



REPORT

To: Services Committee

28 August 2008

From: Head of Schools

BLUEPRINT FOR EDUCATION IN SHETLAND – NEXT STEPS

1. Introduction

- 1.1 This report is to provide members with an outline of the key issues arising from the Blueprint Member Officer Sub Group meetings. It proposes that these key issues are now taken to the community of Shetland in a round of consultation meetings.

2. Link to Council Priorities

- 2.1 In July 2007, the Services Committee agreed a 4-year plan, as the service element of the Council's Corporate Plan. In relation to the Schools Service, the plan states:-

“Shetland schools population projections anticipate a substantial reduction in pupils within a relatively short time frame. The challenge for the authority is, therefore, to develop a modern “blueprint” for the shape of the Service across Shetland for 10 years time. This model will consider the educational and financial viability levels for schools, their host communities as well as important associated issues such as transport requirements. It will consider links with pre-school services and life long, vocational, further and higher education and training. It will consider the development of centres of excellence, focused on particular sectors of the economy across Shetland building on existing high quality facilities. It is anticipated that significant capital investment will be required to bring some schools and facilities up to a modern standard”.

- 2.2 The Council will ensure a model for education is developed by 2009 that considers the educational and financial viability for schools and communities and its outputs are then implemented.
- 2.3 The Council will work to create and maintain a culture where individual learners can strive to realise their full potential.

3. Background

- 3.1 In September 2007, the Cabinet Secretary for Education and Lifelong Learning published a Report called Skills for Scotland, a Lifelong Skills Strategy. In this Report, the Scottish Government sets out their vision for a “smarter Scotland” and calls upon all their partners to work together to work towards that Vision. The Vision is set out below:

“Our vision is for a smarter Scotland with a globally competitive economy based on high value jobs, with progressive and innovative business leadership:

- Where people can work in teams, are creative and enterprising and hungry to continually learn new skills. They expect to realise their aspirations and are equipped to achieve their potential in a constantly changing world. People are motivated to contribute to Scotland's future and are confident that they can do so.
- Where people are entrepreneurial and innovative; small businesses are encouraged to grow and there is strong, coherent support for businesses of all sizes. Migrant workers and overseas students play a valuable role in an expanded workforce and economy.
- Where employers improve productivity by investing in their own staff and are able to access a skilled workforce that is increasingly literate and numerate with good ICT and problem solving skills.
- Where learning and training providers work as one system and thanks to wider use of technology and e-learning, barriers of geography and rurality have been reduced.”

- 3.2 Further, Skills for Scotland states that, the Scottish Government, “... believe that all our providers – colleges, universities, community learning and development, schools, private training providers, voluntary sector organisations and the Scottish Prison Service – are part of one and the same learning system, geared towards helping individuals develop the skills they need and with all providers understanding and supporting the transitions individuals make both into and out of particular courses or programmes”.

- 3.3 The recently published “Curriculum for Excellence, Building the Curriculum 3” also follows the concept of a single learning system, regarding of the location of the learning. It states that,

“Young people must have access to the right learning provision – which includes opportunities to continue to develop the four capacities [successful learners, confident individuals, responsible citizens and effective contributors] through staying on at school, entering further or higher education, taking part in a national training programme, volunteering, participating in community learning and development, or following a more tailored programme of personal and social development. Young people must also have the right information,

advice and guidance from Skills Development Scotland and other support agencies to help them make the right choices”.

- 3.4 Members will see that both strategic documents talk of the need for a single “learning system” and the “right learning provision”. This will be a challenge for Shetland to address as it develops the thinking on the Blueprint for the future education system in Shetland.
- 3.5 At the Services Committee in November 2007 a report was presented entitled, “Developing a Blueprint for the Education Service”. Members considered the report and agreed that:
- (a) the key drivers should be to provide the best quality educational opportunities and learning environment for all;
 - (b) in so doing, the opportunity for savings to bring budgets to a sustainable level should be considered; and
 - (c) the final blueprint comes back to Services Committee with an action plan to look at all schools, internal management, the necessary investment required, quality of education, new ways of delivering education and the potential for each school within a realistic timescale.
- 3.6 At the Council meeting in December 2007, the Vice Chair of Services Committee clarified that the revised “Blueprint” should come back to Services Committee in January 2008.
- 3.7 At Services Committee in January 2008 a report was presented entitled, “Developing a “Blueprint” for the Education Service”. The Committee agreed to the establishment of the working group to undertake the ‘blueprint’ review (Min Ref: SC 09/08).
- 3.8 At Services Committee in June 2008 a report was presented to inform members of ongoing work on the Blueprint by the sub-groups of the working group. At that meeting Members requested a seminar on the work undertaken so far on the Blueprint (Min Ref: SC 55/08). This seminar took place on 3 July 2008.
- 3.9 At the Council meeting in June 2008 a report was presented on a Shetland Population and Migration Study (Min Ref: 101/08). This report looks at research into current and future population trends, identified the factors which may influence these future trends and developed a model that can produce more accurate projections. The conclusions on changes by locality and population projections and implications are relevant to the development of the Blueprint for Education.

4 Current Situation

- 4.1 The Blueprint working group met on the 26 June 2008 to review the information which had been gathered by each of the sub-groups, and to agree on emerging issues which would require further exploration.

As previously agreed sub-groups were formed to look at quality education and transitions at three stages: Pre-School/Primary, Secondary/Further/Higher and for pupils with Additional Support Needs.

- 4.2 It became clear at the meeting that any Blueprint for Education in Shetland will require to be informed by current Scottish Government policy direction in education.
- 4.3 The specific issues here are:
- The increase in hours within the entitlement to pre-school education;
 - The Skills for Scotland, a Lifelong Skills Strategy;
 - The content of the new Curriculum for Excellence for Scottish Schools as described in Building the Curriculum 3, published in June 2008;
 - The current consultation on changes to the National Qualifications Framework in Scotland, which runs until 31 October 2008.
- 4.4 Due to the significance of these emerging issues, it was felt important that these, and the feedback from each of the sub-groups, was shared with all Members. As a result, a Seminar took place on 3 July 2008.

5. Emerging Issues

- 5.1 Within each area of Pre-School/Primary, Secondary/Further/Higher and Additional Support Needs, the Working Group identified critical issues both national and local, which require further consideration as they will impact on how any Blueprint for Education in Shetland may look in the future.

5.2 Pre-School / Primary

The Group wish to give more consideration to:

- Placing pre-school provision as close as possible to primary school provision to minimise the impact of the transition from pre-school to primary;
- Ensuring we have the minimum number of transition points necessary from pre-school through to Post-16 education;
- Resolving the relationship between pre-school education and childcare, and what the local authority is required to provide by statute and what it wishes to provide to support the sustainability of communities in Shetland and the Shetland economy. This needs to include consideration of out-of-school and after-school provision;
- Agreeing a pupil roll of 20 as minimum size for delivering the best service delivery except in our remote isles – Fair Isle, Foula, Fetlar, Skerries and Papa Stour;

- Acceptance of the role of composite classes in Shetland's primary schools, and their educational benefits;
- Agreeing a position on the continuance of teaching head teachers.

5.3 Secondary / Further / Higher

The Skills for Scotland strategy challenges us to seek to put in place cohesive structures for learners, as follows:

- Simplifying structures to make it easier for people to access the learning, training and development they need, including formal and informal learning by merging a number of bodies into one, focussed on skills.
- Ensuring that *Curriculum for Excellence* provides vocational learning and the employability skills needed for the world of work and is the foundation for skills development throughout life.
- Achieving parity of esteem between academic and vocational learning, recognising that vocational learning is a valuable alternative to the academic pathway and important to all.
- Encouraging providers to see themselves as part of a continuum of provision - links in a chain - which helps individuals to see the relevance of learning to them, progress in their learning and make full and effective use of the skills they have acquired. Judging that system by how well it serves those who need the most support.

5.3.1 What this will mean for developing the Blueprint concept is to set out all the various paths into and through learning for a whole range of providers within the Department, including:

- The Schools Service
- Shetland College
- Community based learning
- Adult learning
- Youth work
- Train Shetland
- targeted programmes (such as the Bridges project)
- as well as with partner organisations (such as Skills Development Scotland, which includes the Careers Service).

5.3.2 The Group wish to give more consideration to the following within the context of a single learning system:

- The proposals within the Scottish government's consultation on Qualifications. Responses to this specific

consultation must be submitted by 31 October 2008. In all likelihood the Scottish Curriculum will be delivered for Secondary Education where Secondary 1-3 will be the third and fourth levels of a broad general education and Secondary 4-6 will be the senior phase. This senior phase will be when the young people sit National Qualifications.

- Ensuring we provide, as far as possible equality of opportunity for our young people in terms of curriculum choices and post-school destinations;
- Continue to develop strengthening the partnership between schools and centre of further education, in terms of meeting the specific educational needs of each individual child;
- Making Halls of Residence accommodation available to students attending Shetland College.

5.3.3 The Curriculum for Excellence, Building the Curriculum 3 sets out a number of challenges for the authority to consider. The challenges are around effective communication across education providers and valuing each contributor with the shared desire of achieving one single learning system in Shetland. The questions include:

- What challenges do you face in adapting your current curriculum structures to meet the entitlements set out for all children and young people?
- How can you best work with other sectors and other partner agencies to develop a coherent and inclusive curriculum?
- What are the planning and delivery implications of providing young people with opportunities and support to stay in learning after 16?

5.4 Additional Support Needs

The Group wish to give more consideration to:

- Improving transition arrangements beyond school and into adulthood, this will include consultation with Social Work

6. Proposals

6.1 In order to inform the direction of the Blueprint from this point, it is proposed that the Schools Service develop a programme of consultation, along with other providers, to seek the community of Shetland's views on the issues which the Working Group feel need more consideration.

6.2 To date, the following stakeholders have been identified:

- Pupils
 - All school staff
 - Parents
 - Parent Councils
 - Community Councils
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- Shetland Community
 - Unions
 - Services providers, such as bus operators
 - Users of Community facilities
 - Other learning partners (such as Shetland College, Adult Learning, Youth Work, Library Service, etc)
 - Other SIC support services (such as Building Maintenance, ICT)
 - Council Members
 - Careers Service
 - Skills Development Scotland
 - Employers.

6.3 The methods by which we would wish to communicate what is happening will include:

- Press releases
- Information Sheets and Bulletins
- Newsletters
- Establishing a web-site with up to date information and a means on e-mailing in questions, issues or comments
- Frequently Asked Questions sheet
- Dedicated e-mail box
- Address and phone numbers for communications
- Public meetings – presentations
- Information accessible in large font or in other languages.

6.4 Further it is proposed that, where practicable, this consultation includes an opportunity for views to be sought on the Scottish Government's Consultation on the Next Generation of National Qualifications in Scotland. Responses to this specific consultation must be submitted by 31 October 2008.

7. Financial Implications

7.1 There are no financial implications from this report. The resources required for the proposed consultation will be met from existing resources.

8. Policy and Delegated Authority

- 8.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions relating to matters within its remit for which the overall objectives have been approved by Council, in addition to appropriate budget provision.

9. Recommendation

- 9.1 I recommend that Services Committee agree to the consultation outlined in 6.1 and 6.4.

August 2008

Our Ref: HB/AE/sm

Report No: ED-34-F



REPORT

To: Services Committee

28 August 2008

From: Head of Schools

RURAL SCHOOLS - THE SCOTTISH GOVERNMENT'S CONSULTATION - THE SCHOOLS SERVICE'S RESPONSE

1. Introduction

- 1.1 The purpose of this report is to inform members of the Schools Service's intended response to Scottish Government's Consultation on "safeguarding our rural schools and improving consultation procedures – proposals for changes to legislation."

2. Link to Council Priorities

- 2.1 The Council will ensure a model for education is developed by 2009 that considers the educational and financial viability for schools and communities and its outputs are then implemented.
- 2.2 The Council will work to create and maintain a culture where individual learners can strive to realise their full potential.

3. Background

- 3.1 On 1st May 2008 Education secretary Fiona Hyslop launched the Scottish Government's own consultation entitled "Safeguarding our Rural Schools and Improving School Consultation Procedures", which makes proposals for changes to current legislation.
- 3.2 On 12th June 2008 the Head of Schools presented a report to Services Committee entitled "Rural Schools – The Scottish Government's Consultation" (ED-25-F) (Min Ref: SC 45/08) outlining the background to the consultation and suggesting a Shetland-wide debate leading to a community response.
- 3.3 In response to the report, members asked for a subsequent report to be presented to Services Committee at their August meeting detailing the School Service's answers to the consultation questions.

4 Current Situation

- 4.1 The key questions contained in the consultation document were grouped under three headings:

4.1.1 Proposals for handling rural school closures

This section deals with the matters to be considered before any consultation on closure takes place, as well as the issues around the classification of rural schools. At the June meeting of Services Committee several Members raised concerns about the proposed classification not taking account of the particular characteristics of island communities – this is reflected in the response.

4.1.2 Proposals for handling all school closures and consultations

This section deals with the proposals for handling all school closures and consultations in future. The proposals outline the “statutory consultation phase” – that is, the formal consideration and consultation process once a Council has taken a decision to propose a school closure. This does not compromise the way in which Councils wish to seek public opinion through informal consultation on, for example, future changes to the school estate.

4.1.3 Referrals for Ministers’ consent

This section deals with the question of Ministerial involvement and intervention in the process. It also covers the question of the provision of denominational education that, at this time, does not affect education in Shetland.

- 4.2 The Schools Service response to the consultation (attached as Appendix A) has been developed in discussions with Central Staff and Head Teachers taking into account the range of differing views held in different communities across Shetland.

5. Conclusion

- 5.1 Shetland needs to consider very seriously its response to the Government consultation, as it will undoubtedly affect any future discussions around the overall scheme of provision of education in Shetland, especially in the light of the “Blueprint for Education”, “A Curriculum for Excellence” and the proposed changes to the exam structure.

6. Proposals

- 6.1 It is proposed that the Schools Service responds to the consultation in an agreed form (attached as Appendix A).
- 6.2 Parent Councils have been invited to submit their own responses directly to the Scottish Government.
- 6.3 The Scottish Government Education Analytical Services Division has commissioned research to support the consultation. In order to provide a geographically representative sample, two workshops (one with parents and one with pupils) are scheduled to take place in Shetland during late August - early September.
- 6.4 Representatives of the teaching Unions have been encouraged to submit responses directly to the Scottish Government.
- 6.5 The response to this consultation should be submitted to the Scottish Government before 19 September 2008.

7. Financial Implications

- 7.1 There are no financial implications arising from this report, as any costs incurred during the consultation process will be met from within existing resources.

8. Policy and Delegated Authority

- 8.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions relating to matters within its remit for which the overall objectives have been approved by Council, in addition to appropriate budget provision.

9. Recommendation

I recommend that the Services Committee consider Appendix A, amend where necessary, and approve the terms of the Council's response.

August 2008

Our Ref: HB/JR/sm

Report No: ED-35-F

Shetland Islands Council



Education & Social Care

Schools Service

**safeguarding our rural
schools and improving
school consultation
procedures**

**proposals for changes
to legislation**

**Response to the Scottish
Government consultation
Submitted by 19 September 2008**

1. Do you support the proposal to require local authorities to have regard to certain matters before they can proceed to consultation on the closure of a rural school?

We believe that, providing the certain matters are measured and agreed, this is a sensible approach that will ensure consistency of approach not only within an authority but also across Scotland. We agree with the concept that there needs to be clarity from the outset that a legislative presumption against closure is not the same as a prohibition on rural closures. It would be inappropriate for Councils across the country to have to follow a “one size fits all” model with regard to altering schemes of provision, as school and pupil costs vary dramatically from one area to another, and Councils are charged with achieving Best Value within an increasingly tight legislative and financial framework. Councils need to have the flexibility to consider educational provision alongside their ongoing agenda for rural development, especially in a time of falling populations and significant population movements in some remote areas. Providing that all possible alternatives are considered prior to consultation, we feel that sensible guidance would be that any case for closure must be robust and in the best interests of educational provision in the area.

2. Do you agree with the four matters we propose requiring that authorities should have regard to before proposing a rural school? These are:

- Alternatives to the closure of the school
- Likely overall impact of the school’s closure on the communities which it serves
- Likely impact of closure specifically on the community’s subsequent use of the school’s building facilities and grounds
- Likely impact that new travel to school patterns and arrangements would have on pupils and other school users and the environment.

We welcome the “broad and simple terms” that will allow local authorities to observe their own priorities whilst not excluding consideration of other matters. The most common argument levelled against proposed school closures is that of “tearing the heart out of the community.” Consideration of these matters will allow a more considered approach to the impact possible closures could have not only on small communities but also on the wider community in terms of transport links and environmental issues.

3. Do you agree that it is not appropriate to set up a rural schools fund?

We can see no benefit to be gained from the establishment of a rural schools fund – indeed we believe that such a fund flies in the face of established and effective funding mechanisms and would compromise the agreement set out in the Concordat and the associated local government settlement.

4. Do you agree with the proposed definition of “rural schools”?

No we do not – in fact, we believe that island communities such as ours feel that our particular and unique circumstances have been ignored in the definition of rural communities. According to the present Scottish Government Urban/Rural Classification, Lerwick is a Very Remote Small Town and every other settlement in Shetland is Rural – the new proposal would not change this. It seems to us that the concept of island communities has not been given full consideration, and yet they are the communities that offer the greatest challenge to a Council in terms of transport links, infrastructure services and the provision of Health, Education and Social Care.

5. Do you support requiring local authorities to publish a statement setting out the educational benefit of the school closure proposal?

Local authorities have a wide range of legislative duties with regard to education. Key to these duties is the concept of continuous improvement – improvement in the quality of school education provided and improvement in the standards of such education. It follows, therefore, that unless a school closure will benefit the education of the pupils as a whole it is difficult to justify. We feel it is therefore wholly appropriate for a requirement for an authority to publish an educational benefit statement, setting out clearly the benefits to pupils and the wider community of any proposed closure. This benefit should take account, not only the benefit to pupils of the school concerned, but also pupils elsewhere, directly and indirectly affected by such action.

6. Do you agree that it should be left to the authority as to how it sets out an educational benefit statement?

We recognise that circumstances will vary greatly from one authority to another and therefore an educational benefit statement should not be too prescriptive in form. However, we feel that authorities would welcome some broad guidelines so that some degree of uniformity of approach is possible.

7. Do you agree that HMle’s views should be sought in all cases?

We believe that local knowledge and context is a very important factor. We are unsure of the value of the views of HMle - all their comments on the educational standards of a particular establishment, and indeed local authority, are published on their website. In the past they have been unwilling to comment on the relative merits of different sizes of establishments, so we do not know what additional information they could bring to the debate.

8. Do you support the proposed changes to the way consultations should be conducted? These are

- Introducing a requirement that a consultation paper should be published containing certain information
- Establishing a mechanism for addressing allegations of factual inaccuracies in a consultation paper
- Extending the list of people who must be consulted
- Updating the way consultations are publicised
- Updating how people can respond to a consultation
- Extending the minimum consultation period to 6 weeks in term time and
- Introducing a requirement that the authority publish a Consultation Report 28 days before the final decision is taken.

We absolutely agree on the need to extend the way in which we formally consult communities. However, we would caution against over-bureaucratising this process. It should be relatively short and lead to a clear and defensible position.

9. Do you agree that Ministers should take a power to issue “statutory guidance” to which authorities would have to have regard?

We believe that if the guidance is based on the matters to which authorities must have regard when considering a rural closure, it makes clear sense for Ministers to issue statutory guidance to which all authorities would have to have regard. Once again we would caution against a “one size fits all” approach that takes no account of the unique problems of island authorities.

10. Are you content with the present system of referrals of closure cases to Ministers?

No – we believe that this can only increase the feeling of conflict between Central and Local Government. Ministerial referral should be in a case of appeal, for example where an authority has failed to satisfy a legislative requirement.

11. If not, what changes would you like to see and why?

If Ministers give clear and unequivocal statutory guidance then the only ministerial intervention in the process should be in the event of an authority failing to have regard to the guidance.

- 12. Do you agree with the proposal to place the responsibility on authorities to satisfy themselves regarding the provision of denominational education? If so, do you agree with the proposal to continue to allow referral to Ministers if the Church or denominational body has an objection?**

We feel it inappropriate to comment at length on this issue. In Shetland we do not have a requirement for denominational schools.

- 13. Do you agree with our proposal that in the future only school closure cases should be referable to Ministers?**

No - see responses to Questions 10 and 11.

- 14 Any other comment?**

No further comment.

**Responses should be posted to:
School Closure Consultation CRE 995
CSU, Spur U5b Saughton House
Broomhouse Drive
Edinburgh
EH11 3XD**

Please include the Respondent Information Form



REPORT

To: Services Committee

28 August 2008

From: Head of Schools

Little Tikes – Feasibility Study

1 Introduction

- 1.1 The purpose of this report is to present Members with the completed feasibility study (Appendix A) on the provision of purpose-built premises for Little Tikes, Partner Provider of pre-school education for the Tingwall, Nesting and Girlsta area.
- 1.2 At Services Committee on 6 March 2008 (Min Ref: 20/08), Members agreed to provide a purpose-built building in Tingwall to satisfy the long-term needs for pre-school education, and to work with Little Tikes to explore all options to secure premises in Tingwall, including applications for grant funding from other bodies.
- 1.3 At Full Council on 14 May 2008, (Min Ref: 64/08) Members agreed to fund a feasibility study into options for providing a purpose-built premises for Little Tikes.
- 1.4 A progress report on work done towards the study was presented to Members at Services Committee on 12 June 2008.

2 Links to Corporate Priorities

- 2.1 In recognition that, “Shetland Schools’ population projections anticipate a substantial reduction in pupils, within a relatively short time frame” the Authority will, “develop a modern ‘blueprint’ for the shape of the education service across Shetland for 10 years time”. The pre-school service will form part of this review.

3 Summary of Options

3.1 The feasibility study examined the following options:

Option 1

- a) A traditional built extension to Nesting Primary School and to Tingwall Primary School
- b) A portakabin unit extension to Nesting Primary School and to Tingwall Primary School

Option 2

- a) A larger traditional built extension to Tingwall Primary School only
- b) A larger portakabin extension to Tingwall Primary School only

Option 3

- a) A stand-alone traditional build adjacent to Tingwall Primary School
- b) A stand-alone portakabin build adjacent to Tingwall Primary School

3.2 The study also considers the option of doing nothing.

3.3 The perceived advantages and disadvantages and predicted costs of each option are as follows. These are drawn from the feasibility study and from the parent consultation which took place in November 2007.

3.3.1 Option 1

- a) A traditional built extension to Nesting Primary School and to Tingwall Primary School: £530,000**

Advantages

- Both school communities receive pre-school education in their locality which supports good transition into primary
- This option supports developments in the new Curriculum for Excellence by facilitating opportunities for pre-school children to share learning with Primary One pupils
- Travel times and distances are minimised for all families
- The Planning department favour the option of extension as it confines all educational activity to the one building
- All existing services are in place for building
- No purchase of privately owned land is required

Disadvantages

- Nesting pre-school group would be very small
- Little Tikes Committee have indicated that they cannot run two separate facilities, which excludes this option unless other alternative means of management are considered. The Schools Service has no plans to provide a nursery class for each school
- Reduction in the play area available to the school. This is not such an issue in Nesting
- Learning and teaching in Tingwall Primary School may be disrupted as pre-school children may be engaged in outdoor play during the school's class time

- During the building time, there will be considerable disruption to Tingwall Primary School, and some disruption to Nesting Primary School
- Local contractors are very busy and it might be difficult to obtain a contractor who will be able to complete the project with the projected budget, and within the client's time constraints
- This option is very expensive

b) A portakabin unit extension to Nesting Primary School and to Tingwall Primary School: £588,000

Advantages

- Both school communities receive pre-school education in their locality which supports good transition into primary
- This option supports developments in the new Curriculum for Excellence by facilitating opportunities for pre-school children to share learning with Primary One pupils
- Travel times and distances are minimised for all families
- This method of construction may mean a quicker resolution for the project, as the modular unit completes complete with all fixtures and fittings
- The Planning department favour the option of extension as it confines all educational activity to the one building
- All existing services are in place for building
- No purchase of privately owned land is required

Disadvantages

- Nesting pre-school class would be very small
- Little Tikes Committee have indicated that they cannot run two separate facilities, which excludes this option unless other alternative means of management are considered. The Schools Service has no plans to provide a nursery class for each school.
- Learning and teaching in Tingwall Primary School may be disrupted as pre-school children may be engaged in outdoor play during the school's class time
- During the building time, there will be considerable disruption to Tingwall Primary School, and some disruption to Nesting Primary School
- This option is the most expensive

3.3.2 Option 2

a) A larger traditional built extension to Tingwall Primary School only: £383,000

Advantages

- This is the cheapest option
- Excellent opportunities for the children to access facilities and resources at Tingwall Primary School
- This option supports developments in the new Curriculum for Excellence by facilitating opportunities for pre-school children to share learning with Primary One pupils

- This option minimises travel distance and time for the majority of the children who are likely to attend
- The local toddler group meets in the Tingwall Hall on a Wednesday. Therefore closer links with the group can be better formed as Little Tikes will be on the same campus
- Planning department favour the option of extension as it confines all educational activity to the one building
- All existing services are in place for building
- No purchase of privately owned land is required

Disadvantages

- Nesting children will have further to travel than at present, and this option does not best support their transition to Nesting Primary School
- Learning and teaching in Tingwall Primary School may be disrupted as pre-school children may be engaged in outdoor play during the school's class time
- During the building time, there will be considerable disruption to Tingwall Primary School
- Local contractors are very busy and it might be difficult to obtain a contractor who will be able to complete the project with the projected budget, and within the client's time constraints

b) A larger portakabin extension to Tingwall Primary School only: £420,000

Advantages

- This is the third cheapest option
- Excellent opportunities for the children to access facilities and resources at Tingwall Primary School
- This option supports developments in the new Curriculum for Excellence by facilitating opportunities for pre-school children to share learning with Primary One pupils
- This option minimises travel distance and time for the majority of the children who are likely to attend
- The local toddler group meets in the Tingwall Hall on a Wednesday. Therefore closer links with the group can be better formed as Little Tikes will be on the same campus
- The Planning department favour the option of extension as it confines all educational activity to the one building
- All existing services are in place for building
- No purchase of privately owned land is required
- This method of construction may mean a quicker resolution for the project, as the modular unit comes complete with all fixtures and fittings

Disadvantages

- Nesting children will have further to travel than at present, and this option does not best support their transition to Nesting Primary School

- Learning and teaching in Tingwall Primary School may be disrupted as pre-school children may be engaged in outdoor play during the school's class time
- During the building time, there will be considerable disruption to Tingwall Primary School

3.3.3 Option 3

a) A stand-alone traditional build adjacent to Tingwall Primary School: £458,500

Advantages

- Less costly than Option 1
- Good opportunities for the children to access facilities and resources at Tingwall Primary School
- This option supports developments in the new Curriculum for Excellence by facilitating opportunities for pre-school children to share learning with Primary One pupils
- This option minimises travel distance and time for the majority of the children who are likely to attend
- A stand-alone facility means that spontaneous opportunities for learning can be maximised. Children engaged in outdoor play from the group will not disrupt the learning of pupils in the school
- The local toddler group meets in the Tingwall Hall on a Wednesday. Therefore closer links with the group can be better formed as Little Tikes will be on the same campus

Disadvantages

- Nesting children will have further to travel than at present, and this option does not best support their transition to Nesting Primary School
- The purchase of privately owned land is required
- Diversion of water mains will be required as it crosses the proposed site
- Local contractors are very busy and it might be difficult to obtain a contractor who will be able to complete the project with the projected budget, and within the client's time constraints

b) A stand-alone portakabin build adjacent to Tingwall Primary School: £416,500

Advantages

- This is the cheapest of the option involving portakabin
- Good opportunities for the children to access facilities and resources at Tingwall Primary School
- This option supports developments in the new Curriculum for Excellence by facilitating opportunities for pre-school children to share learning with Primary One pupils
- This option minimises travel distance and time for the majority of the children who are likely to attend
- A stand-alone facility means that spontaneous opportunities for learning can be maximised. Children engaged in outdoor play from the group will not disrupt the learning of pupils in the school

- The local toddler group meets in the Tingwall Hall on a Wednesday. Therefore closer links with the group can be better formed as Little Tikes will be on the same campus
- This method of construction may mean a quicker resolution for the project, as the modular unit completes complete with all fixtures and fittings

Disadvantages

- Nesting children will have further to travel than at present, and this option does not best support their transition to Nesting Primary School
- The purchase of privately owned land is required
- Diversion of water mains will be required as it crosses the proposed site
- Extra work may be required at the site to provide a safe platform for a crane to site the portakabin

3.3.4 The Do Nothing Option

If the Council were to 'do nothing' in respect of supporting the provision of premises for the group, the Group have indicated that they would find it difficult to continue to provide the service beyond the school session 2008-09. If at this point, they were to close, then the children who attend the group would be relocated into other pre-school settings. There are currently places available in the two closest nursery classes (Whiteness and Scalloway) which could accommodate all the children.

4 Conclusions

- 4.1 Little Tikes Management Committee's favoured option was to have their own stand alone premises adjacent to Tingwall Primary School. This is the second cheapest option, and by using a portakabin building this might help the project to be completed more quickly.
- 4.2 The Schools Service notes that the cheapest option is to do nothing. As previously reported to Members, there is capacity at schools elsewhere to accommodate the number of children who attend Little Tikes, so there is no specific service need to support a justification for this project through the current Capital prioritisation system. However, if Members are minded to recommend new capital investment then the cheapest option is the traditional built extension to Tingwall Primary School. This is because there is no land acquisition required and all services are in place already. However this may cause disruption to learning and teaching in Tingwall Primary School once open, and will disrupt the school considerably during the construction phase. It will also reduce the play area for the whole school once complete. It may also prove challenging to source a contractor within the timescale requested by Little Tikes Management Committee.

5 Financial Implications

- 5.1 If Members agree to place the Little Tikes project into the capital programme, the financial commitment from capital resources will be between £383,000 and £588,000 dependent on the specific option they agree to put forward.

6 Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to co-ordinate and monitor the effective use of resources, human, physical and financial, for the provision of those services that are within the remit of the committee. This includes the assessment of need in terms of capital investment, referred to as the Business Case and Feasibility Study stage of the capital programme prioritisation method.
- 6.2 The Council retains full authority for decisions on the Capital Programme so there is no delegated authority for Services Committee to amend the priority and funding for Capital Projects. However, Services Committee can legitimately agree the scheduling of projects prior to consideration through the capital programme prioritisation system.

7 Recommendations

- 7.1 I recommend that Services Committee
- (a) note that there is no specific service need to support this capital investment proposal, as there is capacity at existing provision elsewhere to accommodate the number of children currently attending Little Tikes; and
 - (b) consider if they wish to place the Little Tikes capital project into the capital programme.
- 7.2 If Members approve the recommendation in 7.1(b), giving due consideration to all of the advantages and disadvantages outlined in this report, it is recommended that Project Option 2 a) - A larger traditional built extension to Tingwall Primary School, as the cheapest option, is approved for the capital programme.

Operational Procedure 2.2.1.1

NEW PREMISES FOR LITTLE TIKES PRE-SCHOOL

Feasibility Report

Amendment and Authorisation Record

Date	Author	Paragraph ref:	Nature of change	Authorised by
		n/a	First dated Revision	

Responsible Officer	Mike Finnie						
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1.0 Executive Summary

This report explores several options for providing new purpose-build premises for Little Tikes Pre-School group.

The options explored in this feasibility study are:

- Dividing the provision between two areas with extensions to existing Primary Schools both in Nesting and Tingwall areas;
- One larger facility for 30 children, situated in Tingwall;
- “Do Nothing” option.

The new facility located in Tingwall could be either an extension to the existing school or a stand-alone building in the proximity. For all these proposals there is a choice of using traditional building methods or using modular system such as Portakabin.

Proposal drawings and budget costs were prepared for all options and discussed with stakeholders and statutory authorities.

As a whole, an extension to existing school was seen as the preferable option as it would develop close links between the proposed provision and the existing school, as well as confine all educational activities within existing facility. This would be best use of current resources, and will also support children’s transition into primary classes, whether the pre-school group continues to be run by a Partner Provider, or by Educational Authority.

There is substantial difference between cost estimates for various options, with two Portakabin Lilliput extensions on separate location being the most costly at £588,000, and traditionally built extensions to Tingwall PS the cheapest alternative at £383,000.

2.0 Introduction

2.1 Background

Little Tikes Pre-School is the Partner Provider group for area of Tingwall, Girsta and Nesting, providing pre-school education to 3-5 year olds. It has been operating since 1996 and has in the recent times encountered difficulties in recruiting the office bearers and voluntary committee members.

Among other reasons, such as competing with local authority salary levels and inadequate funding, there is also a lack of suitable premises.

2.2 Current Service provision

Little Tikes runs pre-school sessions for 3-5 year olds on Mondays, Tuesdays and Fridays, and two further sessions for children in pre-school year on Wednesdays and Thursdays. At present they can accommodate 21 children at any one session.

There is a concern that current arrangement will not be able to meet service demand in the future, bearing in mind that in last few years Shetland Islands Council received 75 planning applications for the area, and that HHA plans to build 30-40 new housing units within the next five years.

2.3 Current Accommodation

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Little Tikes operates from Girsta Chapel, owned and co-occupied by Methodist Church. This means that volunteers need to spend extra time to setting up the environment for the children on Monday morning and take away and store all the equipment, materials and decorations on Friday, so the chapel can be used for the service.

The building itself is old masonry structure with inadequate insulation, with large heating cost. There are other ongoing maintenance problems, mainly with water ingress. Due to falling render on W façade the external playground is currently not safe to use.

3.0 Brief

3.1 User requirements

The Little Tikes Pre-School group would like to obtain a purpose build facility that can provide pre-school education for up to 30 children. Such premises should be set up in proximity to an existing primary school – neither of the two schools in the area has a nursery department. The results of the consultation with parents /carers was a preference for a purpose - built nursery department attached to, or adjacent to the Tingwall School. This would be a Schools Service nursery class managed by the Head Teacher of the school. Little Tikes Management Committee's second preference would be for a modular building (Portakabin type) situated beside one of the schools, bought by the Schools Service, with Little Tikes group continuing to provide the service.

3.2 Recommendations/ Actions from Business Case

The Schools Service would prefer that the Partner Provider continues to deliver the service in that area, as it works well. The Education Department will continue to provide finance, advice and support to the Management Committee for as long as they feel able to continue – they have stated that they will not be in a position to continue beyond the 08/09 session, especially in current accommodation.

3.3 Requirements for service

The local Authority is required to ensure that all 3 and 4 year olds have access to at 475 hours of pre-school provision per year. This works out a minimum of 2.5 hours per day for 5 days a week for the 38 weeks of term time. The Schools Service has in place a number of models of service delivery, and in Tingwall / Nesting area the current arrangement is working with the partner provider. This entails paying rent for their current premises and a grant to management committee at a price per place, with the service provided by play leaders and play workers.

3.4 Accommodation Schedule

The required accommodation is a large playroom for children, with a snack preparation area, an office/staff room (4 staff), children and staff toilets, large lobby, storage space and a secure external playground.

The size of playroom is based on minimum 2.3 m² per child.

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One WC is needed for every 10 children.

Two door separation is required between a WC and any area where food is prepared.

OPTION 1

Location Nesting, based on 10 children - the projected figures for the next three years show 4 to 9 children in the area in need of pre-school education.

Playroom space no less than 23 m² (excluding fixed furnishing and fittings)

Staff room/office plus store room

One accessible assisted WC plus one child's WC

Lobby with parents waiting area, cloaks, displays etc.

Location Tingwall, based on 25 children - the projected figures show 13 to 25 pre-school children in the area. Proposed provision is therefore designed for maximum 25 children.

Accommodation as above, with playroom no less than 57.5 m² and 3no. children's WCs.

OPTION 2

Location Tingwall, based on 30 children

As above, with playroom no less than 69 m², 3no. children's WCs and more storage requirements. Separate plant room for stand-alone option.

For detailed accommodation schedules please see appendices 13.1 and 13.5

4.0 Consultations

4.1 Project Team/ Consultants

Project Manager: SIC Capital Programme
Greenhead Base Lerwick ZE1 0PY
Architect: Richard Gibson Architects
72a Commercial Street Lerwick ZE1 0DL
Quantity Surveyor: SIC Capital Programme

4.2 CDM Coordinator: SIC Capital Programme

4.3 Stakeholders: Little Tikes Pre-school parent provider
Parents, carers and guardians of service users
Shetland Childcare Partnership
SIC Education Department Schools Service
Hayfield House
Lerwick ZE1 0QD

4.4 Client Little Tikes Pre-school
Management Committee

4.5 Public Consultation exercise undertaken on pre-school provision in the Tingwall, Nesting, and Girlsta area, in the form of a questionnaire to parents /carers and a public meeting held in December 2007

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4.6 Statutory

SIC Departments:
Development Management
Building Standards
Roads Department
Building Services Unit

Scottish Water
Duncan House, Sandy Loch
Lerwick ZE1 0SR

Scottish+Southern
Lerwick Power Station
Gremista ZE1 0PS

4.7 Other

Nesting Primary School, Skellister
Shetland ZE2 9PP

Tingwall Primary School, Gott
Shetland ZE2 9SE

5.0 Corporate/ Service Plan

This project links to the Council's Corporate Plan 2008-2011 as it contributes to the achievement of the following priorities:

- Ensure a model for education is developed by 2009 that considers the educational and financial viability for schools and communities and its outputs are then implemented.
- Consider the development of 'Centres of Excellence' and building on existing high quality facilities.

It also links to the Four Year Plan for the work of Services Committee agreed by Members in 2007, in that the future of Little Tikes will partly shape the future of pre-school education in Shetland. Services Committee agreed the following:

In recognition that, "Shetland Schools' population projections anticipate a substantial reduction in pupils, within a relatively short time frame" the Authority will, "develop a modern 'blueprint' for the shape of the education service across Shetland for 10 years time". The pre-school service will form part of this review.

6.0 Socio/ Economic Benefits

The following is an excerpt from Little Tikes Playgroup Business Plan:

The local community and parents of children attending Little Tikes Playgroup are keen to emphasise the community benefit of a group in their local area. Children who attend pre-school education together form friendships from a very early age, and are at an advantage when going on to start school. Their self-esteem and confidence are much greater through knowing their peers, than for those joining from outside the community.

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The benefits to the parents of these children through the social contacts made through the groups' rotas and fund-raising activities, assists in integrating new families into the area (many of the new houses in the area have been built by families from outwith). These connections go on throughout the community, as their children go through youth clubs and play schemes. Parents gain valuable committee experience and skills through their experience at Little Tikes, which are transferable to both further voluntary work and committees, and to their working lives.

If Little Tikes Playgroup has to close, and the children are divided up and sent to other providers, this community capacity is lost, and ongoing benefits to other community groups and committees in the area are lost. The local community involvement in a pre-school group sows the seeds for the future strength of the community.

7.0 Participation by Others

Shetland Islands Council has made a commitment to fund this project. It will be placed in the Capital Programme and prioritised. Shetland Childcare Partnership undertook a feasibility study in 2007, looking at options for securing partner providers/ childcare facilities in the Lerwick area. If any change to provision in the Tingwall, Nesting and Girlsta takes place, this may have an impact on the demand for pre-school education places in Lerwick.

Schools Service has a legal agreement with Little Tikes to provide pre-school places, and pays them a grant per place for each place. Schools Service also supports the group by paying the rent of their premises, and providing resources and training for them. Little Tikes is also supported by Shetland Childcare Partnership. The Partnership provides pastoral and managerial support to the group, and some financial assistance.

8.0 Project Options

8.1 Summary of Options to meet Service Needs

A purpose build facility, either attached to existing school, or located in proximity.

- Option 1: Divided provision, at two separate locations, both extensions to existing Primary Schools. A smaller extension to Nesting PS with space for 10 children and another to Tingwall PS for 25 children.
- Option 2: Larger facility, extension to Tingwall Primary School, designed to provide pre-school education for 30 children.
- Option 3: Larger facility as above, but a stand-alone building close to Tingwall PS.
- "Do Nothing" option.

8.2 Advantages/ Disadvantages

Advantage of building an extension to existing school(s):

- Extending the school will developed close links between the proposed provision and the existing school facilities. This will help secure best use of current Schools Service resources, and will also support children's transition into primary classes,

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whether pre-school continues to be run by a Partner Provider, or by Educational Authority.

- The Planning Department comments on various options also show preference to extension, as it confines all educational activities within the existing facility.
- All required services are in place and will be only extended from existing building(s).
- No purchase of privately owned land will be necessary.

Disadvantages of such proposal are:

- Reduction of garden/play areas on school site. This is not so relevant in Nesting, where the original school building was designed in a way to allow for a future extension. However in Tingwall the site is restricted, measuring only 7m at narrowest point, and has limited access. This will also mean compromises regarding the size and layout of new extension.
- There will undoubtedly be disruptions to the running of the school during the building period. In Tingwall School particularly the connection to new premises will be via existing Fire Exit and alternative evacuation plan will have to be put in place in collaboration with the Fire Officer and the Headteacher for the duration of the Works.

Advantage of a separate building on a greenfield site:

- Substantially less disruption to neighbouring buildings. Due to the large site the proposed building can be generously proportioned and make best use of positioning and orientation.

Disadvantages:

- The water mains crosses the proposed site and diversion of service will be required, agreed with Scottish Water. All services will need separate connections.
- There might be additional cost in providing an access road from the existing carpark to the new facility. If this will be the case, the Pre-School group will need to secure rights of access from the Tingwall Hall Committee.
- Land is privately owned and it is understood that the owner is prepared to sell the land. The client will have to programme in sufficient time and funds for the acquisition.
- The Building Regulations are more onerous for a stand-alone building and comprehensive heat loss calculations and Energy Performance Certificate will be required.

Disadvantages to users

- They will remain separate from the school environment. If in the future Little Tikes Pre-school group dissolves, and Tingwall School takes over running the pre-school department, two separate sites will have to be managed.

Advantage of using traditional methods of construction:

- Structural materials and finishes are chosen to complement existing buildings on the site. Such construction is far more flexible than modular built and is preferred by the Planning Department. It is also proven to work in the local harsh maritime environment of Shetland.

Disadvantages:

- At this time local contractors are extremely busy and therefore might be difficult to obtain a contractor who will be able to provide the building at budget cost and within

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the client's time constraints. Using Portakabin would leave only site preparation and minor works to be completed locally.

Advantages of using modular building

- A relatively short period of time is needed for the whole project. Apart from the link to existing school the whole building is delivered fitted and finished.

Disadvantages of such build are that

- Portakabin modules are generally used as temporary accommodation or where client has an extremely tight schedule to provide finished premises.
- The extension site at Tingwall location is restricted both in size and access to it and extra work might be required to provide a safe platform for the crane to lift Portakabin modules into place.

8.3 Proposed sites/ buildings/ options

Option 1: Two separate facilities, both extensions to existing Primary Schools

Nesting: see appendix 13.1, site plan and drawing 863(01)01 plan

- Site: level grassy area between the school, communal multi-court and the road.
- Proposed extension is to the north side of the school, next to existing gym /multi purpose room. Connection to the school is through the gym. Entrance to the building is from existing paved area at the side of the school, with level access from the car park. Through the entrance is lobby with space for cloaks, information display, waiting parents and exhibitions of artwork etc. Leading from the lobby are connecting door to main school, accessible unisex staff WC and door to main playroom. Within the playroom there is separate washroom with a child's WC, resources store and a staff room /office /file store.
- Extensive glazing to NW area to maximise daylight and benefit from the view towards the loch. Small clerestory windows to sanitary facilities at SE elevation, facing school playground.
- Externally a transparent canopy above the entrance and gate to 65 m² external enclosed playground provides shelter and occasional rainy day play area. External playground to have impact-attenuating covering and timber fencing. Concrete paving to entrance and 1m wide path around perimeter of the extension, to connect parking to school playground.
- Structure to be well insulated timber frame, with external cladding, roof pitch and material chosen to match adjoining school building.
- Schedule of areas: please see Scope of Works in appendix 13.5.
- Services: An engineer input is required to establish whether the current school service provision can cope with additional load. It is understood that the school was designed with a future extension in mind, so this should not be a problem.

Tingwall: see appendix 13.1, site plan and drawing 863(02)01 plan

- Site: Proposed extension is to the East of the school, on narrow strip of grassy area between the garden and playground. The site is level and reasonably dry.
- Access: Connection to the school is through existing fire exit. Entrance to the building is to the South, with level access from the car park via new path through school garden. Hall with space for cloaks, waiting parents and exhibitions of artwork,

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information etc. Leading from the hall are connecting door to main school; fire exit; washroom; accessible unisex staff WC and double glazed door to playroom. Within the main playroom there is a snack preparation area with worktops and door leading to the office/staff room and to resources store.

- Extensive glazing to North. Small high-level windows towards existing school. Office window to East. Sanitary facilities and resources store at S elevation, facing pre-school playground.
- Existing school's garden store to be demolished and incorporated within the new extension, with a separate external door. Due to constraints of the site this will be smaller than existing lean-to store.
- Externally a transparent canopy to provide shelter. Concrete paving to entrance and 1m wide path around perimeter of the extension, to connect school playground and school garden. Path to carpark through the garden via existing garden gates.
- Schedule of areas: please see scope of works, appendix 13.5.1
- Services: An engineer's input is required to establish whether the current school service provision can cope with additional load. All services could thus be extended from the existing school, such as power and hot and cold water, including security and fire alarm system. Foul drainage to be discharged into existing waste system.
- The site of extension is crossed both by buried electrical cable and underground drainage. Extensive diversion of services to around new extension will be required.
- Structure to be well insulated timber frame, with external cladding, roof pitch and material chosen to match adjoining school building: painted timber vertical weatherboarding, metal profiled roof. Painted triple glazed timber windows. Inward opening glazed entrance door.

Option 2: Larger facility, extension to Tingwall Primary School.

See appendix 13.1, site plan and drawing 863(02)01 plan.

- This option is similar to one described above, but with larger footprint. The projected figures for the next three years show 18 to 29 children in the whole Nesting /Girlsta /Tingwall area in need of pre-school education. Proposed provision is therefore designed for maximum of 30 children.
- Site, services, structure, finishes: as above.
- Schedule of areas: please see scope of works, appendix 13.5.1

Option 3: Larger facility, stand-alone building in proximity to Tingwall PS.

See appendix 13.1, site plan and drawing 863(03)01 plan.

- This location is outside the school boundary on a privately owned land to East of the school site. This position is closest to existing school and a walkway (possibly covered) could connect the two facilities. There might be a requirement for an access track to the facility from the existing carpark. This can be Type 1 surfacing with timber kerbed edging.
- Site: The site generally is damp and tends to hold water; that will need to be managed during construction. Drainage channels cross the site and converge into the school garden as a burn. The proposed location is on the drier part of the plot.
- Access: Entrance into the new building is on West elevation, facing school. Access from the car park as previous option.

