities and support, including consultation exercise, carried out to identify the needs and priorities for families which will lead to the formation of a Family Learning Partnership Plan and Programme</b></p>	December 2020	Community Learning & Development (CLD) Manager	<p>Consultation completed</p> <p>Family Learning Partnership Plan developed</p> <p>Joint Family Learning programme developed and delivered</p> <p>Increase in participants *</p>
		<p><b>2.5 Identify and understand the impact of unpaid caring on young people and families</b></p>	June 2020	Manager, Orkney Public Health	Report with recommendations submitted and action plan produced





## 10. Updated CLD Partners Plan for 2019-2021

### Learning Pathways

Outcome	Existing provision	Key objectives / actions	Timescale	Lead	Output / Outcome indicators
Skills for learning, life and work are supported by clear and effective learning pathways	<p>The newly established Orkney Skills and Employment Strategy Group will audit the established operational groups to ensure strategic and operational co-ordination are linked to its outcomes.</p> <p>Aligning to this, the operational Orkney Offer Group are in the process of broadening its stage development from senior phase to also include:</p> <ul style="list-style-type: none"> <li>Early Learning &amp; childcare</li> <li>The Broad General Education</li> <li>The 15-24 Pathway Further &amp; Higher Education</li> <li>Leisure &amp; Culture</li> <li>Adult &amp; Community Learning.</li> </ul> <p>Wider achievement is promoted and supported through a range of accredited and non-accredited learning opportunities. There are various formal and informal learning opportunities available including intergenerational learning and local Development Trusts offering varying levels of support to residents to ensure learning opportunities are more accessible.</p>	<p><b>3.1 Continue to engage with the relevant workstreams within the Orkney Offer and the Orkney Skills &amp; Employability Strategy Group to enhance learning pathways in Orkney</b></p>	June 2021	Principal, Orkney College	<p>Co-ordinated strategic understanding of the landscape</p> <p>Record/feedback of meetings</p>
		<p><b>3.2 Carry out a needs analysis, including statistical information to create stretch aims, map existing provision and establish an action plan to address identify gaps in learning opportunities and pathways</b></p>	May 2020	OLGF	<p>Needs analysis completed and action plan produced with a report including recommendations submitted to SCLG</p> <p>Stretch aims developed</p> <p>Identified gaps in provision inform planning</p>
		<p><b>3.3 Increase awareness of opportunities and learning pathways through the development of an 'Orkney Learns' online resource</b></p>	August 2020	OLGF	<p>'Orkney Learns' resource developed and promoted on Orkney.com</p> <p>Number of visits to site *</p> <p>Feedback highlights improved access to information on learning opportunities</p> <p>Evaluations show an increase in knowledge, skills and confidence over the period of the plan *</p>
		<p><b>3.4 Work with partners to review existing and identify gaps in learning opportunities available for people with additional support requirements; work with partners to address the gaps in community learning opportunities</b></p>	September 2020	Principal Orkney College	<p>Review completed</p> <p>New opportunities developed over the life of the plan</p> <p>Evaluations highlight positive outcomes for participants *</p>

## 10. Updated CLD Partners Plan for 2019-2021

### Unmet needs

The CLD legislation requires the SCLG to identify unmet need. For individuals, families and certain communities of interest it is recognised that there will be unmet CLD need over the life of this plan. The SCLG will continue to monitor, evidence and support those targeted groups and individuals as required, through our core services and partner organisations.

Identified needs which cannot be met within the context of this plan:
Formal accredited <i>recognition</i> of adult <i>volunteering</i> activity
Creation of a communication strategy for the improved understanding of community learning and development in the wider context
Develop collaborative digital literacy learning opportunities
Develop further partnership approaches with a focus on mental health to ensure the preventative and therapeutic value of CLD activity is recognised
Increase linkage with the Orkney Partnership Locality Plan, which focuses on the non-linked isles, to ensure equity of access to CLD services and support across Orkney

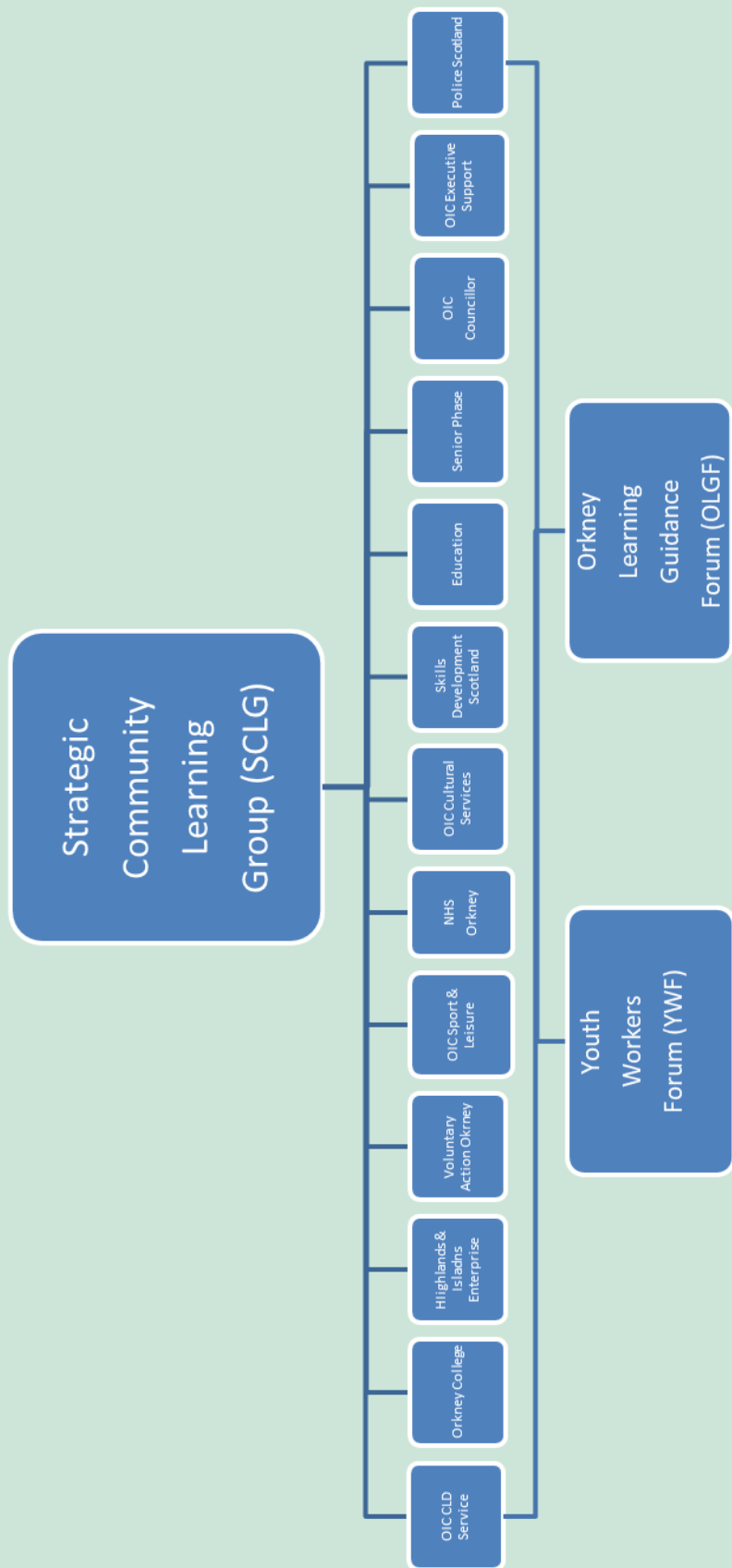


### 8.1 Why do we list unmet needs?

*The Education Scotland document “Revised guidance note on CLD Planning (2018-21)” states that the Identification of unmet need is not a deficit but rather an understanding that there continue to be needs within communities that will require a collective approach to address them beyond the 3 year plan.*

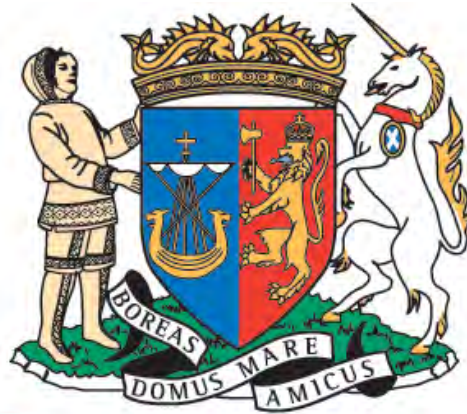


# 11. Membership of Strategic Community Learning Group









**ORKNEY**  
**ISLANDS COUNCIL**

## **The Orkney Play Area Strategy**

**Contents**

1. Introduction.....	3
2. Aims and Objectives.....	3
3. Background .....	4
3.1. Balancing Recreational use with Biodiversity .....	4
3.2. Financial Sustainability .....	4
3.3. Environmental Sustainability.....	4
3.4. Connectivity .....	4
3.5. Impact of New Development.....	5
3.6. Partnership Working .....	5
3.7. Consistency and Individuality .....	5
3.8. Balancing Quality with Quantity.....	5
4. Principles for play area development.....	5
5. Local Context.....	6
5.1. Current provision .....	6
6. Management and Maintenance .....	10
6.1. Play Area Quality.....	10
6.2. Review of Play Areas.....	12
7. Future Play Area Provision .....	12
7.1. Destination Play Areas .....	12
7.2. Local Community Play Areas.....	13
7.3. Developer Contributions .....	13
7.4. Housing Growth.....	13
8. Outcomes and Priorities .....	13
Priorities for this Strategy .....	13
9. Recommendations.....	14
10. Conclusion.....	18

## 1. Introduction

The provision of free outdoor play and sport opportunities is seen as a vital ingredient in ensuring the all-round, healthy development of children and young people in an era of declining levels of physical activity and social interaction. Stimulating and challenging play and sport activity will enable young people to develop their physical, mental and social skills, find out more about themselves and their local environment.

In June 2013 the Scottish Government launched Scotland's first national Play Strategy, which aims to ensure that all children and young people can access play opportunities in a range of settings which offer variety, adventure and challenge. There are key messages within the strategy which aim to set out practical steps towards realising the vision of "We want Scotland to be the best place to grow up". A nation which values play as a life-enriching daily experience for all our children and young people; in their homes, nurseries, schools and communities. In summary the Strategy identifies outcomes and actions set out in four domains, which are; In the house, at nursery and school, in the community and positive support for play.

Scotland's Play Strategy sets out the background and basis from which Orkney Islands Council's Play Strategy was developed.

Orkney's Play Strategy aims to raise awareness of the benefits and nature of play across Orkney and to highlight good practice and play examples by;

- promoting open-ended creative play opportunities and experiences;
- increasing opportunities to experience risk and challenge;
- encouraging the engagement of communities in play;
- promoting emotional and physical health and well-being to develop healthy children and adults; and
- developing a common, shared understanding across sectors and services.

Both of the strategies mentioned above, as well as a number of other documents, such as the Early Years Framework (2009), have assisted in shaping the Orkney Play Area Strategy (OPAS) document and associated action plans for the future provision and maintenance of equipped play areas in Orkney. This will form the basis on which future play provision will be provided across Orkney to ensure all children and young people are enabled to access freely available informal play facilities. These facilities will offer the opportunity for children and young people to fully explore and play in their outside environments, in doing so complementing the work of partners in the more formal sectors of health, community and education.