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- Large hall with space for cloaks, waiting parents and exhibitions of artwork, information etc. Leading from the hall are double doors to external playground, washroom and accessible unisex staff WC, equipment store/plant and double glazed door to playroom. Within the playroom there is a snack preparation area with worktops and doors leading to the office/staffroom and to resources store.
- Extensive glazing to South. Smaller windows at various heights and Office window to playground. Sanitary facilities and services /store at N elevation with high-level windows. Externally a transparent canopy provides shelter.
- Schedule of areas: please see scope of works, appendix 13.5.1
- Services: School storm drainage discharges into nearby soakaway. An attenuation pit for additional drainage from pre-school may be a planning requirement. The nearest public sewer runs along the highway app. 60m from the proposed building and would require tracking through the school playground. Scottish Water have suggested that the client could possibly connect into existing private system serving the school if there was an agreement from the school and SW. New metered connection to water mains is required. Water supply pipes cross the site – a diversion of service might be required. Power connection to new building will be required. School connection to the mains cable runs across the school garden.
- Parking: SIC Roads have expressed no fundamental object to the building having access via the car park. 5 parking spaces are required, one to be designated disabled space, next to existing gates leading to school garden.

Alternative location to option 3: Larger facility, stand-alone building in proximity to Tingwall Hall - located outside the school boundary, at the far end of existing carpark. This position forms a visual termination to the exposed area between existing housing scheme and the Hall. However the comment from the Planning Department indicate that locating the building at the end of the car park is in conflict with a possible future development to the east of existing Strand house scheme. Also, several water services are converging on the site, which would require extensive and costly diversions. For these reasons this option is not explored any further.

Additional notes to all above options:

Basic measurements have been taken for Tingwall site. For Nesting, no land survey has been carried out and site plans are based on ordinance survey information.

All the above notes are for traditional building methods; alternatively the building can be supplied as fully finished modular system building by Portakabin. For Portakabin construction see appendices 13.1.2 Drawings and 13.5.2 Scope of Work.

8.4 Include the 'Do Nothing' option

If the Council were to 'do nothing' in respect of supporting the provision of premises for the group, the Group have indicated that they would find it difficult to continue to provide the service beyond the school session 2008-09. If at this point, they were to close, then the children who attend the group would be relocated into other pre-school settings. There are currently places available in the two closest nursery classes (Whiteness and Scalloway) which could accommodate all the children.

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9.0 Exploring of Options (for Each Option)

9.1 Capital Costs

1. Option of building extensions both to Nesting and Tingwall School

Traditional Builds: £530,000.00

Portakabin: £588,000.00

2. Option of building a larger extension to Tingwall School

Traditional Build: £383,000.00

Portakabin: £420,000.00

3. Option of building a stand-alone facility in Tingwall

Traditional Build: £458,500.00

Portakabin: £416,500.00

9.2 Detailed Cost Report

See appendix 13.2.1

9.3 Revenue Costs/ Implications/ Life Cycle Costing

See appendix 13.2.2

9.4 Net Present Value / Cash Flow

See appendix 13.2.3

9.5 Value for Money

Several aspects of usability and performance of proposed new premises can be only quantified and assessed after a period of use, such as the amount of use of the premises, users' evaluation and satisfaction.

Certainly with the current projected roll numbers choosing Option 1 implies that both facilities, and particularly extension to Nesting PS, will be underused. Considering high capital cost, this option does not seem to provide very good value for money.

Option 2 will allow to make better use of existing school facility and more effective use of current Schools Service resources, and combined with lowest capital and revenue costs, this appears to be better value for money than either option 1 or option 3.

Option 3 still benefits from the close proximity of the school, and any activities outwith pre-school service (communal hire of space etc.) would be easier to arrange. Stand-alone Portakabin construction is actually less costly than Portakabin extension.

With Option 4, Do Nothing, there is substantial amount of money saved, versus time and money spent on new premises. Children will receive pre-school education in existing premises in Scalloway and Whiteness/Weisdale, where provision is already in place, and

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there are spaces available. However there would be implications to user community if the proposed premises were not provided and service by partner provider discontinued.

9.6 Timescale/ Programme

See appendix 13.6

9.7 Advantages/ Disadvantages/ Implications to Users

Option 1 Extension to Nesting Primary School and Extension to Tingwall Primary School

Advantages

- Both school communities receive pre-school education in their locality which supports good transition into primary
- This option supports developments in the new Curriculum for Excellence by facilitating opportunities for pre-school children to share learning with Primary One pupils
- Travel times and distances are minimised for all families

Disadvantages

- Nesting pre-school class would be very small
- Little Tikes Committee cannot run two separate facilities, which excludes this option unless other alternative means of management are considered. The Schools Service has no plans to provide a nursery class for each school.
- This option is very expensive

Option 2 Extension to Tingwall Primary School

Advantages

- Less costly than Option 1
- Excellent opportunities for the children to access facilities and resources at Tingwall Primary School
- This option supports developments in the new Curriculum for Excellence by facilitating opportunities for pre-school children to share learning with Primary One pupils
- This option minimises travel distance and time for the majority of the children who are likely to attend
- The local toddler group meets in the Tingwall Hall on a Wednesday. Therefore closer links with the group can be better formed as Little Tikes will be on the same campus

Disadvantages

- Nesting children will have further to travel than at present, and this option does not best support their transition to Nesting Primary School
- Learning and teaching in the school may be disrupted as pre-school children may be engaged in outdoor play during the school's class time

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Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

- During the building time, there will be considerable disruption to Tingwall Primary School

Option 3 Stand-Alone Building at Tingwall Primary School

Advantages

- Less costly than Option 1
- Good opportunities for the children to access facilities and resources at Tingwall Primary School
- This option supports developments in the new Curriculum for Excellence by facilitating opportunities for pre-school children to share learning with Primary One pupils
- This option minimises travel distance and time for the majority of the children who are likely to attend
- A stand-alone facility means that spontaneous opportunities for learning can be maximised. Children engaged in outdoor play from the group will not disrupt the learning of pupils in the school
- The local toddler group meets in the Tingwall Hall on a Wednesday. Therefore closer links with the group can be better formed as Little Tikes will be on the same campus

Disadvantages

- Nesting children will have further to travel than at present, and this option does not best support their transition to Nesting Primary School

9.8 Planning Constraints

See appendix 13.4.1

9.9 Time constraints (holidays etc)

If extension to existing school is the preferred option, the project must be scheduled in a way that the bulk of the construction occurs during 6 weeks of school summer holidays.

9.10 Budgetary Constraints

There is no current provision within the Councils Capital Programme for this project. Under the Councils current procedure new projects request funding from the Capital Programme Review Team, the project is then prioritised and this is reported as a recommendation to Shetland Islands Council. The Council is reviewing this procedure.

9.11 Implications of Options to other Services

Undoubtedly there will be substantial disruption to either Nesting or Tingwall school during construction. In case of Tingwall extension, the impact will continue after the premises are occupied, both by noise - the new playground is located near the classrooms, and by permanent loss of large garden/play area within the school grounds.

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Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

9.12 Accessibility

Building will be designed as all-inclusive, welcoming environment, accommodating either staff or children with physical impairments.

9.13 Sustainability

- Finishes and materials to be chosen for their function suitability, sustainability, low maintenance and robustness. All timber for structure to be sourced from sustainable forests.
- Insulating envelope to be in excess to what is current minimum requirement.
- With stand-alone option there is a scope for ground-source heat pump providing hot water and heating to the facility.

9.14 Links to Council Policies

The education authority has a statutory obligation to provide a pre-school place for all three year olds and all four year olds in their area.

9.15 Opportunities/ Proposals

If a purpose-built facility was provided for Little Tikes Playgroup, use of the facility beyond the session time required for pre-school education would be up to them. They have discussed hiring the premises to the Youth Club or for children's parties. However, the Little Tikes Group feel that they do not have the resources to police the building and clean it, after such use.

9.16 Health & Safety / Links to CDM

Following are comments from CDM Co-ordinator:

The extension at Nesting Option 1 would be the best option with regard to access for both construction and maintenance, parents' access and emergency access.

The locations in Tingwall, both proposed Option 2 Extension to the school and Option 3 Stand alone facility, present difficulties both during construction and access when complete.

The location of Option 3 Tingwall Stand Alone may require a permanent access for vehicular, emergency and disabled access.

9.17 Management

If the Council were to provide a building for Little Tikes, the Council would own it, and would rent it back to Little Tikes. Little Tikes would manage the building and the service in it, and Schools Service would continue to buy pre-school places from the group.

10.0 Procurement and Implementation

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

Procurement options shall be considered as part of the detailed design phase of this project. Although given the nature of the buildings a traditional approach may be adopted.

11.0 Conclusions

From the costings provided in this study and the perceived advantages and disadvantages of each option, it would appear that an extension to Tingwall Primary School, or a Stand-Alone facility at Tingwall Primary School would be the most preferred option. Although slightly more expensive, the Portakabin option has merit in terms of the time involved in completing the build. Time is a key factor for the future of Little Tikes Playgroup.

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

13.0 Appendices (to include)

- 13.1 Drawings
- 13.2 Costing and quotes
 - 1. Detailed Cost Report
 - 2. Revenue Cost
 - 3. Net Present Value
 - 4. Heat Pump Quote
- 13.3 Land Survey/ Reports
Excerpts from engineer's report November 2004
- 13.4 Statutory Services
 - 1. Comments from Planning Department
 - 2. Scottish Water Tingwall
 - 3. Underground services at Tingwall
 - 4. British Telecom
 - 5. Scottish+Southern
- 13.5 Schedule of Works
 - 1. Scope of Works and Outline Specification, traditional build
 - 2. Scope of Works and Outline Specification, modular system build and Warranty
- 13.6 List of Consultations
- 13.7 Project Team/ Consultants (List)

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

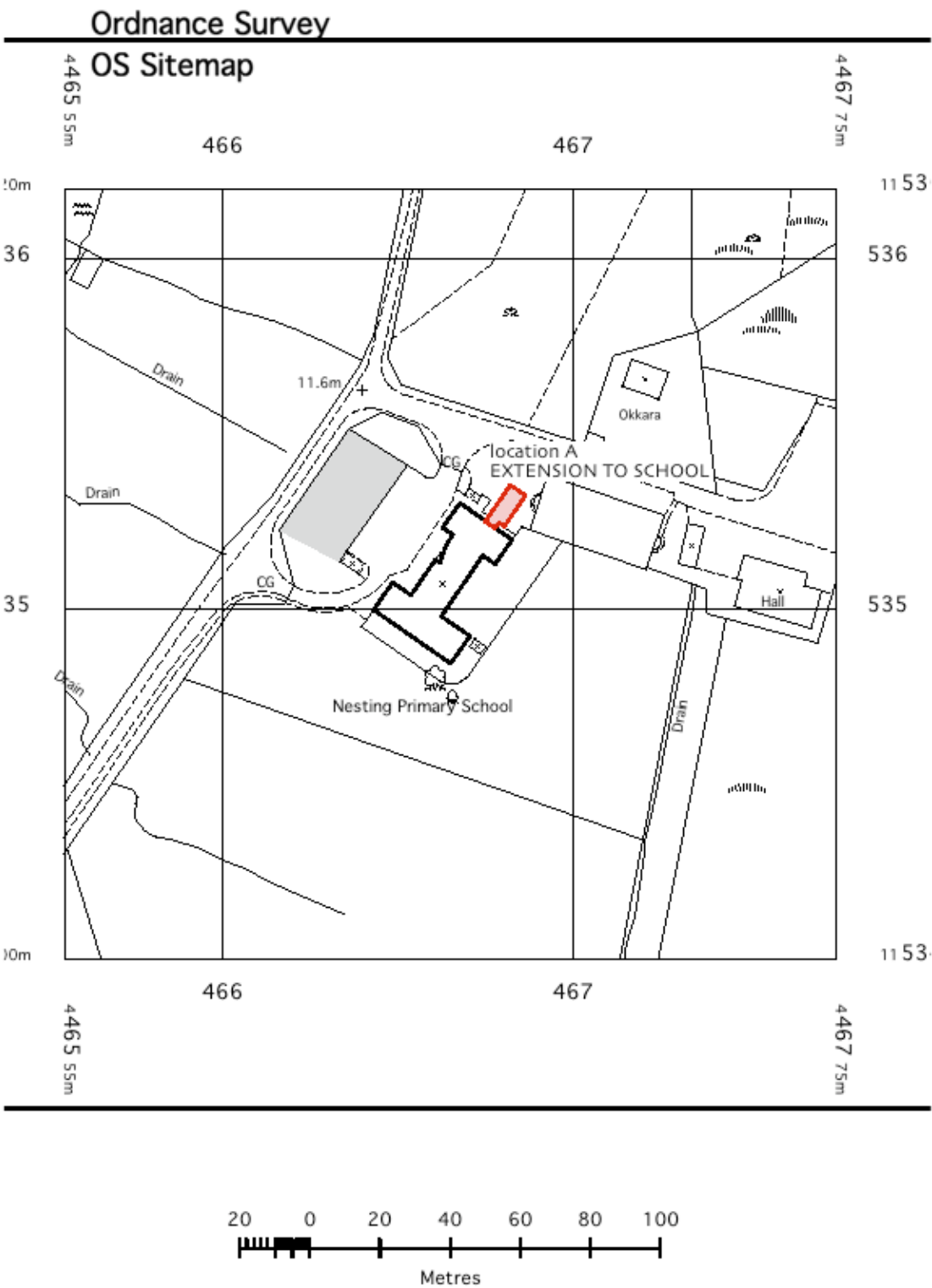
13.1 Appendix 1

OS Nesting site plan	A4
OS Tingwall site plan	A4
863(01)01 Nesting extension	A3
863(02)01 Tingwall extension	A3
863(03)01 Tingwall stand-alone	A3
863(01)11 Nesting extension Portakabin	A4
863(02)11 Tingwall extension Portakabin	A4
863(03)11 Tingwall stand-alone Portakabin	A4

Responsible Officer	Mike Finnie						
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13.1.1 OS Nesting site plan



Responsible Officer	Mike Finnie					
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13.1.2 OS Tingwall site plan



Responsible Officer	Mike Finnie					
Issue No.	1	Revision No.		Revision Date:		Doc Ref: 2.2.1.1

13.2.1 DETAILED COSTS (Excluding VAT)

Option 1A: EXTENSIONS TO NESTING PS + TINGWALL PS (10 + 25 PUPILS)

Cost of Works:	£433,000.00
Cost of Furniture:	£ 10,000.00
Fees	<u>£ 87,000.00</u>

Total Amount for Option 1A **£530,000.00**

Option 1B: PORTAKABIN EXTENSIONS TO NESTING + TINGWALL PS

Cost of Works:	£525,000.00
Cost of Furniture:	£ 8,000.00
Fees	<u>£ 55,000.00</u>

Total Amount for Option 1B **£588,000.00**

Option 2A: 30 PUPIL EXTENSION TO TINGWALL PS

Cost of Works:	£313,000.00
Cost of Furniture:	£ 7,000.00
Fees	<u>£ 63,000.00</u>

Total Amount for Option 2A **£383,000.00**

Option 2B: 30 PUPIL PORTAKABIN EXTENSION TO TINGWALL PS

Cost of Works:	£375,000.00
Cost of Furniture:	£ 5,000.00
Fees	<u>£ 40,000.00</u>

Total Amount for Option 2A **£420,000.00**

Option 3A: 30 PUPIL STAND-ALONE BUILDING AT TINGWALL PS

Cost of Works:	£325,000.00
Cost of Furniture:	£ 7,000.00
Cost of Heat Pump	£ 11,500.00
Fees	£ 65,000.00
Land	<u>£ 50,000.00</u>

Total Amount for Option 3A **£458,500.00**

Option 3B: 30 PUPIL STAND ALONE PORTAKABIN AT TINGWALL PS

Cost of Works:	£319,000.00
Cost of Furniture:	£ 5,000.00
Cost of Heat Pump	£ 11,500.00
Fees	£ 31,000.00
Land	<u>£ 50,000.00</u>

Total Amount for Option 3B **£416,500.00**

Responsible Officer	Mike Finnie					
Issue No.	1	Revision No.		Revision Date:		Doc Ref: 2.2.1.1

13.2.2 Revenue Cost / Implications

4 pages

Comparison of running cost (decorations, building fabric, services, cleaning, utilities, admin):

	Extensions to Nesting(10 pupils) and to Tingwall (25 pupils)	Extension to Tingwall for 30 pupils	Stand alone building Tingwall for 30 pupils
Year 1:	£ 11,008.00	£ 7,951.00	£ 8,889.00
Year 2:	£ 11,228.00	£ 8,113.00	£ 9,385.00
Year 3:	£ 10,278.00	£ 7,423.00	£ 8,889.00
Year 4:	£ 10,655.00	£ 7,700.00	£ 9,543.00
Year 5:	£ 11,334.00	£ 8,186.00	£ 10,500.00
Year 6:	£ 12,740.00	£ 9,205.00	£ 12,220.00
Year 7:	£ 8,954.00	£ 6,468.00	£ 8,889.00
Year 8:	£ 8,654.00	£ 6,249.00	£ 8,889.00
Year 9:	£ 8,358.00	£ 6,039.00	£ 8,889.00
Year 10:	£ 20,491.00	£ 14,806.00	£ 22,554.00
Year 15:	£ 10,416.00	£ 7,524.00	£ 13,614.00
Year 20:	£ 20,929.00	£ 15,121.00	£ 32,494.00
Year 25:	£ 5,696.00	£ 4,115.00	£ 10,500.00
Year 30:	£ 11,591.00	£ 6,700.00	£ 25,389.00
Total:	£ 264,666.00	£ 191,220.00	£ 345,973.00

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

13.2.3 Net Present Value report

4 pages

Comparison of Cumulative Discounted Cash Flow to year 2035

Option 1	Extensions to both Nesting and Tingwall (10 + 25 pupils)	£ 187,089.00
Option 2	Extension to Tingwall for 30 pupils	£ 135,168.00
Option 3	Stand alone building in Tingwall for 30 pupils	£ 227,552.00

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

13.2.4 Heat pump cost estimate

AERT-FAST Geothermal Heating

The Riddle, Southerhouse, Burra, Shetland, ZE2 9LB

VAT No. 384 6825 12

Accreditation No 2129846

Tel.No. 01595 859320

Fax. No. 01595 859415

e-mail: aertfast@tiscali.co.uk

Magdalena Gibson
c/o R G Architects
72a Commercial St
Lerwick
ZE1 0LZ

AF0046

24th July 2008

Estimate: Tingwall Preschool.

To supply, install and commission Kensa heat pump with domestic hot water.

DETAILS	PRICE
5kw Kensa Heat Pump	3,915.00
Smart start	150.00
170ltr Megaflow hot water cylinder	817.94
Three way valve	130.00
4 150mtr x 32mm MDPE pipe	780.00
Manifold	365.00
8mtr x 43mm class 'o' insulation	84.00
Electrofusion connectors	120.00
Hire of electrofusion welder	60.00
Anti-freeze	120.00
Installation	2,000.00
Commissioning	300.00
Approx carriage charges	330.00
Approx cost of excavation	1,000.00

Total £10,171.94

This estimate is valid for 30days.

All above prices exclude VAT

Trading terms and conditions

All orders are to be accompanied by 50% of unit cost, balance due following receipt of heat pump.

Heat pump and associated equipment remain the property of Aert-Fast Geothermal Heating until full payment has been received.

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

13.3 Appendix 3

Excerpts from the Report prepared for Tingwall site by Peter A Glanville, CEng MIStruct E, Chartered Structural Engineer on 26 November 2004

General

It is understood that the building is to be located immediately to the east of the Tingwall Primary School. The investigation comprised a general inspection of site conditions and the excavation of a number of Trial Pits at the corners of the proposed building and at a location on the access road. Trial Pit logs and their locations, water mains and surface water drainage are indicated on the enclosed documents. Discussions were held with Scottish Water on site, at which time they indicated the route of the water mains.

Observations

Reference should be made to the accompanying plans and photographs. There is evidence of a considerable surface water drainage problem in this area, particularly to the east of the Tingwall Hall car park. The ditches here are in very poor condition, and it is evident that no maintenance has been carried out for many years.

Surface water collects from a large area and drains under the School boundary dyke into a burn running across the corner of the School garden. From here water is directed into a culvert that runs in a westerly direction the length of the Hall carpark, under the Hall extension, and into the roadside ditch. There is an open ditch to the east of housing development, known as The Strand, which is in good condition. There are two water mains in the vicinity of the proposed building and access. The first is the old main running in a north-south direction parallel to the boundary fence and dyke. This is a 50mm diameter fibre-cement pipe. The second, a relatively new plastics pipe, runs diagonally across the park from the corner of The Strand development.

A Hitachi EX60 tracked excavator fitted with a 600mm wide bucket undertook excavation of trial pits. Depths of pits were in the order of 0.7m to 1.1m. In general terms, there is a 300mm topsoil layer overlying a firm to very firm grey stony clay. The lower level of the clay stratum in each case showed that it also included larger stones and broken rock. Water ingress was apparent in only two of the trial pits, while surface water was problematic at one location. The location of TP5 was determined by virtue of being the only dry spot in the proposed access route, raised slightly above the surrounding waterlogged area.

Conclusions and Recommendations

It will be necessary for careful consideration to be given to the problem of surface water drainage and to exercise extreme caution while undertaking excavation for the foundations since surface water run-off into the clay stratum will lead to the rapid deterioration of its bearing properties.


It is recommended that new drainage in the vicinity of the proposed access road, carpark and adjacent to the south end of the proposed building be allowed in the costs for site works. Temporary diversionary ditches and permanent re-formed ditches/culverts on the lines of main existing water courses should be formed, thus allowing as much surface water to be drained away from the site. However, the depth and location of the existing burn through the school garden is such that it would be difficult to drastically improve its capability of draining the whole waterlogged area shown on the plan. To ameliorate the problem, an alternative might be to lead additional drains into the existing open ditch to the east of The Strand.

Although an assessment of the clay layer above a depth of 0.9m from original ground level indicates a firm to very firm stratum, it is suggested that foundation design should be based on a bearing capacity not exceeding 100kN/m².

As noted above, the fibre-cement pipe is relatively close to the boundary fence, but, nevertheless, would be crossed by the new access. A section of at least 25m would have to be replaced with a plastics pipe. However, consideration should be given to the replacement of say 90 to 100m to be clear of the whole of the working area.

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

13.4.1 Planning Department comments

	Shetland Islands Council
Head of Service: Iain McDiarmid Executive Director: Graham Spall	Planning Infrastructure Services Department Grantfield Lerwick Shetland ZE1 0NT
Magdalena Gibson 72A Commercial Street Lerwick ZE1 0DL	Telephone: 01595 744800 Fax: 01595 744804 Infrastructure@shetland.gov.uk www.shetland.gov.uk
	If calling please ask for John Dougan Planning Officer - Development Management Direct Dial: 01595 7443963

Our Ref: 08 DB45 15-020 Your Ref: Your letter and plans dated 20 th June 2008	Date: 3 rd July 2008
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Dear Madam

Re: Proposed Little Tikes Pre-school at Tingwall Primary School

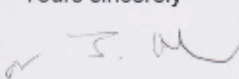
Thank you for submitting your proposal to the Planning Authority for comment. You provide two options i.e. an extension to the existing School and a stand-alone facility.

I am of the opinion that the best option would be that of the extension to the existing school i.e. it confines school activities within the existing facility. The design and layout used is also considered to be of an acceptable standard that is sympathetic to the surrounding built environment. I am also please to see that colour is being used.

You may also wish to note that there has been a pre-application submission for a 20-house development directly to the east of the existing Strand house development. Locating the pre-school in location 2 may not 'fit' with such a possible future development.

I hope the above is of use to you. However, your enquiry and our response are part of an informal process and in terms of the assessment against Council Planning Policies, it should be noted that this is informal officer advice and is without prejudice to the consideration of any application which you subsequently make or any decision taken by the Planning Authority.

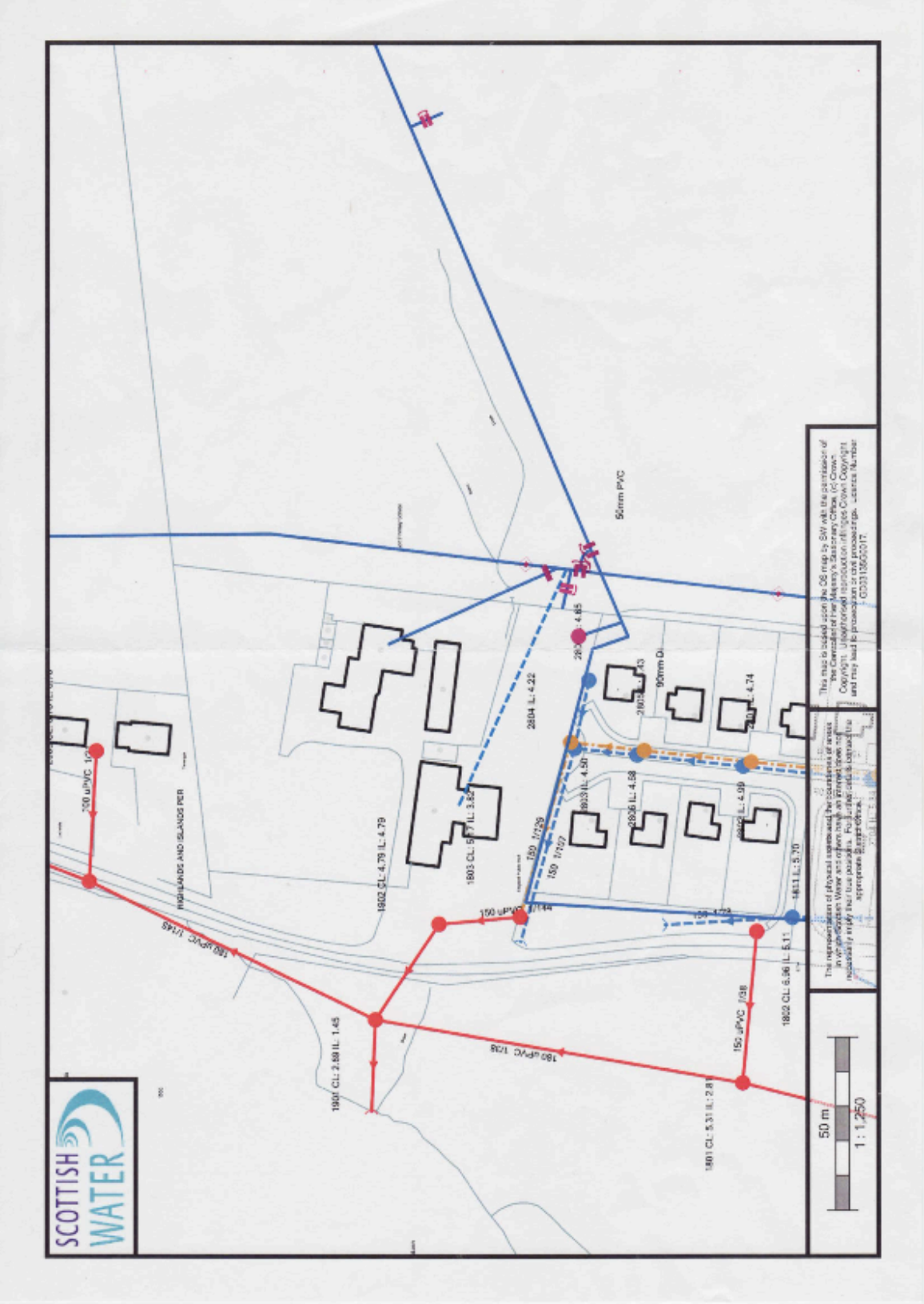
Yours sincerely


Head of Planning

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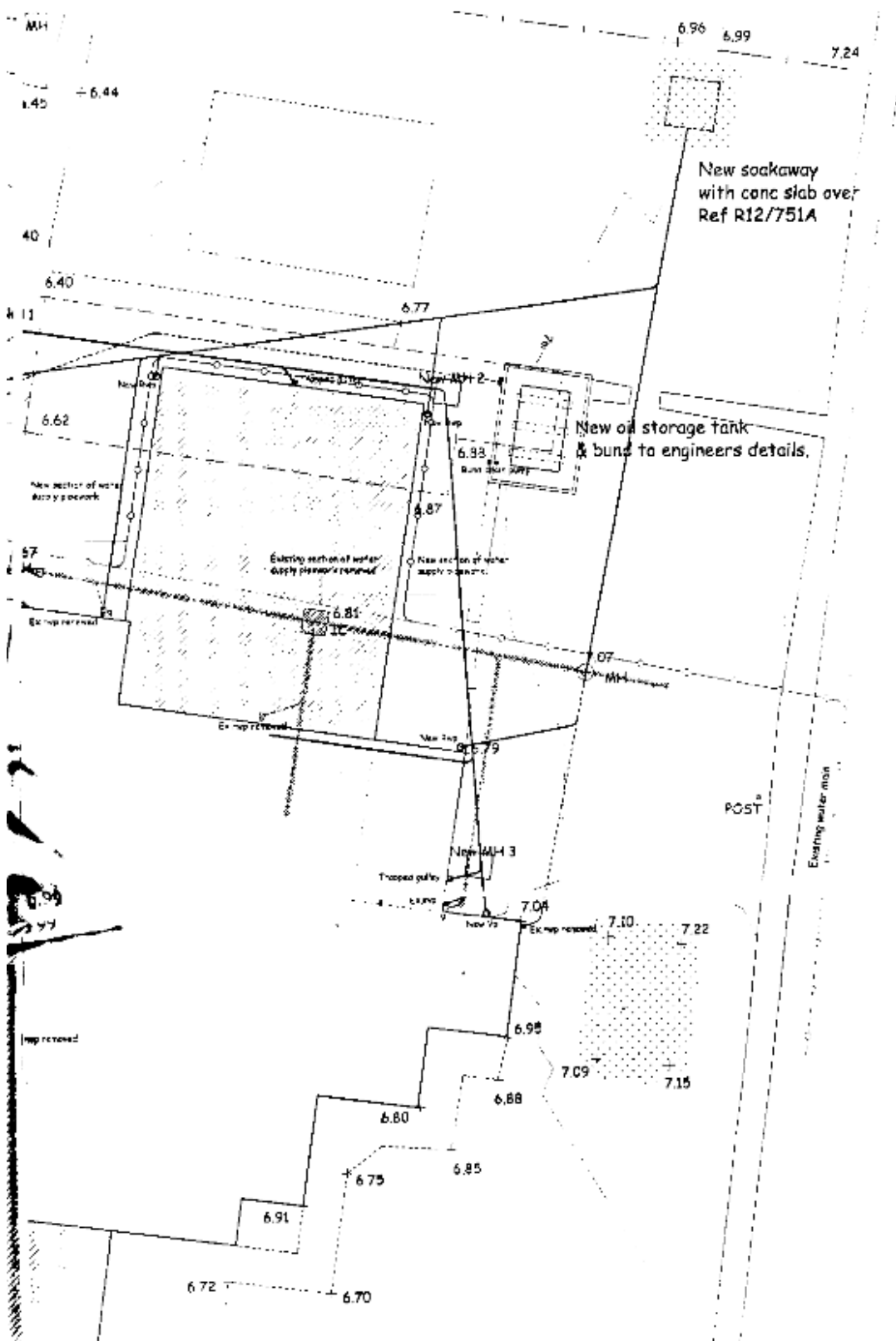
Responsible Officer	Mike Finnie					
Issue No.	1	Revision No.		Revision Date:		Doc Ref: 2.2.1.1

13.4.2 Scottish Water services in Tingwall area



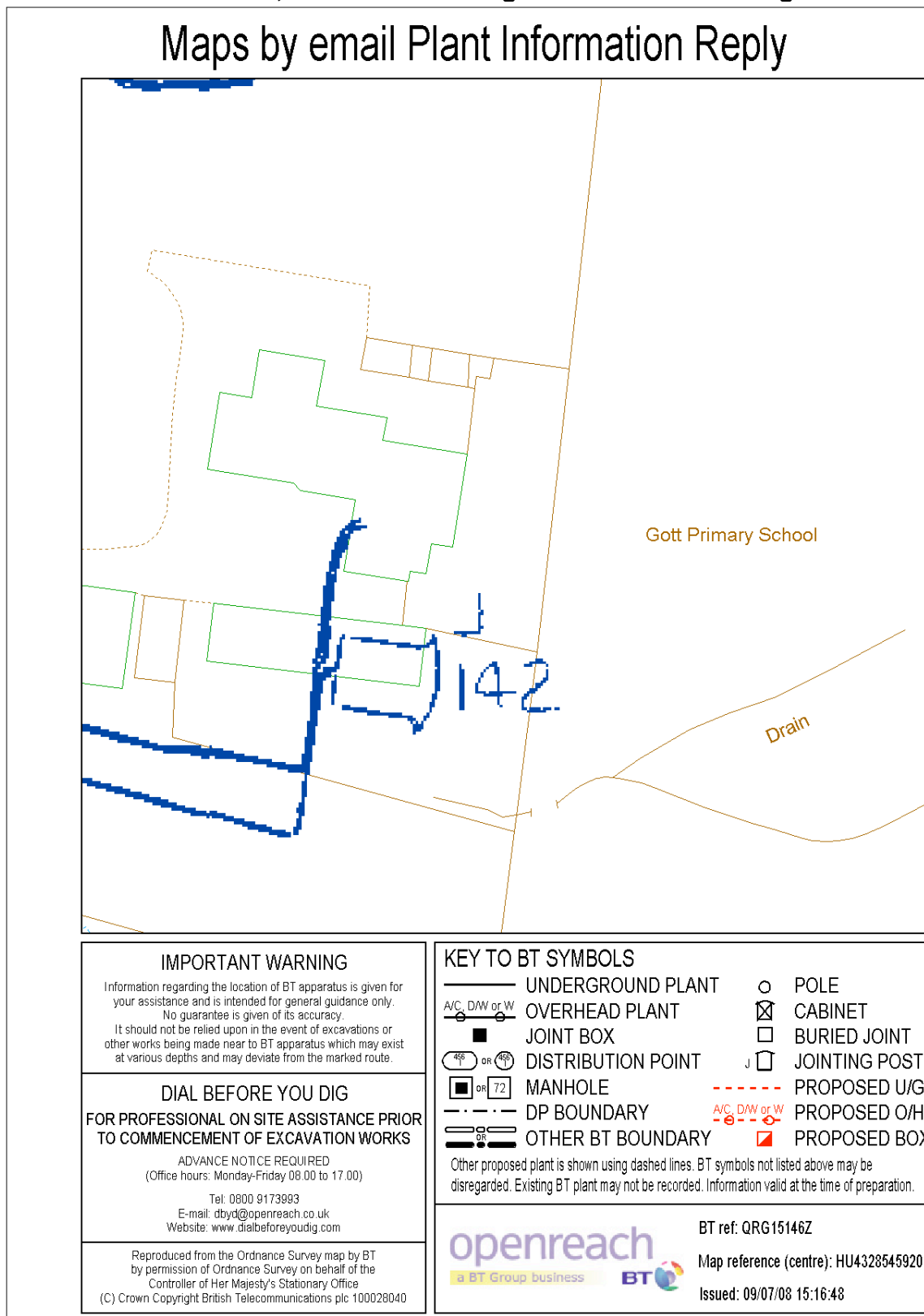
Responsible Officer	Mike Finnie					
Issue No.	1	Revision No.		Revision Date:		Doc Ref: 2.2.1.1

13.4.3 Underground drainage and buried services at proposed Tingwall extension site



Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

13.4.4 British Telecom, location of underground services in Tingwall area



Responsible Officer	Mike Finnie					
Issue No.	1	Revision No.		Revision Date:		Doc Ref: 2.2.1.1

13.4.5 Scottish+Southern Energy plc, location of buried underground cable



Responsible Officer	Mike Finnie					
Issue No.	1	Revision No.		Revision Date:		Doc Ref: 2.2.1.1

13.5.1 Outline Specification for traditional building

OPTION 1 LOCATION NESTING (10 children)

Roof: Structural timber roof beams (monopitch to match existing school roof) to be contractor designed element. Allowances to be made in budget cost for structural design and large structural elements. Roof pitch to match existing school.

- Internal finish to be plasterboard lining on ceiling joists.
- Metal profiled roof finish, and all associated ridge tiles and caps, verge fittings and edge flashings, fascia boards and soffits. Timber purlins/ counter battens. Roof finish to match existing school roof in size, colour and profile.
- 18mm external quality WBP ply sarking screw fixed to structural beams.
- Insulating boards, set between rafters, achieving max of 0.20W/m²k U-value.

Walls: Polyester powder coated profiled metal cladding to match existing school cladding in size, colour and profile.

- 184x38mm CLS timber studs @ 600mm centres, on blockwork underbuilding on concrete strip foundations. 18mm external quality WBP ply sheathing with breather membrane.
- Insulation fitted between studs achieving max of 0.25W/m²k U-value.
- Floor: Timber joist floor with insulation (to be compatible with under floor heating) between joists to achieve max 0.22W/m²K. 18mm ply base for floor finishes.

Partitions: Timber stud partitions both load bearing and non-load bearing as required.

Internal finishes: screw fixed, foil-backed, taper-edged plasterboard to all ceilings.

- Plasterboard with bonded insulation to all external walls. Pinboard or similar board for display areas.
- Partitions: screw fixed plasterboard. All plasterboards to have paint finish.
- Floors: generally non-slip vinyl flooring to Lobby and WCs, hardwearing carpet to Office and Store, both carpet and cushioned vinyl to Playroom (to be agreed with user client). Entrance mat to Lobby.

Windows: Nordan timber frames with triple glazed units (or equivalent), with painted finish to match external cladding. Opening lights as shown on proposed drawings with allowance made for trickle ventilation.

- All glazing less than 800mm from floor level to be safety glass.

Doors: External doors to be Nordan triple glazed double door (or equivalent), inward opening, level threshold. Safety glazing where less than 800mm from floor level.

- Stainless steel ironmongery fittings. Lever handles.
- Internal doors to be timber flush doors, manufactured as door sets with timber frames. Paint finish. Visibility panel to doors from lobby to playroom and from playroom to office. Clear width min 800mm.

Washroom: MR plasterboard to ceiling and walls. Laminated panels behind vanity unit.

- Non-slip vinyl flooring and skirtings
- Sanitary ware to be Armitage Shanks Contour 21 Schools or similar. Low (600mm) vanity unit with two inset washbasins, spray mixer tap with level action. Low height (305mm) WC pan with close-coupled cistern. Mirror and face cloth hooks
- Two door separation between WC and food preparation area required.

Accessible assisted WC: Moisture resistant plasterboard ceiling and walls

- Non-slip vinyl flooring and skirtings
- Sanitary ware to be Armitage Shanks DocM package or similar, including all fixed and hinged support rails, close coupled WC, lever taps to washbasin etc.

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Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

Other: Facings and cills to be redwood with paint finish.

- Opening to be formed in existing school Gym under a high level window for new connecting door to new extension.
- Allowance should be made for fitted furnishings. Food preparation area within Playroom to have undercounter base elements and appliances, single sink and drainer inset to worktop. Adjoining is low level worktop with sink for water play etc.
- External lighting with motion sensor to be provided at the entrance.

Services: All new services i.e. electrical supply, BT connection, security alarm, hot and cold water supply, to be extended from existing school.

- Surface and foul water drainage to existing school system. All drainage standard to BS EN 1329-1 or BS 4514, Kitemark certified. All pipes to be fully supported.
- Toilets to have extract fans wired to the light switch, capable of 3 air change / hour.
- Heating to be underfloor heating as on existing school, extended if feasible from main manifold. Pipes to be fixed to metal distribution trays to side of floor joists.
- Existing school fire alarm system to be extended to cover new building, connected to existing fire panel. Smoke detectors to be installed in Playroom, Office, Store and Lobby. Audio/visual sounders and call points as recommended in BS 5839. 3kg dry powder fire extinguisher. Emergency lighting with directional fire exit sign above playroom to lobby and entrance door.

External Works: Site on the whole is level. Care to be taken that the new floor levels match existing school. Level platform at entrance.

- Test pits to be allowed for, however site appears to be reasonably dry.
- Hard landscaping to the front of the building. Existing paving to be extended around the new extension to connect parking areas with school playground.
- New enclosed playground for pre-school use. Impact-attenuated surface. Timber fencing and gate to match existing around school. Transparent canopy in front of entrance to provide shelter for waiting parents.
- All new rainwater goods to be black uPVC gutters and down pipes.
- Car parking. Proposed provision has been discussed with Roads Department. 2 parking spaces needed for staff, plus parents drop-off/pick-up spaces. However this can be managed with different opening times – pre-school will operate between 9.45 and 12.15 only. Existing parking facilities at Nesting school are underused.

Schedule of Areas for Nesting Extension

• Playroom (excluding fittings):	24m ²
• Office/file store/staff room:	7.1m ²
• Washroom/WC:	4m ²
• Staff/accessible WC:	3.5 m ²
• Resources Store:	3.0 m ²
• <u>Lobby/waiting/cloaks</u>	<u>10.0m²</u>
Total gross internal area:	58.9m ²

OPTION 1 LOCATION TINGWALL (25 children)

Roof: Structural timber roof trusses and beams – to be contractor designed element. Allowances to be made in budget cost for structural design and large structural elements. Roof pitch 15°.

- Internal finish to be plasterboard lining on ceiling joists.
- Metal profiled roof finish, and all associated ridge tiles and caps, verge fittings and edge flashings. Timber purlins/ counter battens. Roof finish to match existing school roof in size, colour and profile. Redwood fascia boards and soffits.

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Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

- 18mm external quality WBP ply sarking screw fixed to structural beams.
- Insulation to be Kingspan or similar insulating boards, set between ceiling joists, achieving max of 0.20W/m²k U-value. Required thickness not known at this stage.

Walls: Vertical timber weatherboarding, paint finish, to match existing classroom extension in size and colour.

- 184x38mm CLS timber studs @ 600mm centres, on blockwork underbuilding on concrete strip foundations. 18mm external quality WBP ply sheathing. Breather paper to face of plywood.
- Kingspan or similar insulation fitted between studs achieving max of 0.25W/m²k U-value. Required thickness not known at this stage.

Floor: Timber joist floor with insulation between joists to achieve max 0.22W/m²K U-value. 18mm ply base for floor finishes.

Partitions: Timber stud partitions both load bearing and non-load bearing as required.

Internal finishes: screw fixed, foil-backed, taper-edged plasterboard to all ceilings.

- Walls: screw fixed plasterboard with bonded insulation to all external walls. Timber battens on DPM and plasterboard to line existing external walls within proposed extension.
- Partitions: screw fixed plasterboard. All plasterboards to have paint finish. Pinboard or similar board for display areas.
- Floors: generally non-slip vinyl flooring to Lobby, Circulation area and WCs. Hardwearing carpet to Office and Store. Both carpet and cushioned vinyl to Playroom (to be agreed with user client). Entrance mat to Lobby.
Windows: Nordan timber frames with triple glazed units (or equivalent), with painted finish. Opening lights as shown on drawings with allowance made for trickle ventilation.
- Fixed single glazed panel between Office and Playroom.
- All glazing less than 800mm from floor level to be safety glass.

Doors: External doors to be Nordan triple glazed door (or equivalent), inward opening, level threshold. Safety glazing where less than 800mm from floor level.

- New fire exit to serve both school and pre-school, glazed, with escape door fittings (panic bar). New door to school shed, inward opening.
- Stainless steel ironmongery fittings. Lever handles.
- Internal doors to be timber flush doors, manufactured as door sets with timber frames. Paint finish. Overhead closers. Visibility panel to double doors to playroom, doors to office and between entrance lobby and circulation. Pass door to school to have 1h fire and smoke resistance.
- All doors to have min 800mm clear width and 300mm unobstructed space on the pull side.

Washroom: MR plasterboard to ceiling. Laminated t&g panels to walls. Non-slip vinyl flooring.

- Sanitary ware to be Armitage Shanks Contour 21 or similar. Low (600mm) vanity unit with three inset washbasins, spray mixer tap with level action. Low height (305mm) WC pans with close-coupled cisterns.
- Armitage Shanks Lollipop cubicles or equivalent. Mirror and face cloth hooks.

Accessible assisted WC: Moisture resistant plasterboard ceiling and laminated t&g panels to walls. Non-slip vinyl flooring and skirtings.

- Sanitary ware to be Armitage Shanks DocM package or similar, including all fixed and hinged support rails, close coupled WC, lever taps to washbasin etc.

Other: Facings and cills to be redwood with paint finish.

- Existing fire exit to be repositioned to new link and a connecting door installed between the school and the new facility.

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- Allowance should be made for fitted furnishings. Food preparation area within Playroom to have undercounter base elements and appliances, single sink and drainer inset to worktop. Adjoining is low level worktop with sink for water play etc.
- Shelving to resource store.
- It is assumed that loose furnishing will be provided by pre-school group.
- External lighting with motion sensor to be provided at the entrance and fire exit.

Services: All required services i.e. electrical supply, BT connection, security alarm, hot and cold water supply, to be extended from existing school.

- Surface and foul water drainage to existing school private sewer. All drainage standard to BS EN 1329-1 or BS 4514, Kitemark certified. All horizontal pipes to be fully supported.
- Both toilets to have extract fans controlled by the light switch, capable of 3 air changes per hour, with roof terminals.
- Heating to be underfloor heating if sufficient hot water supply can be extended from school. Otherwise electrical heaters such as Dimplex PLX with programmable timers.
- Existing school fire alarm system to be extended to cover new building, connected to existing fire panel. Smoke detectors to be installed in Playroom, Office, Store and Circulation space. Audio/visual sounders and call points as recommended in BS 5839. 3kg dry powder fire extinguisher. Emergency lighting with directional fire exit sign above playroom to circulation and fire exit.

External Works: Site on the whole is level. Care to be taken that the new floor levels match existing school. Level platform at entrance.

- Test pits to be allowed for, however site appears to be reasonably dry.
- Existing services are crossing the site: Water supply pipework from mains; Surface water drain to soakaway; Foul drain with manhole. Extensive diversion will be required to run all services around the proposed extension.
- School connection to electrical mains runs parallel with the main school building across the garden. The cable will have to be diverted to avoid the new extension.
- Hard landscaping to the front of the building. Paved platform at fire exit, plus track extended around the new extension to connect garden area with school playground.
- Paved entrance platform. Track from entrance through school garden leading to gates into parking area. Drainage channel at entrance door.
- Permeable pavements can be used as a part of Sustainable Drainage System for reducing the surface water runoff piped to existing drain.
- New enclosed playground for pre-school use. Impact-attenuated surface. Timber fencing and gate to match existing around school. Transparent canopy in front of entrance to provide shelter for waiting parents and outdoor play area for rainy days.
- All new rainwater goods to be black uPVC gutters and down pipes.
- Existing lean-to shed to be demolished and rebuilt as part of new building. Existing SVP to be incorporated and boxed in. Any existing wall fan terminals within the footprint of proposed extension to be ducted to roof terminals on extension roof.
- Car parking. Proposed provision has been discussed with Roads Department. 5 parking spaces needed for staff, plus parents drop-off/pick-up spaces. However this can be managed with different opening times – pre-school will operate between 9.45 and 12.15 only. Existing car parking facilities are currently shared between Hall and Primary school.

Schedule of areas for Tingwall Extension

- Playroom (excluding fittings): 58m²
- Office/file store/staff room: 12m²
- Resources Store: 4.5 m²
- Washroom/WCs: 6.6m²

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• Staff/accessible WC:	3.5 m ²
• Entrance lobby:	4.2 m ²
• <u>Circulation/waiting/cloaks</u>	<u>16.6m²</u>
Total gross internal area:	114m ²

OPTION 2 TINGWALL (30 children) EXTENSION TO EXISTING SCHOOL

For an alternative option, if only one location is preferred, this building will need to cater for 30 children. To allow for that, the scope is as above, but the extension should be 1.8m longer, with Playroom area 69 m² and GIA 125 m².

OPTION 3 TINGWALL (30 children) STAND ALONE

Roof: Structural timber roof trusses and beams – to be contractor designed element. Allowances to be made in budget cost for structural design and large structural elements. Roof pitch 15°.

- Internal finish generally to be plasterboard lining on ceiling joists.
- Metal profiled roof finish, and all associated ridge tiles and caps, verge fittings and edge flashings. Timber purlins/ counter battens. Roof finish to match existing school roof in size, colour and profile. Redwood fascia boards and soffits.
- 18mm external quality WBP ply sarking screw fixed to structural beams.
- Insulation to be Kingspan or similar insulating boards, set between ceiling joists, achieving max of 0.20W/m²k U-value. Required thickness not known at this stage.

Walls: Vertical timber weatherboarding, paint finish, to match classroom extension.

- 184x38mm CLS timber studs @ 600mm centres, on blockwork underbuilding on concrete strip foundations. 18mm external quality WBP ply sheathing with breather membrane.
- Kingspan or similar insulation fitted between studs achieving max of 0.25W/m²k U-value. Required thickness not known at this stage.

Floor: Solid concrete structural floor slab with underslab insulation (100mm Rockfloor or similar) to achieve maximum 0.22W/m²K U-value. Sand/cement leveling floor screed.

- Underfloor heating pipes to be laid according to manufacturer's instructions.

Partitions: Timber stud partitions both load bearing and non-load bearing as required.

Internal finishes: screw fixed, foil-backed, taper-edged plasterboard to all ceilings.

- Walls: screw fixed plasterboard with bonded insulation to all external walls. Pinboard or similar board for display areas.
- Partitions: screw fixed plasterboard. All plasterboards to have paint finish.
- Floors: generally non-slip vinyl flooring to Lobby, Store and WCs. Hardwearing carpet to Office and Resources Store. Both carpet and cushioned vinyl to Playroom (to be agreed with user client). Entrance mats at both external doors.
- Windows: Nordan timber frames with triple glazed units (or equivalent), with painted finish.
- Fixed single glazed panel between Office and Lobby.
- Opening lights as shown on drawings with allowance made for trickle ventilation.
- All glazing less than 800mm from floor level to be safety glass.

Doors: Both external doors to be Nordan triple glazed double doors (or equivalent), inward opening, level threshold. Safety glazing where less than 800mm from floor level.

- Stainless steel ironmongery fittings. Lever handles.
- Internal doors to be timber flush doors, manufactured as door sets with timber frames. Paint finish. Overhead closers. Visibility panels to double doors to playroom.
- All doors to have min 800mm clear width and 300mm unobstructed space on the pull side.

Washroom: MR plasterboard to ceiling. Laminated tongue and groove panels to walls.

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- Non-slip vinyl flooring and skirtings
- Sanitary ware to be Armitage Shanks Contour 21 or similar. Low (600mm) vanity unit with three inset washbasins, spray mixer tap with level action. Low height (305mm) WC pans with close-coupled cisterns. Armitage Shanks Lollipop cubicles or equivalent. Mirror and face cloth hooks.

Accessible assisted WC: Moisture resistant plasterboard ceiling and laminated T&G panels to walls. Non-slip vinyl flooring and skirtings.

- Sanitary ware to be Armitage Shanks DocM package or similar, including all fixed and hinged support rails, close coupled WC, lever taps to washbasin etc.

Other: Facings and cills to be redwood with paint finish.

- Allowance should be made for fitted furnishings. Food preparation area within Playroom to have undercounter base elements and appliances, single sink and drainer inset to worktop. Adjoining is low level worktop with sink for water play etc.
- Shelving to resource store.
- It is assumed that loose furnishing will be provided by pre-school group.
- Specialized lighting: External lighting with motion sensor to be provided at the entrance and door to playground.

Services: Water mains runs across proposed site, and will have to be diverted. No problems are anticipated with connecting new building.

- Electrical mains runs parallel with the N boundary of the site and connection to the school crosses the school grounds at the back of main school building. No problems are anticipated with new connection.
- BT line runs through school grounds with a Jointing post next to existing classroom extension. No problems are anticipated with connecting the proposed.
- Foul water drainage to existing school private sewer. All drainage standard to BS EN 1329-1 or BS 4514, Kitemark certified. All horizontal pipes to be fully supported.
- A storm drainage culvert exists on the site which discharges into the nearby strand loch. An attenuation pit may be a planning requirement for disposal of surface water.
- Both toilets to have extract fans controlled by the light switch, capable of 3 air changes per hour, with terminals on the gable.
- Heating to be underfloor heating pipes laid in concrete. There is sufficient open area available around new building for installing a ground source heat pipe to provide both hot running water and underfloor pipes. Equipment store to double as plant room, with electrical cupboard and heat pump, manifold etc. There is 50% grant available from HIE towards a heat pump installation.
- L2 fire alarm system with fire panel located in the office. Smoke detectors to be installed in Playroom, Office, Store and Circulation space. Audio/visual sounders and call points as recommended in BS 5839. 3kg dry powder fire extinguisher. Emergency lighting with directional fire exit sign above playroom to circulation and above entrance door.

External Works: Two positions on the plot were discussed with the planning department (drawings B and C). The position immediately to the east of the school was seen as a better option, both by being located closer to the school and the ground is drier in that area. The position at the end of the existing car park might be in conflict with a possible future development to the east of existing Strand house development at the south of the car park. The following external works are therefore for location B.

- Site on the whole is level. Part of the existing stone boundary wall to be removed to provide the connecting path between the school and pre-school site.
- Test pits to be allowed for, however site was investigated some years ago and is generally wet. Drainage channels are crossing the site and converging in a school garden as a burn.

Responsible Officer	Mike Finnie						
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- Hard landscaping to the front of the building. Paved level platform and drainage channel at entrance door. Permeable pavements can be used as a part of Sustainable Drainage System for reducing the surface water runoff piped to existing drain.
- Track to lead towards existing school and towards parking area through garden.
- New enclosed playground for pre-school use. Impact-attenuated surface. Timber fencing. Transparent canopy in front of entrance to provide shelter for waiting parents and larger canopy at playground for outdoor play area at rainy days.
- All new rainwater goods to be black uPVC gutters and down pipes.
- Car parking. Car parking will be to the south of the site, on existing large parking area owned by Tingwall Hall and shared between the school and the hall. Proposed provision has been discussed with Roads Department. 5 parking spaces are needed for staff, one of which must be a designated disabled space. Several more spaces are needed for parents' drop-off and pick-up, however this can be managed with different opening times from the school and the Hall – pre-school will operate between 9.45 and 12.15 only.

Ownership: Site is owned by Mr. David Robertson. It is understood that the owner is prepared to sell the land to the user client. Allowance must be made for the land purchase and legal cost of acquiring land.

Schedule of areas Tingwall for detached building

- Playroom (excluding fittings): 74m²
- Office/file store/staff room: 12m²
- Resources Store: 6.5 m²
- Washroom/WCs: 7.1m²
- Staff/accessible WC: 3.2 m²
- Equipment/plant room: 4.5 m²
- Circulation/waiting/cloaks 19.7m²
- Total gross internal area: 135m²

Additional costs for all options:

- Planning fee and Building Warrant fee
- Consultants' fees
- SBEM simulation and Energy Performance Cert. are required for stand-alone.

Allowance to be made for finishing works – replacing topsoil, landscaping, new turf or grass seeding, reinstating fences, walls and gates removed during works etc.

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

13.5.2 Outline Specification for Portakabin Modular System

OPTION 1 (LOCATION NESTING, 10 children)

Site and External Works

- Site on the whole is level. Care to be taken that the new floor levels match existing school. Level platform at entrance.
- Test pits to be allowed for, however site appears to be reasonably dry.
- Contractor to level the site and provide concrete pads foundations to take modular building – to be agreed with Portakabin. Remaining site to be scraped and covered with geotextile membrane and hardcore backfill to protect site from undergrowth.
- All underground drainage etc. to be completed before installation of modular building, including tails for connection.
- Hard landscaping to the front of the building. Existing paving to be extended around the new extension to connect parking areas with school playground.
- New enclosed playground for pre-school use. Impact-attenuated surface. Timber fencing and gate to match existing around school. Transparent canopy in front of entrance to provide shelter for waiting parents.
- Car parking. Proposed provision has been discussed with Roads Department. 2 parking spaces needed for staff, plus parents drop-off/pick-up spaces. However this can be managed with different opening times – pre-school will operate between 9.45 and 12.15 only. Existing car parking facilities at Nesting school are underused at the moment.

Schedule of Areas to be provided by Portakabin

- Link (lobby) 8.4.0m²
- Portakabin modules 67.0m²

Outline Specifications (link)

Roof: Timber roof beams (flat roof to link) to be contractor designed element.

- Single ply membrane on min 100mm insulation boards on VCL on 18mm external quality WBP ply sarking screw fixed to structural beams.
- Insulation to be Kingspan or similar insulating boards, achieving max of 0.16W/m²k U-Value. Required thickness not known at this stage.

Walls: Either: Polyester powder coated profiled metal cladding to match existing school cladding in size, colour and profile.

- Or steel plastisol covered panels as used on modular building, supplied by Portakabin.
- 184x38mm CLS timber studs @ 600mm centres, on blockwork underbuilding on concrete strip foundations. 18mm external quality WBP ply sheathing and breather membrane.
- Kingspan or similar insulation fitted between studs achieving max of 0.25W/m²k U-Value. Required thickness not known at this stage.

Floor: Timber joist floor with insulation between joists to achieve max 0.22W/m²K. 18mm ply base for floor finishes. Care to be taken that link floor is level with existing school floor and new Portakabin building.

Internal finishes: screw fixed, foil-backed, taper-edged plasterboard. Pinboard or similar board for display areas. All to have paint finish.

- Floors: non-slip cushioned vinyl flooring to link, with entrance matting at door.

Doors: External door to be Nordan triple glazed double door (or equivalent), inward opening, level threshold. Safety glazing where less than 800mm from floor level.

- Stainless steel ironmongery fittings. Lever handles.
- Opening to be formed in existing school Gym under a high level window for new connecting door to new extension.

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

- Internal pass doors to be timber flush doors, manufactured as door sets with timber frames. Paint finish. Visibility panel to doors from link to pre-school building. Clear width min 800mm.

Services: All new services i.e. electrical supply, BT connection, security alarm, hot and cold water supply, to be extended from existing school. Contractor to provide all ducting and cabling, inc. power connection to distribution board.

- Surface and foul water drainage as existing school system.
- All above ground drainage, ventilation and internal wiring to be included as part of Portakabin service.
- Heating recommended by Portakabin is either wet system with LST radiators or air conditioning system. Radiators pipework will need to be surface fixed.
- External lighting with motion sensor to be provided at the entrance.
- Existing school fire alarm system to be extended to cover new building, connected to existing fire panel. Smoke detectors, audio/visual sounders and call points as recommended in BS 5839. 3kg dry powder fire extinguisher. Emergency lighting with directional fire exit sign above playroom to lobby and entrance.

OPTION 2 (EXTENSION TO TINGWALL SCHOOL, 25-30 children)

Site and External Works

- Site on the whole is level. Care to be taken that the new floor levels match existing school. Level platform at entrance.
- Test pits to be allowed for, however site appears to be reasonably dry.
- Contractor to level the site and provide concrete pads foundations to take modular building – to be agreed with Portakabin. Remaining site to be scraped and covered with geotextile membrane and hardcore backfill to protect site from undergrowth.
- All underground drainage etc. to be completed before installation of modular building, including tails for connection.
- Existing lean-to shed to be demolished and rebuilt as part of new link. Existing SVP to be incorporated and boxed in. Any existing wall fan terminals within the footprint of proposed extension to be ducted to roof terminals on extension roof.
- Hard landscaping: Paved platform at fire exit, plus track extended around the new extension to connect garden area with school playground.
- Paved entrance platform. Track from entrance through school garden leading to gates into parking area. Drainage channel at entrance door.
- Permeable pavements can be used as a part of Sustainable Drainage System for reducing the surface water runoff piped to existing drain.
- New enclosed playground for pre-school use. Impact-attenuated surface. Timber fencing and gate to match existing around school. Transparent canopy in front of entrance to provide shelter for waiting parents and outdoor play area for rainy days.
- Car parking. Proposed provision has been discussed with Roads Department. 5 parking spaces needed for staff, plus parents drop-off/pick-up spaces.

Schedule of areas to be provided by Portakabin

- Link (lobby) area: 14m²
- Portakabin modules area: 125m² for 25 children, 149m² for 30 children.

Outline Specifications (link)

Roof: Timber roof beams (flat roof to link) to be contractor designed element.

- Single ply membrane on min 100mm insulation boards on VCL on 18mm external quality WBP ply sarking screw fixed to structural beams. Insulation to be Kingspan or similar insulating boards, achieving max of 0.16W/m²K U-Value.

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

Walls: Either: Vertical timber weatherboarding painted to match existing school cladding in size, colour and profile. Or steel plastisol covered panels as used on modular building, supplied by Portakabin.

- 184x38mm CLS timber studs @ 600mm centres, on blockwork underbuilding on concrete strip foundations. 18mm external quality WBP ply sheathing with breather membrane.
- Kingspan or similar insulation fitted between studs achieving max of 0.25W/m²k U-value. Required thickness not known at this stage.

Floor: Timber joist floor with insulation between joists to achieve max 0.22W/m²K. 18mm ply base for floor finishes. Care to be taken that link floor is level with existing school floor and new Portakabin building.

Internal finishes: screw fixed, foil-backed, taper-edged plasterboard. Pinboard or similar board for display areas. All to have paint finish. Non-slip vinyl flooring and entrance matting.

Doors: External doors to be Nordan triple glazed door (or equivalent), inward opening, level threshold. Safety glazing where less than 800mm from floor level.

- New fire exit to serve both school and pre-school, glazed, with escape door fittings (panic bar). New external door to school shed, inward opening.
- Stainless steel ironmongery fittings. Lever handles.
- Internal doors to be timber flush doors, manufactured as door sets with timber frames. Paint finish. Pass door to school to have a visibility panel and 1h FSR. Overhead closers. All doors to have min 800mm clear width and 300mm unobstructed space on the pull side.

Services: All new services to be extended from existing school, drainage as existing school system.

- All above ground drainage, ventilation and internal wiring to be included as part of Portakabin package.
- Heating recommended by Portakabin is either wet system with LST radiators or air conditioning system – this could be air-to air heat pump and grants might be available from HIE towards a heat pump installation. Radiators pipework will need to be surface fixed.
- Specialized lighting: External lighting with motion sensor to be provided at the entrance.
- Existing school fire alarm system to be extended to cover new building, connected to existing fire panel. Smoke detectors, audio/visual sounders and call points as recommended in BS 5839. 3kg dry powder fire extinguisher. Emergency lighting with directional fire exit sign above playroom to lobby and fire exit.

Other: Due to narrowness of the site and set dimensions of modular building, the proposed facility is positioned only 500 from the East boundary. The East elevation to be constructed in non-combustible materials and size of combined unprotected area should not exceed 1m².

OPTION 3 (STAND ALONE BUILDING)

Site and external Works

- Site on the whole is level. Part of the existing stone boundary wall to be removed to provide the connecting path between the school and pre-school site.
- Test pits to be allowed for, however site was investigated some years ago and is generally wet. Drainage channels are crossing the site and converging in a school garden as a burn.
- Contractor to level the site and provide concrete pads foundations to take modular building – to be agreed with Portakabin. Remaining site to be scraped and covered with geotextile membrane and hardcore backfill to protect site from undergrowth.
- All underground drainage etc. to be completed before installation of modular building, including tails for connection.
- Hard landscaping to the front of the building. Paved level platform and drainage channel at entrance door. Permeable pavements can be used as a part of Sustainable Drainage System for reducing the surface water runoff piped to existing drain.

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

- Track to lead towards existing school (this could be in form of a covered walkway) and towards parking area through school garden.
- New enclosed playground for pre-school use. Impact-attenuated surface. Timber fencing. Transparent canopy in front of entrance to provide shelter for waiting parents and larger canopy at playground for outdoor play area at rainy days.
- Car parking. Car parking will be to the south of the site, on existing large parking area owned by Tingwall Hall and shared between the school and the hall. Proposed provision has been discussed with Roads Department. 5 parking spaces are needed for staff, one of which must be a designated disabled space. Several more spaces are needed for parents' drop-off and pick-up, however this can be managed with different opening times from the school and the Hall – pre-school will operate between 9.45 and 12.15 only.

Schedule of Areas to be provided by Portakabin

- Portakabin modules gross external area: 140m².

Services:

- Water mains runs across proposed site and will need diverting around the proposed building. No problems are anticipated with new connection.
- Electrical mains runs to the front of main school building, no problems are anticipated connecting new premises.
- BT line runs through school grounds with a Jointing post next to existing classroom extension. No problems are anticipated with connecting the proposed.
- Foul water drainage to existing school private sewer. All drainage standard to BS EN 1329-1 or BS 4514, Kitemark certified.
- An attenuation pit may be a planning requirement for disposal of surface water. There is a soakaway to the W of the proposed building within school site and surface water might be drained there subject to agreement with the school and SW.
- All above ground drainage, ventilation and wiring to be included in Portakabin service.
- Heating recommended by Portakabin is either wet system with LST radiators or air conditioning system – this could be air-to air heat pump. Radiators pipework will need to be surface fixed. There is sufficient open area available around new building for installing a ground source heat pipe to supply hot running water and radiators. Equipment store to double as plant room, with electrical cupboard and heat pump, manifold etc. There is 50% grant available from HIE towards accredited heat pump installation.
- L2 fire alarm system with fire panel located in the office. Smoke detectors to be installed in Playroom, Office, Store and Circulation space. Audio/visual sounders and call points as recommended in BS 5839. 3kg dry powder fire extinguisher. Emergency lighting with directional fire exit sign above playroom to circulation and above entrance door.

Ownership: Site is owned by Mr. David Robertson. It is understood that the owner is prepared to sell the land to the user client. Allowance must be made for the land purchase and legal cost of acquiring land.

Additional costs for all options:

- Planning fee, Building Warrant fee
- Consultants' fees
- Structural Certificate will be required. For stand-alone building SBEM simulation and Energy Performance Certificate will also be required.

Allowance to be made for finishing works – replacing topsoil, landscaping, new turf or grass seeding, reinstating fences, walls and gates removed during works etc.

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

13.5.3 Portakabin Modular System Warranty



NEW 5 & 20-YEAR WARRANTIES

Portakabin is committed to providing you with the highest quality working environments. Which is why we now offer a comprehensive range of new building warranties.

Our **5-year product warranty** and **20-year structural warranty** provide you with complete peace of mind in the quality and structural integrity of all our new buildings.

Both of these warranties are a built-in part of the quality service we provide and come as standard on all new buildings purchased from us.



5-YEAR PRODUCT WARRANTY

Our 5-year warranty covers the external fabric of the building, which includes the steel structure itself, the floor, walls and roof panels, as well as the external windows and doors. In short, it covers any part of the external fabric that contributes to the building's function as a structurally sound, insulated unit.

Portakabin buildings are constructed to the highest standards and are designed to meet all relevant building regulations. However, if a fault does occur with the building fabric during the warranty period, we will repair or replace any faulty parts at no extra cost – so you will continue to enjoy the high quality environment you have come to expect.



20-YEAR STRUCTURAL WARRANTY

As well as our 5-year warranty, you will also receive a 20-year structural warranty on all new buildings. This warranty assures you that your building will remain structurally sound – giving you complete reassurance in the strength and durability of your Portakabin building.

Our 20-year warranty covers the structural, load-bearing elements of the building. These are the external walls, floors, roofs and columns. In the unlikely event of any structural failure, we will repair or replace the element at fault.

Together our warranties provide you with peace of mind – so that when you move in to your new building you can immediately concentrate on putting it to good use.

Terms and conditions apply, a copy is available on request.

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1

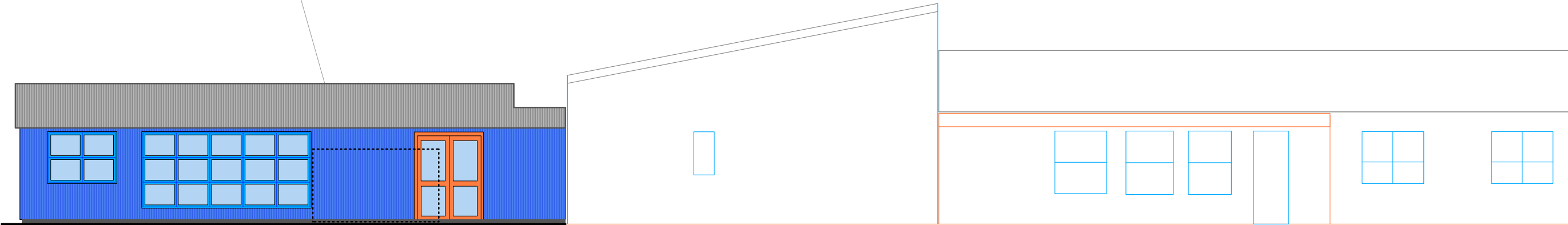
13.6 List of Consultations

Dawn Roberson	Little Tikes Management Committee
Cheryl Spofforth	Tingwall Primary School
Ms Anne Peters	Nesting Primary School
Jonny Wiseman, John Dougan	Development Management
Richard Phelps	Building Standards
John Halcrow, Colin Gair	Roads
Jim Work	Building Services Unit
Rosie Mouat	S+S Energy. plc
	Scottish Water

13.7 Project Team/ Consultants (List)

Mike Finnie	Capital Programme
Maurice Inkster	Capital Programme
Leonard Johnson	Capital Programme
Paul Foster	Capital Programme
Audrey Edwards	School Service
Magdalena Gibson	Richard Gibson Architects

Responsible Officer	Mike Finnie						
Issue No.	1	Revision No.		Revision Date:		Doc Ref:	2.2.1.1



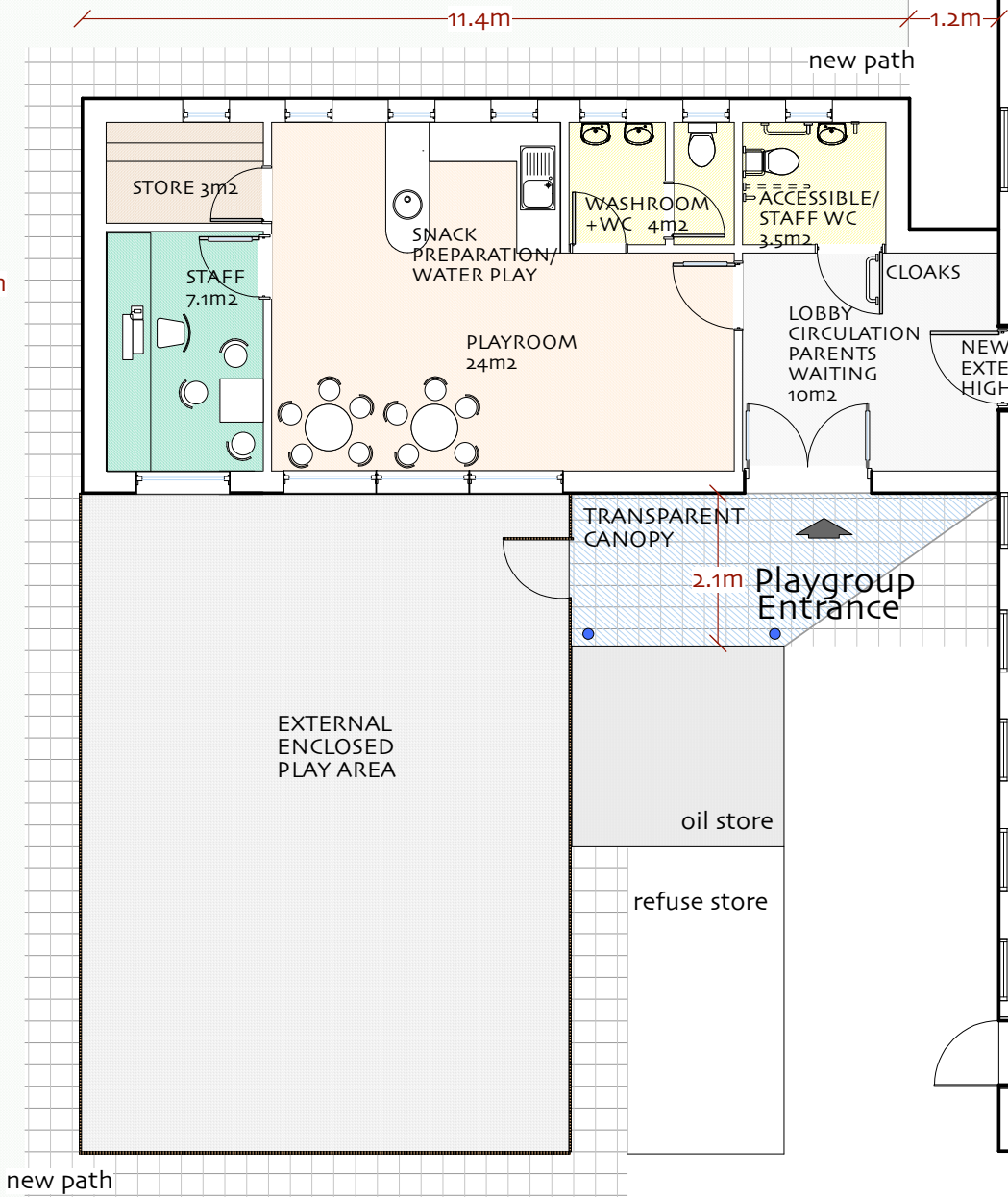
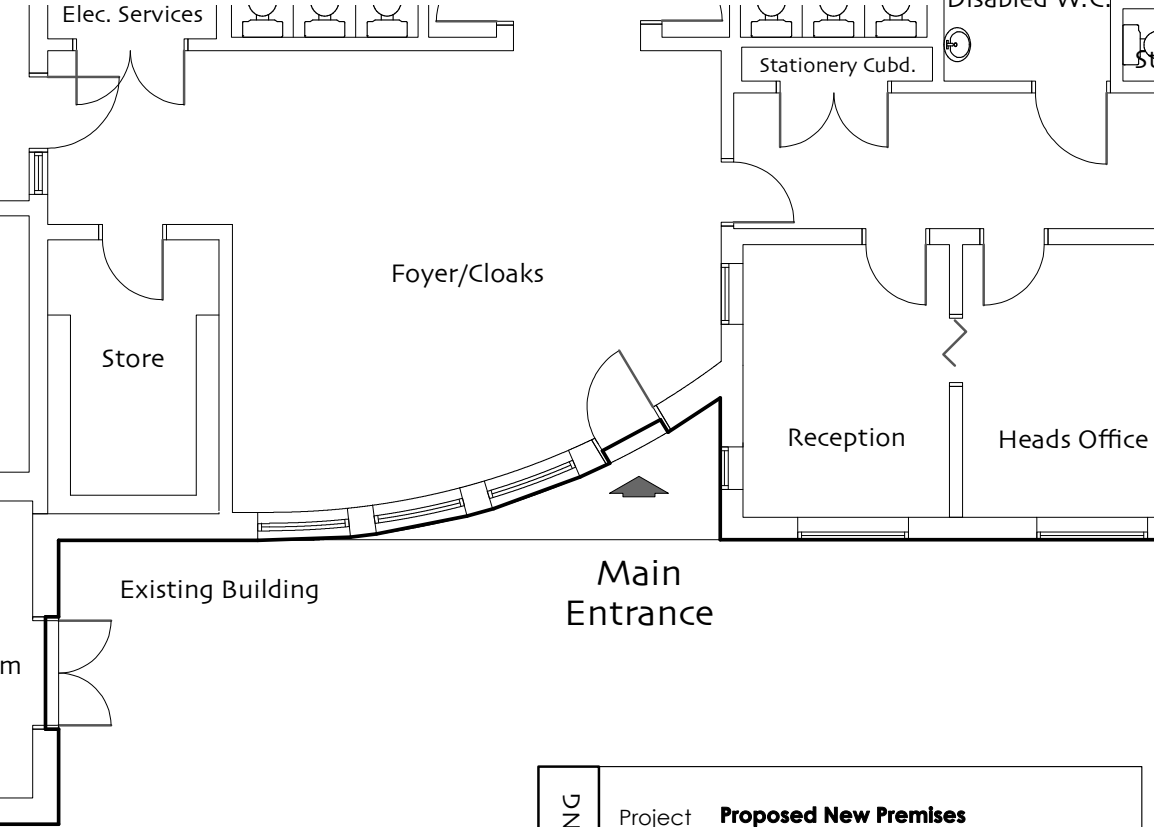
PROPOSAL FOR AN EXTENSION TO NESTING PS FOR PRE-SCHOOL
OCCUPANCY: MAX. 10 CHILDREN, PLUS STAFF - 2 MINIMUM
SEPARATE ENTRANCE, CONNECTED TO SCHOOL VIA EXISTING GYM/CANTEEN.
SEPARATE ENCLOSED PLAYGROUND. TRANSPARENT CANOPY AT ENTRANCE AND
PLAYGROUND GATE, CAN DOUBLE AS RAINY DAYS OUTSIDE PLAY AREA.

SCHEDULE OF AREAS:
OFFICE AND STAFFROOM/ FILE STORE 7.1 sqm
PLAY AREA (EXCLUDING FIXED FURNISHINGS AND FITTINGS) 24 sqm
WASHROOM 4 sqm
STAFF/ACCESSIBLE WC 3.5 sqm
RESOURCES STORE 3 sqm
PARENTS WAITING AREA/CLOAKS/CIRCULATION 10 sqm
TOTAL GROSS INTERNAL AREA 58.5 sqm.

TIMBER FRAME BUILDING WITH INSULATION BETWEEN STUDS. TRIPLE GLAZED
WINDOWS. EXTERNAL CLADDING TO MATCH ADJOINING SCHOOL IN COLOUR,
SHAPE AND MATERIAL. ROOF PITCH TO MATCH EXISTING SCHOOL ROOFS.

SERVICES, WHERE FEASIBLE, TO BE EXTENDED FROM THE EXISTING SCHOOL.
SCHOOL FIRE ALARM SYSTEM EXTENDED TO COVER NEW PRE-SCHOOL BUILDING.
DRAINAGE TO EXISTING PUBLIC SEWER.
UNDERFLOOR HEATING.

SHARED PARKING WITH SCHOOL, PARENTS PICK-UP TIMES MANAGED BY
DIFFERENT OPENING TIMES.



PROPOSAL 1 NESTING

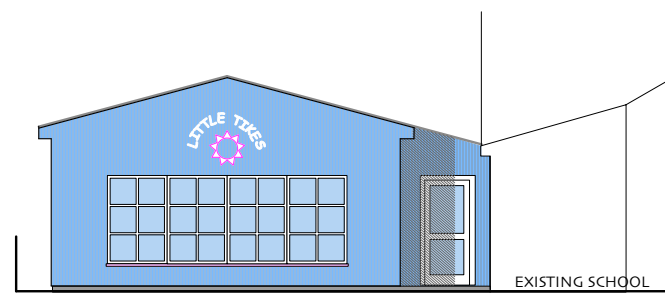
Project **Proposed New Premises
for Little Tikes Pre-School
Nesting, Shetland**

Drawing Extension to Nesting PS
Pre-school for 10 children

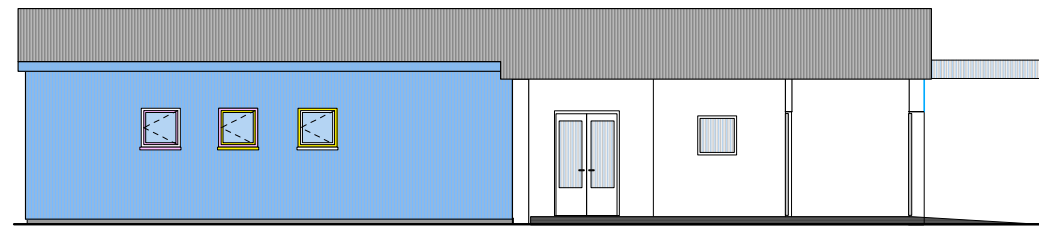
Scale 1:100 May 08 **RGA 863(01)01**

Richard Gibson Architects
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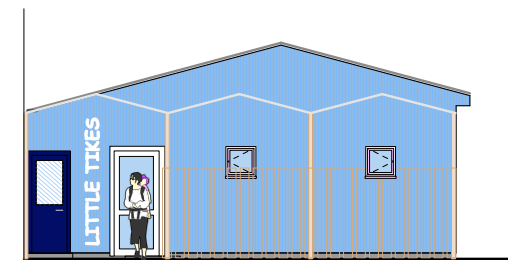
PROPOSAL 2 TINGWALL EXTENSION



NORTH ELEVATION



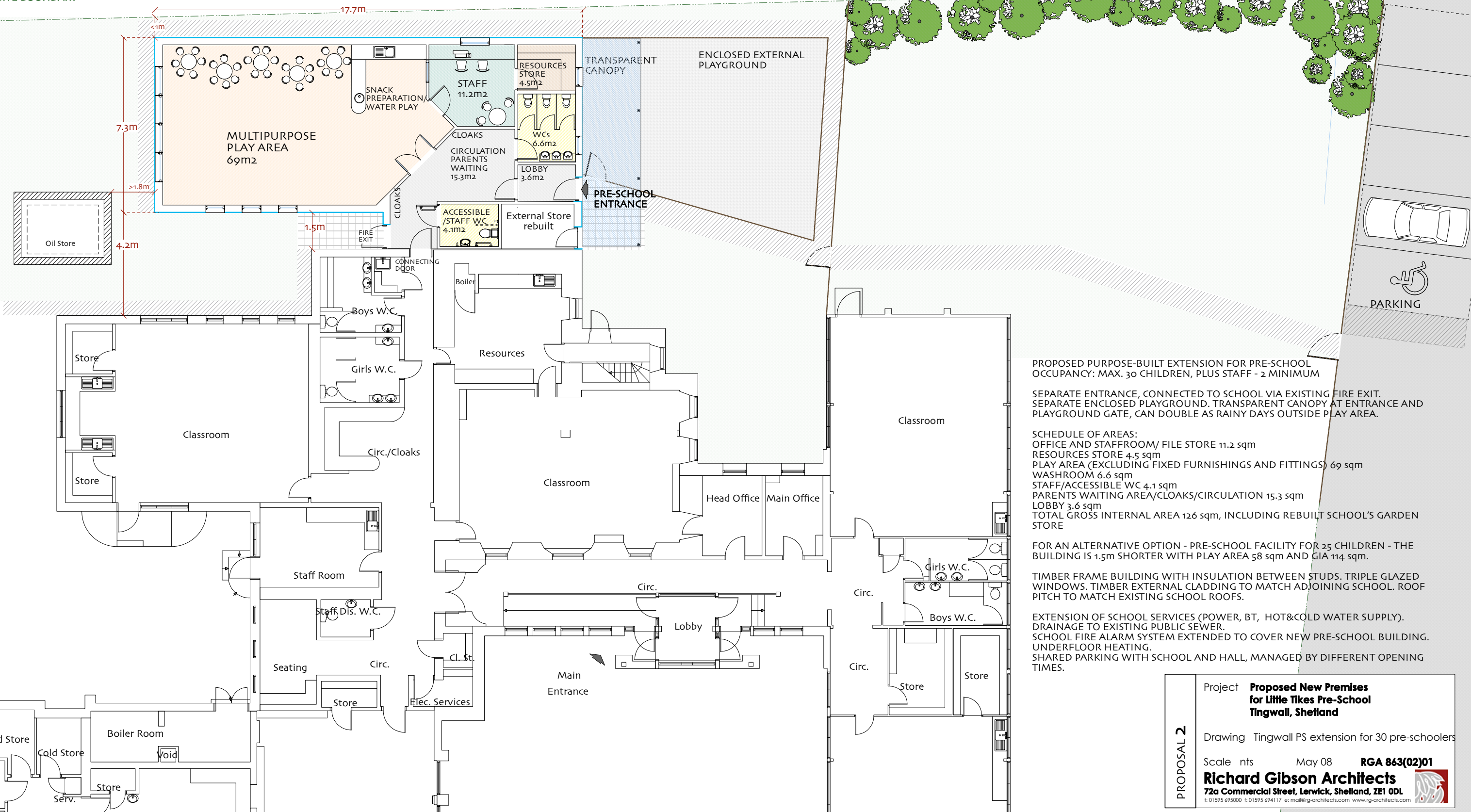
WEST ELEVATION AND SECTION THROUGH LINK



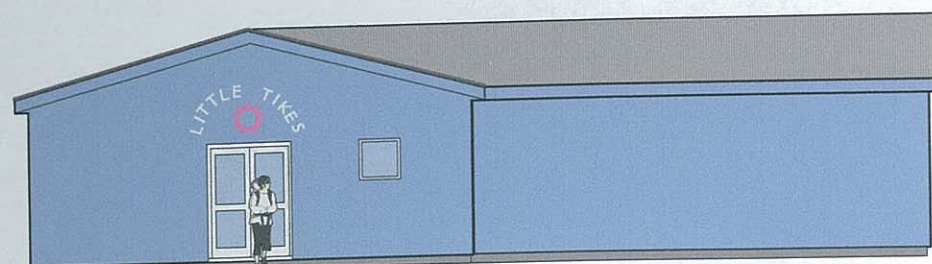
SOUTH ELEVATION

SITE BOUNDARY

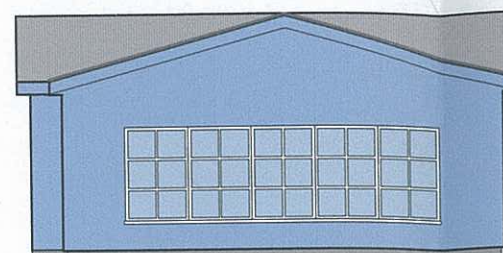
SITE BOUNDARY



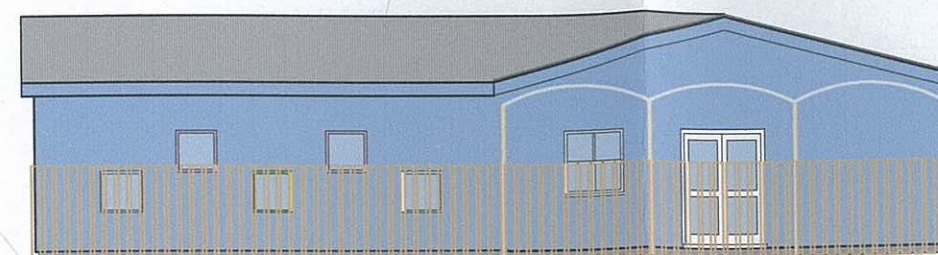
PROPOSAL 2	Project	Proposed New Premises for Little Tikes Pre-School Tingwall, Shetland	
	Drawing	Tingwall PS extension for 30 pre-schoolers	
	Scale	nts	May 08
	Richard Gibson Architects 72a Commercial Street, Lerwick, Shetland, ZE1 0DL t: 01595 695000 f: 01595 694117 e: mail@rg-architects.com www.rg-architects.com		



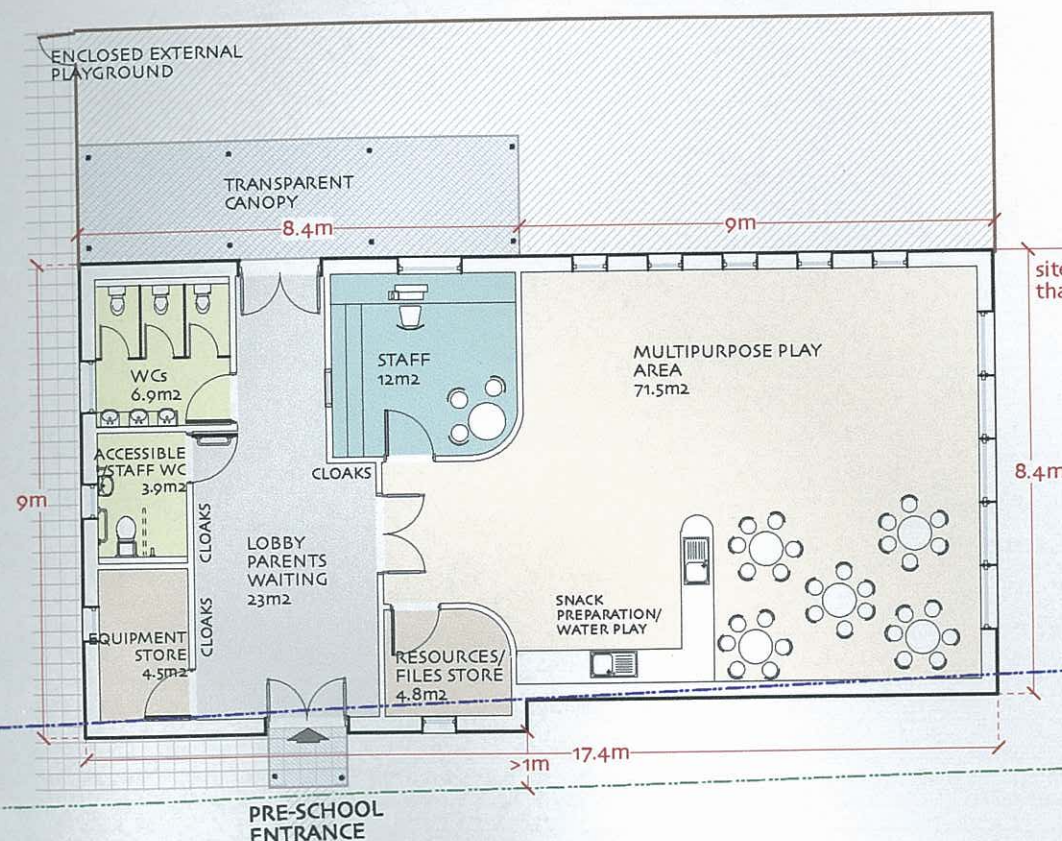
PROPOSED WEST ELEVATION - MAIN ENTRANCE



PROPOSED SOUTH ELEVATION

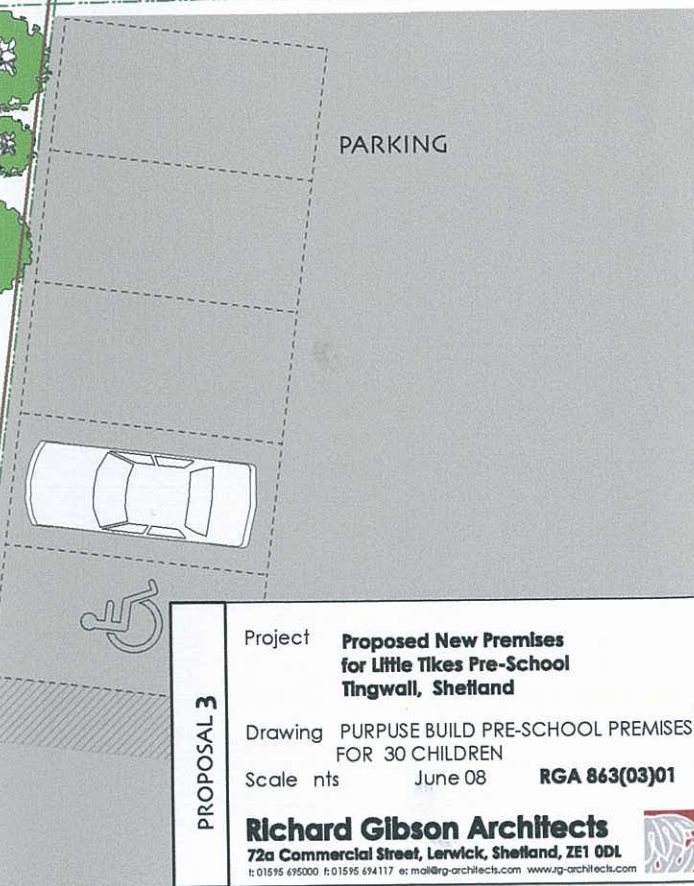
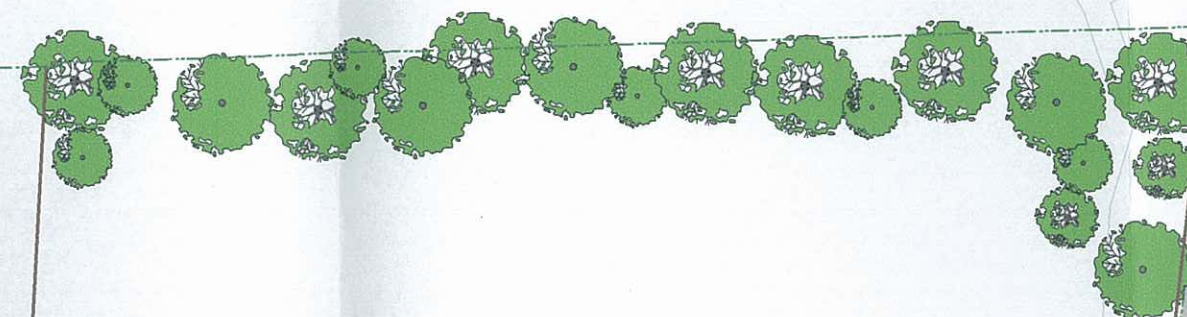


PROPOSED EAST ELEVATION



PROPOSED PURPOSE-BUILT PREMISES FOR PRE-SCHOOL EDUCATION
 OCCUPANCY: MAX. 30 CHILDREN, PLUS 4 STAFF.
 LOCATED TO THE EAST OF EXISTING SCHOOL. ACCESS THROUGH SCHOOL GROUNDS.
 SCHEDULE OF AREAS:
 PLAY AREA (EXCLUDING FIXED FURNISHINGS AND FITTINGS) 71.5 sqm
 WASHROOM/WCS 6.9. sqm
 OFFICE AND STAFFROOM 12 sqm
 STAFF/ACCESSIBLE WC 3.9 sqm
 RESOURCES/FILE STORE 4.8 sqm PLUS SEPARATE EQUIPMENT STORE 4.5 sqm
 PARENTS WAITING AREA/CLOAKS/CIRCULATION 23sqm
 TOTAL GROSS INTERNAL AREA 135 sqm.

TIMBER FRAME BUILDING WITH INSULATION BETWEEN STUDS.
 TRIPLE GLAZED WINDOWS. EXTENSIVE GLAZING TO SOUTH TO MAXIMISE DAYLIGHT.
 TIMBER EXTERNAL CLADDING TO MATCH OTHER BUILDINGS IN THE AREA.
 ROOF PITCH 15°, LIGHTWEIGHT GREY ROOFING TO MATCH EXISTING SCHOOL ROOFS.
 COVERED EXTERNAL WALKWAY TO EXISTING SCHOOL.
 PLUS EXTERNAL PLAYGROUND, ENCLOSED AND WITH IMPACT-ATTENUATING SURFACE.
 NEW CONNECTION TO POWER SUPPLY AND WATER MAINS. DRAINAGE TO PRIVATE SCHOOL SEWER.
 UNDERFLOOR HEATING. SCOPE FOR GROUND SOURCE HEAT EXCHANGER WITH PIPES LAID
 UNDER PLAYGROUND AND SURROUNDING LAND.
 5 PARKING SPACES REQUIRED, SHARED WITH SCHOOL AND HALL,
 MANAGED BY DIFFERENT OPENING TIMES.