## 2. Aims and Objectives

The principal aim of this document is to provide evidence to support the provision of facilities which ensure that the residents of Orkney have access to sufficient, well located and good quality play areas, both now and with the predicted growth in households in future years.

The Orkney Play Area Strategy aims to ensure future play provision covers the needs of local communities. The issues the strategy will focus on are:

- The volume of play provision for all age groups across the county to identify those areas of under and over provision;
- Raising the overall quality and standard of play areas within the county;
- Consider the financial position of providing play areas with currently available resources and
- Choosing a standard of provision to take forward, along with setting key objectives.

This strategy is linked to improved outcomes for communities as outlined in the Council Plan, strategic priority theme of Quality of Life.

### **3. Background**

There are a number of overlapping issues which relate to all open spaces/ play areas. Many of these relate to the management rather than the provision of sites, however, they remain important considerations in the provision of play areas. The key issues can be summarised as follows:

#### **3.1. Balancing Recreational use with Biodiversity**

Spaces should be designed to be multi-functional to maximise the benefits that they bring to local residents and to the wider environment. This would include appropriate design to promote nature conservation and biodiversity and implementation of sensitive management practices.

#### **3.2. Financial Sustainability**

Economic pressures relating to the management and maintenance of Orkney's play areas are viewed as a central focus of this strategy, and as a result, there is a need to ensure that play areas are designed and managed in a sustainable way which facilitates ongoing and continuous improvement. The sustainability of sites provided as part of new development, including their long term maintenance to ensure maximum community value, should also be considered.

#### **3.3. Environmental Sustainability**

It is essential that both changes to existing play areas and the creation of new play areas embrace the concept of environmental sustainability in terms of their design, management and maintenance. This may include the reduced use of pesticides as well as the implementation of sensitive grass cutting regimes.

#### **3.4. Connectivity**

The connectivity of play areas and open space is as important as the provision of local play areas, and there is a clear need to develop linked networks of open space and play areas, for example through the inclusion of walk/ cycle ways. As a result, future play areas should be designed and located with connectivity in mind.

### **3.5. Impact of New Development**

Clear policies relating to the design, maintenance and the long term future of play areas and open space are viewed as essential and that new play areas should enhance the overall stock of provision and not dilute the quality of other play areas through an additional maintenance burden.

### **3.6. Partnership Working**

There are many examples of strong partnership working throughout Orkney and some of the most recent play area developments would not have been possible without the commitment of partners including Orkney Islands Council, Community Councils and local community groups. There is a need to build on Orkney's partnership working to ensure that its future play area developments can be replicated and that interested parties from within and beyond Orkney can learn from them.

### **3.7. Consistency and Individuality**

It is important that there is a desire to strive for a consistently high quality of play area across Orkney in terms of maintenance and types of play area provided whilst maintaining the unique characters of the different areas and the historic and heritage values of specific sites. In order that communities understood the options available to them when investigating the potential development of a play area.

### **3.8. Balancing Quality with Quantity**

While access to sufficient play areas is important, the quality of the play area and the opportunities it offers should be viewed as more important.

## **4. Principles for play area development**

Consultation with schools, community groups and the wider community revealed that the following principles should be embraced in the development of new and improved play areas, as well as their management:

- Detailed and timely community engagement.
- The provision of functional play areas.
- The provision of play areas that are of a consistent standard but maintain individuality and character.
- The creation of a network of play areas that balances the appropriate quantities of provision with the aspiration for high quality play areas.
- The provision of multi-functional play areas that balance recreation with biodiversity.
- The management of a network of play areas that appeals to people who don't currently use play areas as well as those who do.

The above principles are considered central to the management, maintenance and delivery of all types of play area.



## 5. Local Context

While this strategy focuses only upon play areas, it should be noted that Orkney is an exceptionally green county with a large amount of open space, all of which is part of a wider green infrastructure which is documented in Orkney's Open Space Strategy and associated Open Space Audit. Orkney's location means that there is a very high level of salt from the sea in the air which, coupled with the strong winds, makes for a very corrosive mix which has a significant impact on the life of its play equipment.

### 5.1. Current provision

There are 47 play areas across Orkney, 32 of which are located on the mainland, a large number of which have very limited play value owing to aging equipment coming to the end of life and as a result having to be removed.

Figure 1 indicates the number and location of all of the play areas the Council is responsible for.

**Figure 1: Play areas across Orkney**



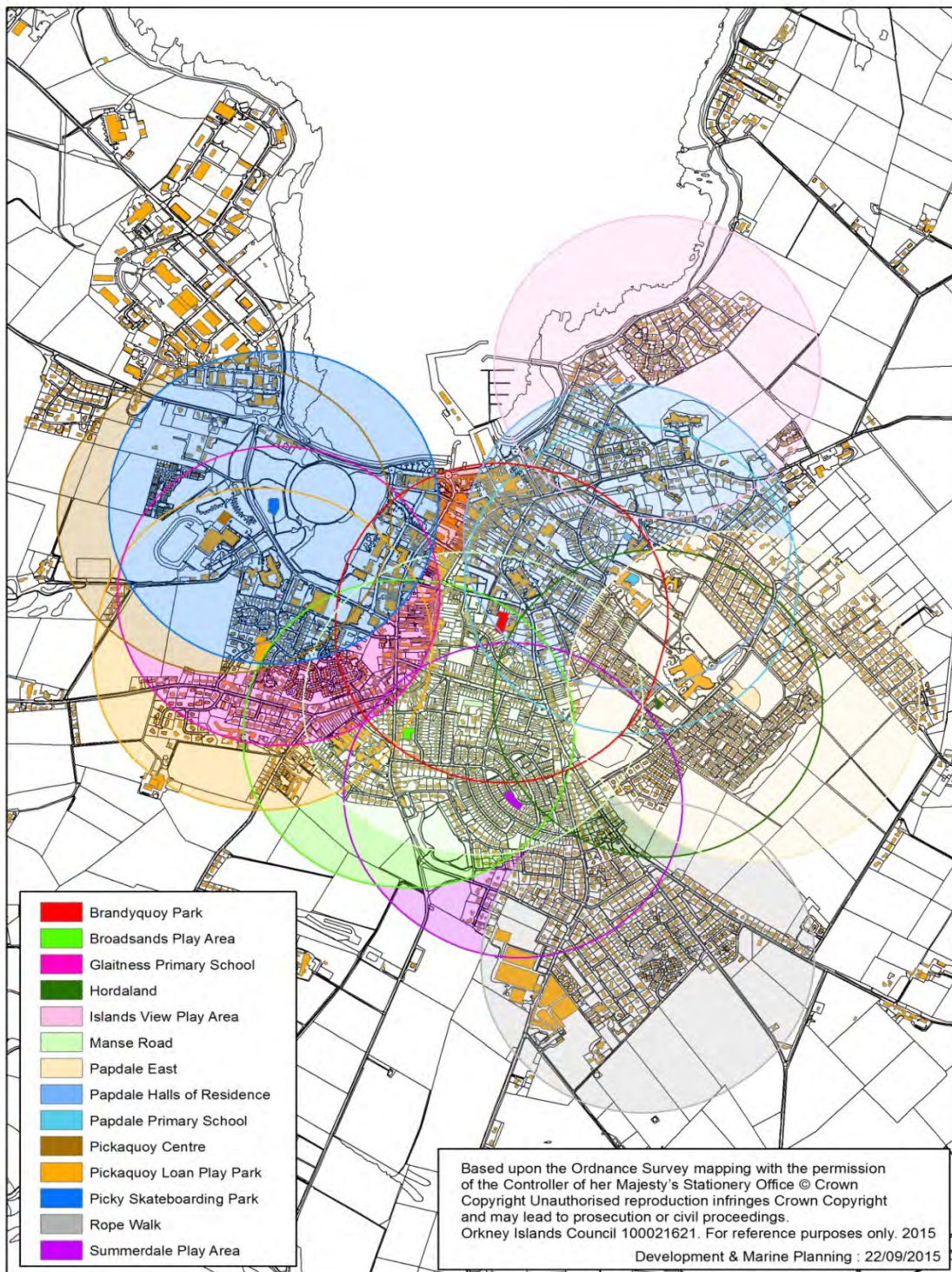
The largest proportion of Council play areas are located within Kirkwall where there are 15 play areas, and 7 in Stromness. The locations of these are shown on in Figures 2 and 3 with each play area being colour coded with a ring (buffer zone) surrounding them. Each buffer zone represents five hundred meters from each of the play areas. As shown in Figures 2 and 3, there is significant overlap of the buffer zones, which indicates an over provision of play areas.

### **Kirkwall**

Kirkwall is Orkney's biggest town and has a population of 7045 (2011 census). Within Kirkwall there are currently 14 play areas as shown in Figure 2 below.



**Figure 2: Play areas currently located in Kirkwall**

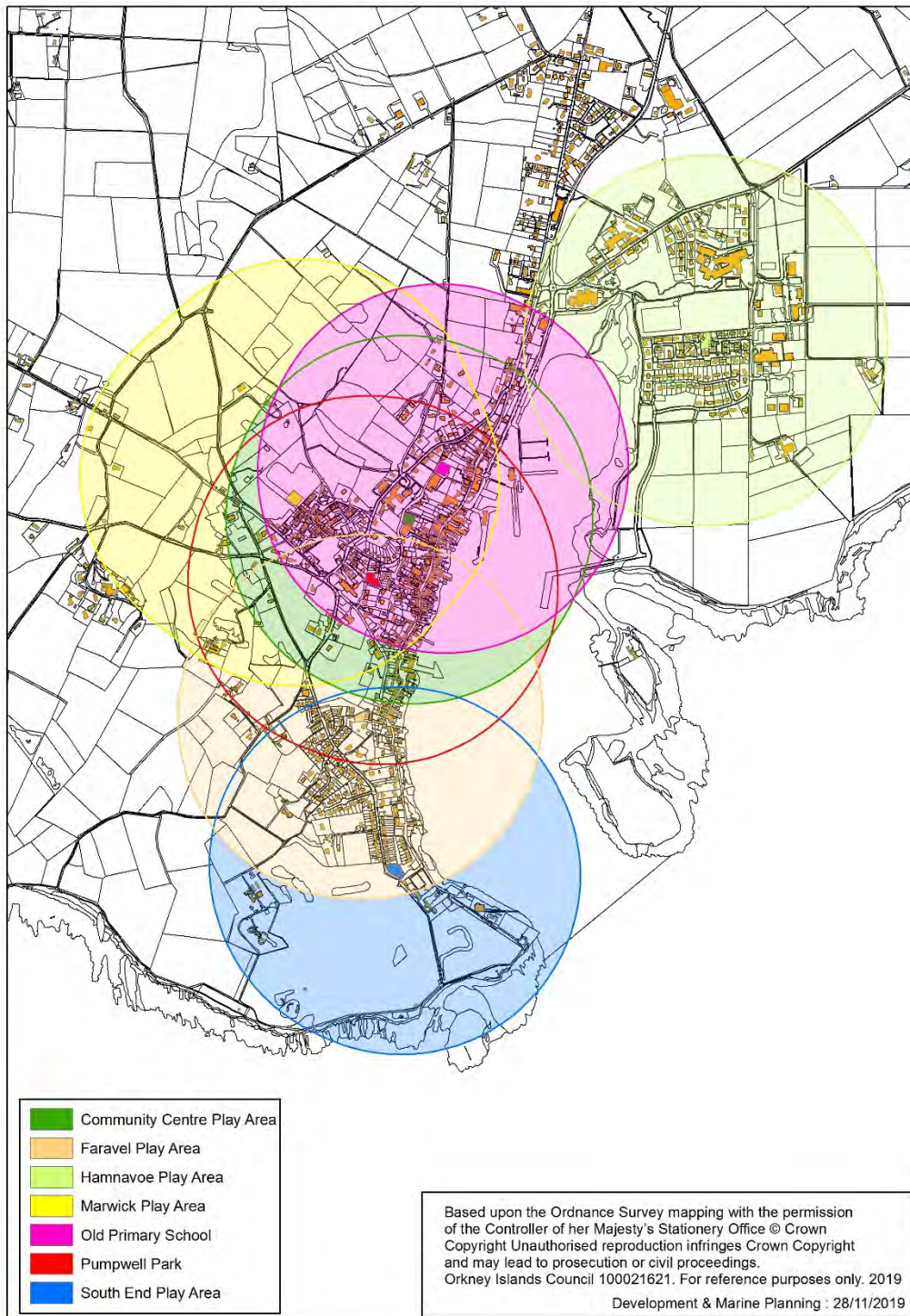




## Stromness

Stromness is the second most populated town in Orkney with an estimated population of 1758 (2011 census). Within Stromness there are currently 8 play areas, as shown in Figure 3.

**Figure 3: Current Play areas located in Stromness**



During the last five years a number of play areas have benefited from investment through local community groups accessing external funding.

Supported by both national and local best practice regarding children and young people's play, Orkney Islands Council developed its first destination play area at Summerdale Drive in Kirkwall.



## 6. Management and Maintenance

There is a legal responsibility to ensure that facilities for both children and young people are safe and fit for purpose. Weekly inspections look at the basic condition of all items of equipment in play areas, and identifying any faults from vandalism, breakages and cleanliness of the area. Annual inspections are carried out by an independent external specialist. Essentially this inspection is to check vandalism, wear and tear, long term structural problems and compliance with approved standards. Each play area is risk assessed and appropriate measures are taken to remedy high risk defects. Other criteria such as DDA (Disability Discrimination Act) compliance and play value assessments are included in these inspections. These inspections cover the overall safety of each play area and full documentation is received from the external inspector.

Information provided by inspectors informs future improvements particularly with regard to equipment use and its suitability. Ensuring that the right equipment is located at the right site will enable efficient use of resources and help reduce maintenance costs.

### 6.1. Play Area Quality

Play areas across Orkney are inspected on a weekly basis by Council staff, and annually by Zurich and the Play Inspection Company which assess the quality (play value) of each play area and give recommendations as to whether a play area should be retained or be reviewed. The play values given to the play areas in Stromness and Kirkwall following the 2019 annual inspections are shown in Figures 4 and 5 below.

The play value of a site is not solely based on the equipment in it, but includes other factors such as site access and location in relation to housing.

Figure 4.

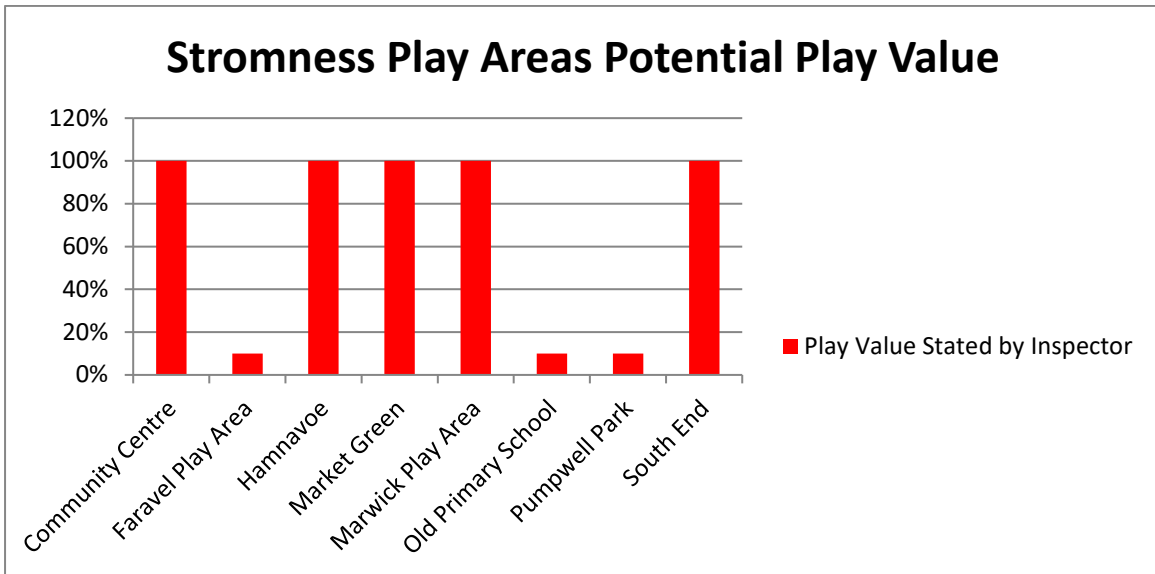


Figure 5.

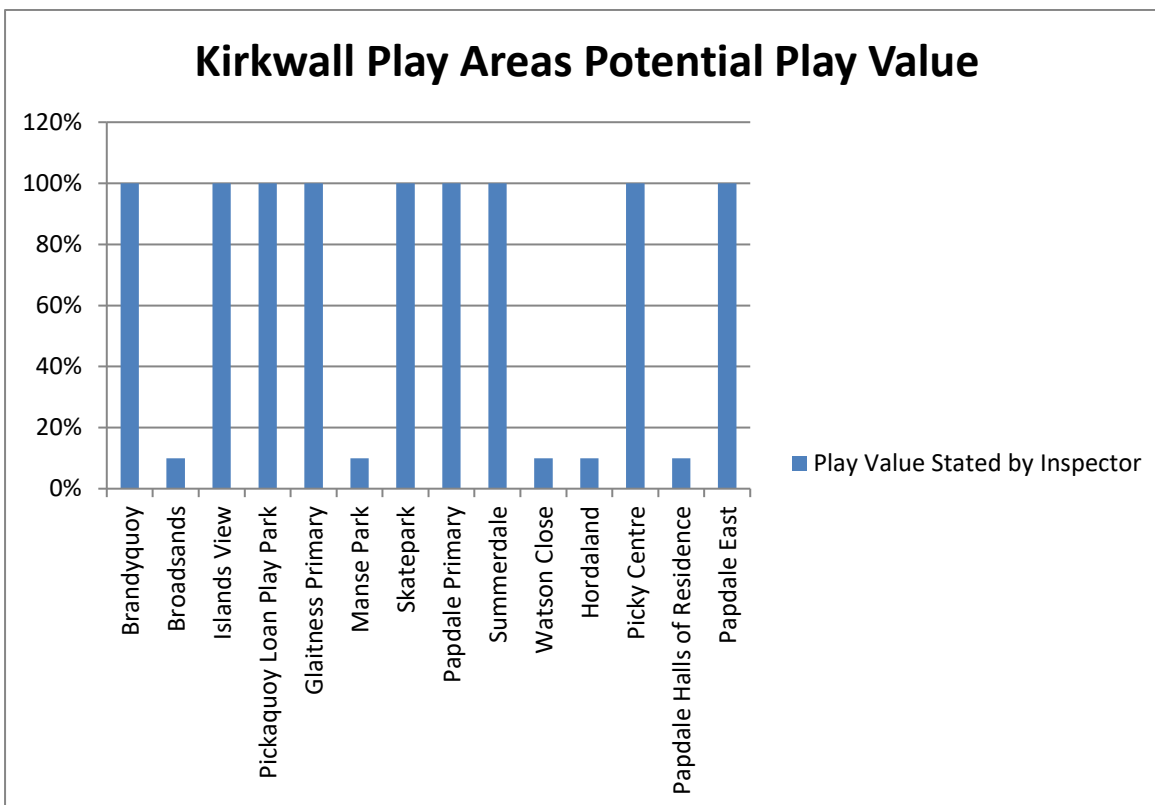
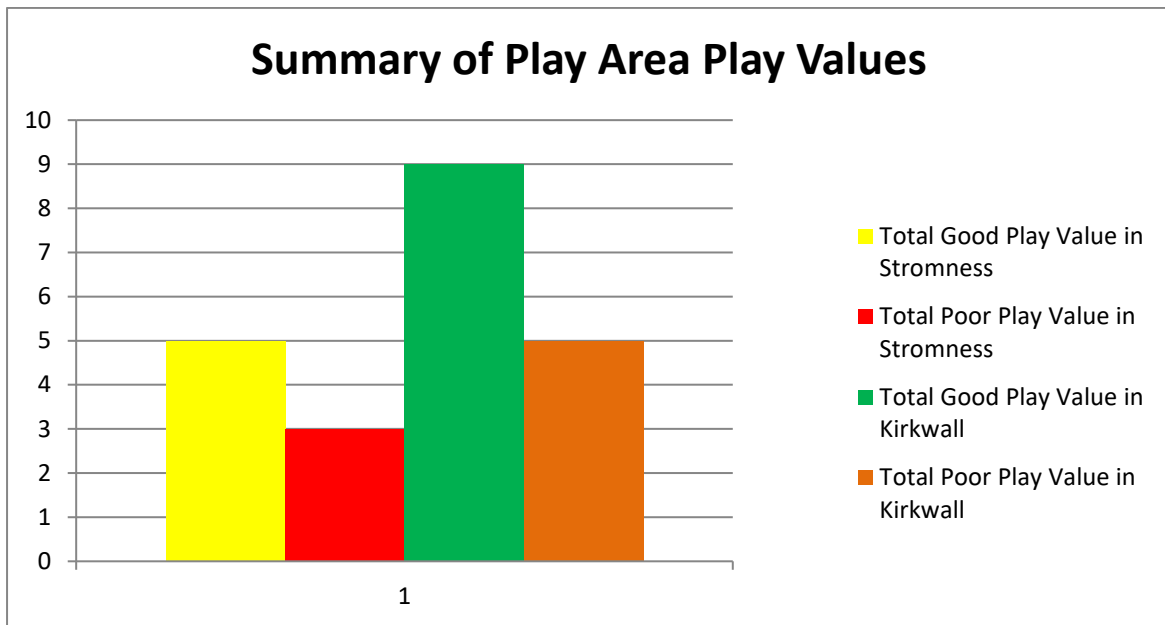


Figure 6.



## 6.2. Review of Play Areas

The review of play areas has taken account of changes in children's play as highlighted in both the local and national play strategies, as well as priority areas from Orkney's Physical Activity and Sport Strategy. Community consultation has also taken place to establish the views of local communities.

The following proposals are made in order to reflect good practice from national and local strategies and the views of local residents, and to ensure that new standards will inform future play and young people's provision through the planning process.

## 7. Future Play Area Provision

In defining the scope and reach of Orkney's play areas it is important to understand the context within which play areas provide opportunities for local communities to explore parks and open space further. It is proposed that Orkney Islands Council's play areas are defined by the following two categories.

### 7.1. Destination Play Areas

These play areas are visited not only by the local community but by other users from outside a specific local area. Destination play areas provide a much wider range of play activities to engage children, young people and the wider community and should be located in heavily used open spaces. Destination play areas should be identified as areas where a wide range of activities including family days out, community events and barbeques can take place, and be supported by good walking/ cycle routes. Destination play areas should also feature a strong community volunteering network to act as a working group to assist with the upkeep of the site and to work in partnership with the Council regarding any future additions to the site. Summerdale play area is classified as a destination play area.