PROPOSAL 3

Project **Proposed New Premises for Little Tikes Pre-School Tingwall, Sheffand**

Drawing **PURPOSE BUILD PRE-SCHOOL PREMISES FOR 30 CHILDREN**

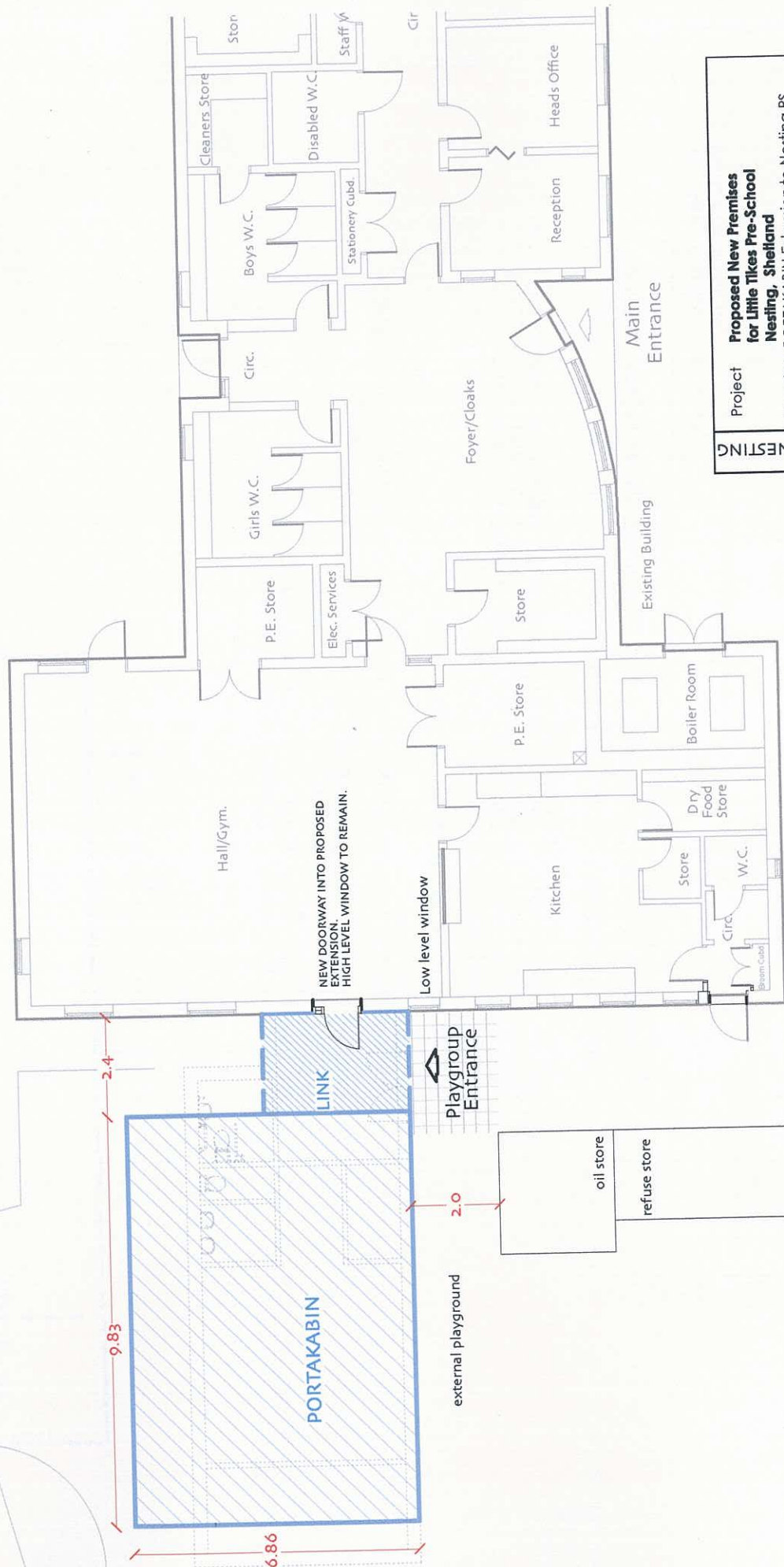
Scale **nts June 08 RGA 863(03)01**

Richard Gibson Architects
 72a Commercial Street, Lerwick, Sheffand, ZE1 0DL
 t: 01595 495000 f: 01595 494117 e: mail@rga-architects.com www.rga-architects.com

PROPOSAL FOR AN EXTENSION TO NESTING PS FOR PRE-SCHOOL CHILDREN
OCCUPANCY: MAX. 10 CHILDREN, PLUS STAFF - 2 MINIMUM
SEPARATE ENTRANCE, CONNECTED TO SCHOOL VIA EXISTING GYM/CANTEEN.
SEPARATE ENCLOSED PLAYGROUND. TRANSPARENT CANOPY AT ENTRANCE AND
PLAYGROUND GATE, CAN DOUBLE AS RAINY DAYS OUTSIDE PLAY AREA.

TOTAL GROSS EXTERNAL AREA 67 sqm, PLUS 8.4 sqm LINK.

PORTAKABIN BUILDING UTILISING 2NO. UK093 MODULES.
TIMBER FRAME LINK TO SCHOOL WITH INSULATION BETWEEN STUDS.
TRIPLE GLAZED WINDOWS.
EXTERNAL CLADDING TO MATCH ADJOINING SCHOOL IN COLOUR.
SERVICES, WHERE FEASIBLE, TO BE EXTENDED FROM THE EXISTING
SCHOOL.
SCHOOL FIRE ALARM SYSTEM EXTENDED TO COVER NEW PRE-SCHOOL
BUILDING.
DRAINAGE TO EXISTING PUBLIC SEWER.
UNDERFLOOR HEATING.
SHARED PARKING WITH SCHOOL, PARENTS PICK-UP TIMES MANAGED BY
DIFFERENT OPENING TIMES.



PROPOSAL 1 NESTING

Project **Proposed New Premises
for Little Tikes Pre-School
Nesting, Shetland**

Drawing PORTAKABIN Extension to Nesting PS

Scale 1:100 June 08

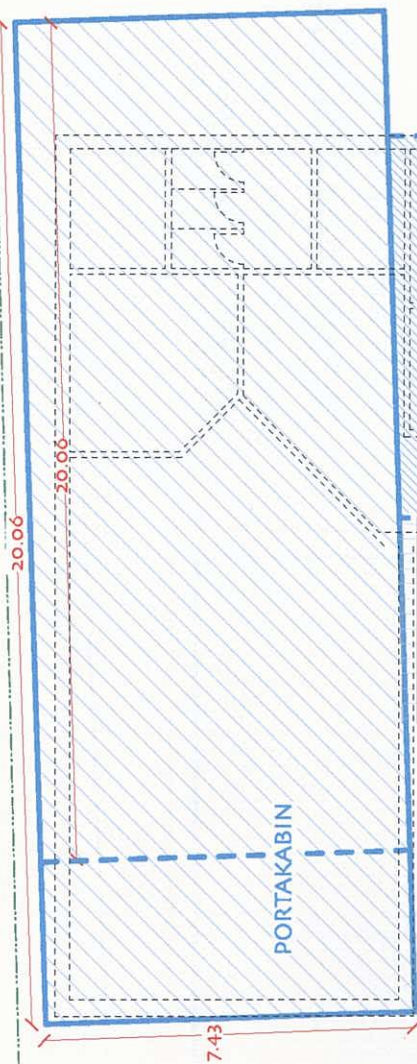
RGA 863(01)11

Richard Gibson Architects

72a Commercial Street, Lerwick, Shetland, ZE1 0DL
t:01859 690000 f:01859 694117 e:mailing-architects.com www.rga-architects.com



SITE BOUNDARY



PROPOSED PURPOSE-BUILT EXTENSION FOR PRE-SCHOOL
OCCUPANCY: MAX. 30 CHILDREN, PLUS STAFF - 2 MINIMUM
SEPARATE ENTRANCE.

CONNECTED TO SCHOOL VIA EXISTING FIRE EXIT.
EXISTING EXTERNAL LEAN-TO SHED REBUILT AS PART OF THE LINK.

SEPARATE ENCLOSED PLAYGROUND. PARTLY COVERED WITH TRANSPARENT CANOPY FOR RAINY DAYS
OUTSIDE PLAY AREA.

PORTAKABIN BUILDING USING 6NO UK073 MUDULES.

TIMBER FRAME LINK WITH INSULATION BETWEEN STUDS.

EXISTING EXTERNAL SHED TO BE REBUILT AND INCORPORATED INTO NEW LINK.

EXTERNAL SKIN TO BE STEEL PANEL SUPPLIED BY PORTAKABIN TO MATCH THE MODULAR BUILDING.
TRIPLE GLAZED WINDOWS, GLAZED FIRE EXIT AND DOOR TO REBUILT SHED. EXISTING EXTERNAL SHED TO BE
REBUILT AND INCORPORATED INTO NEW LINK.

TOTAL GROSS EXTERNAL AREA 149 sqm, PLUS LINK 14 sqm.

ALSO SHOWN OPTION OF SMALLER BUILDING FOR 25 CHILDREN CAPACITY (DOTTED LINE):
GEA 125 sqm PLUS LINK.



LINK

CONNECTING
DOOR

FIRE
EXIT

PORTAKABIN

7.43

20.06

Boy

Girl

Classroom

Store

Store

Staff Room

Staff Dis. W.C.

Seating

Store

Circ.

Lobby

Main
Entrance

Elec. Services



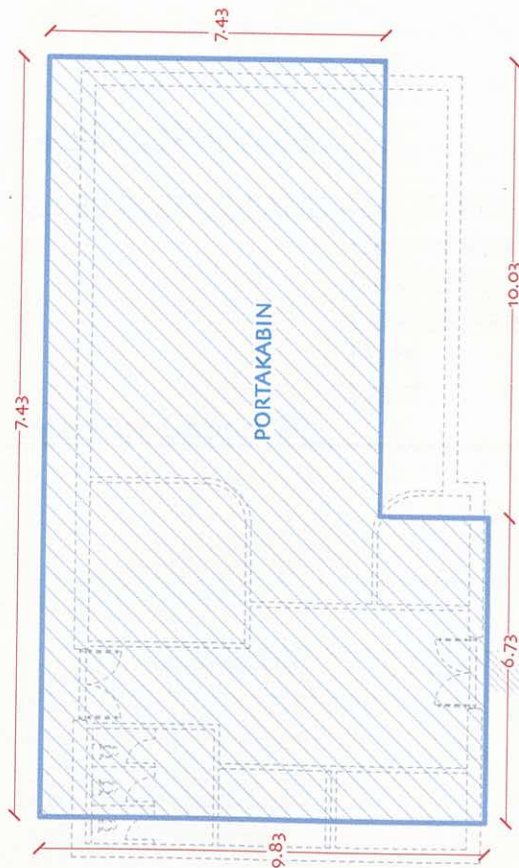
PROPOSAL 2 LOCATION A

Project
**Proposed New Premises
for Little Tikes Pre-School
Tingwall, Shetland**

Drawing
PORTAKABIN Extension to Tingwall PS
pre-school facility for 30 children

Scale
n/s June 08 RGA 863(02)11

Richard Gibson Architects
72a Commercial Street, Lerwick, Shetland, ZE1 0DL
t:01850 49500 e:info@rga.co.uk www.rga.co.uk



PROPOSED PURPOSE-BUILT EXTENSION FOR PRE-SCHOOL
OCCUPANCY: MAX. 30 CHILDREN, PLUS STAFF - 2 MINIMUM

LOCATED TO THE EAST OF EXISTING SCHOOL. ACCESS THROUGH SCHOOL GROUNDS.

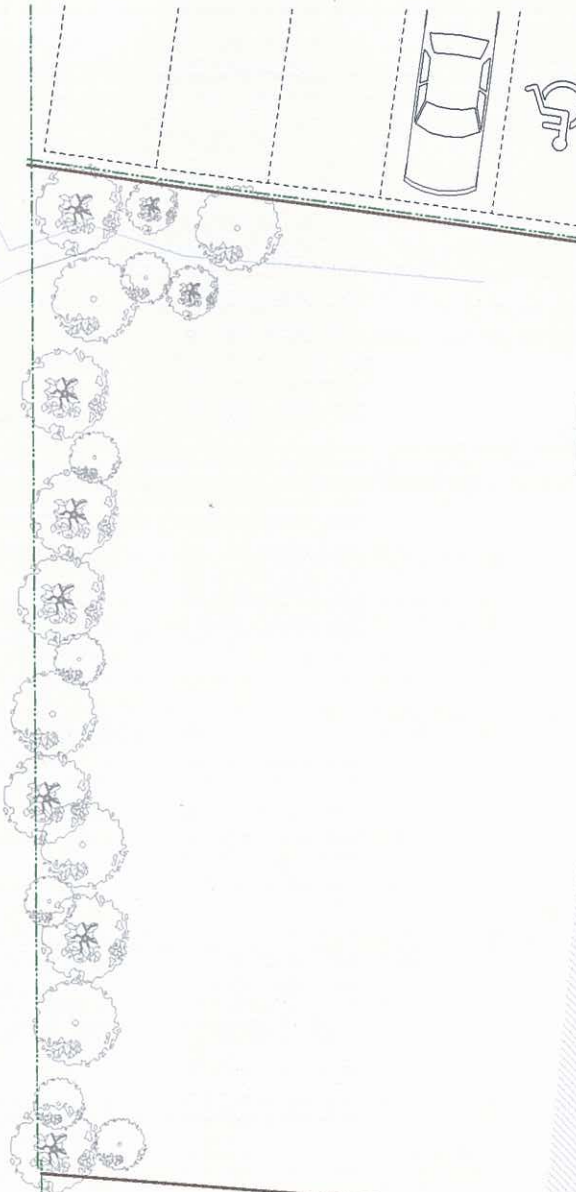
PORTAKABIN BUILDING USING 3no. UK073 AND 2no. UK093 MUDULES.
TOTAL GROSS EXTERNAL AREA 140 sqm.

PLUS EXTERNAL PLAYGROUND, ENCLOSED AND WITH IMPACT-ATTENUATING SURFACE.

NEW CONNECTION TO POWER SUPPLY AND WATER MAINS. DRAINAGE TO PRIVATE SCHOOL SEWER.
UNDERFLOOR HEATING. SCOPE FOR GROUND SOURCE HEAT EXCHANGER WITH PIPES LAID
UNDER PLAYGROUND AND SURROUNDING LAND.

5 PARKING SPACES REQUIRED, SHARED WITH SCHOOL AND HALL,
MANAGED BY DIFFERENT OPENING TIMES.

PRE-SCHOOL
ENTRANCE



PROPOSAL 2 LOCATION B

Project Proposed New Premises
for Little Tikes Pre-School
Tingwall, Sheffield

Drawing PORTAKABIN pre-school premises
for 30 children

Scale nts

June 08

RGA 863(02)12

Richard Gibson Architects
72a Commercial Street, Lewick, Sheffield, S1 1DL
t 0114 254 9900 f 0114 254 9917 e r.gibson@rga.co.uk www.rga.co.uk



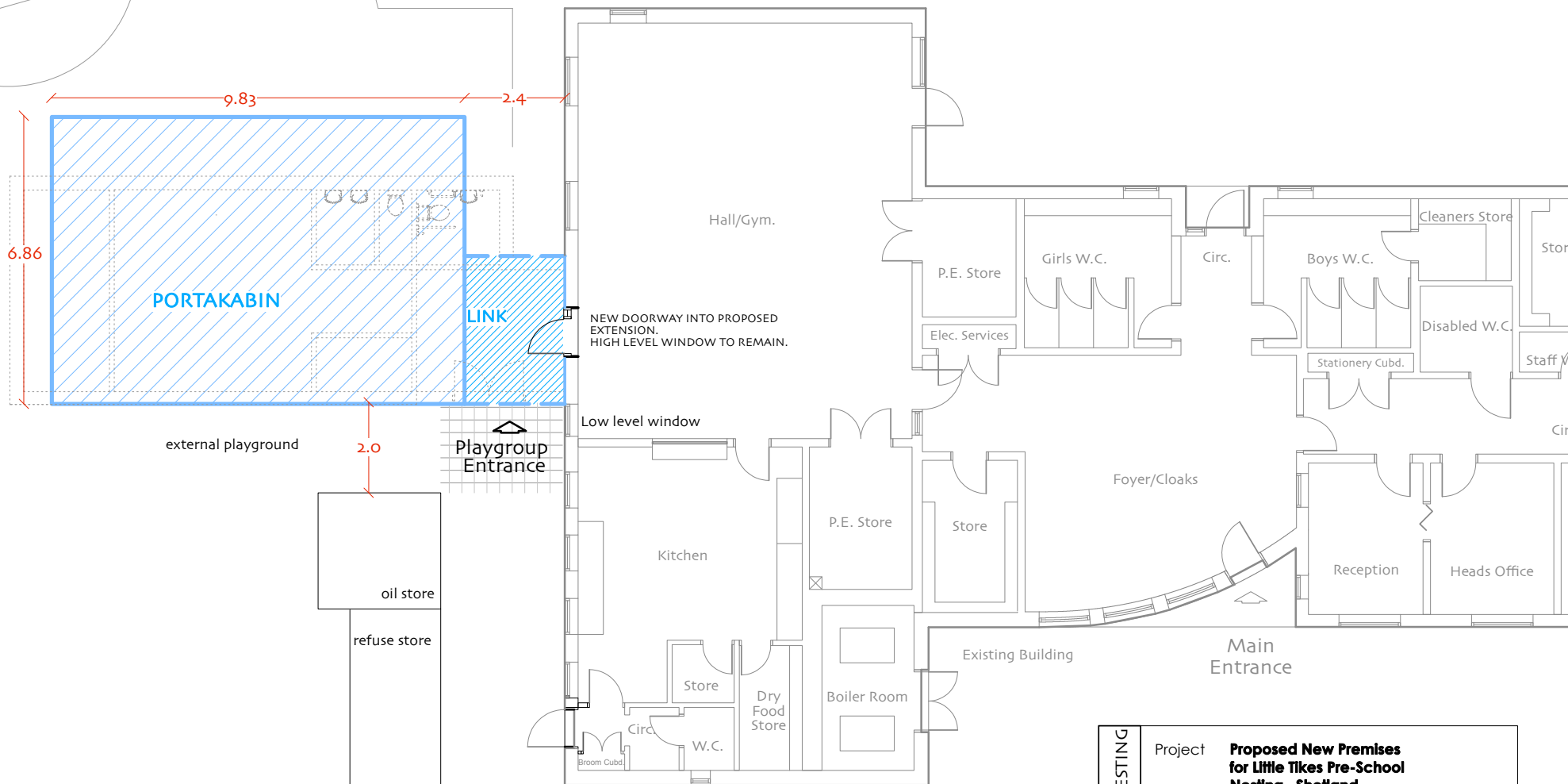
PROPOSAL FOR AN EXTENSION TO NESTING PS FOR PRE-SCHOOL CHILDREN
 OCCUPANCY: MAX. 10 CHILDREN, PLUS STAFF - 2 MINIMUM
 SEPARATE ENTRANCE, CONNECTED TO SCHOOL VIA EXISTING GYM/CANTEEN.
 SEPARATE ENCLOSED PLAYGROUND. TRANSPARENT CANOPY AT ENTRANCE AND
 PLAYGROUND GATE, CAN DOUBLE AS RAINY DAYS OUTSIDE PLAY AREA.

TOTAL GROSS EXTERNAL AREA 67 sqm, PLUS 8.4 sqm LINK.

PORTACABIN BUILDING UTILISING 2NO. UK093 MODULES.
 TIMBER FRAME LINK TO SCHOOL WITH INSULATION BETWEEN STUDS.
 TRIPLE GLAZED WINDOWS.
 EXTERNAL CLADDING TO MATCH ADJOINING SCHOOL IN COLOUR.

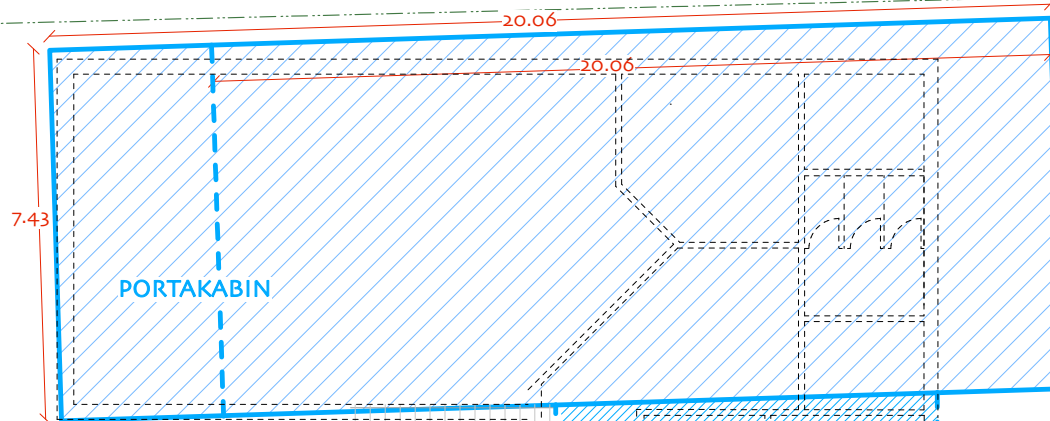
SERVICES, WHERE FEASIBLE, TO BE EXTENDED FROM THE EXISTING
 SCHOOL.
 SCHOOL FIRE ALARM SYSTEM EXTENDED TO COVER NEW PRE-SCHOOL
 BUILDING.
 DRAINAGE TO EXISTING PUBLIC SEWER.
 UNDERFLOOR HEATING.

SHARED PARKING WITH SCHOOL, PARENTS PICK-UP TIMES MANAGED BY
 DIFFERENT OPENING TIMES.



PROPOSAL 1 NESTING	Project	Proposed New Premises for Little Tikes Pre-School Nesting, Shetland
	Drawing	PORTAKABIN Extension to Nesting PS
	Scale	1:100 June 08 RGA 863(01)11
	Richard Gibson Architects	
	72a Commercial Street, Lerwick, Shetland, ZE1 0DL t: 01595 695000 f: 01595 694117 e: mail@rg-architects.com www.rg-architects.com	

SITE BOUNDARY



Oil tank

PROPOSED PURPOSE-BUILT EXTENSION FOR PRE-SCHOOL
OCCUPANCY: MAX. 30 CHILDREN, PLUS STAFF - 2 MINIMUM
SEPARATE ENTRANCE.
CONNECTED TO SCHOOL VIA EXISTING FIRE EXIT.
EXISTING EXTERNAL LEAN-TO SHED REBUILT AS PART OF THE LINK.

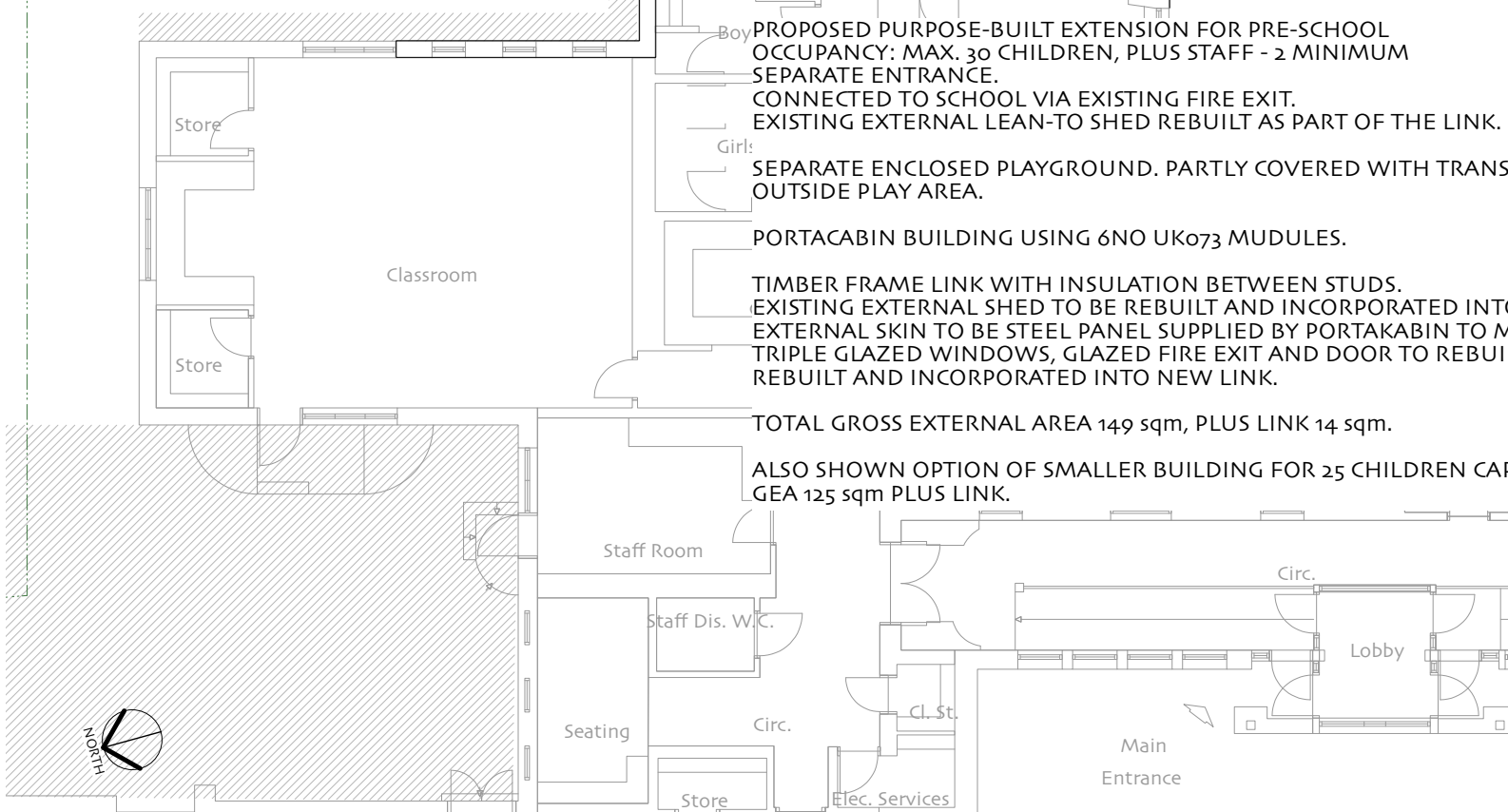
SEPARATE ENCLOSED PLAYGROUND. PARTLY COVERED WITH TRANSPARENT CANOPY FOR RAINY DAYS
OUTSIDE PLAY AREA.

PORTACABIN BUILDING USING 6NO UK073 MODULES.

TIMBER FRAME LINK WITH INSULATION BETWEEN STUDS.
EXISTING EXTERNAL SHED TO BE REBUILT AND INCORPORATED INTO NEW LINK.
EXTERNAL SKIN TO BE STEEL PANEL SUPPLIED BY PORTAKABIN TO MATCH THE MODULAR BUILDING.
TRIPLE GLAZED WINDOWS, GLAZED FIRE EXIT AND DOOR TO REBUILT SHED. EXISTING EXTERNAL SHED TO BE
REBUILT AND INCORPORATED INTO NEW LINK.

TOTAL GROSS EXTERNAL AREA 149 sqm, PLUS LINK 14 sqm.

ALSO SHOWN OPTION OF SMALLER BUILDING FOR 25 CHILDREN CAPACITY (DOTTED LINE):
GEA 125 sqm PLUS LINK.



PROPOSAL 2 LOCATION A

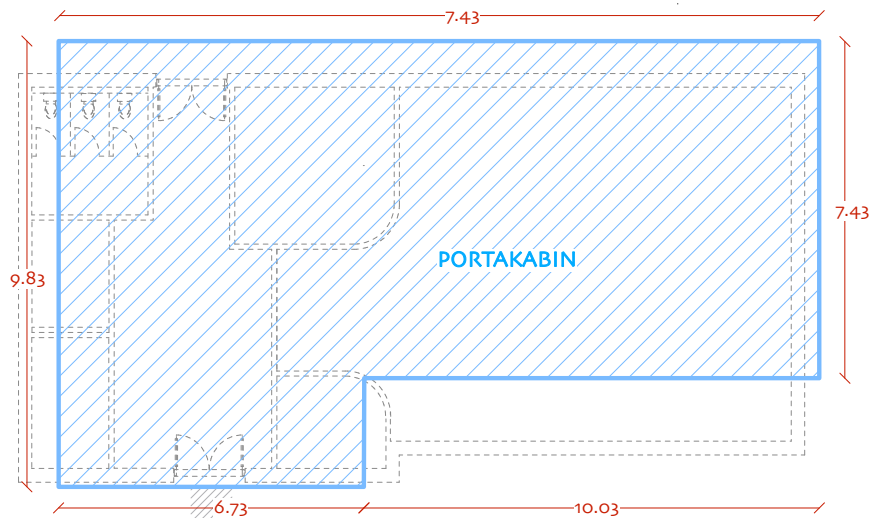
Project **Proposed New Premises
for Little Tikes Pre-School
Tingwall, Shetland**

Drawing PORTAKABIN Extension to Tingwall PS
pre-school facility for 30 children

Scale nts June 08 **RGA 863(02)11**

Richard Gibson Architects
72a Commercial Street, Lerwick, Shetland, ZE1 0DL
t: 01595 695000 f: 01595 694117 e: mail@rg-architects.com www.ig-architects.com





PRE-SCHOOL
ENTRANCE



school

school

PROPOSED PURPOSE-BUILT EXTENSION FOR PRE-SCHOOL
OCCUPANCY: MAX. 30 CHILDREN, PLUS STAFF - 2 MINIMUM


LOCATED TO THE EAST OF EXISTING SCHOOL. ACCESS THROUGH SCHOOL GROUNDS.

PORTAKABIN BUILDING USING 3no. UK073 AND 2no. UK093 MODULES.
TOTAL GROSS EXTERNAL AREA 140 sqm.

PLUS EXTERNAL PLAYGROUND, ENCLOSED AND WITH IMPACT-ATTENUATING SURFACE.

NEW CONNECTION TO POWER SUPPLY AND WATER MAINS. DRAINAGE TO PRIVATE SCHOOL SEWER.
UNDERFLOOR HEATING. SCOPE FOR GROUND SOURCE HEAT EXCHANGER WITH PIPES LAID
UNDER PLAYGROUND AND SURROUNDING LAND.
5 PARKING SPACES REQUIRED, SHARED WITH SCHOOL AND HALL,
MANAGED BY DIFFERENT OPENING TIMES.

LAND DRAIN

PROPOSAL 2 LOCATION B	Project	Proposed New Premises for Little Tikes Pre-School Tingwall, Shetland
	Drawing	PORTAKABIN pre-school premises for 30 children
	Scale	nts June 08 RGA 863(02)12
	Richard Gibson Architects 72a Commercial Street, Lerwick, Shetland, ZE1 0DL t: 01595 695000 f: 01595 694117 e: mail@rg-architects.com www.rg-architects.com	
		

9.4 Revenue Costs/Implications

BCIS Running Costs

Option 1 Extension to Nesting School 10 pupils

Building function: 711.Nursery schools/creches

Gross internal floor area: 59 m2

Price basis: NPV

All costs in pounds (£)

Created: 4-Aug-2008

Year	Decorations	Fabric	Services	Cleaning	Utilities	Administrative Costs	Total (£)	
							UK Mean	Shetland
1	0	287	522	684	570	940	3003	3754
2	0	277	666	661	551	908	3063	3829
3	0	268	487	639	532	878	2804	3505
4	0	259	669	617	514	848	2907	3634
5	120	364	570	596	497	946	3093	3866
6	806	242	580	576	480	792	3476	4345
7	0	233	424	556	464	765	2442	3053
8	0	226	410	538	448	739	2361	2951
9	0	218	396	519	433	714	2280	2850
10	101	3021	752	502	418	796	5590	6988
11	0	203	370	485	404	666	2128	2660
12	656	197	508	469	390	644	2864	3580
13	0	190	345	453	377	622	1987	2484
14	0	183	440	437	364	601	2025	2531
15	85	258	1054	423	352	670	2842	3553
16	0	171	443	408	340	561	1923	2404
17	0	165	301	395	329	542	1732	2165
18	534	160	384	381	318	524	2301	2876
19	0	154	281	368	307	506	1616	2020
20	71	2142	2280	356	297	564	5710	7138
21	0	144	262	344	286	472	1508	1885
22	0	139	335	332	277	456	1539	1924
23	0	135	245	321	267	441	1409	1761
24	434	130	336	310	258	426	1894	2368
25	60	183	286	300	250	475	1554	1943
26	0	121	292	289	241	398	1341	1676
27	0	117	213	280	233	384	1227	1534
28	0	113	293	270	225	371	1272	1590
29	0	110	199	261	218	359	1147	1434
30	404	1518	378	252	210	400	3162	3953
Total	3271	11928	14721	13022	10850	18408	72200	90254

Option 2 Extension to Tingwall School 25pupils

Building function: 711.Nursery schools/creches

Gross internal floor area: 114 m2

Price basis: NPV

All costs in pounds (£)

Created: 4-Aug-2008

Year	Decorations	Fabric	Services	Cleaning	Utilities	Administrative Costs	Total (£)	
							UK Mean	Shetland
1	0	556	1008	1322	1101	1816	5803	7254
2	0	537	1286	1277	1064	1755	5919	7399
3	0	519	941	1234	1028	1696	5418	6773
4	0	501	1293	1192	993	1638	5617	7021
5	231	702	1101	1152	960	1828	5974	7468
6	1558	468	1121	1113	927	1529	6716	8395
7	0	452	820	1075	896	1478	4721	5901
8	0	437	792	1039	866	1428	4562	5703
9	0	422	765	1004	836	1379	4406	5508
10	194	5838	1453	970	808	1539	10802	13503
11	0	394	714	937	781	1288	4114	5143
12	1267	381	982	905	754	1244	5533	6916
13	0	368	667	875	729	1202	3841	4801
14	0	355	851	845	704	1161	3916	4895
15	164	498	2035	817	680	1296	5490	6863
16	0	332	856	789	657	1084	3718	4648
17	0	320	581	762	635	1048	3346	4183
18	1031	310	742	736	614	1012	4445	5556
19	0	299	543	712	593	978	3125	3906
20	138	4139	4404	688	573	1091	11033	13791
21	0	279	506	664	554	913	2916	3645
22	0	270	646	642	535	882	2975	3719
23	0	261	473	620	517	852	2723	3404
24	839	252	650	599	499	823	3662	4578
25	116	353	553	579	482	919	3002	3753
26	0	235	563	559	466	769	2592	3240
27	0	227	412	540	450	743	2372	2965
28	0	219	566	522	435	718	2460	3075
29	0	212	385	504	420	693	2214	2768
30	780	2934	730	487	406	773	6110	7638
Total	6318	23070	28439	25160	20963	35575	139525	174412

Option 3 Extension to Tingwall School 30 pupils

Building function: 711.Nursery schools/creches

Gross internal floor area: 125 m2

Price basis: NPV

All costs in pounds (£)

Created: 4-Aug-2008

Year	Decorations	Fabric	Services	Cleaning	Utilities	Administrative Costs	Total (£)	
							UK Mean	Shetland
1	0	609	1104	1449	1208	1991	6361	7951
2	0	588	1411	1400	1167	1924	6490	8113
3	0	568	1031	1353	1127	1859	5938	7423
4	0	549	1419	1307	1089	1796	6160	7700
5	253	770	1207	1263	1052	2004	6549	8186
6	1708	513	1229	1220	1017	1677	7364	9205
7	0	495	898	1179	982	1620	5174	6468
8	0	478	868	1139	949	1565	4999	6249
9	0	462	839	1101	917	1512	4831	6039
10	213	6402	1594	1063	886	1687	11845	14806
11	0	432	783	1027	856	1412	4510	5638
12	1390	417	1077	993	827	1364	6068	7585
13	0	403	731	959	799	1318	4210	5263
14	0	389	933	927	772	1273	4294	5368
15	179	546	2232	895	746	1421	6019	7524
16	0	363	939	865	721	1189	4077	5096
17	0	351	637	836	697	1148	3669	4586
18	1131	339	813	808	673	1110	4874	6093
19	0	328	595	780	650	1072	3425	4281
20	151	4538	4830	754	628	1196	12097	15121
21	0	306	555	728	607	1001	3197	3996
22	0	296	709	704	586	967	3262	4078
23	0	286	518	680	567	934	2985	3731
24	920	276	713	657	547	903	4016	5020
25	127	387	607	635	529	1007	3292	4115
26	0	258	618	613	511	843	2843	3554
27	0	249	451	593	494	814	2601	3251
28	0	240	621	572	477	787	2697	3371
29	0	232	421	553	461	760	2427	3034
30	855	3217	801	534	445	848	6700	8375
Total	6927	25287	31184	27587	22987	39002	152974	191220

Option 4 - Stand Alone Tingwall 30 pupils

Building function: 711.Nursery schools/creches

Gross internal floor area: 135 m2

Price basis: NPV

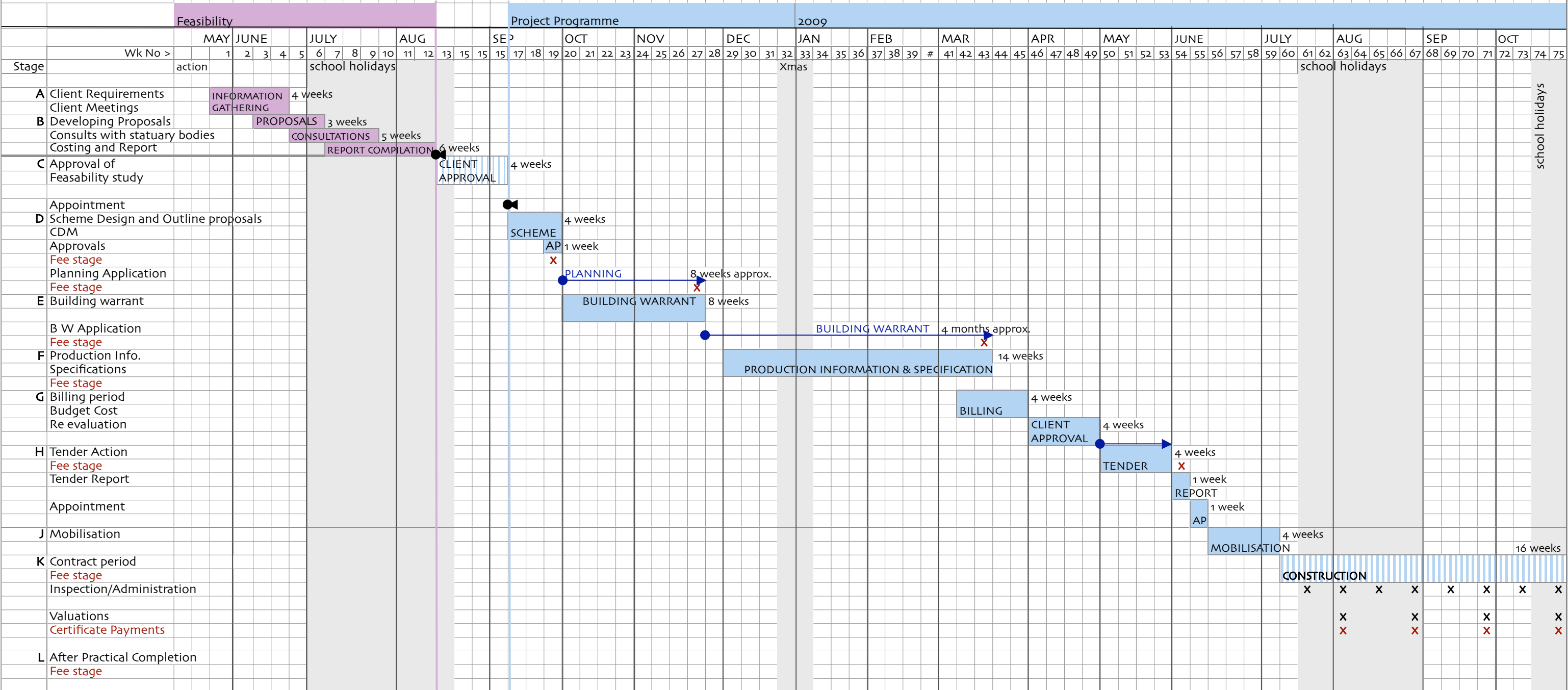
All costs in pounds (£)

Created: 4-Aug-2008

							Total (£)	
Year	Decorations	Fabric	Services	Cleaning	Utilities	Administrative Costs	UK Mean	Shetland
1	0	680	1235	1620	1350	2226	7111	8889
2	0	680	1632	1620	1350	2226	7508	9385
3	0	680	1235	1620	1350	2226	7111	8889
4	0	680	1758	1620	1350	2226	7634	9543
5	324	988	1548	1620	1350	2570	8400	10500
6	2268	680	1632	1620	1350	2226	9776	12220
7	0	680	1235	1620	1350	2226	7111	8889
8	0	680	1235	1620	1350	2226	7111	8889
9	0	680	1235	1620	1350	2226	7111	8889
10	324	9752	2427	1620	1350	2570	18043	22554
11	0	680	1235	1620	1350	2226	7111	8889
12	2268	680	1758	1620	1350	2226	9902	12378
13	0	680	1235	1620	1350	2226	7111	8889
14	0	680	1632	1620	1350	2226	7508	9385
15	324	988	4039	1620	1350	2570	10891	13614
16	0	680	1758	1620	1350	2226	7634	9543
17	0	680	1235	1620	1350	2226	7111	8889
18	2268	680	1632	1620	1350	2226	9776	12220
19	0	680	1235	1620	1350	2226	7111	8889
20	324	9752	10379	1620	1350	2570	25995	32494
21	0	680	1235	1620	1350	2226	7111	8889
22	0	680	1632	1620	1350	2226	7508	9385
23	0	680	1235	1620	1350	2226	7111	8889
24	2268	680	1758	1620	1350	2226	9902	12378
25	324	988	1548	1620	1350	2570	8400	10500
26	0	680	1632	1620	1350	2226	7508	9385
27	0	680	1235	1620	1350	2226	7111	8889
28	0	680	1758	1620	1350	2226	7634	9543
29	0	680	1235	1620	1350	2226	7111	8889
30	2592	9752	2427	1620	1350	2570	20311	25389
Total	13284	48540	57005	48600	40500	68844	276773	345973

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REPORT

To: Services Committee

28 August 2008

From: Head of Schools

REPORT BY HM INSPECTORATE OF EDUCATION: BELLS BRAE PRIMARY SCHOOL AND NURSERY CLASSES

1. Introduction

- 1.1 Bell's Brae Primary School and Nursery Classes were inspected in March 2008 as part of a national sample of primary and nursery education. The report by HM Inspectorate of Education was published on 24 June 2008.
- 1.2 The purpose of this report is to give Members an opportunity to consider the quality of education provided by Bell's Brae Primary School as evaluated by HM Inspectorate of Education in the published report.
- 1.3 A copy of the report has been placed in the Members' Room for reference. Copies of the report have also been sent to all relevant Members, parents, staff and Parent Council members.

2. Link to Council Priorities

- 2.1 The Council will ensure a model for education is developed by 2009 that considers the educational and financial viability for schools and communities and its outputs are then implemented.
- 2.2 The Council will work to create and maintain a culture where individual learners can strive to realise their full potential.

3. Background

- 3.1 Inspectors evaluated the nursery children's and pupils' achievements, the effectiveness of the school and the environment for learning. They examined the school's processes for self-evaluation and innovation, and its capacity for further improvement.

- 3.2 There was a particular focus on attainment in English Language and mathematics
- 3.3 They examined the quality of the children's experience in the nursery and looked at pupils' work. Inspectors spoke to groups of pupils, and to staff. They also met the chairperson of the Parent Council and a group of parents.
- 3.4 Of the sixteen areas of the school's work examined, four were evaluated as Very Good, seven evaluated as Good, and three were evaluated as Adequate. One area (Improvement through self-evaluation) was found to be Weak.

4. Proposals

- 4.1 It is proposed that Members note the key strengths and points for action identified in the report as follows:
- 4.1.1 Key Strengths
- Highly motivated and well behaved pupils
 - The quality of pupils' learning experiences in music, art and physical education
 - Attainment in English language
 - Effective contributions made by staff to the care and welfare of all pupils
 - The school's approaches to inclusion, particularly the teamwork with partner agencies
- 4.1.2 Main points for action:
- Improve the involvement of parents in the school
 - Involve staff more fully in developing the curriculum
 - Develop approaches to self-evaluation which are focused on improving learning and teaching
 - Improve shared and strategic leadership in taking forward identified areas for improvement
- 4.2 The school and the Schools Service have been asked to prepare an action plan indicating how they will address the main findings of the report, and to share that plan with parents. Within two years of the date of publication of the report parents will be informed about the progress made by the school.

5. Financial Implications

- 5.1 There are no financial implications arising from this report. The costs of addressing the main points for action will be addressed through budget allocated to the Schools Service.

6. Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions relating to matters within its remit for which the overall objectives have been approved by Council, in addition to appropriate budget provision.

7. Recommendation

- 7.1 I recommend that the Services Committee note the contents of the report by HM Inspectors of Education on Bell's Brae Primary School and Nursery Classes.

August 2008

Our Ref: HB/JR/sm

Report No: ED-37-F



REPORT

To: Services Committee

28 August 2008

From: Head of Schools

REPORT BY HM INSPECTORATE OF EDUCATION: SHETLAND ISLANDS COUNCIL

1. Introduction

- 1.1 The education function of Shetland Islands Council was inspected in January 2008 as part of HM Inspectorate commitment to inspect and report on the quality of education and to help secure improvement across Scotland. The report by HM Inspectorate of Education was published on 8 July 2008.
- 1.2 The purpose of this report is to give Members an opportunity to consider the quality of education provided by Shetland Islands Council as evaluated by HM Inspectorate of Education in the published report.
- 1.3 Copies of the report have been sent to all Members, Head Teachers and Parent Councils.

2. Link to Council Priorities

- 2.1 The Council will ensure a model for education is developed by 2009 that considers the educational and financial viability for schools and communities and its outputs are then implemented.
- 2.2 The Council will work to create and maintain a culture where individual learners can strive to realise their full potential.

3. Background

- 3.1 Inspectors evaluated the education function of Shetland Islands Council under four main questions;
 - How good are attainment and achievement of children and young people and how well are they supported?
 - What impact has the authority had in meeting the needs of parents, carers and families, staff and the wider community?
 - How well is the authority led?
 - What is the Council's capacity for improvement?

- 3.2 There were ten quality indicators which were examined. Five of these indicators were evaluated as Very Good, four evaluated as Good and one was evaluated as Adequate.