## 7.2. Local Community Play Areas

These play areas are used by the immediate local community. They should feature a limited range of dynamic play equipment such as slides, swings and climbing frames.

## 7.3. Developer Contributions

There is potential for the Council's Open Space Strategy and Planning for Open Space supplementary guidance to formally recognise DPAs, thereby allowing developer contributions toward their upkeep to be taken from a much wider catchment area where families would be reasonably expected to travel for the higher-quality experience, especially where local provision already exists to serve the development site, something that is detailed within the Council's Developer Contributions and Good Neighbour Agreements supplementary guidance 2013.

## 7.4. Housing Growth

Over the next 21 years it is forecasted that Orkney will see a growth of 1310 households. In planning for this growth Orkney Islands Council must ensure that its strategy for play areas seeks to provide a range of good quality accessible play areas which support its residents in leading healthy, active lives.

New housing development generates additional population which in turn increases demand for play areas. It has been identified that many of the existing play areas in Orkney, but predominantly Kirkwall and Stromness, are of poor quality and / or are unable to cope with current and future demand.

The provision of certain developer contributions towards onsite provision of open space may not be sought for some forms of development, instead, contributions may be sought to improve existing facilities that serve the development site.

Where appropriate, the provision of new facilities should be prioritised to provide facilities to areas with no existing provision.

## 8. Outcomes and Priorities

Orkney Islands Council's, Council Delivery Plan 2018 to 2023 identifies five targets. The Orkney Play Area Strategy is under the Quality of Life target which has an outcome that Orkney has a flourishing population, with people of all ages choosing to stay, return or relocate here for a better quality of life. Priority 5.16 is to Facilitate the development of Orkney's Play Areas through the implementation of the Play Area Strategy.

### Priorities for this Strategy

**Priority one** – To seek and provide an appropriate number of play areas throughout Orkney.

Outcomes – what we plan to achieve

- A network of strategically important play areas will be developed based on meeting the needs of local communities.

- Working alongside planning colleagues the principles of a network of play areas will be embedded into new development plans and associated guidance documents, this will in turn determine the scope of on-site and off-site contribution requests.
- Play areas identified as needing to be reviewed will be returned to open green space, or an alternative community or recreational use that is supported by the community.

**Priority two** – improving the quality of play facilities for all age groups.

Outcomes – what we plan to achieve

- When an area is being renewed or refurbished, where possible, equipment aimed at all age groups is included in the design.
- Users and local residents will be included to promote positive community participation in local projects.
- We will support Community Councils and Community Associations in their endeavours to improve play areas.

**Priority three** – maximising funding opportunities available

Outcomes – what we plan to achieve

- Identify those play areas that require improvement and focus on funding those areas.
- Determine the capital receipts available to support the improvement programme proposed to improve standards and quality.
- Off-site developer contributions will be recommended for the improvements of existing play areas, the enhancement of the green network, or outdoor access and taking into account the Council's Core Path Plan where appropriate.
- All procurement options will be explored to obtain Best Value.

These priorities and outcomes are viewed as important to Orkney Islands Council as they support Priority 1, target 1.3 within the Council Plan, by planning to maximise the play areas offered and as a result enhance the quality of life for residents, whilst attracting visitors and new residents.

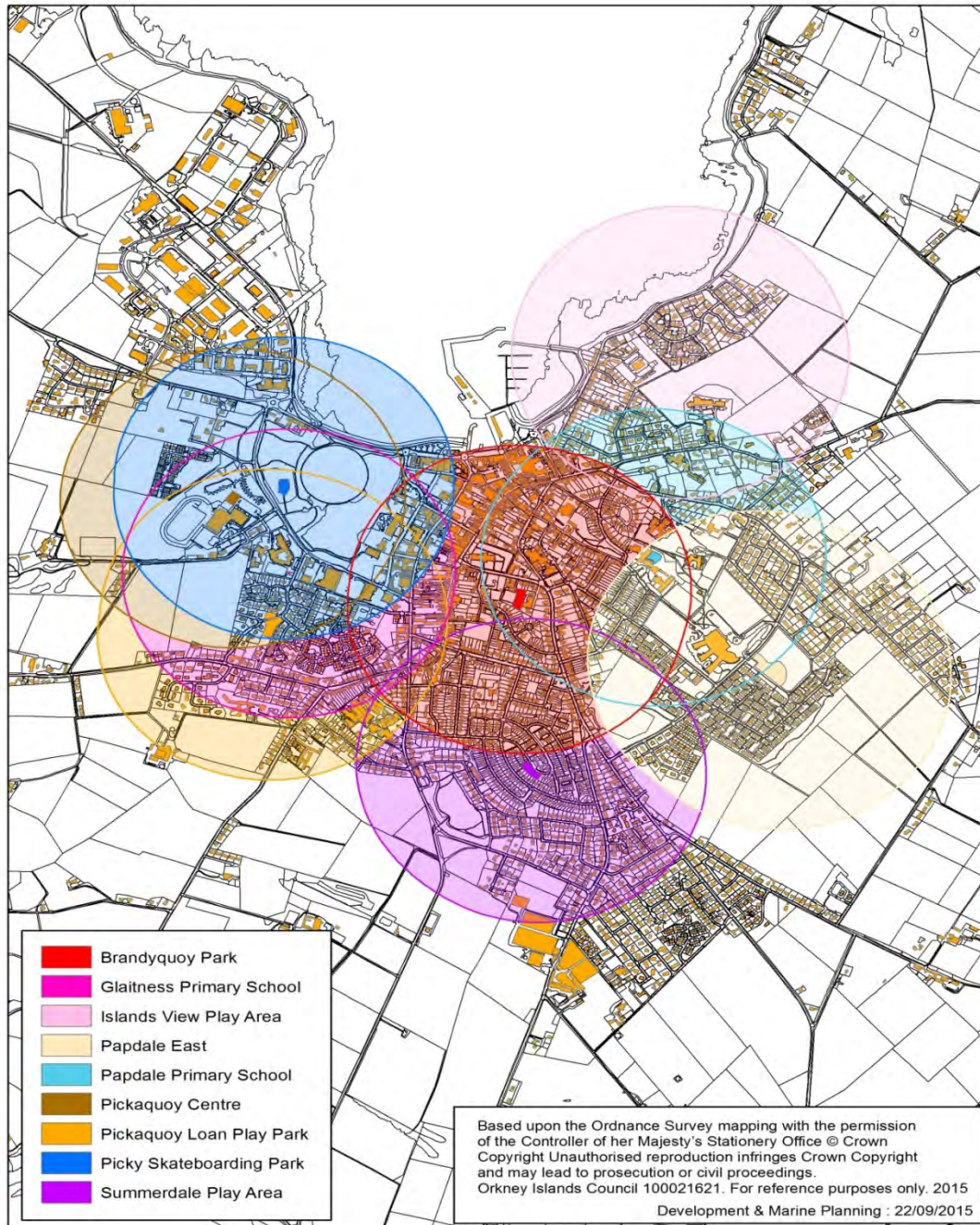
## 9. Recommendations

It is recommended that the number of play areas in both Stromness and Kirkwall be reduced, and the quality of the remaining play areas be enhanced. The sites that are not recommended for development, but for decommission over time in Stromness are Faravel, former Stromness Primary School, and Pumpwell Park. Within Kirkwall the play areas not to be developed, but decommissioned over time are Broadsands, Hordaland, Manse Road and Rope Walk. All sites recommended for decommissioning will continue to be maintained and insured by the Council, however, any equipment that requires to be replaced in future will not be replaced but removed, leaving the sites as green spaces.

All play areas outwith Kirkwall and Stromness will continue to be maintained/ insured and reviewed when their play value is reduced or their location is such that it no longer meets the needs of the children and young people living in the area.

The sites recommended to be kept are shown in Figures 7 and 8.

**Figure 7: Play areas within Kirkwall to be kept and developed where necessary**





**Kirkwall**

<b>Play area</b>	<b>Classification</b>	<b>Priority</b>
Brandyquoy	Local Community Play Areas	1
Glaitness School	Local Community Play Areas	3
Islands View	Local Community Play Areas	2
Papdale East	Destination Play Areas	1
Papdale Primary School	Local Community Play Areas	3
Pickaquoy Centre	Local Community Play Areas	2
Pickaquoy Loan	Local Community Play Areas	1
Pickaquoy Skateboard park	Local Community Play Areas	2
Summerdale	Destination Play Areas	3

Priority 1 – in need of immediate development

Priority 2 – in need for ongoing maintenance, replacement parts with some major maintenance required within 1 or 2 years

Priority 3 – good condition/ recently developed, will require small scale repairs and ongoing maintenance.

**Figure 8: Play Areas within Stromness to be kept and developed where necessary**



## Stromness

<b>Play Area</b>	<b>Classification</b>	<b>Priority</b>
Community centre	Local Community Play Areas	2
Garson	Local Community Play Areas	
Hamnavoe	Local Community Play Areas	1
Marwick	Destination Play Areas	1
Southend	Local Community Play Areas	3

## 10. Conclusion

This Play Area Strategy recognises that there are deficiencies in some areas with regard to play area provision, but equally has identified specific areas for development and improvement. It is believed that delivery of play area development as mentioned in Figures 7 and 8, as well as an ongoing review of play areas outwith Kirkwall and Stromness, will significantly improve play provision for a large number of Orkney's children and young people, and will definitely result in increased play participation and the health and wellbeing of Orkney's children, young people and local communities.

**Annex 1 - Example stages and responsibilities when developing a play area**

<b>STAGE</b>	<b>ACTION</b>	<b>RESPONSIBILITY</b>
<b>Stage 1</b>	Proposal to develop a play area	Community
<b>Stage 2</b>	Inform Orkney Islands Council's Sport and Leisure Service of the proposal	Community
<b>Stage 3</b>	Form a Voluntary group or development to be co-ordinated by Community Association.	Community Advice from Area Community Education Worker and Voluntary Action Orkney
<b>Stage 4</b>	If voluntary group to be formed, hold a public meeting, invite Sport and Leisure representative. <ul style="list-style-type: none"> <li>• Bank account to be opened (2 signatories)</li> <li>• draft constitution</li> <li>• adopt office bearers</li> </ul>	Community Advice from Community Education Workers and Voluntary Action Orkney
<b>Stage 5</b>	Is it an existing Council Play Area that is being proposed for development?	Community to discuss with Orkney Islands Council.
<b>Stage 6</b>	Establish budgets/develop concept/design for play area and discuss with Sport and leisure service. It is important to ensure any designs incorporate concepts/thinking within the Orkney Islands Council Play Strategy/Play Area Strategy and the National Play Strategy.	Community Initial designs can be sketch concepts.  Final design depending on what is going on in the play area may require more detailed structural drawings.
<b>Stage 7a</b>	Contact potential funding providers. Do they require any applicants to have responsibility for the land. If yes, submit a formal request to lease the land to the Sport and Leisure Service detailing the area of land and the length of lease being requested.	Community  Orkney Islands Council
<b>Stage 7b</b>	If leasing the area, does the group wish Orkney Islands Council to have responsibility for maintenance etc after the developments is completed?  If yes, this needs to be detailed in a formal request for a lease letter.	Community/Orkney Islands Council.

STAGE	ACTION	RESPONSIBILITY
	<p>If Orkney Islands Council are to take responsibility for ongoing maintenance there will be a requirement for the group to fund raise annually (amount to be confirmed) in order to contribute to ongoing maintenance costs.</p> <p>If a lease is required by potential funders Orkney Islands Council can issue a letter of comfort until the full funding package has been confirmed. Once this has been confirmed, inform Orkney Islands Council and request to progress with lease arrangements.</p>	
<b>Stage 7C</b>	<p>Does the group wish to take ownership of the area of land and develop the play area through the Community Asset Transfer scheme?</p> <p>If so, a formal request must be submitted to Orkney Islands Council's Sport and Leisure Service.</p> <p>If agreed ongoing responsibility for the land and development would be with the group.</p>	Community/Orkney Islands Council
<b>Stage 8</b>	Detailed plans and costings to be agreed/approved by Orkney Islands Council prior to being submitted to potential funders.	Community/Orkney Islands Council
<b>Stage 8 a</b>	Make applications to various funding bodies	Community
<b>Stage 8 b</b>	<p>Confirm with Orkney Islands that the full funding package is in place.</p> <p>Confirm with Orkney Islands Council that all installation works will be carried out by approved Council contractors.</p>	
<b>Stage 9</b>	Place orders when all confirmations from Orkney Islands Council are received.	Community/Orkney Islands Council
<b>Stage 10</b>	<p>Installation process</p> <p>Contractor to have responsibility for site throughout.</p>	Community/Contractor
<b>Stage 11</b>	When installation is complete inform Orkney Islands Council who will then carry out a post installation inspection.	Community/Orkney Islands Council

STAGE	ACTION	RESPONSIBILITY
<b>Stage 11 a</b>	Following a successful post installation Inspection Orkney Islands Council will send a letter to the group confirming the satisfactory inspection and if previously agreed that it will take responsibility for maintenance.	Orkney Islands Council
<b>Stage 12</b>	Arrange formal opening of the play area, date to be agreed with Orkney Islands Council.	Community/Orkney Islands Council
<b>Stage 13</b>	Weekly inspections to be carried out on all equipment and submitted to Orkney Islands Council if they have responsibility of the site.	Community/Orkney Islands Council
<b>Stage 14</b>	Annual play area inspections carried out by the Play Inspection Company. If a play area is not the responsibility of Orkney Islands Council an inspection can still be arranged on request and the fee will be recharged to the group responsible for the play area.	Community/Orkney Islands Council

## Minute

### St Magnus Cathedral Sub-committee

Wednesday, 11 September 2019, 14:15.

Council Chamber, Council Offices, School Place, Kirkwall.



### Present

Councillors Gwenda M Shearer, Alexander G Cowie, J Harvey Johnston, W Leslie Manson John T Richards and John A R Scott.

Reverend Fraser Macnaughton and Lord Lieutenant Bill Spence.

### Also Present

David Oddie, Honorary Secretary and Treasurer, Society of Friends of St Magnus.

### Clerk

- Hazel Flett, Senior Committees Officer.

### In Attendance

- James Wylie, Head of Education (Curriculum and Community Learning).
- Keith Foubister, Works and Inspections Manager.
- Clare Gee, Cultural Services Manager.
- Paul Kemp, Strategic Finance Manager.
- Ian Rushbrook, Capital Programme Manager.
- Peter Trodden, Solicitor.
- Meredith Macbeth, Cathedral Mason.

### Not Present

- Councillor Barbara Foulkes.

### Declarations of Interest

- No declarations of interest were intimated.

### Chair

- Councillor Gwenda M Shearer.

## **1. St Magnus Cathedral**

### **Proposed Alterations to West Door and Access**

After consideration of a joint report by the Executive Director of Education, Leisure and Housing and the Executive Director of Development and Infrastructure, copies of which had been circulated, and after hearing a report from the Capital Programme Manager, the Sub-committee:

Noted:

**1.1.** That, in May 2019, when considering proposed alterations to the West Door and access at St Magnus Cathedral, the Council agreed that, in order to provide the necessary reassurance that the project had the approval of the community, the Executive Director of Education, Leisure and Housing should undertake a wide-ranging consultation.

**1.2.** That consultation in respect of proposed alterations to the West Door and access at St Magnus Cathedral was undertaken during July and August 2019, with the outcome detailed in section 4 of the joint report by the Executive Director of Education, Leisure and Housing and the Executive Director of Development and Infrastructure.

The Sub-committee resolved to **recommend to the Council:**

**1.3.** That, in principle, the proposed alterations to the West Door and access at St Magnus Cathedral be approved.

**1.4.** That, as an exception to process in that the project was fully funded by a third party, the Executive Director of Education, Leisure and Housing should submit, to the Policy and Resources Committee, a Stage 2 Capital Project Appraisal in respect of the proposed alterations to the West Door and access at St Magnus Cathedral.

## **2. Conclusion of Meeting**

At 14:25 the Chair declared the meeting concluded.

Signed: G M Shearer.



## Minute

### College Management Council Sub-committee

Monday, 4 November 2019, 13:30.

Lecture Theatre, Orkney College, Kirkwall.



### Present

Councillors Stephen G Clackson, W Leslie Manson and J Harvey Johnston.

### Community Representatives:

Beverly Clubley, Peter Slater and Malcolm Graves.

### Business Representatives:

Roy Brown and Steven Sinclair.

### Student Representative:

Paul Jack.

### Clerk

- Sandra Craigie, Committees Officer.

### In Attendance

- James Wylie, Executive Director of Education, Leisure and Housing.
- Paul Kemp, Strategic Finance Manager.
- Peter Trodden, Solicitor.
- Alison Skea, Learning and Development Manager.

### Orkney College

- Edward Abbott-Halpin, Principal.
- Iain Wilkie, Staff Representative (for Items 1 to 4).

### Observing

- Kaila Shepherd, Student Representative (for Items 1 to 4).
- Donna Wishart, Principal's PA and College Management Team Secretary (for Items 1 to 4).

### Apologies

- Councillor Alexander G Cowie.
- Councillor Gwenda M Shearer.
- Mark Jones, Business Representative.
- Rebecca May, Business Representative.

## **Declaration of Interests**

- No declarations of interest were intimated.

## **Chair**

- Beverly Clubley.

## **1. Disclosure of Exempt Information**

The Sub-committee noted the proposal that the public be excluded from the meeting for consideration of Item 5, as the business to be discussed involved the potential disclosure of exempt information of the class described in the relevant paragraph of Part 1 of Schedule 7A of the Local Government (Scotland) Act 1973 as amended.

## **2. Revenue Expenditure Monitoring**

After consideration of a joint report by the Executive Director of Education, Leisure and Housing and the Head of Finance, copies of which had been circulated, and after hearing a report from the Principal, Orkney College, the Sub-committee:

Noted:

**2.1.** The revenue financial detail in respect of Orkney College for the period 1 April to 30 September 2019, attached as Annex 1 to the joint report by the Executive Director of Education, Leisure and Housing and the Head of Finance, indicating a net overspend of £163,300.

**2.2.** 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 Executive Director of Education, Leisure and Housing and the Head of Finance.

## **3. Financial Forecast Return**

After consideration of a report by the Executive Director of Education, Leisure and Housing, together with an Equality Impact Assessment, copies of which had been circulated, and after hearing a report from the Principal, Orkney College, the Sub-committee:

Noted:

**3.1.** That the Financial Forecast Return was an annual reporting requirement of the Scottish Funding Council, as part of its financial health monitoring framework for colleges.

The Sub-committee resolved to **recommend to the Council:**

**3.2.** That the Financial Forecast Return and Commentary, attached as Appendices 1 and 2 respectively to this Minute, be approved.

#### **4. Highlands and Islands Students Association – Update**

After consideration of a report by the Executive Director of Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Orkney Depute President of the Highlands and Islands Students' Association, and the Principal, Orkney College, 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 Executive Director of Education, Leisure and Housing, outlining the following activities:

- Freshers Fayre – 11-13 September 2019.
- Therapets.
- People's Vote March.
- Halloween 2019.

#### **5. Orkney College UHI – Archaeology Institute**

On the motion of Beverly Clubley, seconded by Councillor Stephen G Clackson, the Sub-committee resolved that the public be excluded from the meeting for this item on the grounds that it involved the disclosure of exempt information as defined in paragraph 1 of Part 1 of Schedule 7A of the Local Government (Scotland) Act 1973 as amended.

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

Noted:

**5.1.** The overview of the development, current operation of and future financial and operational direction of the Archaeology Institute, as detailed in sections 4 to 9 of the report by the Executive Director of Education, Leisure and Housing.

**5.2.** That a programme to address current financial issues and future operational direction was being developed, in order to place the Archaeology Institute on a sustainable and planned direction for the future.

#### **6. Conclusion of Meeting**

At 14:25 the Chair declared the meeting concluded.

Signed: B Clubley.

**Financial Forecast Return 2019**

College/Region

Contact

Telephone

Email:

**DECLARATION:** The attached worksheets represent the financial forecasts for the College/Region. They reflect a financial statement of our academic and physical plans from 2018-19 to 2023-24. Adequate explanations have been provided where requested on the return. The worksheets and their underpinning assumptions have been reviewed and approved by the Board of Management in accordance with their agreed practices. In preparing this financial forecast the College/Region has fully considered the financial implications of all aspects of its strategy and has properly reflected these in the forecast.

**Signed:**   
Principal/Chief Executive Officer

**Date:**

Orkney College UHI

KEY RISKS

Please use the boxes below to provide a commentary on material risks to income and expenditure as identified in the Risk Register. Where possible these risks should be quantified.

Please use the boxes below to describe the actions planned by the College to address/mitigate the identified risks.

NRPA: the OIC position at this point with regards to NRPA is to shadow basic pay elements for academic staff. The SFC position is that all colleges are to formally sign up to NRPA. The lack of resolution on this point for academic staff could result in funding adjustments affecting financial years 2019-20 and 2020-21. (Support staff are not included for Orkney)

Distant Islands Allowance: Unable to obtain funding for DIA. Value for lecturing is iro £115K for 2019-20, 2020-21.

The college is undertaking the required strategic review to enable a decision to be made.

Funding for DIA is being actively pursued for island colleges.

Staff turnover and recruitment: Whilst not directly affecting income and expenditure the turnover of staff initially presents a loss of knowledge and may affect the continuity and stability of the organisation for a short time.

Staff absence: longer term absence for any reason places strain on other staff and can present a risk to business delivery.

Handover and cover plans in place. Staff resources deployed to areas matching specific skills sets to cover key elements of roles. Alternative sources of support investigated e.g. OIC, UHI, other academic partners.

Developing more detailed options for cover and team support.

Curriculum: Unable to develop and deliver a varied and relevant curriculum both locally and wider afield.

Local skills, learning and development plans are used to assist and enable areas of development. An analysis of staff skills and workloads is undertaken to identify opportunities.

Research: failure to attract projects/achieve financial viability.

Commercial: unable to achieve income targets.

Identifying and targeting of FEC projects, accessing UHI expertise to assist e.g. applications, funder rules.

Options to mitigate the risk of not generating adequate income to operate commercially led activity are ongoing.

IT infrastructure: Insufficient funding to maintain and develop the infrastructure

Estates infrastructure: Insufficient funding to maintain the estate

Available resources are currently below the minimum required. Some diversion of funds from other areas is taking place however it is not enough. The detrimental impact on the student experience is of concern.

Some diversion of funds from other areas is taking place, at present this is maintaining the minimum level required however any large unexpected cost e.g. heating failure is unlikely to be financially manageable.