4. Proposals

- 4.1 It is proposed that Members note the key strengths and points for action identified in the report as follows:

4.1.1 Key Strengths

- The role of the Early Years Support Officer and team in ensuring a consistently high standard of pre-school education across pre-school classes and partnership centres
- The provision of high quality educational experiences, the effective and creative use of ICT and the emphasis on promoting achieving, diversity and equality
- Pupils' attainment in SQA examinations
- The commitment to inclusion and the impact of multi-agency working in supporting young people and families, particularly for pupils with ASN
- Strong and effective leadership by the Executive Director and Head of Schools Service
- The high quality Continuing Professional Development programme with the focus on improving the quality of learning and teaching, meeting the needs of learners and developing leadership skills

4.1.2 Main points for action:

- Improve pupils' attainment in reading, writing and mathematics by the end of S2
- Continue to develop the strategic and operational roles of the Quality Improvement Managers and Officers to ensure consistence of delivery and maximise their impact in supporting and challenging schools
- Increase the level of partnership working within the Education And Social Care Department to ensure that all staff are fully aware of their individual and collective roles and responsibilities
- Review the current strategies for identifying and supporting pupils with social emotional and behavioural needs to ensure that their needs are being met fully at school level and within specialist units

- 4.2 The Schools Service will prepare an action plan indicating how the main points for action will be addressed. This will be presented at the next Services Committee on 9 October 2008. The District Inspector

will continue to monitor progress made as part of the agency work with the Council.

5. Financial Implications

- 5.1 There are no financial implications arising from this report. The costs of addressing the main points for action will be addressed through budget allocated to the Education and Social Care Department.

6. Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions relating to matters within its remit for which the overall objectives have been approved by Council, in addition to appropriate budget provision.

7. Recommendation

- 7.1 I recommend that the Services Committee note the contents of the report by HM Inspectors of the education function of Shetland Islands Council.

August 2008

Our Ref: HB/sm

Report No: ED-38-F



REPORT

**To: Services Committee
Shetland NHS Board**

**28 August 2008
9 September 2008**

From: Head of Community Care

**Report No: SC-10-08F
Adult Protection Committees**

1. Introduction

- 1.1 This report is to advise of the implications of the Adult Support and Protection (Scotland) Act 2007.
- 1.2 The report seeks approval for proposals for Shetland's first Adult Protection Committee.
- 1.3 A full copy of the Scottish Government's Draft Guidance on Adult Protection Committees has been circulated separately to all members of Shetland Islands Council and Shetland NHS Board.

2. Links to Corporate Priorities

Shetland Islands Council and Shetland NHS Board are committed to:

- Ensuring that all individuals have the right to feel safe in their communities.
- Decreasing social inequalities
- Reducing harm
- Partnership working with parents, the public, staff and other stake holders

3. Background

- 3.1 The Adult Support and Protection (Scotland) Act 2007 was passed by the Scottish parliament in Spring 2007.
Part 1 is due to be implemented from 1st October 2008.
- 3.2 In the pre implementation phase, a number of work strands have been developed:

- Protection of Vulnerable Groups (Scotland) Act 2007 – now due for implementation October 2009
- The Scottish Government's Adult Support and Protection (Scotland) Act 2007 Code of Practice – Effective from October 2008
- The Role of the Council Officer – Regulations to be laid before Scottish Parliament after the summer recess
- The Scottish Government's Draft Guidance on Adult Protection Committees - Currently out for consultation. Responses were due by 19th August 2008

A National Training Strategy is also being developed.

3.3 Part 1 of the Act introduces new measures to identify and to provide support and protection for those individuals who are vulnerable to being harmed whether as a result of their own or someone else's conduct. These measures include:

- A set of principles which must be taken into account when performing functions under the Act;
- Placing a duty on Councils to make the necessary inquiries and investigations to establish whether or not further action is required to protect the adult;
- Clarifying the roles and responsibilities in adult protection;
- A duty to consider the importance of the provision of advocacy or other services after a decision has been made to intervene;
- Permitting practitioners to investigate circumstances where individuals may have capacity to choose but not the ability to exercise that choice because of undue pressure;
- Requiring specified public bodies to co-operate with local councils and each other about adult protection investigations;
- A range of protection orders which are defined in the Act to include:
 - Assessment orders
 - Removal orders; and
 - Banning orders
- The establishment of multi-disciplinary Adult Protection Committees.

3.4 Functions of the Adult Protection Committee

The statutory functions of the committee are:

- To keep under review the procedures and practices of member agencies that relate to the safeguarding of adults at risk.
- To provide information and advice, or make proposals to any member agency or relevant body on the exercise of functions that relate to the safeguarding of adults at risk.
- To promote the improvement of skills and knowledge of staff providing services to adults at risk.
- To respond to the requirements of Scottish Ministers as appropriate

In discharging these statutory functions the Adult Protection Committee will be required to:

- Encourage collaborative interagency working to ensure that agreed joint policies and procedures are in place to respond effectively to protect Vulnerable Adults.

- Ensure the development and implementation of a multi agency Adult Protection Strategy
- Monitor and evaluate the effectiveness of both multi agency and single agency practice and compliance with agreed procedures
- Audit interagency adult protection practice
- Establish an agreed mechanism for the multi agency review of critical incidents to promote continuous improvement in service quality
- Ensure that multi agency and individual training and support needs are identified and met through the development and implementation of a multi agency training strategy
- Establish and maintain good communication and collaboration practices between local agencies with a responsibility for adult protection
- Agree the requirements for collecting and analysing management and performance information
- Produce and disseminate public information on adult protection to raise awareness and influence attitudes of abuse
- Promote direct links between child protection, adult protection and offender management services
- Prepare a biennial report covering the activity of all constituent agencies

The Committee may establish subgroups to assist in the discharge of its functions such as training, quality assurance.

3.5 Membership of Adult Protection Committees

- 3.5.1 The Local Authority has a duty to appoint a convenor who must not be a member or officer of the Council.
 - 3.5.2 There is a duty on Shetland NHS Board and the Police service to nominate members for the committee and it will be for the Council, as lead statutory body, to appoint those who are nominated.
 - 3.5.3 There is discretion to appoint other representatives who can bring particular expertise to the Committee.
- 3.6 The Scottish Government's Draft Guidance on Adult Protection Committees is still subject to consultation, therefore the contents of the final document will not be known until the consultation responses are analysed by the Scottish Government.
 - 3.7 It is anticipated that any changes will be minor and that the responsibilities will remain unchanged.
 - 3.8 A multi agency working group was established at the end of 2007 to take forward the work on Adult Protection. Shetland's Inter Agency Procedures for the Protection of Vulnerable Adults were drafted and approved in May 2008, by both Shetland Islands Council and Shetland NHS Board.
 - 3.9 Work is already underway in this group on developing a model for an Adult Protection Committee which would meet need locally, including terms of reference.

4. Proposals

- 4.1 It is proposed that the multi-agency working group for Adult Protection takes forward the work required to establish the Adult Protection Committee for Shetland. This would include agreeing the terms of reference and inviting nominations from a range of organisations and services across Shetland.
- 4.2 Nominations would be invited from the following:
- Education & Social Care – Children & Families
 - Criminal Justice
 - Community Care -
including Learning Disabilities
 - Mental Health Services
 - Older People
- NHS Shetland Primary Care incl. Community Nursing
Secondary Care
Accident and Emergency
- Legal Services
Housing Services
Northern Constabulary
Voluntary Sector
- 4.3 Consideration would be given as to how service users could inform the design and delivering of Adult Protection Services.
- 4.4 The structure of the Adult Protection Committee would allow Relevant External Organisations to attend.
- These would include:
- The Mental Welfare Commission
 - The Public Guardian
 - The Care Commission (where there is no nominated representative)
 - Any other public body or office-holder as Scottish Ministers may specify
- 4.5 Nominees should hold a position of sufficient seniority to commit to policy, practice and resources on behalf of their agency.
- 4.6 The working group would prepare a progress report for the Council and Shetland NHS Board later in the year and advise of any implications arising from the final version of the Guidance from the Scottish Government.

5. Financial Implications

- 5.1 There are no financial implications arising directly from this report. The development work to establish the framework policies and procedures for the Adult Support and Protection (Scotland) Act is being funded from within existing resources of the partner agencies.
- 5.2 Estimated costs of the implementation of all aspects of the legislation have been submitted to the Scottish Government with support from CoSLA and the Association of Directors of Social Work (ADSW.)
- 5.3 At this stage it is anticipated that the full costs will be met by additional funding allocation from the Scottish Government. This will include establishing additional posts, which will require a further report to the Council.

6. Policy and Delegated Authority – Shetland Islands Council ¹

- 6.1 All Social Work matters stand referred to the Services Committee. The Committee has delegated authority to make decisions on matters within its remit and for which the overall objectives have been approved by the Council, in addition to appropriate budget provision, in accordance with Section 13 of the Council's Scheme of Delegations.
- 6.2 The proposals within this report are covered by the Council's overall objectives for the Social Care Services and are within existing budget provision.

7. Conclusions

- 7.1 Adult Protection Committees have a significant role in ensuring co-operation and communication within and between agencies to promote appropriate support and protection for adults.
- 7.2 The implications for the Council and partner agencies are significant. However, the Interagency model of the Child Protection Committee (CPC) is well established and it is envisaged that the Adult Protection Committee will emulate, to some degree, that of the CPC.
- 7.3 The Scottish Government has acknowledged that some Councils will not have Adult Protection Committees and multi agency policy and protocols by 1st October 2008. Locally new Vulnerable Adult Procedures have been approved and are being implemented.
- 7.4 The multi agency working group will be able to produce a structure and terms of reference for the Adult Protection Committee for Shetland by October assuming the proposals in this report are approved.

¹ For Shetland Islands Council Services Committee only

- 7.5 Vulnerable adults in Shetland are already being cared for, through existing systems and services. It is envisaged that the new legislation will strengthen the support systems for this client group.

8. Recommendations

I recommend that the Shetland Islands Council Services Committee and Shetland NHS Board

- 8.1 note the implications of the guidance;
- 8.2 agree that the Adult Protection Committee for Shetland is established in line with the proposals in Section 4 of this report;
- 8.3 agree that the multi-agency working group led by the Council's Chief Social Work Officer should carry out the work required; and
- 8.4 note that a further report will be presented later in the year to update Members on progress.

Date: 18 August 2008
Ref: CF'AW'AN'SC-10-08

Report No: SC-10-08F



REPORT

To: Services Committee

28 August 2008

From: Service Manager Criminal Justice

Report No: ESCD-46-F

CRIMINAL JUSTICE SOCIAL WORK LOCAL ACTION PLAN 2008-09

1. Introduction

- 1.1 Local authorities are required to produce a one year Local Plan & Actions for Criminal Justice Social Work Services, stating how they intend to meet the priorities of the Northern Community Justice Authority's Area Plan to Reduce Re-offending for 2008-2011.
- 1.2 The Area Plan provides strategic guidance and sets priorities for the delivery of community justice services across the north of Scotland. It reflects the Scottish Government's National Strategy for the management of offenders and focuses on five interlinking themes: Setting Priorities; Working Together in New Ways; Developing and Supporting the Workforce; Communication and Measuring, Learning and Acting.
- 1.3 Shetland Islands Council's Draft Local Plan demonstrates to the Northern Community Justice Authority (Northern CJA) how its criminal justice social work service (CJSWS) will work with partner agencies in order to meet the Area Plan's priorities.
- 1.4 As the production of the Local Plan was instrumental in obtaining this years funding it was necessary to submit a Draft Plan prior to it being discussed at this Committee.
- 1.5 The Northern CJA's Area Plan 2008-2011 is available online at www.northerncja.org.uk and I have also put a copy in the Members room for your perusal. Paper copies can be made available if requested.
- 1.6 This report seeks Members' approval of the Criminal Justice Draft Local Plan and Actions 2008-2009 attached in appendix 1, for publication and submission to the Northern Community Justice Authority.

2. Background

- 2.1 The Management of Offenders etc (Scotland) Act 2005 makes provision for the establishment of Community Justice Authorities. There are 8 CJA's in Scotland and Shetland is a member of the Northern CJA. The Northern CJA is made up of Aberdeen City, Aberdeenshire, Highland, Moray, Shetland, Orkney and the Western Isles.
- 2.2 The Northern CJA's responsibilities include the strategic direction of criminal justice social work services, distribution of finances and quality assurance.
- 2.3 The Area Plan and Local Plan replaces the need for Shetland to submit a strategic plan to the Scottish Government. Criminal justice social work core services continue to be 100% funded but this is now managed by the Northern CJA and not the Scottish Executive as in previous years.
- 2.4 Shetland Islands Council is represented on the Northern CJA by Councillor Florence Grains.

3. Links to Council Priorities

- 3.1 Although there are no specific priorities for the Criminal Justice Social Work Service (CJSWS) within the Corporate Plan, links can clearly be made with the Community Safety section in ensuring that people in Shetland feel safe and protected. CJSWS will do this by working with statutory and voluntary bodies to address and respond to safety issues concerning the Shetland community.
 - Ensuring that all individuals who commit crime and receive a community sentence are subject to robust risk assessment and supervision.
 - Undertake direct work with perpetrators of domestic violence in order to assist with reducing victimisation.
- 3.2 CJSWS will also contribute towards the Single Outcome Agreement by helping to reduce re-offending by 2% and by ensuring that a minimum of 75% of alcohol / drug using offenders subject to supervision will complete a programme of work.

4. Proposal

- 4.1 The Local Plan proposes that the strategic focus for CJSWS during 2008-2009 includes:
 - Drug and Alcohol Offending Behaviour
 - High Risk Sexual and Violent Crime
 - Employability, Literacy and Training
 - Throughcare Addiction Service.

4.2 It is proposed that Members agree the contents of the Local Plan and the priorities for CJSWS over the coming year. Any comments on current or future service delivery are most welcome.

5. Financial Implications

5.1 There are no direct financial implications arising from this Report.

6. Policy and Delegated Authority

6.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on matters within approved policy and for which there is a budget.

7. Conclusions

7.1 This report shows the way in which Shetland Islands Council intends to meet the national strategy for the management of offenders. It meets both the priorities of the Northern CJA, whilst also ensuring that the safety of the Shetland community is paramount.

7.2 Progress reports will be given during the six monthly performance-monitoring meetings.

8. Recommendations

8.1 I recommend that Services Committee:

- (a) Agree the priorities for the Shetland CJSWS for 2008-2009.
- (b) Approve the Draft Local Plan and Actions for publication and submission to the Northern CJA. (Appendix 1.)

Report no: ESCD-46-F

DRAFT
Shetland Islands Council's Criminal Justice Social Work Service Local Plan for
2008-2009

INTRODUCTION

The Scottish Government approved the Northern Community Justice Authority's Area Plan for 2008 – 2011 in March 2008. The Plan consists of three main parts: The Plan, which sets out the strategic direction, a detailed action plan and a directory of partners involved in the planning process. The overarching aims are to contribute to reducing re-offending and increase community safety and public protection.

Shetland Island's Council welcomes the strategic direction given by the plan and agrees with the way in which it reflects the National Strategy's five interlinking themes: Setting Priorities; Working Together in New Ways; Developing and Supporting the Workforce; Communication and Measuring, Learning and Acting. It also acknowledges the difficulties encountered in trying to create a plan that meets the needs of such a diverse area as the North of Scotland. Shetland Islands Council will support and implement the plan within the given timeframes, whilst at the same time ensuring that it meets the needs of the Shetland community through the implementation of the Shetland Islands Council's Local Plan.

This Local Plan will demonstrate how criminal justice social work services (CJSWS) will deliver services to meet the priorities of the Area Plan. The Local Plan will focus on priorities for the service to be undertaken during the financial year 2008 –2009.

SETTING PRIORITIES

A brief analysis of offending patterns presented over the past 12 months shows that out of 89 assessments viewed 78 offenders were identified as having some level of drug and or alcohol misuse and 72 offenders were identified as being either unemployed or experiencing difficulties in maintaining employment. The high level of substance use linked to offending behaviour has always been a concern and there is a growing awareness within the Shetland community that something has to be done to address the misuse of alcohol and drugs.

The CJSWS intends to address this by undertaking an audit of what is available to offenders within Shetland and to work closely with colleagues in other agencies to ensure a coordinated approach to service delivery and development. A successful bid was made to the NCJA in March 2008 for £13,000 to enhance service delivery to offenders who abuse alcohol and drugs and this will enable the service to increase the percentage of offenders undertaking programmed work. Employment, training, and education are also recognised as helping to reduce offending behaviour by encouraging a more stable lifestyle and time will be spent developing service delivery in the areas of literacy and employment skills.

The number of high-risk offenders remains low but it is acknowledged that these offenders do cause most harm and present the most alarm to the community. The management of sexual and violent offenders remains a priority and joint working has

been actively promoted through the Multi Agency Public Protection Arrangements (MAPPA). At present sexual offenders are jointly managed by the Northern Constabulary and CJSWS. It is hoped that these arrangements, which were commended during the SWIA inspection, will be replicated when working with violent and dangerous offenders. These offenders will be included in MAPPA late 2009 and the lead agency will be Shetland Islands Council. We are awaiting guidance from the Scottish Government but once fully implemented, these arrangements will increase community safety and public protection.

An increasing number of young people are coming to the attention of the police in Shetland and there has been a significant increase in the number of offenders aged 16 to 18 who are being made the subject of community based disposals. The transition from Children's Hearing to Adult Court is a very crucial time in a young person's life - many are being treated as adults, whilst still functioning as a child. Shetland's population of young people aged 15 to 19 is approximately 1,391. During 2005-2006, the CJSWS received 42 requests for reports from the Lerwick Sheriff Court on young people aged between 16 and 18 years. As a result of this 25 individuals were made the subject of community-based supervision.

The Criminal Justice Service Manager, Head of Children's Services and the Authority Reporter are currently looking at ways to improve the interface between adult and youth justice systems. This will include targeting support services to reduce the percentage of young offenders who progress through the adult system. For those already in the adult system services are to be targeted towards welfare needs as well as offending behaviour in order to reduce the amount of repeat offenders and custodial sentences.

WORKING TOGETHER IN NEW WAYS

The Area Plan places increased emphasis on interagency working and this is reflected in some of the larger voluntary organisations being represented on the NCJA and contributing to the Area Plan. The CJSWS acknowledges the valued role played by partner agencies in the delivering of services to offenders and will continue to work closely with agencies such as Community Mediation and the Restorative Justice Scheme in order to enhance diversion from prosecution. CJSWS will also work closely with the Shetland Alcohol and Drug Action Team and the Community Alcohol and Drug Service Shetland to undertake an audit of current service delivery and assist with the development of consistent substance misuse services.

CJSWS will promote employability and learning opportunities for offenders by developing greater links with Careers Scotland, Inclusion Project and Jobcentre Plus. Discussions are already taking place with the Adult Literacy Service on how best to engage with offenders and arrangements are in place for Adult Literacy to co-run literacy and communication programmes for offenders.

The Executive Director of Education and Social Care and the Criminal Justice Service Manager are already members of several multi-agency strategic groups including the Shetland Alcohol and Drug Action Team; Community Safety Partnership and the Anti Social Behaviour Group, where criminal activity and anti social behaviour are presented as local concerns. These groups promote multi-agency working and encourage a

problem solving approach to local issues. CJSWS will take responsibility for looking at ways of developing communication links and increasing awareness between local groups and the NCJA in order to deliver the local plan.

DEVELOPING AND SUPPORTING THE WORKFORCE

Shetland Island Council is committed to developing and supporting its workforce and will support the NCJA's action for joint training by ensuring, where possible, that criminal justice staff will attend training with partner agencies and will fully contribute to establishing the need for specialist solutions for island and remote communities.

Local training in areas of child protection and substance misuse are available on an annual basis and affords staff members the opportunity to share good practice with colleagues from the local authority, health board and voluntary agencies.

There is increasing concern that the Shetland CJSWS is unable to deliver national accredited programmes due to its size and Shetland welcomes the NCJA's support in addressing this. Shetland CJSWS has always sought to provide viable methods of programme delivery and will continue to do so through research and sharing of best practice with partner agencies.

COMMUNICATION

Shetland Islands Council CJSWS already has in place several of the actions that are featured in the communication strategy:

- Information leaflets explaining community based disposals and local and national services are available to offenders and their families.
- Scheduled meetings take place with the Sheriff and a sentencer information pack is updated on a regular basis. SER feedback forms are also completed.
- Feedback is sought from offenders on service delivery through feedback forms and during formal reviews.

CJSWS will compliment existing services by:

- Publicising its approach to reducing offending by featuring the NCJA Area Plan and the Local Plan on the SIC website and multi agency forums.
- Promoting the NCJA website to CJSWS and local agencies to encourage greater awareness of the role of the NCJA and the sharing of good practice.
- Where possible the CJSWS will support the NCJA in engaging with local groups such as Victim Support Shetland and the Community Alcohol and Drugs Service.
- Encourage greater contact with families of offenders during the period of community supervision.
- Produce a questionnaire for offenders and their families to include feedback on current service delivery, perceived service gaps and ways in which to develop future services.

With regards to the Community Service Scheme and putting in place arrangements for the community to contribute to the type of work carried out, the recent Social Work Inspection Report commended Shetland for its variety of group and individual

community based work placements and the positive outcomes for both the offenders and the community. The community service scheme is seen as making a positive contribution to the community and this is reflected in the amount of community groups and individuals who contact the CJSWS requesting work to be undertaken by the scheme. The CJSWS continually strives to create different community service projects to best utilise offender skills and community needs and will continue to do so.

MEASURING, LEARNING & ACTING

Shetland Islands Council is committed to providing quality services and will cooperate with the NCJA in developing a robust framework for quality assurance and performance management. Until the Performance Improvement Framework is in place the CJSWS will continue to monitor performance as agreed with partner CJSWS, through task checklists, file inspections, report gate keeping and participation in theme quality assurance exercises.

Shetland CJSWS was subject to an inspection by the Social Work Inspection Agency in 2007 and a report and action plan was submitted to the NCJA in March 2008. Any follow up inspection reports will be submitted to the NCJA.

Shetland CJSWS is committed to Integrated Case Management (ICM) – the system of ensuring joint assessment and planning for prisoners. The use of video conferencing has ensured 100% attendance at ICM conferences.

CONCLUSION

This report reflects Shetland Islands Council's commitment to delivering quality criminal justice social work services in line with the NCJA Area Plan. The attached action plan clearly demonstrates our targets for 2008 – 2009 and it is acknowledged that some changes may occur in light of any new directions from the NCJA and the Scottish Government. As always, these priorities will be carried out alongside core business activities and all attempts will be made to continue meeting national standards and objectives.

SHETLAND ISLANDS COUNCIL CRIMINAL JUSTICE SOCIAL WORK SERVICES
SUMMARY OF ACTIONS for 2008 - 2009

OUTCOME 1: SETTING PRIORITIES

ACTION	AGENCIES INVOLVED <i>Lead agencies in bold</i>	PERFORMANCE MEASURE	TIMETABLE	INTENDED OUTCOME (S)
1.1 Review existing work programmes used in Shetland 1.1.1 Increase access to offender based work programmes. Including Anger management and domestic violence.	CJSWS	Review completed % of offenders on programmes Review Action	July 2008 Feb 2009	Reduced re-offending, and a more consistent approach to offender management Reduction in the numbers in custody Increased confidence in community sentences
1.2 Audit of services provided by local statutory and voluntary groups.	CJSWS SADAT Voluntary Groups Local Authority	Services are identified Voluntary sector supports and complements the work of statutory agencies	Sept 2008	More effective targeting of services to priority groups. Increased numbers being referred for services.
1.3 Communicate with HMP Aberdeen to operate substance misuse programme in the community.	CJSW SPS	Programme in place % of offenders accessing programme	May 2008	Develop Integrated Approaches and continuity of work programmes

ACTION	AGENCIES INVOLVED <i>Lead agencies in bold</i>	PERFORMANCE MEASURE	TIMETABLE	INTENDED OUTCOME (S)
1.4 Enhance the delivery of services to offenders with substance misuse problems by targeting appropriate resources at specific levels of need including: <ul style="list-style-type: none"> • Employment skills, life skills, self-care and social skills. • Group work and Individual work programmes for offenders using alcohol and or drugs 	CJSW SADAT Voluntary Organisations NHS Jobcentre Plus Colleges and Further Education	75% of offenders undertaking programmes	Nov 2008	Reduced re-offending and increase Life skills Appropriate use of resources targeted at specific identified needs
1.5 Audit of services available to young people displaying anti social or offending behaviour. 1.5.1 Ensure appropriate sharing of information between agencies 1.5.2 Ensure consistency and continuity in the management of offenders as they pass from youth to adult systems	CJSWS, Children & Families Team, Authority Reporter Local Authorities Voluntary Organisations Child Protection Committees	List of services available. Increased use of IAF	Sept 2008	Resources targeted at identified need and preventative work Increased engagement with young people displaying anti social behaviour Reduction of young people entering the adult system and Reduction in repeat offending by 16-21 year olds
1.6 Review Voluntary Throughcare & Throughcare Addiction Services to establish current level of uptake and gaps in service delivery 1.6.1 Survey ex-prisoners who failed to access Voluntary Throughcare Services	CJSW SPS	Knowledge of why Voluntary Throughcare Services not taken up by offenders. Identify pathways to improve access to services	Oct 2008 On-going	Improve uptake of Voluntary Throughcare Services Increase number of offenders accessing mainstream services Coordinated approach to the management of addiction throughcare

OUTCOME 2: WORKING TOGETHER IN NEW WAYS

ACTION	AGENCIES INVOLVED <i>Lead agencies in bold</i>	PERFORMANCE MEASURE	TIMETABLE	INTENDED OUTCOME (S)
2.1 Partner agencies to collaborate and consult widely on strategic priorities that impact on service users and agencies	CJSW Voluntary Organisations Multi Agency Strategic Groups	<ul style="list-style-type: none"> • Wide membership of multi-agency strategic groups. • 	<ul style="list-style-type: none"> • Sept 2008 • On-going 	<ul style="list-style-type: none"> • Problem solving approach between agencies, specifically in relation to practical issues within the timeline of the Area Plan
2.2 Promote employment and literacy skills through joint working with Literacy services, Careers Scotland and the Inclusion Service 2.2.1 Audit of Literacy issues amongst current client group	Link to LA lifelong learning and partner agencies e.g. Careers Scotland, Jobcentre Plus through CJSW	<ul style="list-style-type: none"> • Audit of service provision across 	<ul style="list-style-type: none"> • Sept 2008 	<ul style="list-style-type: none"> • Increase in employability skills featuring in probation action plans • Increase in the % of offenders accessing mainstream services. • Greater awareness of literacy problems

OUTCOME 3: **DEVELOPING AND SUPPORTING THE WORKFORCE**

ACTION	AGENCIES INVOLVED <i>Lead agencies in bold</i>	PERFORMANCE MEASURE	TIMETABLE	INTENDED OUTCOME (S)
<p>3.1 CJSW to attend National Training in areas of Risk Assessment & Management</p> <p>3.1.1 CJSW to attend local training to pool skills with colleagues in other agencies</p>	<p>CJSW Partner Agencies</p>	<p>% of staff trained in accredited tools</p>	<p>Late 2008/2009</p>	<p>Staff trained in national risk assessment tools.</p> <p>Increased consistency throughout Scotland</p>
<p>3.2.1 Establish the need for specialist solutions for island and remote communities</p> <p>3.2.2 Establish how partner agencies can provide appropriate levels of support</p> <p>3.2.3 Promote development, accreditation and training for viable methods of offender programme delivery in remote and island communities</p>	<p>Partner Agencies Island Local Authorities</p>	<p>Access to specialist solutions is available to island and remote communities</p>	<p>Dec 2008</p>	<p>Improved level of support for island and remote communities</p> <p>Links to 1.1</p>
<p>3.3 Promote the use of NCJA website</p>	<p>CJSW</p>	<p>Increased awareness</p>	<p>On-going</p> <p>April 2009</p>	<p>Increased access to relevant information especially examples of good practice</p>

OUTCOME 4: **COMMUNICATION**

ACTION		AGENCIES INVOLVED <i>Lead agencies in bold</i>	PERFORMANCE MEASURE	TIMETABLE	INTENDED OUTCOME (S)
4.1	Promote the NCJA website to statutory and voluntary agencies in Shetland	CJSW	Increased access to website	On-going	Public awareness raised Increased knowledge of developments in the field of community justice
4.2	Publication of NCJA Area Plan and Shetland Local Plan on SIC Website	CJSW	On Website	May 2008	Increase awareness of approach taken to reduce offending
4.3	Produce Questionnaire/ Feedback form for Offenders and their families	CJSW	% Questionnaires sent out, amount returned 6 month review	August 2008 Jan 2009	Encourage comments on service delivery and development from offenders and families
4.4	Greater contact with families during Probation Orders	CJSW	100% of offenders families contacted twice during order (where permission given) Review	Ongoing Dec 2008	Increased support systems for offenders. Improved community safety

OUTCOME 5: **MEASURING, LEARNING & ACTING**

ACTION	AGENCIES INVOLVED <i>Lead agencies in bold</i>	PERFORMANCE MEASURE	TIMETABLE	INTENDED OUTCOME (S)
5.1 To implement the Performance Improvement Framework (PIM) developed by the National Advisory Body – when available	NCJA Performance and Practice Group Partner Agencies	PIM in place Report to NCJA on implementation	TBA	A robust framework for quality assurance and performance management
5.2 To take part in quality assurance exercises throughout the NCJA area 5.2.1 Adopt QA checklists	CJSW Partner Agencies	Quarterly reports to Performance Management Group	Ongoing	Ensure good standard of service Consistent standard of service across NCJA Area Share good practice



REPORT

To: Services Committee

28 August 2008

From: Executive Director of Education and Social Care

Vision for Social Work Services

1 Introduction and Key Decisions

- 1.1 This Report asks Members to approve the Vision for Social Work Services, the action for which was recommended by the recent inspection of the Social Work function.

2 Links to Council Priorities

- 2.1 Effective and efficient Social Work services are key to delivering the Council's priorities of social justice and community safety. Child protection is a principal priority and there is a desire to maintain a modern and affordable range of community care services.

3 Background

- 3.1 The Social Work Inspection Agency (known as SWIA) undertook a review of Social Work services during 2007. Their Report with recommendations was published and reported to Members at a Special meeting of Services Committee on 6 August 2007 (minute reference 30/07). Services Committee approved the Action Plan in January 2008 (minute reference 05/08).
- 3.2 One of the recommendations invited the Council to, "...develop and disseminate a vision for future social work services with clear values and aims setting out how this fits with the council's corporate vision, wider service plans and specific social work objectives.

4 Proposal

- 4.1 Since the Inspection, the Department, through the Social Services Workers Professional Development Team, has developed a statement of the Vision, Values and Aims (Appendix 1) for the Social Work service. This has been subject to consultation with staff groups and has found favour with the

various teams in describing the principles which underpin the service in Shetland. Members are therefore invited to approve Appendix 1.

5. Financial Implications

- 5.1 There are no direct financial implications arising from this report.

6. Policy and Delegated Authority

- 6.1 All social work matters stand referred to the Services Committee. The Committee has delegated authority to make decisions on matters within its remit and for which the overall objectives have been approved by the Council, in addition to appropriate budget provision, in accordance with Section 13 of the Council's Scheme of Delegations. This Report is within policy and within budget so no recommendation to Council is required.

7. Recommendations

- 7.1 I recommend that Services Committee approve the Vision, Values and Aims for the Social Work function, as set out in Appendix 1.

Our Ref: HAS/sa

Report No: ESCD-49-F

Appendix 1

Vision for Social Work Services

Mission

To support and protect the most vulnerable members of the community, promoting independence and ensuring services are targeted at those that are most in need.

Vision

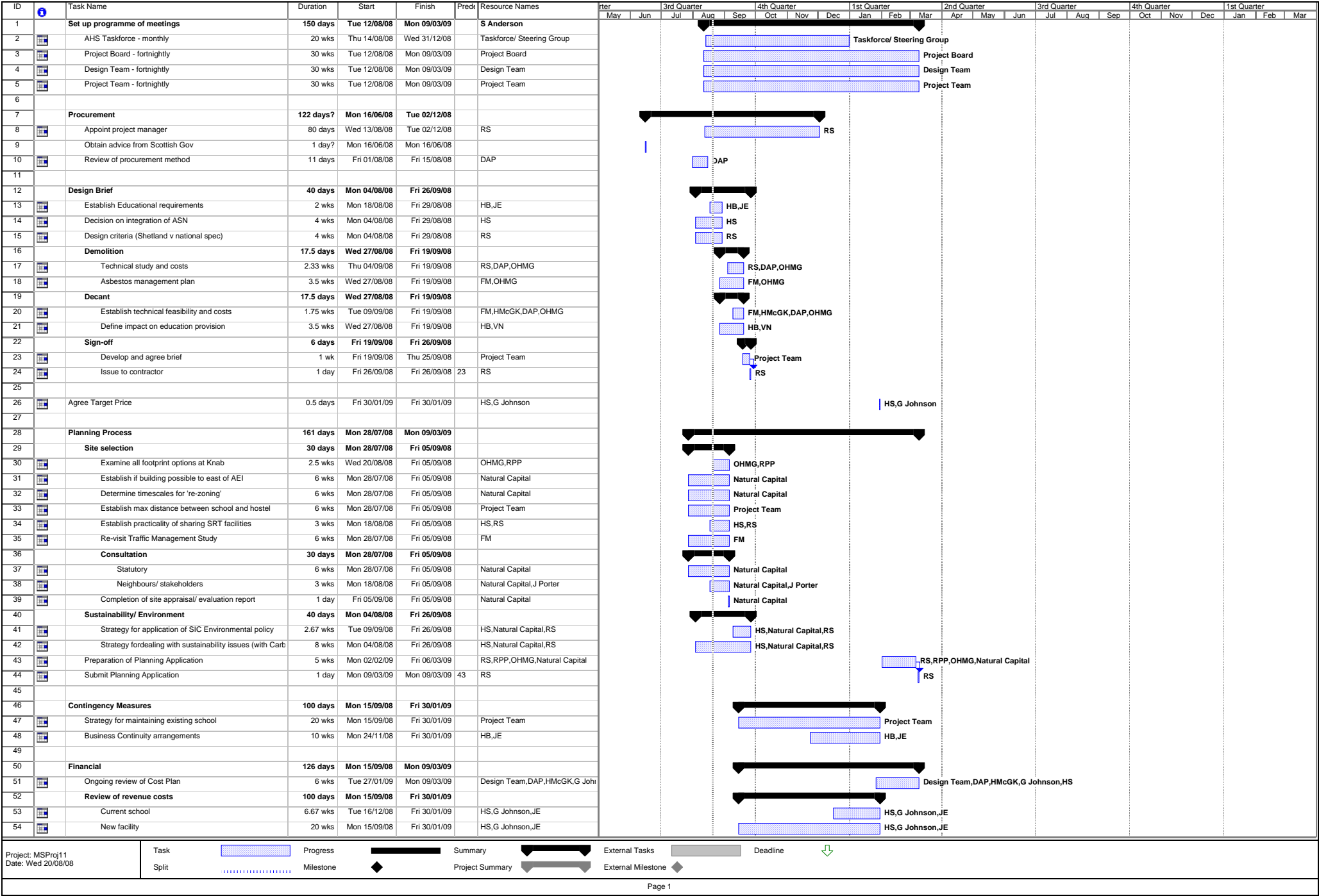
To ensure that everyone in Shetland is able to live and participate in a safe, vibrant, tolerant, inclusive, fair and healthy community.

Values

- respecting the right to self determination;
- promoting participation;
- taking a whole-person approach;
- understanding each individual in the context of family and community; and
- identifying and building on strengths.

Our Aims

- supporting the most vulnerable and excluded members of our society to live fulfilling lives
- working in partnership with individuals, families and communities and with other public, voluntary and private services,
- protecting individuals, families and communities at risk of harm from themselves or others
- working to reduce and minimise that risk through helping people to change their behaviours,
- working with others to close the opportunity gap between the richest and poorest in our society
- helping individuals and families to take control of their lives
- appropriate, responsive, flexible and innovative care packages, based on assessed need
- resources targeted at areas of greatest priority, based on clearly defined evidence of need
- a shift in the balance of provision towards community based services
- actively engaging people and their carers in planning services



Report

Shetland Islands Council

Anderson High School

Site Selection

August 2008

Natural Capital

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Report

Shetland Islands Council

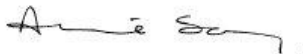
Anderson High School

Site Selection

For and on behalf of Natural Capital Ltd

Approved by: Dr Annie Say

Signed:



Position: Director

Date: 15.08.08

This report has been prepared by Natural Capital Ltd. with all reasonable skill, care and diligence within the terms of the Contract with the client, incorporating our General Terms and Conditions of Business and taking account of the resources devoted to it by agreement with the client.

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1 INTRODUCTION

1.1 BACKGROUND

Proposals for a new Anderson High School (AHS) are being progressed by Shetland Islands Council (SIC). Feedback to SIC in letters, at the public exhibitions (March 2008) and at the public meeting (May 2008) indicated that some of the public did not consider that sufficient work had underpinned the SIC decision to rebuild on the current site (see Section 2). SIC therefore decided to revisit the Council decision and asked consultants Natural Capital to undertake a rapid site selection review.

The review has included a desk based study (including review of previous reports and decisions) and site visits. The work has been undertaken to inform discussions and does not affect the Council decisions of 2004 to build at the current AHS site.

1.2 SOURCES OF INFORMATION

Information used to inform the site selection appraisal has included:

- the Ordnance Survey Map, Explorer 466 – Shetland – Mainland South;
- maps of alternative sites provided by Shetland Islands Council (SIC) (see Annex A);
- site visits by the team;
- Shetland Local Plan (2004); and
- various reports commissioned by SIC for the New Anderson High School Project (see Section 2).

1.3 CONSULTATIONS

No consultation has been carried out specifically for the study although opportunities to discuss the alternatives were taken at a meeting with SIC Roads Services in June 2008 and the feedback has informed the appraisal of access issues.

1.4 LAYOUT OF THE REPORT

The remainder of the report is set out as follows:

- Section 2: a summary of the history of the site selection process for the new school;
- Section 3: the methodology used for the review of alternative sites;
- Section 4: the findings of the appraisal;
- Section 5: summary and recommendations.

Photographs of the alternative sites are included in Appendix A.

2 SITE SELECTION HISTORY

As part of earlier feasibility studies SIC commissioned work to explore two possible locations for the school - the existing Anderson High School site and an alternative site at nearby Clickimin. The Council gave its support at an early stage to development within the grounds of the existing school. Table 2.1 details the decision making process.

A school on the current AHS site is being developed by the contractor O'Hare & McGovern, the architects Robinson Patterson Partnership and the engineer Faber Maunsell. The initial proposals developed from the preferred outcome of the BDP Stage C work have proved too expensive and the design is currently being re-evaluated and scaled down.

Table 2.1 Summary of Site Selection Process

Year	Title	Key Findings
April 1991	Special meeting of the SIC Education Committee	<ul style="list-style-type: none"> Meeting about a report (02 April 1991) by Anderson Bayne Architects on sites for relocation of the AHS complex and Shetland College of Further Education and Traffic Management relating to the existing school campus Consensus of opinion favoured the construction of a school on an alternative site. Consultants to be instructed to carry out a detailed investigation of the Clickimin site
Nov 1992	Report on Brief for New Build Anderson High School JG Halcrow (Director of Education)	<ul style="list-style-type: none"> Council stated clear preference for a new build on a new site
April 1993	Report on Proposed New Anderson High School and Halls of Residence Director of Design and Technical Services in conjunction with Director of Education	<ul style="list-style-type: none"> Concludes that upgrading the existing campus is unacceptable. These reports clearly demonstrate the extensive nature of the works required, the congestion on the site and the extreme, prolonged disruption that all on and around the site would suffer during the ten year implementation Recommends that in line with assessments and conclusions reached that the accompanying report be submitted to the Scottish Office Department in support of the case for a new high school and halls of residence at Clickimin (submitted June 1993)
Oct 1994	Education Committee Report on New Anderson High School and Halls of Residence Report by Director of Education	<ul style="list-style-type: none"> Reports response from Scottish Office to the proposal to build a new Anderson High School and Halls of residence: '....we see little prospect in the foreseeable future of our being able to enhance your authority's advisory capital allocation for educational building to the level needed for construction of a New Anderson High School' Recommends that the design brief be re-examined with a view to seeking to reduce overall cost and alternative sources of finance be investigated and a further report containing the result of this investigation
Oct 1997	Report to Education Committee from Divisional Education Officer New Anderson High School and Halls of Residence	<ul style="list-style-type: none"> Recommends that the Education Committee recommend to the council that project selection studies are carried out for: <ul style="list-style-type: none"> refurbishing the school and halls of residence on the existing site refurbishing the school on the present site and building a new hall of residence on the designated school site at Clickimin Refurnishing the halls of residence on the present site and building a new school on the designated site at Clickimin Building a new school and hall of residence on the designated site at Clickimin
May 1998	Anderson High School Project Selection Studies Peter Johnson Partnership David Adamson and Partners	<ul style="list-style-type: none"> Recommend that Options 2 (redevelop school on existing site and build new halls at Clickimin) and 3 (redevelop existing halls and build new school at Clickimin) be discounted at this stage and that Options 1 (redevelop school and halls on existing site) and Option 4 (build new school and halls at Clickimin) be carried forward for further consideration This is because:

Year	Title	Key Findings
		<ul style="list-style-type: none"> Option 4 offers the best solution in educational and functional terms but carries high capital cost. There would be potential savings in revenue costs by comparison with the other options and also a possible residual realisable clawback through disposal of existing land and/or buildings Option 3, although placed second, is some way behind option 4 in educational and functional terms but is not significantly lower in capital cost Options 1 and 2 are less satisfactory in educational and functional terms due to the difficulties in redeveloping the existing site, most notably due to the disruption factor. Option 1 emerges slightly ahead of Option 2 mainly due to retention of a single campus and it has a lower capital cost
Jan 1999	Anderson High School Feasibility Studies Peter Johnson Partnership David Adamson and Partners Cameron Chisholm Dawson Partnership	<ul style="list-style-type: none"> Option 1 (Redevelop school and halls of residence on existing site) <ul style="list-style-type: none"> Unsatisfactory in several respects Disruption to pupils, staff and residents during construction Interim arrangements for teaching, operational use, sports hall, traffic management during construction gave cause for concern Difficulty in achieving all requirements in the brief, notably the number of single rooms required for the halls of residence CLASP teaching blocks may need to be replaced in 15 – 20 years time adding costs Option 2 (Build new school and halls of residence at Clickimin) <ul style="list-style-type: none"> Offers better solution in educational and functional terms but at a significantly higher capital cost Should be possible to reduce costs through detailed consideration of accommodation requirements involving wider staff consultation and further design work on site levels Energy costs should be lower than for redeveloped buildings and the present transportation costs to Clickimin for sports activities would be removed
Feb 1999	Report to Education Committee from Divisional Education Officer Feasibility Studies – AHS and Halls of Residence	<ul style="list-style-type: none"> Recommends that in principle, the preferred solution is to build a new school and new hall of residence at the designated site in the Clickimin area
March 2000	Report to Services Committee from Divisional Education Officer New Anderson High School and Hall of Residence	<ul style="list-style-type: none"> Recommends that the designated site be identified exactly and acquired by the council
March 2003	Report to Services Committee and Standing Committee from head of education Anderson High School Site Taskforce	<ul style="list-style-type: none"> Approval of the recommendation to examine 'the suitability of the existing AHS site for new school buildings, the inclusion of an Additional Support Needs (ASN) facility and the future use of auxiliary accommodation for related services on site'

Year	Title	Key Findings
April 2004	Anderson High School Feasibility Report Turner & Townsend Cost Management	<ul style="list-style-type: none"> • Purpose of this study was to 'examine the suitability of AHS site and the Clickimin site for new school buildings, the inclusion of an ASN facility and the future use of auxiliary accommodation for related services' • SIC at a subsequent meeting removed consideration of the Clickimin site unless the AHS site presented difficulties • Conclusion of the Design Team that a solution has been identified and that the new build solution on the existing AHS is feasible
Nov 2006	Anderson High School, Lerwick Stage C Report: November 2006 BDP	<ul style="list-style-type: none"> • BDP initially developed five options for the site which are described in more detail in the Stage C report. They are summarised as: <ul style="list-style-type: none"> • A: the Broch – emulating the traditional broch in response to the harsh weather conditions; • B: the Living Wall – a more compact version of option A; • C: the Groundhugger – a low design building; • D: the Lodberrie – a protective wall with sheltered heart space; and • E: the Hammerhead – a freer design of building. • BDP used various criteria to evaluate the options with input from the design team and the school. The criteria were: <ul style="list-style-type: none"> • school operation; • educational suitability; • architectural identity; • daylighting opportunity; • sustainability; • M+E (mechanical and electrical) servicing opportunity; • structural opportunity; • landscape; • cost; and • gezellig ('happy making'). • Two options were taken forward after this appraisal for further more detailed work and after dialogue with the school the option which was recommended and has been taken forward is a hybrid between Options A and B - Option F: 'Morphosis'. • Detailed design has been progressed on this option by the O'Hare and McGovern team in partnership with SIC

3 METHODOLOGY

3.1 INTRODUCTION

This section describes the methodology that has been used in undertaking the appraisal. The appraisal has been a rapid review but has been informed by best practice methods in the approach used.

3.2 OPTIONS

The review of work summarised in Section 2 indicates that the key options considered were the current AHS site and a site at Clickimin. Discussions and feedback from the public has suggested other sites were available and these have been included in the current study.

The following options have been considered in the appraisal:

- the current existing AHS site;
- Clickimin (rugby sports pitch);
- Clickimin (Lower Staney Hill);
- Seafield (existing sports pitch);
- Sands Of Sound;
- Ness of Sound.

The locations of these sites are shown on Figure 3.1 and photographs of the sites are included in Appendix A. At each site an approximate area has been assumed which fits with local constraints and matches in size, as far as possible, the site at the current AHS.

3.3 APPROACH

Each site has been considered in terms of fit with local planning policies; existing land uses; effects on people; effects on the natural and cultural heritage; sustainable development; engineering and cost factors.

3.3.1 Planning

Planning designations relevant to each site and its environs have been reviewed and any obvious constraints identified.

3.3.2 Environment

The appraisal of effects of people and the natural and cultural heritage has followed environmental appraisal good practice:

- identification of baseline conditions (through desk review, site visits, talking to the SIC AHS team etc –see Section 1.2);
- identification of potential impacts following environmental impact assessment (EIA) recognised practice for this stage of an assessment (initial options appraisal);
- consideration of the potential for mitigation for any potentially significant impacts and identification of any potential environmental enhancements; and
- appraisal of residual significant effects.

The appraisal has been necessarily high level since no proposals have been worked up in any detail for any site. It has been assumed that a similar school as the initial proposals for the AHS site would be built.

3.3.3 Sustainable Development

An initial qualitative appraisal has been made for each site in terms of current uses of the site (greenfield or brownfield and ability to re-use existing facilities); energy requirements; materials; waste; transport and biodiversity.

3.3.4 Engineering

This appraisal has taken into account:

- ground conditions;
- access for construction;
- existing utilities and requirements;
- site conditions in terms of exposure etc;
- site topography; and
- potential conflicts with existing landuses during construction.

3.3.5 Costs

Additional costs have been considered (ie over the base costs for the school itself). This appraisal has included:

- whether or not a new games hall is required;
- whether a new ASN building would be required;
- whether any new access roads would need to be constructed or existing roads upgraded;
- broad costs of required utilities; and
- consideration of whether a new hostel would be required.

3.4 FRAMEWORK

The inputs to the multidisciplinary appraisal have been brought together in a framework table as a means to aid comparison of options and highlight differences between the options. The findings of the appraisal are presented in Section 4. A summary of the appraisal and recommendations for the future are set out in Section 5.

4 FINDINGS

This section of the report presents the multidisciplinary framework appraisal. The outcomes of all the factors which have been considered are summarised in Table 4.1.

4.1 KEY FINDINGS

Key findings from the appraisal include:

4.1.1 Current Land Use

- The existing school site (Option A) would allow re-use of an already developed site which is in a similar use as would be proposed.
- The Clickimin (Option B) and Seafield (Option D) sites would result in the loss of existing outdoor sports facilities which would need to be replaced..
- Clickimin (Lower Staney Hill) (Option C), Sands of Sound (Option E) and Ness of Sound (Option F) would result in the loss of greenfield land currently used for grazing and at Option F for agriculture (pasture and silage).
- All options would allow for continued use of the hostel.
- The existing school site (Option A) would also allow for continued use of the ASN and possibly the sports hall.
- There may be potential for Options B and C at Clickimin to use the existing sports facilities although it is understood there may be some pressures on these already.

4.1.2 Planning

- The existing school site (Option A) and Clickimin (Lower Staney Hill) (Option C) comply with the local plan in terms of proposed use as they are zoned as Land Reserved for Education Purposes.
- Clickimin (Option B) and Seafield (Option D) do not comply with planning as they are zoned as Local Protection Areas (LP NE11).
- Sands of Sound (Option E) and Ness of Sound (Option F) do not comply with current planning designations as they are zoned for housing in the Shetland Local Plan.

4.1.3 Residential Properties

- There would be no change in land use at the existing school site (Option A), therefore subject to building design the effects on residential properties would not change significantly.
- There would be a change in land use at all other sites. At both Clickimin sites (Options B and C) development would result in a reduction in amenity for residential properties to the north and east of the site.
- Seafield (Option D), Sands of Sound (Option E) and Ness of Sound (Option F) are located in proximity to scattered residential properties on which there would be little effect on amenity.

4.1.4 Commercial Properties

- There would be little effect on commercial properties near all sites and no significant difference between the options.

4.1.5 Noise and Vibration

- The key source of noise at present at each site is traffic on surrounding roads.
- The existing school site (Option A) use would remain unchanged so there would be no significant change in noise and vibration once the new school was operational.
- The roads in and around both Clickimin sites (Options B and C) are well used by people accessing Clickimin Sports Centre and Caravan and Camping Site. Use of these sites for the new school would increase activity on the roads resulting in a change (not considered likely to be significant) in operational noise and vibration.
- Seafield (Option D), Sands of Sound (Option E) and Ness of Sound (Option F) are accessed by quiet local roads. Use of these sites would result in increased levels of traffic and activity on the roads in proximity to the sites resulting in a change in operational noise and vibration.
- Noise and vibration effects during construction would be similar at all sites apart from at Clickimin (Lower Staney Hill) (Option C) where the required blasting of rock could create significant noise and vibration effects.

4.1.6 Air Quality

- The existing school site (Option A) use would remain unchanged so there would be no change in air quality.
- The roads in and around both Clickimin sites (Options B and C) are well used by people accessing Clickimin Sports Centre and Caravan and Camping site. Use of both Clickimin sites (Options B and C) would increase activity on the roads resulting in a decrease (not considered likely to be significant) in local air quality. However, better opportunities at these sites than others for green travel provision (e.g. dedicated cycle lanes) may encourage walking and cycling to school and therefore a reduction in car usage with consequent benefits to air quality.
- Seafield (Option D), Sands of Sound (Option E) and Ness of Sound (Option F) are accessed by quiet local roads. Use of these sites would result in adverse impacts on local air quality as traffic in the area increases.

4.1.7 Visual

- The existing school site (Option A), due to its prominent hilltop location, has the potential to impact on wider views (e.g. from Bressay and from the A970 on the way into Lerwick. Careful design could mitigate these effects particularly if the new school is very high or has a very flat skyline outline.
- Both Clickimin sites (Options B and D) are visually less prominent than Option A because the school would be on lower lying land against a hill.
- Seafield (Option D), Sands of Sound (Option E) and Ness of Sound (Option F) would be visually prominent in the local area affecting local residents because there would be large scale buildings in an area which is currently not built up.

4.1.8 Community Severance

- The existing school site (Option A) currently experiences busy roads at peak times. Severance is likely to remain similar to the current situation.
- All other sites (Options B to F) would experience increased severance on local roads where traffic flows are increased.

4.1.9 Traffic and Access

- The existing school site (Option A), Seafield (Option D), Sands of Sound (Option E) and Ness of Sound (Option F) are all constrained in terms of access. Option A is constrained by the current road layout and Options D, E and F would require significant improvements to existing roads or the provision of new roads to create access to the school.
- Both Clickimin sites (Options B and C) have good existing access and the potential to develop existing access facilities and offer opportunities to develop green travel (e.g. dedicated cycling lanes).

4.1.10 Agriculture

- The existing school site (Option A), Clickimin (Option B) and Seafield (Option D) would result in the least loss of agricultural land.
- Clickimin (Lower Staney Hill) (Option C), Sands of Sound (Option E) and Ness of Sound (Option F) would result in the loss of some pasture or hill grazing land.

4.1.11 Geology and Soils

- Clickimin (Lower Staney Hill) (Option C) would result in the loss of a significant amount of rock.
- There are no other significant differences between the options.

4.1.12 Contaminated Land

- Both Clickimin sites (Options B and C) are located on or close to an area of contaminated land.
- There are no known issues at the other sites (Options A, D, E and F).

4.1.13 Ecology

- Sands of Sound (Option E) and Ness of Sound (Option F) are greenfield sites.
- There are no significant differences between the other sites (Options A, B, C and D).

4.1.14 Landscape Effects

- Both Clickimin sites (Options B and C) would be in scale with surrounding buildings and would fit with the surrounding landscape.
- Seafield site (Option D) could be designed to fit with the existing buildings on the outer edge of Lerwick to limit its impact on the landscape.
- The existing school site (Option A) is in a prominent position, however it could be designed to fit with the existing buildings on the outer edge of Lerwick to limit its impact on the landscape.
- Sands of Sound (Option E) and Ness of Sound (Option F) would be difficult to build upon without significantly changing the landscape of the area.

4.1.15 Water Quality and Drainage

- There are no significant differences between the site options.
- Seafield (Option D) Sands of Sound (Option E) and Ness of Sound (Option F) are at a slight risk of flooding from the sea.

4.1.16 Historical and Cultural

- There are no significant differences between the options.

4.1.17 Socio-Economic Effects

- The existing school site (Option A) would remain unchanged.
- Both Clickimin sites (Options B and C) would have reasonable access to Lerwick town centre and shops at Tollclock.
- Seafield (Option D), Sands of Sound (Option E) and Ness of Sound (Option F) would be close to supermarket at Seafield and other local shops but experience more barriers in accessing Lerwick town centre.

4.1.18 Sustainability

- All site options would allow for continued use of the hostel.
- All site options would have potential to enhance biodiversity and potential to include renewable energy and sustainably sourced construction materials.
- The existing school site (Option A), Clickimin (Option B) and Seafield (Option D) would use already developed (or partially developed) sites.
- Clickimin (Lower Staney Hill) (Option C), Sands of Sound (Option E) and Ness of Sound (Option F) would be less sustainable as they would use greenfield sites.
- Both Clickimin sites (Options B and C) and Seafield (Option D) would have the most potential to develop sustainable travel modes to school.

4.1.19 Engineering

- The existing school site (Option A), Clickimin (Lower Staney Hill) (Option C) and Sands of Sound (Option E) are the most difficult for engineering because of the sloping ground at Option A, the required terracing at Option C and the difficult topography at Option E

4.1.20 Utilities

- The existing school site (Option A), Clickimin (Option B) and Seafield (Option D) have the best existing provision of utilities. The others sites would require significant work to connect in new facilities.

4.1.21 Costs

- School costs rise for options where additional buildings and/or infrastructure are required (sports hall, hostel, a new ASN building, road access etc).
- It is not known at this stage whether it would be possible to share sports facilities at Clickimin (Options B and C) or whether the existing sports hall could be re-use at the existing school site (Option A). If this was possible costs would be reduced for those options compared with Options D, E and F where a new facility would be required.
- It is presumed that the hostel at the existing site (Option A) would require re-furbishing. It is not known at this stage whether a new hostel would be required if the school was located at a new site.
- New access roads would be required for the Sands of Sound (Option E) and the Ness of Sound (F).

- The extent of any required utilities works is unknown at this stage for Options D, E and F. It is likely that more works would be required than for the existing site (Option A) and the Clickimin sites (Options B and C).
- Building at Clickimin (Option B) or Seafield (Option D) could require replacement of sports pitches with additional associated costs.
- Extensive blasting and rock removal would be required for Option C (Lower Staney Hill) which would have high associated costs.
- The land costs associated with building at Clickimin (Option B) are not known. Other sites are owned by SIC.
- Income could be generated by sale of the existing site (Option A) but it is not known whether there would be any interests in this site for private development outside SIC.

Table 4.1 AHS Site Selection Framework Appraisal

Environmental Features	A – Existing AHS Site	B – Clickimin	C – Clickimin (Lower Staney Hill)	D– Seafield	E – Sands of Sound	F – Ness of Sound	Summary
1. Existing Site Description and Land Uses							
	<ul style="list-style-type: none"> Existing Anderson High School site On Knab headland to the south east of Lerwick town centre. Headland surrounded by cliffs and water on 3 sides Site surrounded by four relatively narrow residential streets with Lerwick cemetery and the Knab Golf Course Development (main school block) would be situated at the south western corner of the site or through phased development Existing sports hall and Additional Support Unit (ASN) would remain Could use existing hostel facilities Only limited space for outdoor pitches available Public toilets on Knab Road 	<ul style="list-style-type: none"> Existing site of grass rugby sports pitch and area of rough ground (grassland) with footpaths On western edge of Lerwick town centre. North of Clickimin sports centre Site adjacent to the residential street, North Lochside, with 2 storey semi detached housing and community behind (A970), Clickimin Sports Centre and North Staney Hill Grass sports pitch facility may be lost Could use existing hostel facilities 	<ul style="list-style-type: none"> Into the edge of lower Staney Hill Land used for rough grazing Adjacent to existing site of grass rugby sports pitch On western edge of Lerwick town centre North of Clickimin Sports Centre Site near to the residential street, North Lochside, with 2 storey semi detached housing and community behind (A970), Clickimin Sports Centre and North Staney Hill Could use existing hostel facilities 	<ul style="list-style-type: none"> Existing grass sports pitch, pavilion and large tarmaced car park Located south of Lerwick town centre, southeast of Sandveien near the Ness of Sound at Hellia on the western side of Sea Road Site surrounded by farmland and scattered residential properties and public road running north south along the coast of Brei Wick to the eastern side of the site Social care facilities in close proximity Could use existing hostel facilities 	<ul style="list-style-type: none"> Land used for horse grazing (greenfield) Located south of Lerwick town centre south east of Lowsound Site surrounded by scattered residential properties and minor roads Wooden pole power lines cross site Degraded improved pasture and coastal grasslands –herb rich New road – coastal grassland and a gentle valley below a roche moutonee (distinctive feature) Could use existing hostel facilities 	<ul style="list-style-type: none"> Land used for agriculture (pasture and silage) (greenfield) Located south of Lerwick town centre at Bankfield, on the western side of Sea Road Site surrounded by agricultural land, scattered residential properties and minor roads Voe of Sound to the west Could use existing hostel facilities 	<ul style="list-style-type: none"> Option A allows continued use of some facilities (ASN, hostel and sports hall), however decamping of school during construction probably required Options B and D would result in loss of existing outdoor sports facilities Options C, E and F would result in loss of greenfield land There may be potential for Options B and C to use the existing sports facilities although it is understood there may be some pressures on these already
2. Planning							
	<ul style="list-style-type: none"> Site is zoned in the Local Plan as Land Reserved for Education Purposes The Knab Golf Course is zoned as a Local Protection Area (see LP NE 11) where only applications for the development of facilities which benefit the community as a whole will be considered The land surrounding the site outwith the protection area is zoned for Housing Zone 1 (LP Hou 4 – general requirements for all dwellings) A coastal walk is designated as 'Lerwick Walks' in the Local 	<ul style="list-style-type: none"> Site is zoned in the Local Plan as a Local Protection Area (see LP NE 11) where only applications for the development of facilities which benefit the community as a whole will be considered Land directly to the east is zoned as the Central Residential Area Land directly to the west is zoned as Land Reserved for Education Purposes and is zoned for Housing Zone 1 (LP Hou 4 – general requirements for all dwellings) A local path which runs to the south west up North Staney Hill is 	<ul style="list-style-type: none"> Site is zoned in the Local Plan as Land Reserved for Education Purposes Land to the east zoned in the Local Plan as a Local Protection Area (see LP NE 11) where only applications for the development of facilities which benefit the community as a whole will be considered A local path which runs to the south west up North Staney Hill is designated as 'Lerwick Walks' in the Local Plan 	<ul style="list-style-type: none"> Site is zoned in the Local Plan as a Local Protection Area (see LP NE 11) where only applications for the development of facilities which benefit the community as a whole will be considered Land to the north and west of the site is zoned for Housing Zone 1 (LP Hou 4 – general requirements for all dwellings) A local path (running along Sea Road at this point) located to the east of the site is designated as 'Lerwick Walks' in the Local Plan 	<ul style="list-style-type: none"> Site is zoned in the Local Plan as Housing Zone 4 Land to the north of the site is zoned for Housing Zone 1 (LP Hou 4 – general requirements for all dwellings) A local coastal path located to the east, south and west of the site is designated as 'Lerwick Walks' in the Local Plan 	<ul style="list-style-type: none"> Site is zoned in the Local Plan as Housing Zone 4 Land to the north of the site is zoned for Housing Zone 1 (LP Hou 4 – general requirements for all dwellings) A local coastal path located to the east, south and west of the site is designated as 'Lerwick Walks' in the Local Plan (this route passes along the single track Sea Road in this location) 	<ul style="list-style-type: none"> Options A and C are zoned for Land Reserved for Education Purposes in the Local Plan Options B and D are zoned as Local Protection Areas (LP NE11) in the Local Plan Options E and F are zoned for Housing in the Local Plan

Environmental Features	A – Existing AHS Site	B – Clickimin	C – Clickimin (Lower Stanley Hill)	D– Seafield	E – Sands of Sound	F – Ness of Sound	Summary
	<p>Plan. Approximately 0.75km from the northern edge of the site is a Conservation Area (Lerwick Lanes) and a Central Residential Area (Lerwick), where new development must be of the highest quality and preserve the character of the area</p> <ul style="list-style-type: none"> There are proposals for traffic management at Knab Road/Church Road junction to carry out visibility improvements to the heavily used junction Designation of Lerwick town centre as a Conservation Area 	designated as 'Lerwick Walks' in the Local Plan					
3. Effects on People							
<ul style="list-style-type: none"> Residential Properties 	<ul style="list-style-type: none"> Site is surrounded by residential streets (Knab Road, Lovers Loan, Twageos Road and Gressy Loan) of one and two storey houses Potential impacts on residential properties include: being overlooked by school, reduction in light to property, wind effects, reduction in amenity – detailed effects would need to be assessed-probably some properties similar effects to now; some more affected and others less affected depending on detailed design 	<ul style="list-style-type: none"> On the eastern side of the site is Bruce Crescent and semi-detached 2 storey houses along North Lochside. Both are residential streets of two storey houses Homes above North Lochside, e.g. along Haldene Burgess Crescent also overlook the site Potential impacts on residential properties could include: reduction in amenity – detailed effects would need to be assessed 	<ul style="list-style-type: none"> To the east of the site (adjacent to Clickimin sports fields) is Bruce Crescent and semi-detached 2 storey houses along North Lochside. Both are residential streets of two storey houses Homes above North Lochside, e.g. along Haldene Burgess Crescent also overlook the site Potential impacts on residential properties could include: reduction in amenity – detailed effects would need to be assessed 	<ul style="list-style-type: none"> On all sides of the site (including along the Sea Road) are scattered one and two storey houses Potential impacts on residential properties include: reduction in light to property, reduction in amenity – detailed effects would need to be assessed A 2 storey house overlooking playing field and would overlook the school Scattered properties lie above the site west, along Seafield Road, and Lower Sound, and to the south east, e.g. at Hellia 	<ul style="list-style-type: none"> On north side of the site scattered one and two storey houses potential impacts on residential properties include: reduction in amenity – detailed effects would need to be assessed Location of school on sloping site in front of low level of properties along Lower Sound would block their views of the sea (Sands of Sound Beach) and may, depending on design, be overbearing / dominant in their views Setting of homes adjacent to undeveloped grassland and bay would be affected 	<ul style="list-style-type: none"> On north side of the site scattered one and two storey houses including Bankfield House potential impacts on residential properties include: reduction in amenity – detailed effects would need to be assessed 	<ul style="list-style-type: none"> Option A is closer to more residential properties than any other Option but currently a school site so no change of use Options B and C would have less effects on amenity than Option A Options D, E and F would have little effect on amenity
<ul style="list-style-type: none"> Commercial Properties 	<ul style="list-style-type: none"> Knab Road Public Toilets Building within Lerwick Cemetery Coastguard station (potential loss of visibility of sea from lower windows) 	<ul style="list-style-type: none"> Clickimin Sports Centre adjacent Clickimin Municipal Campsite 	<ul style="list-style-type: none"> Clickimin Sports Centre adjacent Clickimin Municipal Campsite 	<ul style="list-style-type: none"> Social care housing and pavilion on site 	<ul style="list-style-type: none"> Sound Gospel Hall at western end of required new road connection 	<ul style="list-style-type: none"> Farm buildings (e.g. Ness of Sound) 	<ul style="list-style-type: none"> No significant difference between the Options
<ul style="list-style-type: none"> Noise and Vibration 	<ul style="list-style-type: none"> Key sources of noise at present include road 	<ul style="list-style-type: none"> Key sources of noise at present include road 	<ul style="list-style-type: none"> Key sources of noise at present include road 	<ul style="list-style-type: none"> Key sources of noise at present include road 	<ul style="list-style-type: none"> Key sources of noise at present include road 	<ul style="list-style-type: none"> Key sources of noise at present include road 	<ul style="list-style-type: none"> Option A has the most residential properties in proximity to the site,

Environmental Features	A – Existing AHS Site	B – Clickimin	C – Clickimin (Lower Stanley Hill)	D– Seafield	E – Sands of Sound	F – Ness of Sound	Summary
	<p>traffic accessing the school and ongoing activities at the school and the 900 pupils</p> <ul style="list-style-type: none"> Noise and vibration effects likely during construction and would need careful control Operational noise unlikely to change from current levels at most properties unless access changes significantly. School likely to be better insulated 	<p>traffic on the A970 and local roads, traffic and pedestrians accessing and using Clickimin Sports Centre</p> <ul style="list-style-type: none"> Noise and vibration effects likely during construction and would need careful control Operational noise from road traffic accessing the school and ongoing activities could effect local residents, users of Clickimin Sports Centre, Clickimin Caravan and Campsite 	<p>traffic on the A970 and local roads, traffic and pedestrians accessing and using Clickimin Sports Centre</p> <ul style="list-style-type: none"> Noise and vibration effects from blasting the rock at Lower Stanley Hill during construction would be significant and would need careful control Operational noise from road traffic accessing the school and ongoing activities could effect local residents, users of Clickimin Sports Centre, Clickimin Caravan and Campsite 	<p>traffic on Sea Road and local roads (this is a quiet single track road)</p> <ul style="list-style-type: none"> Noise and vibration effects likely during construction and would need careful control Operational noise from road traffic accessing the school and ongoing activities could affect local residents 	<p>traffic on local roads</p> <ul style="list-style-type: none"> Noise and vibration effects likely during construction and would need careful control Operational noise from road traffic accessing the school and ongoing activities could affect local residents 	<p>traffic on local roads (Sea Road is quiet)</p> <ul style="list-style-type: none"> Noise and vibration effects likely during construction and would need careful control Operational noise from road traffic accessing the school and ongoing activities could affect local residents 	<p>however it is currently a school site so no change of use</p> <ul style="list-style-type: none"> Options B and C would experience a change, but not significant Options D, E and F would experience a change in noise from traffic on local roads Significant noise and vibration effects at Option C during construction.
<ul style="list-style-type: none"> Air Quality 	<ul style="list-style-type: none"> Current air quality good -SIC has not declared any location in Shetland an Air Quality Management Area¹ Potential for dust emissions during construction (could be mitigated) Emissions from construction and operational traffic Operational air quality unlikely to change significantly from current levels If more sustainable forms of transport (bicycle, walking, public transport) are encouraged air quality may improve if car numbers decrease 	<ul style="list-style-type: none"> Current air quality good -SIC has not declared any location in Shetland an Air Quality Management Area. Potential for dust emissions during construction (could be mitigated) Emissions from construction and operational traffic Local air quality likely to deteriorate from current levels once school open due to increased road traffic accessing the school (unlikely to be significant) If more sustainable forms of transport (bicycle, walking, public transport) are encouraged air quality may not deteriorate as much 	<ul style="list-style-type: none"> Current air quality good -SIC has not declared any location in Shetland an Air Quality Management Area. Potential for dust emissions during construction (could be mitigated) Emissions from construction and operational traffic Local air quality likely to deteriorate from current levels once school open due to increased road traffic accessing the school (unlikely to be significant) If more sustainable forms of transport (bicycle, walking, public transport) are encouraged air quality may not deteriorate as much 	<ul style="list-style-type: none"> Current air quality good -SIC has not declared any location in Shetland an Air Quality Management Area. Potential for dust emissions during construction (could be mitigated) Emissions from construction and operational traffic Local air quality likely to deteriorate from current levels once school open due to increased road traffic accessing the school (unlikely to be significant) If more sustainable forms of transport (bicycle, walking, public transport) are encouraged air quality may not deteriorate as much 	<ul style="list-style-type: none"> Current air quality good -SIC has not declared any location in Shetland an Air Quality Management Area. Potential for dust emissions during construction (could be mitigated) Emissions from construction and operational traffic Local air quality likely to deteriorate from current levels once school open due to increased road traffic accessing the school (unlikely to be significant) if more sustainable forms of transport (bicycle, walking, public transport) are encouraged air quality may not deteriorate as much 	<ul style="list-style-type: none"> Current air quality good -SIC has not declared any location in Shetland an Air Quality Management Area. Potential for dust emissions during construction (could be mitigated) Emissions from construction and operational traffic Local air quality likely to deteriorate from current levels once school open due to increased road traffic accessing the school (unlikely to be significant) if more sustainable forms of transport (bicycle, walking, public transport) are encouraged air quality may not deteriorate as much 	<ul style="list-style-type: none"> Option A has the most residential properties in proximity to the site, however it is currently a school site so no change of use Options B and C would experience a change, but not significant Options D, E and F would experience a change in air quality from traffic on local roads
<ul style="list-style-type: none"> Visual Effects 	<ul style="list-style-type: none"> Development has potential to significantly affect views from properties in the immediate area-some may improve some may be adversely affected Development is likely to, due to its hilltop position, have impact 	<ul style="list-style-type: none"> Development has potential to affect views from residential properties in the immediate area Development may have impact on wider views but these are unlikely to be significant as development is on low 	<ul style="list-style-type: none"> Development has potential to affect views from residential properties in the immediate area Development may have impact on wider views but these are unlikely to be significant as development is on low 	<ul style="list-style-type: none"> Development has potential to affect views from properties in the immediate area Development may have impact on wider views (e.g. from Bressay and Ness of Sound). These impacts are unlikely to be significant due to the 	<ul style="list-style-type: none"> Development has potential to affect views from properties in the immediate area, including from Sound and the new house in Upper Sound (Oxlee) Development may have impact on wider views (e.g. from Bressay, Voe 	<ul style="list-style-type: none"> Development has potential to affect views from properties in the immediate area Development may have impact on wider views (e.g. from Bressay, Voe of Sound and Ness of Sound). These are unlikely to be significant 	<ul style="list-style-type: none"> Option A is sited in a prominent coastal location and in proximity to residential area (this could be positive if school design is aesthetically pleasing and un-intrusive) Options B and C are visually less prominent than Option A because the school would be an additional building in an already built up area Options D, E and F would affect

¹ AQMA. Air Quality Management Area – Declared by Local Authorities when as a result of an air quality review it appears that air quality standards or objectives are not being achieved or are not likely to be achieved within the defined period

Environmental Features	A – Existing AHS Site	B – Clickimin	C – Clickimin (Lower Stanley Hill)	D– Seafield	E – Sands of Sound	F – Ness of Sound	Summary
	<p>on wider views (e.g. from Bressay)</p> <ul style="list-style-type: none"> Views of the development on the skyline will be available from the A970 and Sound on the way into Lerwick, and from the Broch of Clickimin Views may also be possible from within the town, including from Fort Charlotte (Scheduled Ancient Monument) 	<p>lying land and sheltered by North and South Stanley Hills and higher land on the western side of the site</p> <ul style="list-style-type: none"> Properties look west towards North Stanley Hill and south west over Loch of Clickimin. Views of school may be seen by visitors to the Clickimin Leisure Centre and Pool, Clickimin Campsite (largely screened by land form) and to Broch of Clickimin (although views of leisure centre will be more dominant in this view) 	<p>lying land and sheltered by North and South Stanley Hills and higher land on the western side of the site</p> <ul style="list-style-type: none"> Properties look west towards North Stanley Hill and south west over Loch of Clickimin. Views of school may be seen by visitors to the Clickimin Leisure Centre and Pool, Clickimin Campsite (largely screened by land form) and to Broch of Clickimin (although views of leisure centre will be more dominant in this view) 	<p>low lying nature of the site</p>	<p>of Sound and Ness of Sound</p> <ul style="list-style-type: none"> See also comments under 'residential', views from small residential properties along Lower Sound towards, Sands of Sound Beach, and across gentle valley may be blocked. School may be quite dominant in this view southwards 	<p>due to the low lying nature of the site</p>	<p>residential properties in an area which is currently not affected by such large scale buildings</p>
<ul style="list-style-type: none"> Community Severance 	<ul style="list-style-type: none"> Roads around school are busy in peak times and severance unlikely to change significantly 	<ul style="list-style-type: none"> Adjacent road busy in peak periods and flows would increase with associated increased severance 	<ul style="list-style-type: none"> Adjacent road busy in peak periods and flows would increase with associated increased severance 	<ul style="list-style-type: none"> A970 busy in peak periods and flows would increase with associated increased severance and also on local roads 	<ul style="list-style-type: none"> A970 busy in peak periods and flows would increase with associated increased severance and also on local roads New road would need to pass across undeveloped valley between houses and would cause disruption 	<ul style="list-style-type: none"> A970 busy in peak periods and flows would increase with associated increased severance and also on local roads 	<ul style="list-style-type: none"> There would be no change from current situation at Option A Options B, C, D, E and F would all experience increased severance due to changes in traffic on local roads
<ul style="list-style-type: none"> Traffic and Access 	<ul style="list-style-type: none"> Existing roads would be used for access to the school though may require some reconfiguration to try to reduce levels of congestion at junctions Roads and access arrangements for pick up/drop off and coaches would be planned carefully to try to reduce current levels of congestion which occurs at peak times Good access and parking for community use of site at evenings/weekends Easily accessible by foot from Lerwick town centre (approximately 0.8km) Coastal path (designated as Core Path in Shetland's Draft Core Paths Plan, April 2007) follows the coast 	<ul style="list-style-type: none"> Existing roads would be used for access to the school, potentially using existing access road into Sports Centre Roads and access arrangements for pick up/drop off and coaches would have to be planned carefully to try to reduce congestion which may occur at peak times Good access for community use of site at evenings/weekends Accessible by foot from Lerwick town centre (approximately 1.15km) and Sandveien (approximately 1.3km) Good links to Lerwick town centre via Anderson Road etc Potential reduction in the number of buses used to bus students to school 	<ul style="list-style-type: none"> Existing roads would be used for access to the school, potentially using existing access road into Sports Centre Roads and access arrangements for pick up/drop off and coaches would have to be planned carefully to try to reduce congestion which may occur at peak times Good access for community use of site at evenings/weekends Accessible by foot from Lerwick town centre (approximately 1.15km) and Sandveien (approximately 1.3km) Good links to Lerwick town centre via Anderson Road etc Potential reduction in the number of buses used to bus students to school 	<ul style="list-style-type: none"> Existing roads would be used for access to the school though may require some widening or upgrading to allow for increased vehicle use. These run close to existing properties along Sea Road Roads and access arrangements for pick up/drop off and coaches would have to be planned carefully to try to reduce congestion which may occur at peak times Good access for community use of site at evenings/weekends Accessible by foot from Sandveien and Uppersound; access via Sea Road and South Road to the town centre (approximately 1.7km) A local path runs along the narrow Sea Road at 	<ul style="list-style-type: none"> Road upgrading would be required Accessible by foot from Sandveien and Uppersound, further to walk from Lerwick town centre (approximately 1.75km) Reasonably good access for community use of site at evenings/weekends A local coastal path located to the east, south and west of the site is designated as 'Lerwick Walks' in the Local Plan 	<ul style="list-style-type: none"> Road upgrading would be required Accessible by foot from Sandveien and Uppersound, further to walk from Lerwick town centre (approximately 1.8km) Reasonably good access for community use of site at evenings/weekends Impacts upon Sea Road would result from upgrading A local coastal path located to the east, south and west of the site is designated as 'Lerwick Walks' in the Local Plan This is on Sea Road in this location. If the road were to be upgraded then alternative provision for the local path may be required 	<ul style="list-style-type: none"> Options B and C provide the potential to develop existing facilities and offer opportunities to develop green travel (e.g. dedicated cycle lanes) Options A, D, E and F are constrained in terms of access Options D, E and F would require improvements to existing roads or provision of new access roads Possible re-use or redevelopment of the existing site (Option A) is likely to create traffic

Environmental Features	A – Existing AHS Site	B – Clickimin	C – Clickimin (Lower Staney Hill)	D– Seafield	E – Sands of Sound	F – Ness of Sound	Summary
	edge round the headland of the Knab south of the golf course	school <ul style="list-style-type: none"> A local path which runs to the south west is designated as 'Lerwick Walks' in the Local Plan Views from this path, which rises above the site as it climbs the hill, would be available 	school <ul style="list-style-type: none"> A local path which runs to the south west is designated as 'Lerwick Walks' in the Local Plan Views from this path, which rises above the site as it climbs the hill, would be available 	this point. Alternative provision may be required if it is upgraded or subject to increased road traffic. The local path is designated as 'Lerwick Walks' in the Local Plan			
4. Effects on the Natural and Cultural Heritage							
<ul style="list-style-type: none"> Agriculture 	<ul style="list-style-type: none"> No loss of land used for agriculture 	<ul style="list-style-type: none"> No loss of land used for agriculture 	<ul style="list-style-type: none"> Loss of land used for grazing as land taken from hill behind site (used for rough grazing land) 	<ul style="list-style-type: none"> Some loss of land used for grazing 	<ul style="list-style-type: none"> Loss of land used for grazing 	<ul style="list-style-type: none"> Loss of land used for agriculture (silage) 	<ul style="list-style-type: none"> Options A, B and D would result in least loss of agricultural land
<ul style="list-style-type: none"> Geology and Soils 	<ul style="list-style-type: none"> No important geological features or soils affected The proposed site is underlain by Devonian sedimentary rocks with soils and it is anticipated that between 1-3m of glacial till may overlay the bedrock. Various levels of rock are evident outcropping in the area 	<ul style="list-style-type: none"> No important geological features or soils affected 	<ul style="list-style-type: none"> No important geological features or soils affected Blasting would be required as land take extends into foot slopes of hill 	<ul style="list-style-type: none"> No important geological features or soils affected 	<ul style="list-style-type: none"> No important geological features or soils affected Proposed new access road would require the blasting of a rocky bluff (glacial roche moutonnee feature) which is an attractive local landscape feature 	<ul style="list-style-type: none"> No important geological features or soils affected Relatively flat open field, looks like reasonably good soil – improved agricultural land) 	<ul style="list-style-type: none"> No other significant differences between the options Option C would result in loss of a significant amount of rock
<ul style="list-style-type: none"> Contaminated Land 	<ul style="list-style-type: none"> No known issues 	<ul style="list-style-type: none"> On SIC register of contaminated land – formerly a dump site- 	<ul style="list-style-type: none"> In proximity to an area on SIC register of contaminated land – formerly a dump site- 	<ul style="list-style-type: none"> No known issues (unlikely) 	<ul style="list-style-type: none"> No known issues (unlikely) 	<ul style="list-style-type: none"> No known issues (unlikely) 	<ul style="list-style-type: none"> Options B and C are located on or close to an area of contaminated land
<ul style="list-style-type: none"> Ecology 	<ul style="list-style-type: none"> No sites designated for their nature conservation interests in an area of approximately 3.5km of the site. The closest designated site is Noss SSSI, Special Protection Area² (SPA) and National Nature Reserve³ (NNR) some 5km east of the site The Knab coastline is of some local interest for seabirds and maritime plant species and seals frequent the coastline area The current school site has no areas of particular nature 	<ul style="list-style-type: none"> No sites designated for their nature conservation interests in an area of approximately 3.5km of the site. The closest designated site is Noss SSSI, Special Protection Area (SPA) and National Nature Reserve (NNR) some 6km east of the site Clickimin Loch is of local biodiversity interest Small area of rough grassland to east of site 	<ul style="list-style-type: none"> No sites designated for their nature conservation interests in an area of approximately 3.5km of the site. The closest designated site is Noss SSSI, Special Protection Area (SPA) and National Nature Reserve (NNR) some 6km east of the site Clickimin Loch is of local biodiversity interest North Staney Hill has heath and acid grasslands typical of the area 	<ul style="list-style-type: none"> No sites designated for their nature conservation interests in an area of approximately 3.5km of the site. The closest designated site is Noss SSSI, Special Protection Area (SPA) and National Nature Reserve (NNR) some 6km east of the site Quite herb-rich coastal grassland along road verges, which would be affected if road was widened. Also lichen covered stone walls. Some waders on the coastal edge and shoreline would be 	<ul style="list-style-type: none"> No sites designated for their nature conservation interests in an area of approximately 3.5km of the site. The closest designated site is Noss SSSI, Special Protection Area (SPA) and National Nature Reserve (NNR) some 6km east of the site Potential impacts to coastal habitats and interests if coast road upgraded Coastal and rocky bluff grassland, particularly along route of proposed new access road 	<ul style="list-style-type: none"> No sites designated for their nature conservation interests in an area of approximately 3.5km of the site. The closest designated site is Noss SSSI, Special Protection Area (SPA) and National Nature Reserve (NNR) some 6km east of the site Potential impacts to coastal habitats and interests if coast road upgraded Improved agricultural field (possibly moved for silage) Floristically rich verges to Sea Road plus 	<ul style="list-style-type: none"> Options C, E and F are greenfield sites No other significant differences between the options

² Special Protection Areas (SPAs) are strictly protected sites classified in accordance with Article 4 of the EC Directive on the conservation of wild birds 79/409/EEC, the Birds Directive. They are classified for rare and vulnerable birds, listed in Annex I to the Birds Directive, and for regularly occurring migratory species

³ National Nature Reserves are designated under the National Parks and Access to the Countryside Act, 1949 to protect the most important areas of wildlife habitat and geological formations in Britain and as places for scientific research

Environmental Features	A – Existing AHS Site	B – Clickimin	C – Clickimin (Lower Stanley Hill)	D– Seafield	E – Sands of Sound	F – Ness of Sound	Summary
	conservation value with open space being in hard standing or amenity grassland			affected by any road works		lichen rich walls would be affected if road upgraded.	
<ul style="list-style-type: none"> Landscape Effects 	<ul style="list-style-type: none"> The SNH landscape character assessment (LCA) describes the landscape of the area as 'Developed Areas' of 'Farmed and Settled Voes and Sounds' with lower-lying, gently sloping or undulating land related to enclosed coastal waters dominated by pasture and rough grassland resulting from long established crofting Locally significant impacts upon landscape and townscape likely due to prominent position on the Knab. Potential issues to do with skylining of building above Lerwick and extension of built edge of town eastwards 	<ul style="list-style-type: none"> The SNH landscape character assessment (LCA) describes the landscape of the area as 'Developed Areas' of 'Farmed and Settled Voes and Sounds' with lower-lying, gently sloping or undulating land related to enclosed coastal waters dominated by pasture and rough grassland resulting from long established crofting Building would be in scale with existing leisure centre and pool complex, and would fit into the landscape character of the area. Would not dominate the landscape/townscape 	<ul style="list-style-type: none"> The SNH landscape character assessment (LCA) describes the landscape of the area as 'Developed Areas' of 'Farmed and Settled Voes and Sounds' with lower-lying, gently sloping or undulating land related to enclosed coastal waters dominated by pasture and rough grassland resulting from long established crofting Building could be set back to west of site or into edge of North Stanley Hill, and would not dominate site. A high specification façade on eastern side would reduce usual impacts from properties. Other facades could be more utilitarian. Building could be in scale with existing leisure centre and pool complex, and would fit into the landscape character of the area. Would not dominate the landscape/townscape 	<ul style="list-style-type: none"> The SNH landscape character assessment (LCA) describes the landscape of the area as 'Developed Areas' of 'Farmed and Settled Voes and Sounds' with lower-lying, gently sloping or undulating land related to enclosed coastal waters dominated by pasture and rough grassland resulting from long established crofting Site is adjacent to urban edge of Lerwick, but is on the edge of the countryside. Low lying nature means that it could be designed to fit into the landscape character of the area, matching in with the style and character of the larger buildings, such as the Sic building. It would not dominate the site. 	<ul style="list-style-type: none"> The SNH landscape character assessment (LCA) describes the landscape of the area as 'Developed Areas' of 'Farmed and Settled Voes and Sounds' with lower-lying, gently sloping or undulating land related to enclosed coastal waters dominated by pasture and rough grassland resulting from long established crofting It would be difficult to accommodate development in this sloping field without it being out of character with the area. Location has a countryside edge, attractive and rural character, topography of field is sloping and irregular 	<ul style="list-style-type: none"> The SNH landscape character assessment (LCA) describes the landscape of the area as 'Developed Areas' of 'Farmed and Settled Voes and Sounds' with lower-lying, gently sloping or undulating land related to enclosed coastal waters dominated by pasture and rough grassland resulting from long established crofting This field feels part of open countryside, away from the town and development would be out of character here. Old stone walls and traditional field boundaries are part of character of area 	<ul style="list-style-type: none"> Both Options B and C would be in scale with surrounding buildings and would fit with the landscape. Option D could be designed to fit with the existing buildings on the outer edge of Lerwick to limit its impact on the landscape. Option A is in a prominent position, however it could be designed to fit with the existing buildings on the outer edge of Lerwick to limit its impact on the landscape. Option E and F would be difficult to build upon without changing the landscape of the area.
<ul style="list-style-type: none"> Water Quality and Drainage 	<ul style="list-style-type: none"> No evident watercourses on or in the immediate locality of the site. It is presumed that if there were any watercourses on the site that these were culverted at the time the current school was built The eastern coast (approximately 0.1km from the site) from Copland's Pier to South Ness is designated as 'Bressay Sound, Class B: Good' by SEPA Water Quality Classification (2006). The coastal stretch from 	<ul style="list-style-type: none"> A minor watercourse runs north to south on the western boundary of the site. It is presumed that if there were any watercourses on the site that these were culverted at the time the sport's facilities were constructed Loch of Clickimin, some 0.25km south of the site Drainage to Loch of Clickimin 	<ul style="list-style-type: none"> A minor watercourse runs north to south on the eastern boundary of the site. It is presumed that if there were any watercourses on the site that these were culverted at the time the sport's facilities were constructed Loch of Clickimin, some 0.25km south of the site Drainage to Loch of Clickimin 	<ul style="list-style-type: none"> No evident watercourses on or in the immediate locality of the site. It is presumed that if there were any watercourses on the site that these were culverted at the time the current sport's pitch, pavilion and car park were built. Loch of Clickimin, some 0.5km north of the site The coastal stretch from South Ness to Holm of Sound and beyond is designated as 'Shetland Coast, unclassified' by SEPA Water Quality 	<ul style="list-style-type: none"> Loch of Clickimin, some 0.75km north of the site The coastal stretch from South Ness to Holm of Sound and beyond is designated as 'Shetland Coast, unclassified' by SEPA Water Quality Classification (2006) Drainage to south west into Voe of Sound Eastern edge of coastline is an area at risk of flooding from the sea (as indicated on SEPA flood map) 	<ul style="list-style-type: none"> A field drain runs east to west on the southern boundary of the site Loch of Clickimin, some 0.75km north of the site The coastal stretch from South Ness to Holm of Sound and beyond is designated as 'Shetland Coast, unclassified' by SEPA Water Quality Classification (2006) Drainage to west into Voe of Sound Eastern edge of coastline is an area at risk of flooding from the sea (as indicated on SEPA flood map) 	<ul style="list-style-type: none"> No significant differences between the Options Although, Options D, E and F are all at a slight risk from flooding from the sea

⁴ Scottish Environment Protection Agency (SEPA) Indicative River and Coastal Flood Map.

Environmental Features	A – Existing AHS Site	B – Clickimin	C – Clickimin (Lower Stanley Hill)	D– Seafield	E – Sands of Sound	F – Ness of Sound	Summary
	<p>South Ness around Knab Point (approximately 0.25km from the site) is designated as 'Shetland Coast, unclassified'</p> <ul style="list-style-type: none"> Drainage east to Bressay Sound 			<p>Classification (2006)</p> <ul style="list-style-type: none"> Drainage to east into Brei Wick Pitches susceptible to flooding Coastal Road is an area at risk of flooding from the sea (as indicated on SEPA flood map⁴) 		SEPA flood map)	
<ul style="list-style-type: none"> Historical and Cultural 	<ul style="list-style-type: none"> The site lies adjacent to Lerwick Conservation Area. Impacts upon the setting to this will need to be assessed in detail. Some impacts likely due to close proximity There are three category B Listed Buildings⁵ on the site: the Anderson Institute, the Bruce Hostel, the Janet Courtney Hostel There are several other buildings in the vicinity of the school which are noted for their archaeological interest. These include Hjaltland House and Old Cemetery to the north west of the site, both of which are category C listed. On the south and east coast are four monuments listed in the National Monuments Record of Scotland including a Coastal Battery which formed part of the Lerwick coastal defences Consideration of impacts on setting of Fort Charlotte (Scheduled Ancient Monument) in the town centre 	<ul style="list-style-type: none"> No historical designations on the site itself Clickimin Broch Scheduled Ancient Monument (SAM)⁶ and Category A Listed Building is sited approximately 0.75km south of the site. Fort Charlotte SAM and Category A Listed Building is approximately 1km east of the site. Effects on the setting of these would need to be considered, but will be shaded by existing leisure centre complex There are several Listed Buildings in Lerwick town centre, some of which may have views to the site. In this case, effect on setting of that Listed Building would be considered 	<ul style="list-style-type: none"> No historical designations on the site itself Clickimin Broch Scheduled Ancient Monument (SAM)⁷ and Category A Listed Building is sited approximately 0.75km south of the site. Fort Charlotte SAM and Category A Listed Building is approximately 1km east of the site. Effects on the setting of these would need to be considered, but will be shaded by existing leisure centre complex There are several Listed Buildings in Lerwick town centre, some of which may have views to the site. In this case, effect on setting of that Listed Building would be considered 	<ul style="list-style-type: none"> No historical designations on the site itself Clickimin Broch SAM and Category A Listed Building is sited approximately 0.5km north of the site. Effects on the setting would need to be considered Kantersted Road, Seafield (house) Category B Listed building is located at the south western corner of the site. Effects on the setting are very unlikely Various monuments listed in the National Monuments Record of Scotland are scattered in the area, including the Ness of Sound Anti Aircraft Battery 	<ul style="list-style-type: none"> Ness of Sound Anti Aircraft Battery, listed in the National Monuments Record of Scotland is located on the site Clickimin Broch SAM and Category A Listed Building is sited approximately 0.75km north of the site. Effects on the setting would need to be considered Kantersted Road, Seafield (house) Category B Listed building is located to the east of the site. Effects on the setting are very unlikely Various monuments listed in the National Monuments Record of Scotland are scattered in the vicinity of the area 	<ul style="list-style-type: none"> No historical designations on the site itself Clickimin Broch SAM and Category A Listed Building is sited approximately 0.75km north of the site. Effects on the setting would need to be considered Kantersted Road, Seafield (house) Category B Listed building is located to the north of the site. Westhall, Sea Road (house) Category C Listed Building is located south of the site. Effects on the setting are very unlikely Various monuments listed in the National Monuments Record of Scotland are scattered in the vicinity of the area including Staura Cottage Burnt Mound on the southern boundary of the site. 	<ul style="list-style-type: none"> No significant differences between the Options
<ul style="list-style-type: none"> Socio Economic Effects 	<ul style="list-style-type: none"> Site close to Lerwick town centre and use of central provision would continue 	<ul style="list-style-type: none"> Reasonable access to Lerwick centre and also shops at Tollclock and local shops 	<ul style="list-style-type: none"> Reasonable access to Lerwick centre and also shops at Tollclock and local shops 	<ul style="list-style-type: none"> Close to supermarket (Tesco) and other local shops. More 'barriers' to town centre due to increased distance 	<ul style="list-style-type: none"> Reasonable access to supermarket (Tesco) and other local shops. More 'barriers' to town centre due to increased distance 	<ul style="list-style-type: none"> Reasonable access to supermarket (Tesco) and other local shops. More 'barriers' to town centre due to increased distance 	<ul style="list-style-type: none"> Option A would remain unchanged Options B and C would have reasonable access to Lerwick town centre and shops at Tollclock Options D, E and F would be close to supermarket at Seafield and other local shops but experience more barriers to Lerwick town

⁵ The term 'listed building' is defined as a building which is for the time being included in a list compiled or approved by Scottish Ministers. Category B buildings of regional or more than local importance, or major examples of some period, style or building type which may have been altered.