Pension Assumptions	2019-20	2020-21	2021-22	2022-23	2023-24	2019-20	2020-21	2021-22	2022-23	2023-24
Employer Contributions	£000	£000	£000	£000	£000	Details of Methodology and Valuation	Details of Methodology and Valuation	Details of Methodology and Valuation	Details of Methodology and Valuation	Details of Methodology and Valuation
STSS	373	414	422	430	438	Based on x 40.15 fte posts. Apr-Aug 17.2%, Sep-Mar 23.0%	Based on x 39.9 fte posts @ 23.0%	Based on x 39.9 fte posts @ 23.0%	Based on x 39.9 fte posts @ 23.0% (does not include potential reduction of posts)	Based on x 39.9 fte posts @ 23.0% (does not include potential reduction of posts)
Other pension schemes - LGPS	209	214	218	223	228	Based on x 47.35 fte posts @ 17.6%	Based on x 47.65 fte posts @ 17.6%	Based on x 47.65 fte posts @ 17.6%	Based on x 47.65 fte posts @ 17.6% (does not include potential reduction of posts)	Based on x 47.65 fte posts @ 17.6% (does not include potential reduction of posts)
Other pension schemes - please state which scheme	0	0	0	0	0					
Other pension schemes - please state which scheme	0	0	0	0	0					
<b>Total</b>	<b>581.50</b>	<b>627.90</b>	<b>640.40</b>	<b>652.90</b>	<b>665.40</b>					

Statement of Comprehensive income and expenditure (Consolidated)	Actual 2017-18	Forecast 2018-19	Forecast 2019-20	Forecast 2020-21	Forecast 2021-22	Forecast 2022-23	Forecast 2023-24	2017-18 - 2018-19	2018-19 - 2019-20	2019-20 - 2020-21	2020-21 - 2021-22	2021-22 - 2022-23	2022-23 - 2023-24	Explanation for variance
	£000	£000	£000	£000	£000	£000	£000	%	%	%	%	%	%	
<b>INCOME</b>														
Tuition fees and education contracts	1,008	1,077	1,114	1,164	1,175	1,188	1,202	6.9%	3.4%	4.5%	0.9%	1.1%	1.1%	2017-18 to 2018-19 UGI income lower, offset by higher PG1, FE and SDS income 2018-19 to 2019-20 SDS budget decreased, offset by UGT and FE increasing 2019-20 to 2020-21 SDS income increases 2020-21 to 2023-24 Inflationary increases only, mainly in part-time FE fees 2017-18 to 2019-19 National Bargaining funding increase, backlog maintenance grant received, increase in SFC match funding for ESIF PhDs
Funding council/RSB grants	2,538	2,768	3,206	3,251	3,175	3,119	3,101	9.0%	15.8%	1.4%	-2.3%	-1.8%	-0.6%	2018-19 to 2019-20 National Bargaining funding increase, variety of projects some ongoing and some one off e.g. GCRFC 2019-20 to 2020-21 Ongoing National Bargaining and pension funding assumed. 2020-21 to 2021-24 FE ESIF ends, FE funding to H&I region reduces by 4% in total 2017-18 to 2018-19 Grant funding for Institute ended
Research grants and contracts	964	907	906	736	769	817	821	-5.9%	-0.1%	-18.8%	4.5%	6.2%	0.6%	2018-19 to 2019-20 Income targets under review, anticipated income lower 2019-20 to 2020-21 Income targets reduced 2020-21 to 2023-24 Funding for development included
Revenue grants from Arms Length Foundation	0	0	0	0	0	0	0							
Capital grants from Arms Length Foundation	0	0	0	0	0	0	0							
Other non-government capital grants	0	0	0	0	0	0	0							
Deferred capital grant release (SFC/RSB and non-SFC Government)	0	0	0	0	0	0	0							
Other income	311	328	359	330	336	341	346	5.3%	9.5%	-7.9%	1.7%	1.5%	1.5%	2017-18 to 2018-19 DYW grant starts, increased support for I&S 2018-19 to 2019-20 DYW grant more, partially offset by reduced budget for funded T&S 2020-21 to 2021-22 DYW grant ends, some funding for Distant Islands Allowance included here
Investment income	0	0	0	0	0	0	0							
<b>Total income before donations and endowments</b>	<b>4,821</b>	<b>5,080</b>	<b>5,585</b>	<b>5,481</b>	<b>5,455</b>	<b>5,465</b>	<b>5,470</b>	<b>5.4%</b>	<b>9.9%</b>	<b>-1.8%</b>	<b>-0.5%</b>	<b>0.2%</b>	<b>0.1%</b>	
Donations and endowments	0	0	0	0	0	0	0							
<b>Total income</b>	<b>4,821</b>	<b>5,080</b>	<b>5,585</b>	<b>5,481</b>	<b>5,455</b>	<b>5,465</b>	<b>5,470</b>	<b>5.4%</b>	<b>9.9%</b>	<b>-1.8%</b>	<b>-0.5%</b>	<b>0.2%</b>	<b>0.1%</b>	
<b>EXPENDITURE</b>														
Staff costs	3,415	3,579	4,007	4,095	4,175	4,177	4,175	4.8%	12.0%	2.2%	2.0%	0.1%	-0.1%	
Staff costs - exceptional restructuring costs	0	0	0	0	0	0	0							
Exceptional costs - non-staff	0	0	0	0	0	0	0							
Other operating expenses	1,362	1,598	1,571	1,380	1,275	1,282	1,290							Supplies & Services: Increased equipment and services spend in Business Units. Transport: Increased costs in Management/Support area and increased Business Unit costs (BU partially incorrect entries, later in following year) Administration: Reduced costs associated with Research Business Units/PhDs Apportioned Costs: Increase in recharges to the College Bad Debt Provision: One off increase following audit advice to change calculation method Other Staff Costs: One off retirement and redundancy costs  2018-19 to 2019-20 Estates: Remainder of backlog maintenance spend, increased utilities costs budgeted Supplies & Services: DYW spend increases in the area Transport: Decreased budgets in Business Units (and corrected entry) Bad Debt Provision: Reduced following one-off increase Other Staff Costs: No one-off costs  2019-20 to 2020-21 Estates: Reduced maintenance budget Supplies & Services: DYW spend decreases (final year) and decreased services budget in Business Unit. Third Party: PhD stipends reducing as students complete  2020-21 to 2021-22 Supplies & Services: DYW project spend complete Third Party: PhD stipends reducing further as more students complete
Donation to Arms Length Foundation	0	0	0	0	0	0	0	17.4%	-1.7%	-12.1%	-7.7%	0.6%	0.6%	
Depreciation	0	0	0	0	0	0	0							
Interest and other finance costs	4	5	6	6	6	6	6	27.8%	12.4%	0.0%	0.0%	0.0%	0.0%	
<b>Total expenditure</b>	<b>4,781</b>	<b>5,183</b>	<b>5,585</b>	<b>5,481</b>	<b>5,455</b>	<b>5,465</b>	<b>5,471</b>	<b>8.4%</b>	<b>7.8%</b>	<b>-1.8%</b>	<b>-0.5%</b>	<b>0.2%</b>	<b>0.1%</b>	
<b>Surplus/(deficit) before other gains and losses and share of operating surplus/deficit of joint ventures and associates</b>	<b>40</b>	<b>(103)</b>	<b>0</b>	<b>0</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>	<b>-354.6%</b>	<b>-100.0%</b>			<b>0.0%</b>	<b>0.0%</b>	
Gain/(loss) on disposal of fixed assets	0	0	0	0	0	0	0							
Gain/(loss) on investments	0	0	0	0	0	0	0							
Share of operating surplus/(deficit) in joint venture(s)	0	0	0	0	0	0	0							
Share of operating surplus/(deficit) in associate(s)	0	0	0	0	0	0	0							
<b>Surplus/(deficit) before tax</b>	<b>40</b>	<b>(103)</b>	<b>0</b>	<b>0</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>	<b>-354.6%</b>	<b>-100.0%</b>			<b>0.0%</b>	<b>0.0%</b>	
Other taxation	0	0	0	0	0	0	0							
<b>Surplus/(deficit) for the year</b>	<b>40</b>	<b>(103)</b>	<b>0</b>	<b>0</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>	<b>-354.6%</b>	<b>-100.0%</b>			<b>0.0%</b>	<b>0.0%</b>	
Unrealised surplus on revaluation of land and buildings	0	0	0	0	0	0	0							
Actuarial (loss)/gain in respect of pension schemes	0	0	0	0	0	0	0							
Other comprehensive income	0	0	0	0	0	0	0							
<b>Total comprehensive income for the year</b>	<b>40</b>	<b>(103)</b>	<b>0</b>	<b>0</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>	<b>-354.6%</b>	<b>-100.0%</b>			<b>0.0%</b>	<b>0.0%</b>	

Orkney College UHI

ADJUSTED OPERATING RESULT	Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000	2017-18 - 2018-19 %	2018-19 - 2019-20 %	2019-20 - 2020-21 %	2020-21 - 2021- 22 %	2021-22 - 2022-23 %	2022-23 - 2023-24 %	Explanation for variance
<b>Surplus/(deficit) before other gains and losses and share of operating surplus/deficit of joint ventures and associates</b>	<b>40</b>	<b>(103)</b>	<b>0</b>	<b>0</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>							
<b>Add:</b>														
Total depreciation (Government-funded, privately funded and NPD-funded assets) net of deferred capital grant release ( <i>incorporated colleges only</i> )	0	0	0	0	0	0	0							
Exceptional non-restructuring items (e.g. impairment costs)	0	0	0	0	0	0	0							
Donation to Arms-Length Foundation (incorporated colleges only)	0	0	0	0	0	0	0							
Non-cash pension adjustment - net service cost	0	0	0	0	0	0	0							
Non-cash pension adjustment - ERP	0	0	0	0	0	0	0							
Non-cash pension adjustment -net interest costs	0	0	0	0	0	0	0							
<b>Deduct:</b>														
Non-Government capital grants (e.g. ALF capital grant)	0	0	0	0	0	0	0							
Exceptional income (if disclosed as exceptional in accounts)	0	0	0	0	0	0	0							
CBP allocated to loan repayments and other capital items ( <i>incorporated colleges only</i> )	0	0	0	0	0	0	0							
NPD payments to reduce NPD balance sheet debt	0	0	0	0	0	0	0							
<b>Adjusted operating result</b>	<b>40</b>	<b>(103)</b>	<b>0</b>	<b>0</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>	-354.6%	-100.0%			0.0%	0.0%	
<b>Cash budget for priorities (<i>incorporated colleges</i>):</b>														
<b>Revenue priorities</b>														
Student support funding	0	0	0	0	0	0	0							
2015-16 pay award	0	0	0	0	0	0	0							
Voluntary severance	0	0	0	0	0	0	0							
Estates costs	0	0	0	0	0	0	0							
Other - please describe	0	0	0	0	0	0	0							
<b>Total impact on operating position</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							
<b>Capital priorities</b>														
Loan repayments	0	0	0	0	0	0	0							
NPD / PFI repayments	0	0	0	0	0	0	0							
Estates costs	0	0	0	0	0	0	0							
Provisions pre 1 April 2014	0	0	0	0	0	0	0							
<b>Total capital</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							
<b>Total cash budget for priorities spend</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							