⁶ Scheduled Ancient Monument (SAM) Archaeological or cultural heritage site afforded statutory protection under the Ancient Monuments and Archaeological Areas Act 1979

⁷ Scheduled Ancient Monument (SAM) Archaeological or cultural heritage site afforded statutory protection under the Ancient Monuments and Archaeological Areas Act 1979

Environmental Features	A – Existing AHS Site	B – Clickimin	C – Clickimin (Lower Stanley Hill)	D– Seafield	E – Sands of Sound	F – Ness of Sound	Summary
							centre
<ul style="list-style-type: none"> Sustainability 	<ul style="list-style-type: none"> Uses brown field site Potential to re-use some buildings Site is sloped-potential to create waste Transport routes as now Potential to enhance local biodiversity Potential to include renewable energy supplies in design 	<ul style="list-style-type: none"> Uses brown field site (old tip-potential for contaminated wastes) Potential to use existing sports buildings and facilities Good access and potential to reduce number of required bus services Potential to interpret and enhance local biodiversity May be potential to include renewable energy supplies in design Space for green transport provision (e.g. designated cycle lands) 	<ul style="list-style-type: none"> Uses greenfield site Potential to use existing sports buildings and facilities Site is steeply sloped (although initial shelf)-potential to create rock which could be used in the proposals Good access and potential to reduce number of required bus services Potential to interpret and enhance local biodiversity May be potential to include renewable energy supplies in design Space for green transport provision (e.g. designated cycle lands) 	<ul style="list-style-type: none"> Uses at least partially developed site Existing sports building and facilities would need to be replaced No potential to re-use existing school buildings Some constraints to access – local roads might require to be upgraded Potential to interpret and enhance local biodiversity May be potential to include renewable energy supplies in design 	<ul style="list-style-type: none"> Green field site No potential to re-use existing school buildings Some constraints to access – local roads might require to be upgraded or new access provided Potential to interpret and enhance local biodiversity May be potential to include renewable energy supplies in design 	<ul style="list-style-type: none"> Green field site No potential to re-use existing school buildings Some constraints to access – new access would be required which would be intrusive Potential to interpret and enhance local biodiversity May be potential to include renewable energy supplies in design 	<ul style="list-style-type: none"> Options C, E and F would be built on Greenfield sites Options A, B and D would use developed or partially developed sites Option A has most potential to re-use existing buildings All options have potential to use hostel accommodation on the existing site All options have potential to include renewable energy supplies in the design and to interpret and enhance biodiversity Option B, C and D would have the most potential to develop sustainable travel modes to school
5. Engineering and Cost Factors							
<ul style="list-style-type: none"> Engineering 	<ul style="list-style-type: none"> Road access through residential area, but no height restrictions or major obstacles Impacts on local traffic would have to be managed Exposed site Ground conditions known and satisfactory Potential for conflict with ongoing school activities-would require careful management 	<ul style="list-style-type: none"> Adjacent to main road. No height restrictions or major obstacles Low lying, flat and relatively sheltered site means that a high specification weather envelope is less likely to be required Flat site, but see above Low lying but little information on ground conditions On SIC register of contaminated land so concerns regarding foundation design and underground gases Site appears to offer plenty of space for construction etc 	<ul style="list-style-type: none"> Adjacent to main road. No height restrictions or major obstacles Would require significant terracing into hillside to west of site, at significantly increased cost Hillside with rock at surface Site appears to offer plenty of space for construction etc 	<ul style="list-style-type: none"> Good road access to north end of site No height restrictions or major obstacles Site is flat, low lying and parts surfaced for car parking Flat site, much of which is currently used as sports fields No ground investigation information available Low lying ground and prone to waterlogging Likely that sufficient land is available for construction purposes Sea Road may need to be upgraded for access resulting in impacts (and costs) to the existing road verges and coastal edge 	<ul style="list-style-type: none"> Poor road access The existing sea road would need to be substantially improved or a new road built from, for example, Oversund Road. Difficult topography No information on ground conditions Site appears to offer plenty of space for construction etc 	<ul style="list-style-type: none"> Poor road access The existing sea road would need to be substantially improved or a new road built from, for example, Oversund Road Reasonably level site No information on ground conditions Site appears to offer plenty of space for construction etc 	<ul style="list-style-type: none"> Options A, C and E are most difficult for engineering because of the sloping ground at Option A, the required terracing at Option C and the difficult topography at Option E
<ul style="list-style-type: none"> Utilities 	<ul style="list-style-type: none"> Utilities on the site include mains water and foul sewer, electricity, British Telecom (BT), and district heating. SIC fibre optic link already on site 	<ul style="list-style-type: none"> Utilities adjacent to the site include mains water and foul sewer, electricity, British Telecom (BT), and district heating 	<ul style="list-style-type: none"> Utilities available in Lochside 	<ul style="list-style-type: none"> Utilities adjacent to the site include mains water, electricity and British Telecom (BT) District heating would be available, although the connection point would be in Kantersted 	<ul style="list-style-type: none"> No public water or sewerage within or close to site Electricity nearby but would likely require upgrading of infrastructure No district heating 	<ul style="list-style-type: none"> No public water or sewerage within or close to site Electricity nearby but would likely require upgrading of infrastructure No district heating 	<ul style="list-style-type: none"> Options A, B and D have the best existing provision of utilities

Environmental Features	A – Existing AHS Site	B – Clickimin	C – Clickimin (Lower Staney Hill)	D– Seafield	E – Sands of Sound	F – Ness of Sound	Summary
				Road <ul style="list-style-type: none">Foul sewage may have to be pumped to Kantersted Road.			
<ul style="list-style-type: none">Costs	<ul style="list-style-type: none">ASN and hostel can be retainedHostel would require upgrade (maintenance works or new build) in the futureSports hall could be retained, but may be preferable to replaceRoad access already in placeAll services on site	<ul style="list-style-type: none">Might be possible to share Clickimin facilitiesNew ASN would be requiredAll services adjacent to siteConsideration would need to given to whether a new hostel would be requiredLoss of rugby pitches – requirement for replacement elsewherePotential income from sale of current AHS land	<ul style="list-style-type: none">Might be possible to share Clickimin facilitiesNew ASN would be requiredAll services adjacent to siteConsideration would need to given to whether a new hostel would be requiredBlasting costs and for stone disposal if requiredPotential income from sale of current AHS land	<ul style="list-style-type: none">New ASN and sports hall would be requiredRoad access already in placePossible improvements to local road access requiredPossible service works requiredConsideration would need to given to whether a new hostel would be requiredLoss of sports pitches – requirement for replacement elsewherePotential income from sale of current AHS land	<ul style="list-style-type: none">New ASN and sports hall would be requiredRoad works requiredPossible service works requiredConsideration would need to given to whether a new hostel would be requiredPossible service works requiredPotential income from sale of current AHS land	<ul style="list-style-type: none">New ASN and sports hall would be requiredRoad works requiredPossible service works requiredConsideration would need to given to whether a new hostel would be requiredPotential income from sale of current AHS land	<ul style="list-style-type: none">Option A has least requirement for additional facilities to be built and no requirement for access or services upgradesOptions B and C at Clickimin likely to require less access and services works

5 SUMMARY AND RECOMMENDATIONS

- The continued use of the existing site allows use of the current ASN building, the hostel, and possibly the sports hall therefore providing potential for cost savings.
- The use of the existing site would mean phased development if significant impacts on surrounding properties and avoidance of the most exposed parts of the site were to be achieved which would result in disruption to school activities and necessary decamp of pupils to alternative premises during at least part of the construction period.
- Environmental impacts would not change significantly from the current situation if development was at the current school site.
- Alternative sites offer some potential opportunities but none are without constraints.
- Development at Clickimin would either affect some of the existing outdoor sports facilities or would require significant removal of rock from the hill behind. Both sites do offer the potential for flat ground for construction and relatively easy access. Development would, however, potentially affect areas of contamination (particularly for the lower site) which might require remediation.
- Only the current AHS site and the Lower Staney Hill site at Clickimin would be development on sites zoned in the Local Plan for education purposes. Other sites are either zoned as Local Protection Areas (Clickimin and Seafield which are both protected for their sports facilities) or for housing (Sands of Sound and Ness of Sound).
- Development at Seafield, Sands of Sound and Ness of Sound would all result in more significant environmental impacts than the sites at Clickimin or the current site because it would be sizeable new development in areas which are either undeveloped or used primarily for housing. Each would require upgrade or new access adding to costs.
- Development at any alternative site would result in change at the current school site with changes in land use and visual effects and reductions in traffic accessing the school but potential impacts from new development and associated traffic (eg if the site was developed for housing).
- On balance continuing use of the current site would be the preferred option (primarily because no alternative was unconstrained and provide clear benefits over the current site) but some further work is recommended to confirm this:
 - research to better understand the effects of disrupting pupils at the school during construction;
 - investigation into the level of contamination at Clickimin and how much this would cost to remediate;
 - definition of the cost of rock blasting at Clickimin;
 - discussions with Clickimin Sports Centre with regard to the use of Sports Centre as a shared facility and whether this would be possible at all; and
 - confirmation that use of the current hostel could continue with each site (to confirm costs at the alternative sites).
- If it were found that decamp could be considered too disruptive development at Clickimin should be considered provided that the work set out above did not indicate prohibitive costs.
- If this were the case development at Seafield should be considered and an alternative site found for the existing sports facilities.



REPORT

To: Services Committee

28 August 2008

From: Executive Director of Education and Social Care

New Anderson High School Capital Project Update

1 Introduction and Key Decisions

1.1 At the Council meeting in June 2008, Members agreed a way forward for the Anderson High School capital project (Minute Reference 94/08). This Report provides an update for Members on the actions which were agreed to progress this project. Specifically, this Report covers:

- The programme of work to take the project to Planning Application Stage
- Site Selection Study
- Revised Brief
- Demolition and Decant feasibility Report
- Communication and Consultation Framework
- Appointment of a Dedicated Project Manager
- Evaluation of use of Early Contractor Involvement (ECI) arrangements
- Clarification of Governance and Management Arrangements
- Assistance from the Scottish Government

1.2 Members are asked to agree to a revised programme, with a target date for submission of a planning application of March 2009 and slightly amended governance and management arrangements. Members will also be asked to approve a revised Accommodation Schedule, to inform the detailed design stage, if it is ready for presentation to today's meeting.

2 Links to Council Priorities

- 2.1 Schools – Ensure a model for education is developed by 2009 that considers the educational and financial viability for schools and communities and its outputs are then implemented.
- 2.2 Schools – Consider the development of ‘Centres of Excellence’ and building on existing high quality facilities.
- 2.3 The overall purpose of the Schools Service is to, “to create and maintain a framework and culture in which individual learners can strive to realise their full potential”.
- 2.4 For any capital investment decision, the Council has to satisfy itself that it is achieving value for money.
- 2.5 At Services Committee, in November 2007, a Report was presented entitled, “Developing a Blueprint for the Education Service”. Members considered the Report and agreed,

“that (a) the key drivers should be to provide the best quality educational opportunities and learning environment for all; (b) in so doing, the opportunities for savings to bring budgets to a sustainable level should be considered; and (c) the final blueprint comes back to Services Committee with an action plan to look at all schools, internal management, the necessary investment required, quality of education, new ways of delivering education and the potential for each school within a realistic timescale”.

3 Background

- 3.1 A summary of the decision taken by Council in June 2008 (set out in full in Appendix 1) is set out below.
 - There is a target budget of £49m set for the whole cost of the project (subject to an inflationary increase year on year).
 - There is a need to report progress to Services Committee, every cycle of meetings.
 - Services Committee will be asked to make decisions on the detail of the project, in particular:
 - the overall design size; and
 - the revised brief and accommodation schedule; and
 - the principles of the redesign and siting of the new school on the Knab site, such as to seek as far as possible to minimise the disruption to the existing school during the construction

- phase and minimise the dominance and visual impact on the Knab site; and
 - the detailed educational and technical impacts of the possibility of any demolition or decant options, which might be developed.
- The Chief Executive was tasked with:
 - appointing a dedicated project manager with a proven record of successfully managing large capital projects;
 - investigating and reporting on whether Early Contractor Involvement (ECI) remains the best option for the SIC in relation to this particular project;
 - investigating what advice and assistance Scottish Government experts can contribute to this process.

4 Programme / Timetable

- 4.1 Appendix 2 sets out the revised programme, following the decisions by Members in June 2008. This lists the actions which need to be carried out to take the project to Planning Application stage. There is a complementary technical programme of work, which the contractor and consultants are working to; Appendix 2 deals only with SIC specific actions. In June 2008, Members agreed that the project should reach planning application stage by December 2008. In discussion with the contractor and consultants, it has become clear that that would be a very challenging timescale so I am proposing a revised programme which aims to have the planning application submitted by March 2009. This will not significantly impact on the construction period (beyond the one year delay which occurred as a result of the Council revisiting the original design). The key dates are set out in Table 1 below:

Table 1: Key Activities and Timescales

Activity	Timescale
Finalise Brief	25/9/08
Initial Design	13/11/08
Final Design	09/03/09
Target Price Agreement	30/01/09
Preparation for Planning Application	02/02/09 to 06/03/09
Submission of Planning	09/03/09

Application	
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5 Site Selection

5.1 For the purpose of developing the Planning Application, Natural Capital Ltd, the project's planning and environmental consultant, has recently carried out a review of six potential sites, which could be considered – the Knab, Clickimin (flat), Lower Staney Hill, Seafield, Sands of Sound, Ness of Sound (two sites). The criteria under which the six sites have been assessed are:

- Land Use
- Planning
- Effects on People (residential properties, commercial properties, noise and vibration, air quality, visual impact, community severance, traffic and access, recreation)
- Effects on the Natural and Cultural Environment (agriculture, geology and soil, contaminated land, ecology, landscape and visual effects, water quality and drainage, historical and cultural, sustainability)
- Engineering (engineering feasibility, constructability, utilities)
- Cost

5.2 The Report is included in full at Appendix 3. The findings from the study are that, “on balance continuing use of the current site would be the preferred option (primarily because no alternative was unconstrained and provide clear benefits over the current site) but some further work is recommended to confirm this”. The summary and recommendations are set out below.

- “The continued use of the existing site allows use of the current ASN building, the hostel, and possibly the sports hall therefore providing potential for cost savings.
- The use of the existing site would mean phased development if significant impacts on surrounding properties and avoidance of the most exposed parts of the site were to be achieved which would result in disruption to school activities and necessary decamp of pupils to alternative premises during at least part of the construction period.
- Environmental impacts would not change significantly from the current situation if development was at the current school site.
- Alternative sites offer some potential opportunities but none are without constraints.
- Development at Clickimin would either affect some of the existing outdoor sports facilities or would require significant removal of rock from the hill behind. Both sites do offer the potential for flat ground (only at great cost in the case of Lower Staney Hill) for construction and relatively easy access. Development would,

however, potentially affect areas of contamination (particularly for the lower site) which might require remediation.

- Only the current AHS site and the Lower Staney Hill site at Clickimin would be development on sites zoned in the Local Plan for education purposes. Other sites are either zoned as Local Protection Areas (Clickimin and Seafield which are both protected for their sports facilities) or for housing (Sands of Sound and Ness of Sound).
- Development at Seafield, Sands of Sound and Ness of Sound would all result in more significant environmental impacts than the sites at Clickimin or the current site because it would be sizeable new development in areas which are either undeveloped or used primarily for housing. Each would require upgrade or new access adding to costs.
- Development at any alternative site would result in change at the current school site with changes in land use and visual effects and reductions in traffic accessing the school but potential impacts from new development and associated traffic (eg if the site was developed for housing).
- On balance continuing use of the current site would be the preferred option (primarily because no alternative was unconstrained and provide clear benefits over the current site) but some further work is recommended to confirm this:
 - research to better understand the effects of disrupting pupils at the school during construction;
 - investigation into the level of contamination at Clickimin and how much this would cost to remediate;
 - definition of the cost of rock blasting at Clickimin;
 - discussions with Clickimin Sports Centre with regard to the use of Sports Centre as a shared facility and whether this would be possible at all; and
 - confirmation that use of the current hostel could continue with each site (to confirm costs at the alternative sites).
- If it were found that decant could be considered too disruptive, development at Clickimin should be considered provided that the work set out above did not indicate prohibitive costs.
- If this were the case development at Seafield should be considered and an alternative site found for the existing sports facilities.”

5.3 Cost factors have also played a significant part in recommending the Knab as the preferred site. Some factors which come into play are:

- the specific work carried out to date on the ground conditions, landscape, traffic management, detailed design would be lost if the Council decided to change site.

- None of the other sites are wholly suitable without considerable investment in infrastructure (roads, utilities, etc).
 - The existing Additional Support Needs facility can be integrated into the new facility
 - There is the potential to explore the possibility of refurbishing the Halls of Residence on the existing site
 - There may be the potential to integrate the existing Games Hall facility, depending on the siting of the new school on the Knab site
- 5.4 The estimated costs of each of the sites, in terms of making them suitable for development, are set out in Appendix 4.
- 5.5 The Knab site is the most cost effective solution for the Council (so long as it is possible to place the new build appropriately and safely on the Knab site, taking account of decant and phasing options, and so long as the road network can cope with the construction traffic, and, at the moment, the studies confirm that this is the case.
- 5.6 The further work recommended to be completed by Natural Capital Ltd will be carried out over the next few weeks and reported back to Services Committee on 9 October 2008.

6 Revised Brief

- 6.1 The Anderson High School staff, together with representatives from the Schools Service management team and the architect involved in the project, have been working up a revised accommodation schedule, to meet the 15,000 m² limit set by the Council (to meet the target budget of £49m). That detailed work is ongoing and a revised Accommodation Schedule will be tabled at today's Services Committee for approval, if has been finalised.
- 6.2 The external aspects of the brief (environmental and planning issues predominantly) will continue to be subject to dialogue with a range of stakeholders, to ensure that all aspects have been covered and will be reported back for final approval to the October Services Committee meeting.

7 Demolition / Decant Technical Study

- 7.1 The Council's contractor on this project, O'Hare and McGovern have prepared a method statement of how they would manage the construction of a new school, addressing asbestos management, demolition and decant options, at a theoretical level. This has demonstrated to the satisfaction of the Capital Programme Service that it is technically feasible to build a school of the proposed size

on the Knab site, even taking into account the potential constrained nature of some aspects of the build.

- 7.2 The Architect, RPP, has developed block drawings of what a new school might look like, based on the initial discussion on the size and requirements of the new school. That work will assist staff in developing the revised Accommodation Schedules, as well as provide a starting point to work out the educational implications of any phasing or decant proposals of the new school. That work will continue in detail over the next few weeks, with a view to working out the optimum siting of the new school on the Knab site.

8 Communication and Consultation Framework

- 8.1 The Community Work team is drawing up a framework for communication and consultation, which identifies all the stakeholders in this project (which will be Shetland-wide) and makes suggestions for the best method of communicating with everyone and how best to undertake any consultation process. We need to be absolutely clear as to the points at which we seek to undertake “consultation” and the extent to which stakeholders will be involved, as we go forward.
- 8.2 The philosophy behind this work is to build public confidence in the project and the process, by re-establishing a good dialogue with all parties on how the project is progressing. There is a need to clearly communicate how and why all the decisions have been reached by establishing an open and transparent communication mechanism at each decision-making stage. There is a need for the Council to ensure that everyone who has an interest in or is potentially affected by the project feels properly involved in the process.
- 8.3 To date, the following stakeholders have been identified:
- Pupils (AHS directly and elsewhere in Shetland indirectly)
 - Council Members
 - All AHS staff
 - AHS Parents
 - AHS Parent Councils
 - Parents of pupils elsewhere in Shetland
 - Other Parent Councils
 - Neighbours of the Knab site
 - Wider Lerwick Community
 - Shetland Community
 - Other schools
 - Lerwick Community Council
 - Other Community Councils
 - Unions

- Services providers, such as bus operators
- Users of Community facilities
- Other learning partners (such as Shetland College, Adult Learning, Youth Work, Library Service, etc)
- Other SIC support services (such as Building Maintenance, ICT, etc)

8.4 The methods by which we would wish to communicate what is happening will include:

- Press releases
- Information Sheets and Bulletins
- Newsletters
- Establishing a web-site with up to date information and a means on emailing in questions, issues or comments
- Fixed point(s) display in Lerwick
- Frequently Asked Questions sheet
- Dedicated email box
- Address and phone numbers for communications
- Public meetings – open days, displays and presentations
- Information accessible in large font or in other languages

9 Appointment of Dedicated Project Manager

9.1 The process of appointing a dedicated Project Manager has started, with placing an advert for the service in the European Journal. There are set timescales for how long the advert must be in place, followed by an assessment, interview and selection process. The earliest date for appointing a Project Manager will be the first week in December 2008. Meanwhile, the Head of Capital Projects will ensure that adequate resources are made available to the project, during a busy period in preparation for the planning application.

10 Evaluation of Use of ECI arrangements

10.1 The Council's consultant Quantity Surveyors for this project, David Adamson and Partners was asked to prepare an objective assessment as to whether or not the ECI arrangements were the most appropriate form of contract for the AHS capital project. Their Report has been prepared and is included in full at Appendix 6.

10.2 In general, the Report concludes that, "the current procurement path remains the best for moving forward", but with some recommendations for improving the current arrangements". Their conclusions and recommendations are set out below, which I am comfortable that we can address through the detailed project management arrangements:

- “Continue with NEC Option C for main contractor and possibly M&E subcontractor
- Consider appointment of all other subcontractors on lump sum contracts, i.e. NEC3 Option A or B
- Client to provide detailed brief
- Active client involvement by way of regular meetings with main contractor
- Continued Investment Decision Maker involvement in meetings
- Continued development of Operational Procedures Manual and Project Execution Plan
- Detailed cost reporting throughout the ECI period
- Manage the brief – use a change mechanism to control scope creep
- Contractor to confirm client understanding at each stage of the project to ensure they are still delivering what is required
- Have one point of responsibility (Project Manager)
- Contractor’s and Client’s cost consultants to work closer to develop budget costings
- It is essential for the client/contractor to agree an ECI programme”.

10.3 It is true to say that this stage in the process and method of contract will require dedicated time from staff at the Anderson High School, the Schools Service, the Capital Programme Service and myself over the next few months. However, I consider this to be an appropriate investment of time and effort, given the significance of this project for Shetland.

11 Governance and Management Arrangements

11.1 The Council agreed the governance and management arrangements for this project. On reflection, it has been necessary to amend these slightly (in light of the recommendations from David Adamsons and Partners and the developing work on the communication and consultation framework). I have set out the various roles and responsibilities in the Table below.

Table 3: Governance and Management Arrangements

	Description of Responsibility	Membership (where relevant)
Services Committee	Overall responsibility for the delivery of the project, within policy and budget agreed by the Council.	All Councillors
Implementation Group	To provide assistance to the Investment Decision Maker by establishing an internal SIC Quality Assurance check to make sure that the project is progressing as planned and is meeting all its objectives as well as the Council's corporate responsibilities, prior to planning application being submitted.	Helen Budge Valerie Nicolson Graham Johnston Robert Sinclair Hazel Sutherland
Project Team Meetings, a subset of which will be referred to as Core Group Meetings.	Discuss Progress against programme Identify and resolve any major programme, quality or cost variances Review strategic issues to ensure that original objectives are being met Review project logs / risks Discuss how registered risks can be avoided or reduced. Seek solutions that will bring advantage to those that will be affected Decide on actions which will be taken and who will take them Decide which risks have been avoided or passed and can be removed from the Risk Register Record design sign off procedures	SIC representatives O'Hare and McGovern Design Team All consultants
Member Liaison Group	Includes Members representation to take the project to the construction phase.	Leslie Angus Bill Manson Frank Robertson Florence Grains Iris Hawkins Jim Henry Hazel Tait Helen Budge Valerie Nicolson Graham Johnston Robert Sinclair

- 11.2 Previously, the Council had in place a group known as the AHS Taskforce, which operated as a consultation mechanism with key stakeholders. For the moment, it is not intended that this group meet during this stage of the process. Instead, the communication and consultation framework will ensure that all stakeholders receive updates on the project's progress, as well as being invited to participate in consultation exercises at the appropriate time.

12 Assistance from Scottish Government

- 12.1 The Chief Executive was asked to investigating what advice and assistance Scottish Government experts can contribute to this process. The Head of Schools has made contact with Mr Colin Reeves, Head of Schools Division, Scottish Government who has a remit which includes development of school estates. It is anticipated that he could be invited to advice on best practise across Scotland on school design.

13 Financial Implications

- 13.1 There are no direct financial implications arising from this Report. The cost of preparing the various studies required by the Council was met from the existing consultants budget for the project (currently £1.4m for 2007/08). To date, the project spend is £2.8 m, as detailed in Table 4 below.

Table 4: Cost of Developing the new AHS Capital Project (2003 – August 2008)

AHS Spend by Item		£
Direct Employee Costs		20,573.44
Contractors Costs		1,587,214.03
Misc Operating Costs		44,778.82
Travel & Subsistence Costs		35,967.77
Advertising		20,682.20
External/Professional Fees		836,089.04
Recharges Other Council Services		305,232.70
		<u>2,850,538.00</u>

- 13.2 In Financial Year 2007/08, expenditure to date stands at £0.5m, the detail of which is shown in Table 5.

Table 5: Cost of Developing the new AHS Capital Project (Current Financial Year Only to August 2008)

AHS Spend by Item		£
Direct Employee Costs		1,984.58
Contractors Costs		431,157.92
Misc Operating Costs		65.40
Travel & Subsistence Costs		5,226.76
Advertising		0.00
External/Professional Fees		135,580.06
Recharges Other Council Services		0.00
		<u>574,014.72</u>

- 13.3 The cost of a dedicated Project Manager is estimated at £200K - £300K. No specific provision was made in the original budget for this cost but it will be contained within the overall target of £49m, agreed by the Council.

14 Policy and Delegated Authority

- 14.1 Section 13 of the Council's Scheme of Delegations enables Services Committee to approve capital expenditure within any allocation delegated to the Committee by the Council.
- 14.2 Shetland Islands Council, at its meeting in June 2008 (Minute Reference 94/08), made a specific recommendation to remit the detailed development of the Anderson High School project to Services Committee.
- 14.3 However, Shetland Islands Council holds overall responsibility for the capital programme so recommendations will be made from Services Committee to the Council, as the project develops.

15 Conclusions

- 15.1 The Project Team is making good progress in working through the actions to develop the project and all timescales have been met so far, by the Contractor, Consultants and SIC staff.

16 Recommendations

- 16.1 I recommend that Services Committee recommend to the Council to:
- (a) agree the revised programme, set out at Appendix 2; and
 - (b) note that consultants study (at Appendix 3) with regard to the Knab site recommends that, "on balance continuing use of the

current site would be the preferred option (primarily because no alternative was unconstrained and provide clear benefits over the current site) but some further work is recommended to confirm this”; and

- (c) consider and agree the revised Accommodation Schedule (to be tabled at today’s meeting if it is finalised in time), for submission to the Design Team to further develop initial design options for the Knab site; and
- (d) note that a comprehensive communication and consultation framework is being drawn up to re-establish a positive dialogue with stakeholders and the wider community in the development stages of this project; and
- (e) note that a Project Manager should be in place in early December 2008; and
- (f) note the consultants study with regard to the contract forms being used (Appendix 6) and confirm that the current ECI arrangements are the most appropriate for this project, given the stage of the project and the circumstances of the construction industry; and
- (g) agree the revised governance and management arrangements outlined at Table 3.

Our Ref: HAS/sa

Report No: ESCD-48-F

New Anderson High School Capital Project Update

Appendix 1: Council Decision of June 2008 (Min Ref 94/08)

Decision of Council Meeting 25 June 2008, regarding the AHS Capital Project (minute reference 94/08)

1. note progress towards achieving the Council policy to build a replacement Anderson High School on the Knab site; and
2. endorse my view that the current design no longer secures value for money; and
3. note that resulting from the considerable design work that has already taken place that the proposed modified design can be delivered in a short timescale; and
4. set a deadline for a planning application to be made for the new school, by December 2008; and
5. agree a target budget of £49m for the whole cost of the project (subject to an inflationary increase year on year); and
6. agree to revisit the Halls of Residence project, by way of an amended design Brief to include consideration of the refurbishment of existing facilities and space for students attending Shetland College, for further consideration through the capital project prioritisation system, once the AHS project is underway; and
7. approve an additional £700,000 for the AHS Capital Project Budget, for professional fees and ancillary costs, to be met from the separate finance arrangement being developed for this project by the Head of Finance; and
8. agree the governance and management arrangements, outlined at paragraph 8.1.
9. request that Services Committee take the project forward by way of regular reports, in particular:
 - (i) the overall design size; and
 - (ii) the revised brief and accommodation schedule; and

- (iv) the principles of the redesign and siting of the new school on the Knab site, such as to seek as far as possible to minimise the disruption to the existing school during the construction phase and minimise the dominance and visual impact on the Knab site; and
- (v) the detailed educational and technical impacts of the possibility of any demolition or decant options, which might be developed.

And

- (1) that the project be remitted to the Services Committee for further consideration;
- (2) that the Chief Executive is instructed to:
 - (a) appoint a dedicated project manager with a proven record of successfully managing large capital projects;
 - (b) investigate and report on whether ECI remains the best option for the SIC in relation to this particular project;
 - (c) investigate what advice and assistance Scottish Government experts can contribute to this process;
- (3) the governance and management arrangements set out in paragraph 8.1 of the report are agreed;
- (4) the provisions for the Halls of Residence project set out in paragraph 11.1(f) of the report are agreed.

New Anderson High School Capital Project

Appendix 2: Revised Programme

See separate Attachment.

New Anderson High School Capital Project

Appendix 3: Site Selection Report by Natural Capital Ltd

See separate Attachment.

New Anderson High School Capital Project

Appendix 4: Site Selection Estimated Cost to Develop Other Sites

	Existing (A)	Clickimin (B)	Clickimin LSH (C)	Seafield (D)	Sands of Sound (E)	Ness of Sound (F)
Sports Hall	£3.5m	Possible shared use of Clickimin	Possible shared use of Clickimin	£3.5m	£3.5m	£3.5m
Hostel	Not required	£15m	£15m	£15m	£15m	£15m
ASN	Not required	£2.5m	£2.5m	£2.5m	£2.5m	£2.5m
Road Improvements	Not required	Not required	£0.3m	Not required	£1m	£1.5m
Utilities / services	Minimal	Minimal	Minimal	Unknown	Unknown	Unknown
New provision for land take		Replacement of rugby pitch c £220k		Replacement of sports pitch c £220k		
Blasting Costs	X	X	£3m	X	X	X
Cost of buying land	X	X	X	X	X	X
Income from sale of existing site	X					

New Anderson High School Capital Project

Appendix 5: Revised School Accommodation Schedule

To be Tabled at Services Committee on 28 August 2008, for approval, if it has been finalised.

Accommodation Requirements

- From existing lists, as amended

In summary,

	M ²
Teaching Space	12,000
Circulation Space	3,000
Total	15,000

New Anderson High School Capital Project

Appendix 6: Report by David Adamson and Partners on ECI Procurement Process

See separate Attachment.

Anderson High School, Lerwick

PROCUREMENT APPRAISAL REPORT



**Shetland Islands Council
Capital Programme Service
Gremista
Lerwick
Shetland
ZE1 0PY**



**David Adamson & Partners
Chartered Surveyors
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Shetland
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August 08

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SECTION 1 – BACKGROUND AND INTRODUCTION

1.1 Background

At the Shetland Islands Council (SIC) Meeting of 25 June 2008, regarding the Anderson High School Capital Project, the Chief Executive was instructed to investigate and report on whether Early Contractor Involvement (ECI) (*see glossary*) remains the best option for SIC in relation to this particular project.

As a consequence, on Thursday 31 July 2008, David Adamson and Partners, the Client's Cost Consultant's for the project, were invited to produce a Procurement Appraisal Report to provide an objective and unbiased assessment of the procurement process on the Anderson High School project to date.

1.2 Introduction – ECI Generally

In a market of high demand for construction works and relatively limited resources the Early Contractor Involvement (ECI) form of project delivery can make very efficient use of resources as it allows innovation in the project and provides for a "value outcome" -

- ECI has the advantage that it does not involve excessive costs or resources during the bidding stage of a project.
- Its objective is to get the contractor involved in the design process as early as possible.
- It offers advantages over the traditional contract delivery (*see glossary*) as it potentially brings high quality input at the earliest stage of the project to bring maximum value.
- As opposed to a two stage bidding process (*see glossary*), it can ensure efficient, effective delivery and value for money for the client.

ECI essentially involves putting additional resources into the crucial early planning phase in order to maximise the benefits and cost savings that can be achieved during the later construction phase. Its innovation comes from the selection process; the interaction between the client, contractor and designers

during the early stages and; the resultant strong relationship-based interaction during the construction phase.

The fundamental principle of ECI is not new, as it utilises the established idea of getting the contractor involved in the design process as early as possible. The Design and Build procurement route (*see glossary*) also aims to get the benefit of better 'buildability' by involving the contractor earlier in the design process.

1.3 Current Situation – ECI Anderson High School

In the case of Anderson High School, the ECI period includes the preliminary and detail design process together with the Planning application, including a Public Inquiry if necessary. The period is intended to run until the agreement of the Target Cost (*see glossary*)

It has been agreed that the contractor and consultants appointed under this period/phase will carry out their services under the NEC3 (*see glossary*) Option E, Cost Reimbursable Contract. This means that SIC only pay for actual time spent on the project, at an agreed rate, and not as a percentage of the overall value of the project as is usual in traditional contracts. To this end, time sheets have been delivered to the Cost Consultant at monthly intervals for auditing and processing. SIC is liable for payment of these monies.

These costs should form part of the overall Client Budget for the project.

1.4 Construction Phase – Target Cost

It is intended that the Anderson High School construction phase will be carried out using NEC3 Option C, Target Cost with Activity Schedule (*See glossary*). Under a target contract, a contractor is reimbursed for the cost of the works, including those of subcontractors, some elements of establishing the site and the fee for the items listed in the contract as actual or defined costs. These include management costs, overheads and profit.

The contractor is contractually committed to meeting the target cost, which comprises the cost of the works described in the works information, activity schedule plus a fixed fee.

The target cost and the main contractor's reimbursement are not linked until the end of the project, when the pain/gain share mechanism is applied. What the contractor recovers through regular payments is the actual cost incurred, along with the percentage fee.

After the project is completed, payments made to the contractor are compared to the revised target cost. Depending on the outcome, the gain/pain share mechanism agreed in the contract will come in to play.

Typically, the gain share involves splitting the amount of money saved, that is, the difference between the target cost and the actual expenditure, between the client, contractor and possibly some subcontractors.

If the project's costs exceed the target cost, the pain option is exercised. This could involve the contractor taking 100% of the liability and, as such, suffering the loss. Alternatively, the client may shoulder part of the loss.

The contractor would ideally meet the target cost, in which case it would receive full remuneration. Savings against the target would be shared with the client. The worst outcome for the client is the contractor being paid more than the revised target cost.

1.5 Alternatives to ECI/Target Cost

At the early stage of the Anderson High School project, the construction market was very buoyant and there was very little interest in tendering for a project in Shetland. We understand that, as a result, the ECI route was suggested as a way of attracting interest. This was successful as it did attract interest from 3 contractors, of which O'Hare and McGovern were selected.

Although the current construction market is less buoyant, it is doubtful that there has been sufficient change that would provide more interest in either a Traditional lump sum or Design and Build contract.

The alternatives to continuing with the NEC3 ECI/Target Cost route would be as follows:

Other more 'traditional' Forms of contract -

- **Lump Sum** - In a lump sum contract the Contractor prices the work based on drawings and written specification prepared by the design team but supported with measured Bills of Quantities prepared by the Quantity Surveyor. The BQ items are priced individually by the Contractor and incorporated into the Contract.
- **Design and Build** - initial design work may be undertaken by the client before transfer to the design and build contractor. Thereafter the

contractor would take single-point responsibility for the design and construction.

Traditional design led procurement method is suitable for:

- All clients, including experienced clients
- A developing brief
- Complex projects
- Quality design development
- Cost certainty

But, less suitable for:

- Fast track construction

As noted earlier in this report, previous SIC experience has shown that it has been difficult to attract interest in this project using the traditional route, and we see no reason to believe that this situation will have changed.

SECTION 2 – STRUCTURE OF REPORT

2.1 Early Contractor Involvement and Target Price Generally

2.1.1 Under What Conditions are These Processes Effective?

In a market where there is a high demand for construction works and a shortage of contractors willing to carry out the works, the Traditional or Design and Build process can tie up excessive resources in the bidding stage. In comparison to the both the Traditional or Design and Build forms of contract, the ECI route can significantly reduce the tendering costs of both the contractor and the contractor's design team. In particular, traditionally a Design and Build route will have three or four teams of contractors/designers producing costed designs, possibly up to 80% complete, to tender for the works.

Typically, the extent of the client's input into the design process under a Design and Build route is through an initial brief and very little interaction with the client occurs during the tender period. In contrast, the ECI route engages a contractor/designer through a process that has a high involvement from the client in building up and negotiating the price, design and risks. Accordingly, the client's input during an ECI phase is greater than traditionally within a Design and Build contract.

The ECI/Target Cost processes are especially effective if there are insufficient labour and material resources available locally and also if there is little interest from further afield in the project.

The ECI/Target Cost process is also advantageous where there is a high level of risk, e.g. work in remote geographical locations or those with severe exposure conditions etc, as it gives the contractor an early knowledge of the project, availability of labour and working conditions etc, which allows them to build efficiencies into their tender, and make reasoned judgements on the associated risks.

2.1.2 ECI Disadvantages

These can be include –

- Client's bargaining position is progressively weakened the longer the contractor is involved without a building contract being agreed
- Once a contractor is integrated as part of the project team and has carried out extensive pre-construction services, a client will be reluctant to

dismiss the contractor in the event of his failure to perform or refusal to negotiate sensibly on price and programme.

- If the contractor is allowed to go too far into the design it may be too late to stop or turn around.
- If a contractor selection process is restarted, any replacement contractor is likely to be reluctant to adopt responsibility for the previous contractor's work. The client may, therefore, end up with a split design and construction liability on the project.
- Senior staff can be tied up for much longer than under traditional contract forms, particularly during the design phase.

2.1.3 Potential Benefits

These can be include –

- Partnerships and good working relationships being formed between all parties
- Better integration of construction methods into the design
- Involving the contractors design team and subcontractors and benefiting from their specialist knowledge by offering incentives for providing innovative ideas to give best value solutions.
- Greater flexibility in timing and planning
- Earlier dedication of construction resources
- Earlier procurement of critical construction materials such as steelwork
- Better management and a good understanding of risk by all parties
- Negotiated apportionment of risk
- Early advice from Contractor regarding Health and Safety issues

2.1.4 Client/Contractor Inputs Required for Effective Delivery

2.1.4.1 Client Inputs

- Detailed brief including classroom sizes, school roll, how many of each class type, equipment

2.1.4.2 Contractor Inputs

- Experience from working on other school projects
- Programming experience
- Health and Safety experience

2.2 Effects of ECI/Target Price on the Anderson High School Project To Date

2.2.1 Benefits to the Project So Far

These include –

- Appointment of an experienced contractor
- Benefit of Main Contractors supply chain and design team
- It has enabled the project team to build up relationships which would perhaps not been present/ achievable using a traditional route
- It has seen an early involvement of the supply chain
- A joint approach to solving problems has been carried out
- Design development has potentially 'ironed out' potential planning issues

2.2.2 Negative Impacts So Far

These include –

- Lack of understanding of the NEC3 target cost process by the main and sub contractors has resulted in higher than expected prices being submitted by subcontractors
- The allocation of risk has especially been misunderstood, and as a result it is possible that there has been a degree of double accounting, which is difficult to identify at this stage
- Initial misconception that the original BDP design and school location was a 'fait accompli'

2.2.3 What Has Gone Well?

The project team has generally worked well together and the benefits, as noted in 2.2.1, above have been achieved.

2.2.4 Where Could Improvements Have Been Made?

A more robust Clients' brief could have been issued, with tighter constraints on what size of school was actually required as well as setting limits on affordability for the Shetland community.

At the outset, the Client should have had a stronger role in setting the shape of the project, addressing issues outwith the direct responsibility of the school as well as ensuring that the Council's financial policies were adhered to. Instead, the School was able to put forward a wish list and working to providing that appears to have given them a false level of expectation that is now being taken away from them. The result will inevitably be a reluctance to 'buy in' to the revised scheme.

The decision to carry out a substantial redesign should perhaps have been taken when the £45M cost plan was produced in November 2007. This cost plan was a 'moment in time' cost with no account taken for inflation, and excluded fitting out costs. Although at the time, comments were made by the procurement advisor that it appeared on the "high side", whereas in actual fact, it has been since proved to be low when compared to the most up to date figure received from OHMG and their subcontractors. These increases in costs can be accounted for by design changes due to 'scope creep', additional retaining walls, landscaping etc, a increase in the (Gross Internal Floor Area (GIFA)) school floor area, higher specification for external cladding, material price increases for steel etc, as well as a suspected over-allocation of risk being allowed for in the subcontractor's prices.

The November 2007 cost plan did however indicate a level of costs higher than was anticipated from the initial tendering process where there were 'anticipated savings' to the previously produced cost plan based on the BDP design.

With hindsight, around January/February 2008 was maybe the time to have taken stock and reconsidered the brief and design. There was perhaps an over optimism that the ECI/Target Cost route would achieve the required savings.

As mentioned above, it is clear that 'design creep' has taken place. It would appear that there was no close control over the design development, e.g. school area/classroom provision, external works etc. This may have been a fault of the main contractor not keeping a close control over its design team but a stronger client representation at the regular design meetings may have also helped.

Whereas the decision to pursue the NEC3 Target Cost (see glossary) route was a sound one at the time for the main contractor, there is no good reason for the subcontractors to be appointed under Option C. Indeed this goes against the advice given to us by a NEC author/expert especially for those subcontractors where the 'construction process' is under pre-determined 'factory conditions'. Concerns regarding this were aired at a meeting held in Belfast in December 2007, but it was decided to progress in attempting to bring the majority of subcontractors on board under Option C.

A presentation for interested subcontractors was subsequently held at Belfast Airport in December at which the project was discussed and the Target Cost methodology explained. Whilst the overall feeling at the time was that the presentation had been successful in that there appeared to be a good deal of interest in the project, it later became apparent that conflicting information had been given at the presentation regarding transport of materials, accommodation and the incentivisation scheme that caused a fair amount of confusion. This resulted in some subcontractors pricing for transport and accommodation in their rates, while others were under the impression that this would be organised by SIC. Also, because the process wasn't fully understood, and because no programme was available to them, some had priced for their workforce to be accommodated in Shetland for the entire duration of the contract bar allocated, where in fact they were only required for a shorter period of that time allocated.

The effect of confusion caused at this time was again demonstrated as late as May 2008 when, during a 'road tour' carried out by David Adamson's to all the key subcontractor's to explain the Target Cost procedures etc, it was found that the subcontractors were still unclear as to what to actually include in their prices and how to address risk etc.

A more attractive alternative to the subcontractors may have been to have them quote on a lump sum basis (Options A or B). They would have been familiar with the process and would have included their risk in their price, as well as their transport and accommodation costs.

The incentivisation process which is at the heart of the target cost principle has also caused much confusion amongst both main contractor and his subcontractors, with some believing that their chance of a 'bonus' or cash incentive for carrying out their work package efficiently could be compromised by another performing badly. Furthermore, the subcontractors were initially led to believe that cash incentives would not be paid out until the end of the contract, which proved unattractive to a subcontractor whose work all took place at the start of the contract.

There may also have been too much emphasis at the start of the process on the 'Shetland factor' regarding adverse weather. This perhaps has resulted in a higher than expected level of pricing, and an 'over specifying' of the external envelope of the building.

The misconceptions/confusion referred to above could have been addressed by the detailed 'Operating and Procedures Manual' being developed earlier, issued and explained at the time of first contact with the contractors.

2.2.5 How Has the Team Performed?

Generally well.

SIC may feel that they are not as 'close' as they would like to be with the Main Contractor but we believe that the relationship is generally good, with an encouraging level of trust between all parties and an overriding atmosphere of cooperation and willingness to problem solve. However, regular meetings between SIC and the Contractor, and a team building exercise, may perhaps help this further.

SIC also perhaps lacked focus and direction at the early stages of ECI, due to a vague brief and a focus predominantly on the needs of the school, rather than addressing all aspects of a project this size (finance, environmental issues, planning considerations, etc). Following the tender procedure, SIC may have taken advice that resulted in over-optimistic cost expectations and resultant high tender levels. Latterly this has been addressed and there is a more pragmatic and realistic approach being taken by SIC.

The main contractor, whilst unfamiliar with the NEC3 form of contract, has shown a willingness to learn, both from informal enquiries to the SIC procurement advisor and Cost Consultant, and has undertaken formal NEC training. It is fair to say that there has been a level of confusion and misunderstanding regarding certain parts of the process such as incentivisation and allocation of risk.

It would appear that the main contractor has not kept a close enough control of its design team, illustrated by the 'design creep' that has taken place. The November 2007 cost plan should have been viewed as an 'early warning' that the works costs were likely to be higher than originally envisaged, and as a result a very tight control over design should have been implemented.

2.3 Does This Procurement Path Remain the Best Moving Forward?

We believe that the current procurement path remains the best for moving forward.

Whilst it may be beneficial however, for the M&E subcontractor to continue under Option C, due to the cost of this package (approximately 20% of the total cost), there is no sound argument for having all the other subcontractors on Option C.

2.3.1 Effects on Programme to Change

Changing the procurement route at this stage would undoubtedly result in a significant delay to the programme.

As mentioned earlier in this report, much good work has been carried out by all parties involved, and there is a definite enthusiasm and desire to deliver a successful project.

It is currently anticipated that the ECI phase will carry on until December 2008, whereas if an alternative procurement route was now pursued, the pre-contract programme would inevitably extend well beyond this. Taking into account the OJEU process to procure a design team, uncertainty about attracting interest, appointing a new design team, carrying out the new design and going back to OJEU to procure a contractor, it is likely that the pre-contract could extend into 2011.

This would have serious maintenance implications for the existing school.

2.3.2 Contractual Implications

If the ECI phase was terminated, there would be no contractual implications for SIC as such, as all parties are currently being employed under NEC3 Option E, Cost Reimbursable Contract.

This means actual costs for work carried out on an hourly rate basis as well as actual expenses for travel and accommodation are paid by the client. If the client instructs all work to cease and terminates the contract, no more monies will be due.

SIC has the ability to terminate the contract if the target price does not meet the project works budget or does not represent value for money. If termination

occurs, the agreements between the contractor and its designers may be novated (see glossary) to SIC if OHMG's construction stage offer is not accepted.

If OHMG's ECI employment was terminated at the end of the ECI period, a replacement contractor could:

- Complete detailed design in accordance with the project brief and the detailed planning and preliminary design report
- Prepare construction documentation in accordance with the approved detailed design
- Construct the works in accordance with approved construction documents

2.3.3 Associated Risks

The associated risks if the procurement route was changed are as follows:

- Current contractor chooses to take no further part in project
- Possible difficulty in attracting new contractor
- Possible design team concerns if being novated to new contractor
- Significant delay to the programme, conforming with OJEU procurement regulations etc
- Additional pre-contract expenditure associated with procurement

2.3.4 Likely Financial Implications

These include –

- Additional design team fees
- Inflationary costs
- Possible difficulty in attracting new contractor
- Additional pre contract expenditure associated with procurement
- Allocation of risk may result in higher costs
- Cost of purchasing design copyright

2.4 If ECI/Target Price Remains Best Option

2.4.1 What Changes need to be examined?

These include –

- More direct involvement by SIC Management Team
 - Comprehensive brief requires to be issued
 - Scope brief requires to be addressed
- Client's maximum budget available requires to be established and worked to
- Sub contractors given the opportunity to provide lump sum quotes for their work packages
- Regular project team meetings to be held
- The need for a fixed programme for the ECI period

2.4.2 Personnel

In our view, the current personnel involved in the project are working well together.

There is perhaps a perceived feeling of lack of communication between the client and the contractor, with the client's consultants sometimes acting as a go-between. However, in our view this situation is of no great concern, and has possibly arose in situations where the contractor has been required to deliver what he considers bad news to the client.

The recent introduction of the client's Investment Decision Maker has served to focus the client's decision making process and given clarity to the realistic aspirations and the budget available for the works, which was perhaps lacking previously.

We believe that this honest and upfront approach has been appreciated by the Contractor and we believe that the project will benefit from it.