Orkney College UHI

	Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000	2017-18 - 2018-19 %	2018-19 - 2019-20 %	2019-20 - 2020-21 %	2020-21 - 2021-22 %	2021-22 - 2022-23 %	2022-23 - 2023-24 %	Explanation
<b>Staff costs</b>														
Salaries	2,682	2,840	3,088	3,132	3,194	3,197	3,196							2017-18 to 2018-19 Increased FTE for SVQ Assessors and Business Unit Administration 2019-20 onwards - these figures allow constant staff FTE  Lecturing Staff 2018-19 to 2019-20 full implementation of shadow pay for National Bargaining wef Apr19. 2019-20 onwards - these figures allow constant staff FTE
Social Security costs	262	267	324	321	326	326	324	5.9%	8.8%	1.4%	2.0%	0.1%	0.0%	Potential Staff Reduction Equivalent of iro 3.0 FTE wef academic year 2022-23
Other pension costs	472	472	595	642	655	655	655	2.2%	21.1%	-0.8%	1.7%	-0.3%	-0.4%	No changes to employer contribution % throughout Lecturing Staff 2018-19 to 2019-20 Increased lecturing pension cost wef Sep19.
FRS 102 pensions adjustments	0							0.1%	26.1%	7.8%	2.0%	0.1%	-0.1%	
<b>Total</b>	<b>3,415</b>	<b>3,579</b>	<b>4,007</b>	<b>4,095</b>	<b>4,175</b>	<b>4,177</b>	<b>4,175</b>	<b>4.8%</b>	<b>12.0%</b>	<b>2.2%</b>	<b>2.0%</b>	<b>0.1%</b>	<b>-0.1%</b>	

Balance Sheet		Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	2017-18 -	2018-19 -	2019-20 -	2020-21 -	2021-22 -	2022-23 -	Explanation for variance
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2017-18 -	2018-19 -	2019-20 -	2020-21 -	2021-22 -	2022-23 -	
		£000	£000	£000	£000	£000	£000	£000	%	%	%	%	%	%	
1	Non-current assets														
	a) Intangible assets	0	0	0	0	0	0	0							
	b) Fixed assets	0	0	0	0	0	0	0							
	c) Investments	0	0	0	0	0	0	0							
	<b>Total non-current assets</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							
2	Current assets														
	a) Stock	0	0	0	0	0	0	0							
	b) Debtors	0	0	0	0	0	0	0							
	c) Investments	0	0	0	0	0	0	0							
	d) Cash and cash equivalents	0	0	0	0	0	0	0							
	e) Other (e.g. assets for resale)	0	0	0	0	0	0	0							
	<b>Total current assets</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							
3	Creditors: amounts falling due within one year														
	a) Bank loans and external borrowing	0	0	0	0	0	0	0							
	b) Bank overdrafts	0	0	0	0	0	0	0							
	c) Lennartz creditor	0	0	0	0	0	0	0							
	d) Obligations under finance leases and service concessions	0	0	0	0	0	0	0							
	e) Payments received in advance	0	0	0	0	0	0	0							
	f) Amounts owed to Funding Council	0	0	0	0	0	0	0							
	g) Obligations under PFI/NPD	0	0	0	0	0	0	0							
	h) Deferred capital grant	0	0	0	0	0	0	0							
	i) Other creditors and accruals	0	0	0	0	0	0	0							
	<b>Total creditors &lt; 1year</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							
	<b>Share of net assets/(liabilities) in associate</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							
	<b>NET CURRENT ASSETS/LIABILITIES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							
	<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							
4	Creditors: amounts falling due after more than one year														
	a) Local authority loans	0	0	0	0	0	0	0							
	b) Bank loans and external borrowing	0	0	0	0	0	0	0							
	c) Lennartz creditor	0	0	0	0	0	0	0							
	d) Finance leases and service concessions	0	0	0	0	0	0	0							
	e) Obligations under PFI/NPD	0	0	0	0	0	0	0							
	f) Deferred capital grant	0	0	0	0	0	0	0							
	g) Amounts repayable to Funding Council	0	0	0	0	0	0	0							
	h) Other creditors	0	0	0	0	0	0	0							
	<b>Total creditors &gt;1 year</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							
5	Provisions														
	a) Pension provisions	0	0	0	0	0	0	0							
	b) Other	0	0	0	0	0	0	0							
	<b>Total provisions</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							
	<b>TOTAL NET ASSETS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							
9	Restricted Reserves														
	a) Endowment Reserve	0	0	0	0	0	0	0							
	b) Restricted Reserve	0	0	0	0	0	0	0							
10	Unrestricted reserves														
	a) Income and Expenditure Reserve	0	0	0	0	0	0	0							
	b) Revaluation reserve	0	0	0	0	0	0	0							
11	Non-controlling interest														
	<b>TOTAL RESERVES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>							

Orkney College UHI

Cashflow	Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Explanation for variance
	2017-18 £000	2018-19 £000	2019-20 £000	2020-21 £000	2021-22 £000	2022-23 £000	2023-24 £000	2018-19 %	2019-20 %	2020-21 %	2021-22 %	2022-23 %	2023-24 %		
<b>1 Cash flow from operating activities</b>															
a) Surplus / (deficit) for the year	40.488	-103.074	0	0	-0.4	-0.4	-0.4	(139%)							
<b>2 Adjustment for non-cash items</b>															
a) Depreciation	0	0	0	0	0	0	0								
b) Amortisation of Intangibles	0	0	0	0	0	0	0								
c) Benefits on acquisition	0	0	0	0	0	0	0								
d) Amortisation of goodwill	0	0	0	0	0	0	0								
e) Loss / (gain) on investments	0	0	0	0	0	0	0								
f) Decrease / (increase) in stock	0	0	0	0	0	0	0								
g) Decrease / (increase) in debtors	0	0	0	0	0	0	0								
h) Increase / (decrease) in creditors	0	0	0	0	0	0	0								
i) Increase / (decrease) in pension provision	0	0	0	0	0	0	0								
j) Increase / (decrease) in other provisions	0	0	0	0	0	0	0								
k) Receipt of donated equipment	0	0	0	0	0	0	0								
l) Share of operating surplus / (deficit) in joint venture	0	0	0	0	0	0	0								
m) Share of operating surplus / (deficit) in associate	0	0	0	0	0	0	0								
n) Other	0	0	0	0	0	0	0								
<b>Total adjustment for non-cash items</b>	0	0	0	0	0	0	0								
<b>3 Adjustment for investing or financing activities</b>															
a) Investment income	0	0	0	0	0	0	0								
b) Interest payable	0	0	0	0	0	0	0								
c) Endowment income	0	0	0	0	0	0	0								
d) Loss / (gain) on the sale of assets	0	0	0	0	0	0	0								
e) Capital grant income	0	0	0	0	0	0	0								
<b>Total adjustment for investing or financing activities</b>	0	0	0	0	0	0	0								
<b>4 Net cash inflow from operating activities</b>	<b>40</b>	<b>(103)</b>	<b>0</b>	<b>0</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>	(35%)	(100%)			0%	(0%)		
<b>5 Cash flow from investing activities</b>															
a) Proceeds from sales of fixed assets	0	0	0	0	0	0	0								
b) Proceeds from sales of intangible assets	0	0	0	0	0	0	0								
c) Capital grants receipts	0	0	0	0	0	0	0								
d) Disposal of non-current asset investments	0	0	0	0	0	0	0								
e) Withdrawal of deposits	0	0	0	0	0	0	0								
f) Investment income	0	0	0	0	0	0	0								
g) Payments made to acquire fixed assets	0	0	0	0	0	0	0								
h) Payments made to acquire intangible assets	0	0	0	0	0	0	0								
i) New non-current asset investments	0	0	0	0	0	0	0								
l) New deposits	0	0	0	0	0	0	0								
<b>Total cash flows from investing activities</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>								
<b>6 Cash flows from financing activities</b>															
a) Interest paid	0	0	0	0	0	0	0								
b) Interest element of finance lease and service concession	0	0	0	0	0	0	0								
c) Endowment cash received	0	0	0	0	0	0	0								
d) New secured loans	0	0	0	0	0	0	0								
e) New unsecured loans	0	0	0	0	0	0	0								
f) Repayments of amounts borrowed	0	0	0	0	0	0	0								
g) Capital element of finance lease and service concession payments	0	0	0	0	0	0	0								
<b>Total cash flows from financing activities</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>								
<b>7 (Decrease) / increase in cash and cash equivalents in the year</b>	<b>40</b>	<b>(103)</b>	<b>0</b>	<b>0</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>	(35%)	(100%)			0%	(0%)		
<b>8 Cash and cash equivalents at beginning of the year</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>								
<b>9 Cash and cash equivalents at the end of the year</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>								

**Orkney College UHI**

**Capital Expenditure Projects and Forecast Methods of Financing**

	Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000	2017-18 - 2018-19 %	2018-19 - 2019-20 %	2019-20 - 2020-21 %	2020-21 - 2021-22 %	2021-22 - 2022-23 %	2022-23 - 2023-24 %
<b>Expenditure:</b>													
Land & Buildings	0	0	0	0	0	0	0						
Equipment & Others	28	35	0	0	0	0	0	25.0%	-100.0%				
	28	35	0	0	0	0	0	25.0%	-100.0%				
<b>Financed by:</b>													
Cash reserves	0	0	0	0	0	0	0						
Arms Length Foundation	0	0	0	0	0	0	0						
Leasing	0	0	0	0	0	0	0						
SFC/RSB grant	13	17	0	0	0	0	0	30.8%	-100.0%				
Re-investment of proceeds from disposal of assets *	0	0	0	0	0	0	0						
Non-SFC/RSB grants	0	0	0	0	0	0	0						
PFI/NPD	0	0	0	0	0	0	0						
Other - please specify if material	15	18	0	0	0	0	0	20.0%	-100.0%				
	28	35	0	0	0	0	0	25.0%	-100.0%				

\* to be included only where this has been agreed by SFC

**Capital disposals**

**Disposal proceeds:**

	Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000
Asset description							
Asset description							
Asset description							
Asset description							
	0	0	0	0	0	0	0

**Gain/(loss) on disposal:**

	Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000
Asset description							
Asset description							
Asset description							
Asset description							
	0	0	0	0	0	0	0



**Orkney College UHI**

**ALF Funding**

	Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000
Estimated balance of cash in ALF as at 1 August	0	0	0	0	0	0	0
Donation to Arms Length Foundation	0	0	0	0	0	0	0
Grant from Arms Length Foundation - capital	0	0	0	0	0	0	0
Grant from Arms Length Foundation - revenue	0	0	0	0	0	0	0
<b>Estimated balance of cash in ALF as at 31 July</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Note:**  
For most foundations, the most recent accounts available are for periods ending in 2018. Colleges' forecast movements will not include governance costs, donations from third parties, payments to third parties or investment income.

	Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000
<b>Grant from Arms Length Foundation - capital:</b>							
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Grant from Arms Length Foundation - revenue</b>							
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
Description	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Orkney College UHI  
FINANCIAL SUMMARY

Actual 2017-18 £000	Forecast 2018-19 £000	Forecast 2019-20 £000	Forecast 2020-21 £000	Forecast 2021-22 £000	Forecast 2022-23 £000	Forecast 2023-24 £000
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Income ratios							
Total Income	4,821	5,080	5,585	5,481	5,455	5,465	5,470
Total Funding Council Grant (excluding release of deferred capital grant) as % of Total Income	53%	54%	57%	59%	58%	57%	57%
Total non-Funding Council Grant (including release of SFC DCG) as % of Total Income	47%	46%	43%	41%	42%	43%	43%
Total Education Contracts and Tuition Fees as % of Total Income	21%	21%	20%	21%	22%	22%	22%
Total Research Grants and Contracts as % of Total Income	20%	18%	16%	13%	14%	15%	15%
Total Other Income as % of Total Income	6%	6%	6%	6%	6%	6%	6%

Expenditure ratios							
Total Expenditure	4,781	5,183	5,585	5,481	5,455	5,465	5,471
Salaries as % of Total Expenditure	71%	69%	72%	75%	77%	76%	76%
Other operating costs as % of Total Expenditure	28%	31%	28%	25%	23%	23%	24%
Depreciation/amortisation as % of Total Expenditure	0%	0%	0%	0%	0%	0%	0%

Operating position							
Operating Surplus/(deficit)	40	-103	0	0	0	0	0
Operating Surplus/(deficit) as % of Total Income	1%	-2%	0%	0%	0%	0%	0%
Adjusted operating surplus/(deficit)	40	-103	0	0	0	0	0
Adjusted operating surplus/(deficit) as % of Total Income	0.8%	-2.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Cash Position							
Cash and Current Asset Investments	0	0	0	0	0	0	0
Overdrafts	0	0	0	0	0	0	0
Days Ratio of Cash to Total Expenditure	0	0	0	0	0	0	0

Balance Sheet strength							
Unrestricted reserves	0	0	0	0	0	0	0
Current Ratio	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Unrestricted reserves as % of Total Income	0%	0%	0%	0%	0%	0%	0%
Total borrowing (Overdrafts, Loans, Finance Leases, PFI/NPD)	0	0	0	0	0	0	0
Interest cover	10.70	-18.31	1.00	1.00	0.93	0.93	0.93

# Orkney College UHI Financial Forecast Return 2019 Commentary

## Introduction

Orkney College UHI is unincorporated and operates as a diverse tertiary institution spanning all levels of the Scottish Credit and Qualification Framework. The College provides education from access level to postgraduate taught programmes through to research alongside undertaking commercial activity. The College meets the needs of the local community and economy, operating at local, national and international level which places wide ranging demands on a small institution but can have the advantage of spreading risk and reward across a number of areas.

The College continues to grow the range of further and higher education to meet local demand, in particular the 'Orkney Offer' for senior phase pupils. Education is delivered alongside an active research portfolio which continues to be an integral part of the institution.

Both current and future financial uncertainties place considerable strain on human resource planning. For example the increased depth of provision which allows more access points for students, to further education in particular, places challenges when seeking to broaden the curriculum into other areas to meet current and emerging local needs.

The prioritisation in deploying financial resource is becoming increasingly challenging. Generally the estates are in a good repair, however issues are emerging which will require considerable investment. Injections of funding such as the Backlog Maintenance Grant, which allowed one-off essential building work to take place, are going to continue to be required against a backdrop of decreasing capital and maintenance grants. More immediately, simply to keep up with technology, investment is required in the information technology infrastructure which is essential for attracting and retaining students in a remote location which is particularly aware of the importance of current and emerging technology.

## Review of financial performance 2018 to 2019

Financial year 2018 to 2019 figures are draft. However, in agreement with the Scottish Funding Council, Orkney College UHI undertakes budgetary planning and reporting based on financial years in line with the Council. No further movement is expected.



Beginning the year predicting a balanced budget, the mid-year return allowed for the possibility of a shortfall of £100,000 within the area of Research Business Unit.

Research Business Unit income did fall short of target, other areas of the College performed slightly better than anticipated reducing the prediction by half however following a recommendation from external audit that the method of calculating bad debt provision be reviewed this resulted in a one off increase. The net effect for the whole college is £103,200 in-year deficit for 2018 to 2019. When added to the balances of previous years this give a small cumulative surplus of £4,700.

## **Scottish Funding Council Recurrent Grant**

The college has modelled current and future funding on a combination of the funding advised and which is flowing currently, an overall reduction of 4% between 2020 to 2021 and 2023 to 2024 and ongoing support for the increase in lecturing pension costs. There are elements of risk associated with all these areas, in particular current funding to support National Bargaining and support for the increased costs of the Scottish Teachers Pension Scheme.

## **Changes in Tuition Fee Income and Other Income**

Total fee income has steadily risen since 2011 to 2012, reaching a peak in 2016 to 2017. Whilst there is movement within years the general trends are decreases in full time further education, part time undergraduate and full time undergraduate fees offset by increases in part time further education and part time and full time post-graduate taught and post graduate research fee income.

Fee income for 2019 to 2020 is predicted to increase in line with activity targets and pricing levels. In areas where no fee increase can be applied income is predicted to remain at a similar level with steady overall recruitment. Income from part-time further education and post-graduate taught is predicted to increase in line with inflation.

Income through Skills Development Scotland had been declining however this increased in 2018 to 2019 partly due to Foundation Apprenticeships but also to an increase in Modern Apprenticeship activity. Foundation Apprenticeship income is predicted to increase from 2020 to 2021.

Under 'Other Income' the Developing Young Workforce grant ceases at the end of financial year 2020 to 20201. *Future funding to support the costs of Distant Islands Allowance is included in the 'Other Income' section of the Financial Forecast Return. Based on the college being in receipt of funding to cover lecturers only, this averages around £120,000 each year, increasing to around £255,000 if support staff are included.*

## Commercial Income

2018 to 2019 was again a year of mixed fortunes for the Research Business Units. Staffing reductions were implemented in one area with the full year effect of savings showing in 2019 to 2020. Overall sustainability continues to be a significant risk to financial security against a backdrop of increased financial pressures elsewhere in the College. Currently options are being explored with the aim of a more secure financial position in future. *Future funding in the region of £90,000 to support the costs of more secure market positioning is included in the 'Research' section of the Financial Forecast Return.*

## Changes in Staff and Non-Staff Costs

Looking at the current and future staff budget, overall full-time equivalents have increased marginally by around 3 full time equivalents over the last five years. Some opportunities for turnover savings have been taken however capacity in one area is often offset with increased demand in another. Reduced staffing does not always result in any net financial gain as there is often a corresponding reduction in income.

For forward planning a pay award of 2% has been assumed for all staff. *If the pay award was 1% the reduction in staff costs would be in the region of £40,600, in 2020 to 2021, £81,100 in 2021 to 2022, £124,900 and in 2022 to 2023 and £167,500 in 2023 to 2024.*

*If the pay award was 3% the increase in costs would be in the region of £38,200 in 2020 to 2021, £84,000 in 2021 to 2022, £130,000 in 2022 to 2023 and £178,600 in 2023 to 2024.*

Support for the additional cost of lecturers' pension is included throughout as per the guidance. *If this were to be removed the result would be an annual decrease of around £111,000.*

All saving opportunities are considered however an overall reduction in full time equivalent staff could prove detrimental to provision. Where possible the college avoids compulsory staffing reductions but has gone down this route in the past and may do so again if assessed to be unavoidable. The pressures on remaining staff need to be considered and carefully managed alongside the financial savings of any reduction in staffing levels. *To achieve a balanced forecast position within the information currently available a reduction in the region of 3.0 full time equivalents is has been allowed for in the 'Staff' section with effect from academic year 2022 to 2023.*

Non-staff expenditure in 2018 to 2019 was generally minimal. This is an area of increasing concern as the estate and, in particular, the information technology infrastructure can no longer sustain the low budget support. The possibility of rates relief is being investigated. 80% relief would benefit the college by around £115,000 annually. This has not been included in forecasting.

## Risk Management

The key risks are identified as:

### 1. Staffing

The Council made a decision to shadow the pay element of National Bargaining for academic staff, subject to certain conditions. In the Outcome Agreement Funding Announcement for 2019 to 2020 (<http://www.sfc.ac.uk/publications-statistics/announcements/2019/SFCAN102019.aspx>) the Scottish Funding Council requires remaining colleges to formally sign up to the National Recognition and Procedures Agreement in order to continue to receive the harmonisation/job evaluation funding. In academic year 2018 to 2019 an element of the total National Recognition and Procedures Agreement funding was withheld based on the Council position at that time. At present the position has not changed.

Financial support for the additional salary cost of the Distant Islands Allowance payment is being pursued by the island colleges (Lews Castle, Orkney and Shetland). Receipt of funding to support this cost for all staff would result in an annual increase in the region of £245,000. If this funding is not received, as a minimum for lecturing staff for which for the island colleges pay a salary when Distant Islands Allowance is taken into account greater than the rest of Scotland, this results in increased costs for Island Colleges which as a result represents a risk in terms of the College financial position.

Whilst staff turnover and absence does not necessarily greatly affect income and expenditure, it does present challenges which can affect business continuity depending on the measures available to mitigate any issues.

### 2. Commercial and Research

Overall financial viability in Research Business Units is challenging with some areas performing more strongly than others. In 2018 to 2019, two areas generated a surplus, one returned a deficit. The College's research activity profile attracts grant funding and helps with Orkney's higher education profile. However, this area of work presents financial risk and where necessary staffing levels have been reduced and/or other potential exit/cost reduction strategies identified. This remains an area of concern and future support strategies are being put in place.

### **3. Future of further education funding**

As a small college with a proportionally high increase in staff costs the future distribution of further education funding by the Regional Strategic Body will be of critical importance to future financial security.

### **4. Student numbers**

The College has generally been successful in meeting Credit targets. Senior Phase and Developing Young Workforce are providing more opportunities for young people to stay on at school and this is impacting on the number of young people going to college full-time. Although this is not necessarily a negative in terms of the experience of the young people, it does amount to an element of risk when planning student numbers. The 'Orkney Offer' is leading to increased numbers of young people sharing learning between school and college and the introduction of Foundation Apprenticeships in 2016 to 2017 has seen numbers increase steadily to a healthy update of 25 in 2019 to 2020. The College strives to address provision gaps introducing Skills for Work Engineering in 2018 to 2019 and now and the National Certificate in Engineering in 2019 to 2020. Finding the resource to equip and refresh the curriculum whilst maintaining breath is a considerable challenge.

Higher National programmes continue to attract almost exclusively local students and so the field of applicants each year is finite. Undergraduate and postgraduate degree programmes led by Orkney do attract students from outside the County at a national and international level. In order to increase student numbers in Orkney it is necessary to increase the range of courses available here. In most cases this will be through networked provision which involves the delivery of modules through blended learning from other academic partners. In balance to teaching received from other academic partners in the UHI the College delivers more than it receives across a range of academic subjects and this compensates financially for the number of students enrolled locally.

### **5. Information Technology and Estates Infrastructure**

The current constrained financial position is putting pressure on the non-staff elements of the budgets. In particular the technology to support students and staff is falling behind. An injection of funding is required.

### **6. Exit from European Union**

The situation requires ongoing monitoring. The College will give consideration to the breath of curriculum as part of the management of ending of European Structural Investment Funds.

## 7. Overall Financial Position

Although the College has set a balanced budget for the financial year 2019 to 2020 indications are that commercial income is unlikely to meet target, however there are a number of mitigating actions in progress which would compensate for any shortfall.

Appendix 6.

## **Evie School**

### **Post Project Review**

Pages 1116 to 1127.

Resolved that, under section 50A(4) of the Local Government (Scotland) Act 1973, the public were excluded from the meeting for this item on the grounds that it involved the disclosure of exempt information as defined in paragraph 6 of Part I of Schedule 7A of the Act.

**This constitutes a summary of the Appendix in terms of the Local Government (Scotland) Act 1973 section 50C(2) as amended by the Local Government (Access to Information) Act 1985.**

### **Local Government (Scotland) Act 1973 – Schedule 7A**

#### **Access to Information: Descriptions of Exempt Information**

Paragraph 6. Information relating to the financial or business affairs of any particular person (other than the authority).