2.4.3 Project Structure

The recent changes that have been established between SIC, David Adamson and Partners and O'Hare and McGovern are such that they are suitable for delivering the project.

2.4.4 Roles/ Responsibilities

As noted above, the roles and responsibilities as detailed in the recently produced Operational Procedures Manual are suitable for delivering the project.

2.4.5 Reporting Timetable

The lack of regular and structured reporting has been an issue during the ECI period to date.

This has perhaps not been helped by the geographical situation with the contracting/design team being based in Northern Ireland and the client being in the Shetland Islands. Project Team meetings have taken place on an ad-hoc basis in Belfast, Edinburgh and Lerwick over the ECI period to date, but we believe that it is vital that at the very least monthly reports are required to be prepared for the Project Manager by SIC's consultants and the Contractor, giving up to date programme and cost information..

2.4.6 Programme of Meetings

The structure of ECI meetings should be 2 tiers as follows:

1. Core Group meetings - should take place as required, attended by the Investment Decision Maker, the Project Manager and senior representation from O'Hare McGovern and David Adamson and Partners. The purpose of these meetings should be to:
 - Receive updated reports from the Project Manager
 - Provide project guidance
2. Project team meetings - should be held at regular intervals for the remainder of the ECI. These meetings should be attended by representatives of SIC and their consultants, the contractor and their design team, at locations to be agreed.

The purpose of these meetings should be to:

- Discuss progress to date
- Identify and resolve any major programme, quality or cost variances

- Review strategic issues to ensure that original objectives are being met
- Review project logs/risks
- Discuss how registered risks can be avoided or reduced
- Seek solutions that will bring advantage to those that will be affected
- Decide on actions which will be taken and who will take them on
- Decide which risks have been avoided or passed and can be removed from the Risk Register
- Record design sign off procedures

In addition to the project team meetings, it is vital that the Project Manager has representation at the more frequent Contractor's Design Team meetings.

SECTION 3 – RECOMMENDATIONS/CONCLUSION

3.1 Recommendations/ Conclusion

We would recommend the following:

- Integrated and incentivised supply chain (*see glossary*)
- Continue with NEC Option C for main contractor and possibly Mechanical and Electrical subcontractor
- Consider appointing all other subcontractors on lump sum contracts, i.e. NEC3 Option A or B
- Client to provide detailed brief
- Active client involvement by way of regular meetings with main contractor
- Continued Investment Decision Maker involvement in meetings
- Continued development of Operational Procedures Manual and Project Execution Plan
- Detailed cost reporting throughout the ECI period
- Manage the brief – use a change mechanism to control scope creep
- Contractor to confirm client understanding at each stage of the project to ensure they are still delivering what is required
- Have one point of responsibility (Project Manager)
- Contractor's and Client's cost consultants to work closer to develop budget costings
- It is essential for the client/contractor to agree an ECI programme

SECTION 4 – GLOSSARY

4.1 Glossary of Terms

4.1.1 NEC

The New Engineering Contract (NEC) is a modern suite of contracts that facilitates sound project management principles and practices as well as defining legal relationships.

Each of the NEC contracts has the following characteristics:

- Its use stimulates good management of the relationship between the two parties to the contract and, hence, of the work included in the contract
- It can be used in a wide variety of commercial situations, for a wide variety of types of work and in any location
- It is a clear and simple document – using language and a structure which are straightforward and easily understood

The current edition, NEC3, is available in the following options:

- Option A – Priced contract with activity schedule
- Option B – Priced contract with bill of quantities
- Option C – Target contract with activity schedule
- Option D – Target contract with bill of quantities
- Option E – Cost reimbursable contract
- Option F - Management contract
- Option G - Term contract

4.1.2 Early Contractor Involvement (ECI)

Early Contractor Involvement (ECI) is an increasingly popular method of engaging a Contractor and maybe some of his supply chain, at an earlier stage in a project than is traditionally the case. Historically, the Designer designs and the builder builds, and the two rarely came together to challenge one another's ideas to ensure the best solution for the project was arrived at. Design and Build goes some way towards improving the integration of design and construction, but the success of the end product often rested on how good the brief was in the first place. ECI started life as an unpaid way of bringing Contractors' expertise to the project, and in turn, Contractors hoped that this would help them secure the construction work. This was an unsatisfactory approach and de-valued the contribution that a Contractor provides. Clients are now prepared to pay for early advice, as they would for a Consultant, in order to create the right circumstances

to bring high quality input at the earliest stage of the project to bring maximum value.

4.1.3 Target Contract

Target contracts are sometimes used where the extent of the work to be done is not fully defined or where anticipated risks are greater. The financial risk is shared between the Client and the Contractor in the following way:

- The Contractor tenders a target price in the form of the prices using either an activity schedule or bill of quantities. The target price includes the Contractor's estimate of Actual Cost plus other costs, overheads and profit to be covered by his Fee.
- The Contractor tenders his fee in terms of fee percentage to be applied to the actual cost
- During the course of the contract, the Contractor is paid actual cost plus the fee. This is defined as the Price for Work Done to Date (PWDD). The prices are adjusted for the effects of compensation events (changes made to the work by the Client for example)
- At the end of the contract, the Contractor is paid, or pays, his share of the difference between the final total of the prices and the final PWDD according to a formula. If the final PWDD is greater than the final total of the prices, the Contractor pays his share of the difference. If the final PWDD is less than the final total of the prices, the difference is shared between the Employer and the Contractor

NEC3 Options C and D are both target contracts. The main difference between a target contract and a conventional contract is the mechanism for sharing risk and opportunity. While the client retains the cost and time risk linked to contractual changes, the financial effects of cost overruns can be shared between the client, contractor and supply chains. This is known as the pain/gain mechanism. Typically the gain share involves splitting the amount of money saved, that is, the difference between the target cost and the actual expenditure, between the client, contractor and possibly some subcontractors.

4.1.4 Novation

Novation is the practice of transferring the contract of a supplier employed by the Client to a Contractor, in practice, this usually applies to a Designer in a Design and Build arrangement. The aim of this process is to shift design responsibility from Client to Contractor but problems often occur with arguments over the likes of design errors unknown to one or all parties at the time of transfer.

NEC does not expressly provide for novation as this process does not follow the principles of good management practice and considers the end product of novation being no different to the Designer entering into a contract with the new client from the outset.

4.1.5 – Activity Schedule

An activity schedule is a list of activities prepared by the Contractor that he expects to carry out in providing the works. When it is priced by the Contractor, the lump sum for each activity is the price paid by the Employer for that activity. The total of these prices is the Contractor's price for providing the whole of the works including all matters that are at the Contractor's risk. The Contractor carries all risks other than the Employer's risks stated in the contract and the financial and time effects of compensation events (changes made to the work by the Employer for example). Although the Contractor prepares the activity schedule, the Employer can instruct items that must be included or identified in the schedule.

4.1.6 – Traditional Procurement

Under traditional procurement the design process remains separate from the construction process. The contractor usually has no design responsibilities and its obligations are limited to the execution of the works and the provision of materials to a design provided by an employer unless it is contracted to design a specific part of the works, known as a Contractor's Designed Portion. The contract is usually administered by the client's professional team.

4.1.7 – Lump Sum Contracts

A lump sum contract is a contract in which a contractor agrees with the employer to carry out the building works for a pre-agreed price. The price is only subject to adjustment in certain limited circumstances such as variations and fluctuations in costs. The characteristics of a lump sum contract can apply to both design and build and traditional contracts. A contract using bills of quantities will be a lump sum contract if the bills are fully measured at the time the contract is entered into.

4.1.8 – Design and Build

In recent times, a common type of procurement route in major projects is design and build in which the contractor undertakes both the design and the construction of the works in return for a lump sum price. The contractor usually appoints his own design although often their appointments will initially have been made with the client and then novated to the contractor.

4.1.9 – Two Stage Bidding Process

The key characteristic of two stage tendering is to involve the contractor at an early stage before completion of the design and before fully priced tenders have been obtained. The intention is to allow the contractor to collaborate with the client and their consultants in the design and procurement process. This procurement method is normally only used with design and build contracts. The first stage tender is based on an outline design by the client's design team and the competitive element relates to the amount of preliminaries, the overhead and profit percentage and the pre-contract fee. Normally, the preferred bidder will enter into a pre-contract agreement to include the development of design and procurement of sub-contract packages. Ideally the tenderers should be committed to the amount of the tendered preliminaries etc. And the work packages are then procured competitively and transparently so that there is no scope for negotiation. The risk for the client is that the outstanding matters cannot be agreed during the second stage with the result that the process must be commenced from scratch.

4.1.10 – Incentivised Supply Chain

The contractors supply chain consists of its primary and secondary suppliers and contractors. The flexibility afforded by using an ECI period enables the contractor to tap into its supply chain's specialist knowledge at an earlier opportunity when it can add most value, and the target cost process can enable it to offer incentives for innovative ideas to give best value solutions.



REPORT

To: Services Committee

28 August 2008

**From: Hazel Sutherland, Executive Director of Education and Social Care
Chief Inspector Malcolm Bell, Chair of Shetland Child Protection
Committee**

SHETLAND CHILD PROTECTION COMMITTEE ANNUAL REPORT AND BUSINESS PLAN

1. Introduction

- 1.1 This report presents to Members details of Shetland Child Protection Committee's work for the period April 2007 to March 2008, as set out in its Annual Report for 2007-08.
- 1.2 The Report including the Business Plan for 2008-9 was agreed by CPC on 30 April 2008 and by Chief Officers at the Community Planning Board on 23 June 2008, and has been lodged with the Scottish Government.
- 1.3 A copy of the Report is available on the SIC website at <http://www.shetland.gov.uk/socialwork-health/publications.asp> and a hard copy is available in the Members' room or from Children's Services (Social Work). I have drawn out the key issues and actions from the overall Report and included them in summary form in this Report.

2. Links to Corporate Priorities

- 2.1 Shetland Islands Council has endorsed, through the Single Outcome Agreement process, the national priority outcome to, "improve the life chances for children, young people and families at risk". Further, the Council's Corporate Plan gives a commitment that, "children and young people should be encouraged and supported to enjoy being young. Child protection will remain one of the Council's main priorities".

3. Background

- 3.1 Shetland Child Protection Committee (CPC) is an inter-agency body, constituted under Scottish Executive guidance – Protecting Children: Child Protection Committees: 2005, and working to a constitution agreed by Chief Officers in December 2005, and amended by them in June 2007 to reflect

organisational changes within the Council. The work of the Child Protection Committee can best be explained in three parts:

- to reduce child abuse and neglect by ensuring early identification of need and the provision of support services;
- to ensure that children and young people experiencing or at risk of abuse and neglect are protected and kept safe by the provision of high quality child protection services; and
- to ensure children and young people who have experienced abuse and neglect are supported by provision of nurturing environments and a range of appropriate therapeutic services.

This 'safeguarding' work links closely with the Integrated Children and Young People's Services Plan for Shetland, of which the CPC Business Plan forms part. So, for example, early identification of need within the first objective will be enhanced through roll-out of the Integrated Assessment Framework, and support for children who have experienced abuse will be overseen primarily by the Children and Young People's Strategic Planning Group, with CPC concentrating particularly on co-ordinating and overseeing inter-agency work for children and young people experiencing or at risk of abuse or neglect.

- 3.2 In seeking to promote the protection of children from all forms of abuse and neglect, Local Authorities are required to work closely with other agencies. CPC provides the mechanism for this to happen, the Annual Report showing how it approaches this task. It is presented in the format suggested by the guidance, and the work done during 2007-8 to fulfil each of its specified functions is summarised in its Conclusion and set out below. Last year's report in a similar format was commended in feedback received from the Scottish Government as 'well-structured and full'.

"In conclusion, CPC has fulfilled its key functions during 2007-8 by:

- Publicising information about child protection and the work of CPC
- Disseminating revised Procedures and Protocols
- Reviewing relevant local management information and comparing it with the national picture
- Quality assuring inter-agency working by monitoring the operation of child protection case conferences and core groups, undertaking self-evaluation work and a multi-agency case file review
- Promoting good practice by embedding improvements based on previous quality assurance work, disseminating information from local and national audits, inspections, guidance and research and providing support
- Delivering an extensive training programme and monitoring its uptake
- Assisting with the improvement of communications within and between agencies through its on-going work programme, and with the wider community through setting up the Child Protection in the Community Sub-Committee
- Contributing to planning and making connections with other multi-agency groups through the work of its link members and officers,

including contributing to the revision of the Shetland Children and Young People's Services Plan.

- Listening to children and young people, by ensuring the issues they had raised informed service development, for example through the Sexual Health Strategy, and by supporting them to develop the materials they said they needed.

Last year we noted the considerable resource implications and challenges involved in being able to respond appropriately to referrals of children in need of additional support, to ensure that all children and young people get the help they need when they need it. Here in Shetland a great deal of work has been done during the past year to develop the Integrated Assessment Framework, which will be piloted in 2008."

- 3.3 The Child Protection Statistics, in terms of referrals, case conferences and categories of abuse are set out at Appendix 1 to this Report, to help to put in context the work of the CPC. Child abuse exists in Shetland with about the same frequency as elsewhere in Scotland. Staff only pursue a formal child protection response when it is really necessary and many referrals can be dealt with by providing support to families.
- 3.4 Quality assurance was a major activity for CPC during the year, as was the extension of the range of training courses available, which are delivered on a regular basis.
- 3.5 A detailed multi-agency case review was undertaken, with good practice and areas for development disseminated within agencies and at an inter-agency 'Learning from Experience' development day for child protection professionals from a range of backgrounds.
- 3.6 There was a focus on supporting the community to better protect children. Two series of road shows were held during the year throughout the isles, led by Education and Social Care with support from Shetland Council of Social Service. These explained the new child protection grant condition agreed by SIC, and the reasons for it, and informed community groups about the support available to assist them in putting in place the required policies, procedures and Disclosure checks.
- 3.7 The Business Plan for 2008-9 presented within Appendix 13 to the Annual Report has been signed off by Chief Officers and forms an integral part of Shetland's Children and Young People's Services Plan 2008-11.
- 3.8 During the coming year agencies represented at CPC will be preparing for a multi-agency inspection of child protection services in Shetland by HMIE, the fieldwork for which is scheduled to take place in February/March 2009. Shetland is one of the last Scottish Local Authority areas to be inspected during the current three-year round of inspections, instituted as a result of the previous Scottish Executive's Child Protection Reform Programme.
- 3.9 It is likely that the inspectors will want to meet with Members as part of their inspection into agencies' vision, values and aims, and leadership and direction, with regard to safeguarding activity.

- 3.10 Otherwise, the Business Plan for the CPC for 2008/09 continues to seek to improve working practices between agencies in the fields of:
- Helping children understand they have a right to be safe, and how agencies can help them
 - Improved communications between all partners
 - Ongoing training and awareness raising
 - Improvements to systems and guidance for practitioners (for example, dealing with sexually harmful behaviour or domestic abuse)
 - Improved management information
- 3.11 A copy of the agreed Shetland inter-agency Child Protection Procedures to which all agencies work is on the internet via the link at <http://www.shetland.gov.uk/socialwork-health/services/child-protection.asp> and is widely disseminated.

4. Proposals

- 4.1 Services Committee is asked to note the report and to support the efforts of dedicated professional staff in this challenging but vital area of work.

5. Financial Implications

- 5.1 There are no direct financial implications arising from this report.

6. Policy and Delegated Authority

- 6.1 In accordance with Section 13 of the Council's Scheme of Delegation, the Services Committee has delegated authority to implement decisions relating to matters within its remit for which the overall objectives have been approved by the Council. As this report is for noting only, there are no policy and delegated authority issues to be addressed.

7. Recommendations

I recommend that the Services Committee note the CPC's Annual Report for 2007-08.

Date: 28 August 2008

Report No: ESCD-47-F

Appendix 1: Extract from CPC Annual Report on Child Protection Statistics

Part 1: Referrals, case conferences and categories of abuse registered

1 APRIL 2007 - 31 MARCH 2008		2006 - 2007		2005 - 2006	
Number of referrals	Number of children referred				
79	87	63	74	46	58
Source of referrals	Agency				
9	Police	18		14	
2	Health Visitor	0		1	
3	GP	4		3	
29	Other Health	7		6	
11	School	13		8	
0	Playgroup/childminder	0		0	
3	Other Education	2		2	
2	Social Work	3		3	
10	Members of Public/Family	13		4	
10	Other	3		5	
Number of joint police/social work investigations	Number of children involved				
41	47	57	66	28	38
Number of <u>initial</u> child protection case conferences	Number of children involved				
12	15	13	18	13	26
Number of children on the Child Protection Register during 2007/ 2008	Number of children on the Child Protection Register at 31 March 2008				
24	14	25	10	28	13
Number of <u>review</u> child protection case conferences	Number of children involved				
18	27	18	30	15	17
Number of children or CP Register at 31 March 2008 by category Primary (Sec'ary)	Category of registration Primary Category (Secondary Category shown in brackets)				
4 1	Physical injury	0		0	
1 4	Physical neglect	3	(3)	2	
8 4	Emotional abuse	4	(6)	7	
0 0	Sexual abuse	3		4	
1 0	Non-organic failure to thrive	0		0	

The figures for 2006-07 and 2005-06 are also shown. However, when making comparisons, it should be borne in mind that Shetland's low overall population mean that increases or decreases do not necessarily indicate a trend.

Part 2: Further information

Time on CP Register: Children and Young People on Register between 01.04.07 to 31.03.08

Of those 10 children and young people whose names were taken off the register during the year, the average time the child's name was on the register was 1-6 months. The spread was 5 months to 11 months.

Re-referrals and re-registrations:

Of the 87 children referred for child protection throughout the year, 6 children had previously been on the CP register.

Of these, 4 had been registered between 5 and 10 years previously, and 2 had been registered between 0 and 5 years previously.

Of the 24 children whose name was placed on the register during the year, 3 had previously been on the CP Register

All 3 had previously been on the register between 0 and 5 years previously.



REPORT

To: Services Committee

28th August 2008

From: Head of Housing and Capital Programme Services

Report No: HS-18-F

Sheltered Housing Review – Update

1. Introduction

- 1.1 The Sheltered Housing Review started in December 2007 and the multi-agency group has met regularly since this time. The membership of the group is set out in Appendix A. This report is a summary of the first six months of this Review, and will outline the work done to date and the main issues raised.
- 1.2 This summary report will provide information for the next stage of the Review, which will be to look at the future of the Sheltered Housing Service, and what required changes or opportunities should be developed.

2. Background

- 2.1 The Sheltered Housing Service was last reviewed in 1997. Changes in levels of demand and client groups since that time have led to the need to review the service.
- 2.2 It was agreed that the remit of the Review group would be to look at the Sheltered Housing Service as a whole. The methodology of the review has ensured that each topic has been discussed and explained to ensure that all members of the group had a full understanding of the existing service before drawing the information together to look at shaping a future service.

3. Timeline

- 3.1 A timeline was agreed by the group in February 2008, which established a structure for the discussion topics, and the timescale for the Review process. The Review is due to be concluded by December 2008 and a final report with conclusions and recommendations to be presented to the Services Committee.

4. Link to Corporate Priorities

The Council's Corporate Plan 2008-2011 states in the Sustainable Society section:

That we will work in partnership with Social Care, the NHS and the Voluntary Sector to review Sheltered Housing provision to ensure that it is fit for the 21st century.

The review is also included in the Housing Service plan and forms part of the Housing Service's annual delivery plan for 2008/09.

4. Summary of Sheltered Housing

- 4.1 The first task of the Review was to establish what Sheltered Housing actually is, and what is already in place.
- 4.2 There are 34 designated Sheltered Housing schemes throughout the isles, each with a dedicated Housing Support Worker (HSW) on, or near site. HSW's provide a range of housing support services as agreed between themselves and individual tenants in Personal Housing Support Plans. The service is managed through the Senior Housing Officer - Supported Accommodation, based in the Housing Service.
- 4.3 Sheltered Housing is currently provided to any adult with an assessed housing support need. This covers predominantly, but not exclusively, elderly tenants. Discussion has indicated a belief from some that Sheltered Housing is only for older people. The Review outcomes will seek to address the common misconception that only older people are eligible.
- 4.4 Sheltered Housing is allocated through the Sheltered Housing allocations policy, taking into account the applicant's level of need. Priority One applicants have an urgent housing need and a high need for a HSW. Priority Two applicants have high housing support needs, and some degree of housing need. Priority Three applicants are relatively independent, although would require a HSW on a limited basis and have some level of housing need.
- 4.5 There is no charge for housing support provided to sheltered tenants. Electricity and heating costs for Sheltered properties are subsidised by the Charitable Trust. There is a weekly charge made for heat and light costs, the Housing service then pays all the tenant's electricity/heating bills and at the end of the year a subsidy of up to £20,000 is claimed from the Charitable Trust. This potentially alleviates fuel poverty for those in sheltered housing.

5. Housing Support Workers

- 5.1 Discussion in the Review group has identified a number of misconceptions regarding Sheltered Housing and areas of uncertainty. The group have looked at the results of surveys and discussions about the service carried out with both the HSW's across Shetland and the tenants they support. The group also undertook a SWOT analysis of the Housing Support Worker service and the main findings are highlighted below.

- 5.2 One of the main areas of ambiguity has been the role and remit of the HSW. For example HSW's are paid for a number of 'flexi-hours' in addition to their normal working week. For this they are expected to respond to any emergency call from the Homelink alarm for which they will be first name contact for all tenants on their scheme. It has been stressed a number of times however, that HSW's are not 'on call' and will only respond if they are available. This is not a guaranteed 24-hour response service.
- 5.3 It has been suggested that a 24 hour guaranteed response service would be desirable, however there would be staffing implications for this and further discussion would be required regarding the nature of the role, and its parameters and the links with other services. Social Care staff did express an interest in better utilising flexi-hours in future in cases where additional support could reduce pressure on oversubscribed Home Help provision.
- 5.4 Discussion and feedback from HSW's revealed feelings of frustration at the lack of communication and involvement with other agencies providing care and support to tenants. There were recurring examples of HSW's being expected to respond to all trivial, or emergency situations, but not being informed of any hospital admissions or discharges. A lack of consultation where HSW's have regular daily contact with tenants can result in important information not being appropriately communicated.
- 5.5 It has been established that HSW's are not being excluded for any legal or confidentiality reasons. The reason is rather that Social Work or health professionals are unclear what the HSW role is, and when it is appropriate to contact or involve them.
- 5.6 One of the positive points of Sheltered Housing and the housing support service has been identified as staff having a close neighbourly relationship with tenants. This leads to a relationship of trust, and tenants will often call on the HSW where Home Help or Care staff are not available, or in place. Due to the more personal nature of the relationship, HSW's can find it difficult to refuse to help.
- 5.7 Social Care carried out a crosscheck to compare the responsive and unplanned element of the HSW job with the Duty Social Care response service. This indicated that while it will not be practical to include every possible situation in a job description, the important element will be to set parameters on the limits of the role.
- 5.8 Discussion with HSW's during the Review process has indicated a concern that if the job changes significantly there will be additional training issues and increased expectations. Any significant changes to the role will need to be appropriately managed and discussed with staff.
- 5.9 Care Commission registration requirements will place qualification requirements on Housing Support staff over the coming three years.
- 5.10 In Lerwick housing support can be provided on an outreach basis to tenants who are not in designated sheltered housing, but whose housing is suitable

for their needs. This is done by two mobile housing support workers and is a service designed to meet the particular situation in Lerwick where demand for sheltered housing outstrips supply.

- 5.11 Housing support provided to Sheltered tenants is a fundamental part of the existing service. Discussion has indicated that this service provision must be reviewed in relation to the wider picture of care and support provision across Shetland for future years. It is recognised that demands on Community Care provision are increasing and there is a clear need for future services to respond in an efficient and integrated manner.

6. Sheltered Property and Tenant Profiles

- 6.1 Sheltered Housing schemes were built throughout Shetland in the 1970's following consultation with the local communities. It has been established during the Review that the service has not necessarily kept up with changes in demand and care provision.
- 6.2 There are 267 Sheltered Houses across Shetland, with a mixture of one and two bedrooms, and five sites with bed-sit accommodation. There are recognised access problems with some properties. Adaptations have been done where possible over the years to address individual needs. When the properties were built, it was to the minimum size requirements, so some properties may be restricted, for example when installing equipment for wheelchair access.
- 6.3 There are a number of reasons a person may wish to move into Sheltered accommodation, including the need for the physical characteristics of such a property, the need to be near to family and friends, or access to social and public services.
- 6.4 Figures provided show that the majority of Sheltered applicants recently have been non-SIC tenants, 89% of which are applicants from within Shetland. A relatively high number (45%) of allocations have been outside the area where applicants were already living. This could be due to a lack of property available in the applicant's area, or a need to be closer to other support or services. The main pressure areas for Sheltered Housing are the same as General Need's waiting lists i.e. Lerwick and Scalloway.
- 6.5 The main change in demand is due to the advent of Community Care and the move to providing care in people's own homes. This has led to many private properties being adapted and improved through various grant schemes and has reduced the direct housing need for moving to Sheltered accommodation. Future funding allocation will determine the number of adaptations done to private properties future. Any reduction may lead to an increase in demand for Sheltered properties, which have already been adapted, or are suitable for applicants with limited mobility etc.
- 6.6 Recurring comments from Social Care staff during the Review have indicated an opinion that if a person has no need for the physical characteristics of a Sheltered property, then there is no additional benefit to be gained from the service. Home Care and Care at Home services can be delivered to any property in Shetland, and this may often be enough to

maintain a person at home. It is acknowledged however that these services are under pressure from high demand, and that the daily visits from HSW's can often be the only source of support or social interaction some Sheltered tenants have.

- 6.7 Older People's Dwellings (OPD) properties are located in five areas around Shetland and are bed-sit accommodation with shared access and communal lounge areas. There tends to be lower demand in some areas for bed-sit accommodation and these are often let as 'Non-Trad' tenancies to prevent void costs to the Council. Not all OPD units have low demand however – two areas have fully tenanted blocks.
- 6.8 Non-Trad properties are Sheltered properties, which are, let as general needs tenancies where there is a demand for housing, but not as a Sheltered property. Tenants in Non-Trad lets are subject to background checks to ensure that prospective tenants are sensitive to the needs of their neighbours, some of whom may be potentially vulnerable people. The HSW service is not available to Non-Trad tenants.
- 6.9 The low demand for some OPD properties has been identified as a potential opportunity to develop a pilot scheme for future service provision, if the Review identifies this as a recommended way forward.
- 6.10 Very Sheltered Housing is only available in Lerwick (King Erik House) and has a much stricter allocations process. This may contribute to the higher number of applicants having to move outside their community area to access the service. During the Review, Sheltered Housing has been compared to service provision at King Erik House, where tenants receive on site support supplemented with visiting care services. This was cited as a good example as there is good use of the communal facilities and all services are in place. The main difference is that King Erik House does provide a 24 hour guaranteed response in an emergency situation from dedicated, on-site staff.

7. Future Care and Support Services

- 7.1 The review has confirmed that there are a number of different people and agencies providing support and care to a range of people in Sheltered and private housing. These services could be co-ordinated in a way that would result in more efficient service delivery. This Review will consider the options for this.
- 7.2 Pressure on residential care is expected to increase in the following few years, and an overarching blueprint is to be developed to improve service provision and consider options for residential care, Sheltered Housing, Very Sheltered Housing, Extra-care Housing and Care at Home services. It is also projected that there will be increased pressure on care services in general as the elderly population grows and life expectancy increases. Demand for services for particular client groups such as dementia sufferers is expected to increase dramatically.

- 7.3 It has been acknowledged many times that it is preferable to keep people within their local communities and that the geographical spread of Sheltered properties can contribute to this aim.
- 7.4 The encouragement of social interaction is an important part of the Sheltered Housing Service. Communal areas in schemes are often used for group activities including tenants and other members of the community. There is potential for communal areas to be better utilised in future and examples such as lunch clubs or activities have been discussed.
- 7.5 HSW feedback has generally been in favour of extending the service to additional client groups. There are natural concerns that changing expectations and services will impact on jobs, and that in mixing different client groups we will need to take into account any potential disruption to existing tenants. The link to the existing Housing Outreach team will be explored further in relation to additional client group proposals.
- 7.6 The removal of the ring-fence from the Supporting People funding has caused concern nationally that housing support services may not be prioritised in future in favour of care services. This is not directly impacting locally as Supporting People funding has not been applied to the Sheltered Housing Service.
- 7.7 It has been acknowledged and stressed that any changes will need to be carefully managed and implemented and that this will involve a great deal of work and time from all agencies.

8. Financial Implications

- 8.1 There are no financial implications to this report.

9. Conclusion

- 9.1 The group has agreed that although the final Review outcomes cannot be pre-empted, it is clear that there is a need to look at the future of Sheltered Housing in a wider context – as part of a bigger picture across Shetland. Any gaps in client groups or service provision need to be identified and addressed through this, and other concurrent reviews and planning processes. It is fully recognised that much of that work is outwith the scope of the Sheltered Housing Review, but that the service has much to contribute to partner agencies own reviews on the subject.
- 9.2 There has been extremely positive representation and input from all partner agencies since this review began in December 2007. This in turn has contributed to some very meaningful discussions taking place. There are many potential options for the future of the Sheltered Housing Service. Based on the discussion over the last six months, the Review Group now need to identify what the most appropriate format is for the future of the service.
- 9.3 In summary the main issues arising from the first stage of the review are:

- Housing support should be available to anyone who needs the service and should not be restricted to sheltered housing tenants. There is the potential to expand the mobile HSW service/role wider.
- The value of the 'lower level' support should not be underestimated and we need to find ways to integrate that and ensure that it is not lost.
- Is there actually a need for designated sheltered housing? The group will need to explore alternative models of provision, linking closely to the work described in 7.2 above.
- The need to protect existing sheltered tenants through any change process that comes out of the review and the implementation of any recommendations from the final report is vital. It is recognised that existing tenants value and appreciate the service they receive and would wish that to continue.
- 24-hour response 7 days a week – can we achieve this? This links closely to the telecare developments and other resourcing issues for all services involved.
- Locality based management of services – if this is the way forward then housing support will need to be joined up with social care provision to provide an efficient, locally based service. This will require roles to be clarified and defined, assessment processes and information sharing to be streamlined.
- Care commission registration and qualification requirements.
- How should the housing support service be managed and by whom?

10. Policy and Delegated Authority

- 10.1 The Services Committee has delegated authority to make decisions on matters within its remit for which the overall objectives have been approved by the Council, in addition to appropriate budget provision, in accordance with Section 13 of the Council's Scheme of Delegation.

11. Recommendations

- 11.1 I recommend that Services Committee note the contents of this report and note that a final report and recommendations from the review will be presented to the Services Committee in December 2008.

Date: 28 August 2008
Our ref: AMJ/SP

Report No: HS-18-D1

Membership of the Sheltered Housing Review Group

Anita Jamieson – Service Manager – Housing Business Support (Chair)

George Martin – Senior Housing Officer – Supported Accommodation (Lead officer)

Emma Miller – Supporting People Officer, Housing Service

Karen Scollay – Housing Assistant – Supported Accommodation (minutes)

Grace Laurenson – Housing Support Worker, Burra

James Nicolson – Housing Support Worker, Scalloway

Kathleen Johnson – Housing Support Worker, Unst

Ann Williamson – Service Manager – Community Care Fieldwork, Social Work

Faith Tulloch – Senior Social Worker – Community Care, Social Work

Wolfgang Weis – Service Manager - Older People's Services, Social Work

Emily Weston – Service Manager - Adult Services, Social Work

Jo Robinson – Senior Occupational Therapist, Social Work

Nina Fraser – Director of Nursing, NHS Shetland

Ian Sandilands – Senior Community Nurse, NHS Shetland

Mary Gifford – Crossroads Care Shetland

Malcolm Johnson – Disability Shetland

Joann Johnson – Tenant Participation Worker, Shetland Tenants Forum

Cllr Betty Fullerton – Vice-Chair Services Committee

Cllr Cecil Smith – SIC Spokesperson Community Care

Cllr Allison Duncan – SIC Spokesperson Housing



Shetland Islands Council

REPORT

To: Services Committee

28 August 2008

From: Executive Director – Education and Social Care

Capital Projects Update

1 Introduction

- 1.1 This report sets out the current status and activity of some of the Capital Projects which fall within the remit of the Education and Social Care Department. Key issues and events are summarised to enable Members to ask for additional information and clarification on any projects. Members may also wish to take the opportunity to consider what information they may need on each project, for future meetings, in order to assist with the proposed changes to the capital programme prioritisation system.

2 Link to Council Priorities

- 2.1 The Corporate Plan gives a commitment to ensure that the Capital Programme continues to be managed in line with available funds.

3 Projects Update

- 3.1 Appendix 1 contains a list of all the projects within the remit of the Education and Social Care Department,
- 3.2 I have listed the projects under the “stage” at which the activity has reached, namely: -
- Identifying service needs
 - Feasibility
 - Design
 - Tender and
 - Work in Progress

- 3.3 Appendix 1 also includes a short description of the purpose of the capital investment, in terms of the service need it is seeking to address.
- 3.4 Members will be aware that these projects form only part of the Council's overall Capital Programme.

4 Financial Implications

- 4.1 There are no direct financial implications arising from this report. The financial performance of the Capital Programme is reported separately, to the Council.

5. Policy and Delegated Authority

- 5.1 In accordance with Section 13 of the Council's Scheme of Delegations, the Services Committee has delegated authority to make decisions on matters within approved policy and for which there is a budget.
- 5.2 The Council current retains full authority for decisions on the Capital Programme so there is no delegated authority for Services Committee to amend the priority and funding for Capital Projects.
- 5.3 This Report is presented for information only, so no matters of policy require to be considered.

6 Conclusions

- 6.1 This report is for information only to enable Members of the Services Committee to discuss and debate some of the Capital Projects within their remit, in preparation for the proposed changes to the capital programme prioritisation system.

7 Recommendations

- 7.1 I recommend that Services Committee note the content of the Report and request any further information or analysis as required on the current and planned programme of work.

Our Ref: HAS/sa

Report No: ESCD-50-F

Capital Projects for Education and Social Care Department

Project	Purpose / Description of Need / Position Statement
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Stage: Identifying Service Needs

Older People's Day Care	Additional services to reflect growing demand; current provision at capacity with waiting lists (care homes, Freefield, Montfield Day Hospital)
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Accommodation for Young Physically Disabled	Alternative premises
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Stage: Feasibility (Options for how best to meet service needs (how much, how and where))

Adult Learning	Drop in / office / training rooms for adult learning, linked to the Library project. Brief developed and included in the current proposals for the North Ness site.
Supported Accommodation - Learning Disabilities (Quoys Phase II)	Additional accommodation to meet increasing service needs
Additional Permanent Care Beds (Lerwick)	Additional services and places to reflect growing demand; current provision at capacity with waiting lists.
Additional Permanent Care Beds (Rest of Shetland)	In January 2008, Services Committee approved a Report on Social Care Services for Older People – Future Demands. It was agreed that, "...the Committee agree to request the Council to agree in principle to progressing, with all possible haste, plans to increase the capacity of care places to meet current unmet need across Shetland to keep pace with projected demand based on population projections and to include additions to current resources and new build..."
Viewforth Replacement (Long Term Care and Dementia Services Redesign)	In January 2008, Services Committee approved a Report on Dementia Redesign Project Phase 2 and Replacement for Viewforth.
Isleshavn Replacement (Long Term Care and Dementia Services Redesign)	In January 2008, Services Committee approved proposals to replace Isleshavn Care Centre and develop a blue print for long term care across Shetland. Feasibility Study for Viewforth and Isleshavn is 80% complete and potential development sites in Lerwick is being investigated as part of the Space / Property Audit.
Pre-School Provision (Tingwall Area)	Alternative premises Feasibility Study complete and options for way forward reported to Services Committee 28 August 2008.
Shetland College	Additional space for teaching, workbases, support services, student facilities and storage.

Appendix 1

	Feasibility Study complete and options for way forward presented to Board of Management. Option 1 agreed as preferred way forward. Initial application submitted to UHI for ERDF funding – outcome awaited.
Family Centre	Current accommodation not fit for purpose. Scheme layout complete.
Laburnum Replacement	Alternative premises as current accommodation not fit for purpose. Consideration to be given to current premises as a unit for autism. Feasibility Study 80% complete – sites still to be identified.
Erik Gray Centre Replacement / Learning Disabilities Feasibility Study	Alternative premises as current accommodation not fit for purpose Feasibility Study 80% complete, sites still to be identified.
Joint Occupational Therapy Resource Centre	Alternative premises as current accommodation not fit for purpose Awaiting funding to progress to design stage.
Looked After Children Accommodation (Leog Replacement)	Alternative premises as current accommodation not fit for purpose
Sandwick JHS Additional Classroom	Additional primary space. Feasibility Study complete.
Lerwick Primary Schools (Bells Brae)	Lerwick Primary School Provision Feasibility Study 50% complete.

Stage: Design (Council agreed best option and design being worked up)

Library	Additional space for Library Services
Anderson High School	Replacement school - new build See separate Progress Report on today's agenda.
Cinema and Music Venue (Mareel)	Grant assistance approved June 2008.
Scalloway JHS Additional Classroom	Additional space for science teaching – designed and on Capital Programme prioritised list.

Stage: Tender (Seeking contractors to carry out the work)

Mid Yell Junior High School	Replacement school – new build Enabling project (site works) on site. Main contract at detailed design stage for tendering September / October 2008.
Additional Permanent Care Beds (Montfield)	Additional care beds in Lerwick, as an interim measure. This project is progressing in time to address the Delayed Discharge timescales set by the Scottish Government. It is currently an NHS Shetland project but proposals to change the contractual and funding arrangements will be presented in a separate Report to Council on 10 September 2008.

Stage: Work in Progress (contractor appointed and on site)

Sandwick JHS ASN	New Additional Support Needs Accommodation. On programme for December 2008 completion.
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MINUTE

**Shetland College Board of Management
Room 4, Train Shetland, Gremista, Lerwick
Thursday 26 June 2008 at 2.15pm**

Present:

A J Hughson	L F Baisley
W H Manson	R C Nickerson
G Robinson	J L B Smith

Apologies:

L Angus	A Black
E L Fullerton	

In attendance (Officers):

G Smith, Director, Shetland College
I Peterson, Depute Director, Shetland College
A Cogle, Service Manager –Administration

Chairperson

Mr A Hughson, Chair of the Board, presided.

Circular

The circular calling the meeting was held as read.

Declarations of Interest

There were no declarations of interest made.

28/08

Minute

Except as follows, the minute of meeting held on 28 May 2008, having been circulated, was confirmed on the motion of Mr A Hughson, seconded by Mr R Nickerson.

Min. Ref. 20/08 – 1. Music Development

The Board noted that the Director had confirmed that a report on the content of music courses would be provided, not a report on the framework.

Min. Ref. 22/08 – Student Enrolments May 2008 and

Min. Ref. 24/08 – Train Shetland (Short Courses) End of Year Performance

Mr R Nickerson referred to discussion at the last meeting regarding the need for a corporate training plan and associated budget rather than individual department budgets. Mr Nickerson asked how the Board could suggest that this is taken forward.

Mr Nickerson also referred to the lack of uptake on courses, and during discussion it was noted that similar problems were being experienced under student enrolments and short courses as well as corporate training, but until the figures for ESOL course funding was announced, the extent of the problem could not be measured. The Director confirmed that much depended on how the Council organised its corporate training, and it was noted that Single Status would have an impact on the training requirements. In this regard, the Director advised that a report on this matter would be brought forward to the Board in due course, and once more information on these matters were confirmed.

29/08

Director's Report

1. UHI Degrees - Awarding Powers

The Director advised that the UHI had now been granted taught degree awarding powers by the Privy Council. He said that this meant that from 1 August 2008, UHI degrees would no longer have to be validated by the Open University. The Director said that the ongoing work with the QAA, the Scottish Funding Council and the Scottish Government, as well as support from Aberdeen, Edinburgh and Strathclyde Universities had been valuable in gaining this award, which is part of a fairly onerous process towards achieving University title.

2. Student of the Year Awards

The Director advised that conversations had been held by the Chairperson, Vice-Chairperson and himself with the nominees for Student of the Year. He said that in order to be inclusive for all students, it had been agreed to have an FE Student of the Year as well as one for HE. In this regard, Ms Caroline Gray from Yell has been awarded HE Student of the Year, and Ms Pim Falkner was awarded FE Student of the Year. Ms L Baisley said that it had been a difficult choice as many of the students were worthy of these awards. The Director agreed that the interviews with the students had been very humbling to hear the choices and sacrifices that many of them had made. The Chairperson said it was a credit to the College that it was able to help so many people to fulfil their aims.

3. Art, Design and Textiles – Senior Lecturer

The Director advised that a number of candidates had applied, shortlisting would be carried out soon, and he was confident an appointment would be made.

4. Corporate Training

The Director advised that the Short Courses Manager was doing an analysis of the level of attendance and cancellations of SIC corporate courses over the past year, and a report on this would be brought to the next meeting of the Board in September.

5. HMIE Presentation

The Board noted that Ms Sheila Page of HMIE would be invited to present the HMIE inspection report to the next meeting of the Board on 24 September.

6. Investors in People

The Board noted that the Shetland College had also now retained its Investors in People standard for a further three years.

30/08

Shetland College Budget Estimates

The Board considered a report by the Director (Appendix 1) which provided information on the sources of funding for the academic year 2008/09 and seeking approval of the budget for Shetland College.

After hearing the Director summarise the terms of the report, Mr G Robinson moved that the Board approve the recommendations therein. Ms L Baisley seconded.

In seconding, Ms Baisley referred to paragraph 4.6 of the report, and said she was glad to see that the individuals concerned had been credited.

Mr R Nickerson referred to paragraph 7.1.2, and asked how much of the accumulated surpluses were likely to be used. The Director said that the exact amount could not be stated at this time as it depended on a number of factors, such as staffing numbers and ability to fulfil the whole curriculum. However, he added that, for example, course development could cost in the region of £10,000 to £12,00 with a maximum ceiling of £20,000 but he confirmed that he would bring a report to the Board should any of the surplus be required.

31/08

Strategic Plan 2008-2011 and Operational Plan 2008/09

The Board considered a report by the Director (Appendix 2) which sought approval for the work to date and for progression of the Strategic Plan, and for approval of the College's Operational Plan for 2008/09.

The Director introduced the report, pointing out that a comprehensive summary of the Strategic Plan was available, and work being done on translating that into an annual progress report and with a view to presenting clear information to the Board and to the public.

Mr R Nickerson referred to Section 3 of the Operational Plan, and said that this did not refer to environmental responsibilities and performance, and that this should be included.

The Board agreed and with this amendment the recommendations in the report were approved on the motion of Mr R Nickerson seconded by Mr G Robinson.

32/08

Resources Required to Deliver a Range of Vocational Music Courses

The Board considered a report by the Director (Appendix 3) which presented a report commissioned by the Board to consider the opportunities for Shetland College to deliver music education courses using existing resources.

Mr R Nickerson said the commissioned report was a very balanced report. However, he said that the College should not wait for 2 years in order to take advantage of the opportunities that the Mareel facility could provide, and asked what level of courses could be offered in the interim.

The Director said the College would be able to offer the National Certificate in 2009/10. He went on to say that the HN courses required a level of facility that was not available to the College just now particularly in terms of access to recording spaces. He confirmed that the NC course could be developed without too much difficulty, and if the Mareel facility became available for 2010 that would offer a facility with the right resources, spaces and equipment, without any substantial infrastructure costs.

On the motion of Mr G Robinson, seconded by Mr R Nickerson, the Director agreed to bring back a report on the development of an NC course by January 2009 with a view to having everything in place, including marketing, by March 2009.

Mr W H Manson said he was more than happy to see this being progressed, but that the Board had also to be content that the Courses already being provided at the College would continue to be adequately provided for, including assurance that the Phase 3 construction phase progressed as planned.

33/08

Review of Scotland's Colleges

The Board considered a report by the Director (Appendix 4) giving the opportunity to the Board to review the Government's response to the recommendations of the Review, and to consider supporting or adopting the recommendations.

The Board noted the report, and with regard to paragraph 51 of the appendix, the Director agreed to seek advice from the Council's Performance Management Co-ordinator with regard to monitoring the performance of the Board and its members.

34/08

Student Enrolments – June 2008

The Board noted a report by the Director (Appendix 5) which set out information relating to the number of full time and part time FE and HE enrolments recorded to date, and the number of weighted SUMS FE enrolments are estimated to collect.

The meeting concluded at 3.25 p.m.

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A J Hughson
CHAIRPERSON



NOTE

Community Services Forum
“Housing in Shetland”
Council Chamber, Town Hall, Lerwick
Wednesday 6 August 2008 at 10.00am

Councillors:

E J Fullerton	L Angus
C L Smith	A G L Duncan
W H Manson	

Also:

C H J Miller

Stakeholders:

J Johnson, Shetland Tenants' Forum
K Massie, Association of Shetland Community Councils
T Stove, Hjaltland Housing Association
R Sandison, Hjaltland Housing Association
B Leask, Hjaltland Housing Association

In Attendance (Officers):

C Medley, Head of Housing and Capital Programmes
A Jamieson, Service Manager – Housing Business Support
G Martin, Senior Housing Officer – Supported Accommodation
V Simpson, Service Manager – Housing and Property
S Cooper, Head of Environment and Building Services
H Nelson, Development Plans Manager
W Weis, Service Manager – Community Care Resources
E Weston, Service Manager – Adult Services
L Geddes, Committee Officer

Apologies:

Councillor R C Nickerson
Councillor F B Grains
S Laurenson, NHS Shetland

Chairperson:

Mrs E L Fullerton, Chairperson, presided.

Circular

The circular calling the meeting was held as read.

01/08 **Welcome and Introduction**

The Chairperson welcomed everyone to the meeting and explained that the role of the Forum was not to act as a decision-making body, but to offer advice to the Council's Services Committee. She advised that it was intended that Forum meetings should focus on a particular theme or service, as the remit of the Forum was very broad.

02/08

Housing Strategy – Local and National – Where We Are Now

The Forum considered a discussion paper by the Head of Housing and Capital Programmes (RECORD Appendix 1).

The Head of Housing and Capital Programmes advised that the paper summarised the various strategies that the Council were required to work with, and explained how they linked together. As they had started at different times, each of the strategies was at a different stage of development, and all involved multi-agency approaches.

Some discussion took place regarding the effects of the UK credit crunch on the private sector, and the possible knock-on effects on social housing.

The Service Manager – Housing Business Support explained that a major piece of work looking at all housing tenures in Shetland was currently underway. Whilst the credit crunch was happening at the moment, there would probably be a 12-18 month delay between what was happening nationally and getting evidence of the impact locally. However there was anecdotal evidence that there was a slowdown in the local housing market and that people were experiencing difficulties in accessing mortgages. It was possible that this would eventually lead to more people experiencing difficulties in paying their mortgages and more reposessions, but there was currently no data to evidence that.

Mr R Sandison said that he understood that the private sector market for large houses was slowing down, but that the market for smaller houses remained quite buoyant. However there were indications that there were significant effects for people accessing mortgages. It was likely that there would be implications relating to mortgage rescue locally, as the system was based on national valuations and was therefore not favourable to Shetland. Low cost home ownership schemes locally did help, but there were no indications yet as to how the credit crunch would affect these schemes.

It was questioned if there was likely to be an impact on local housing stock, given that there would probably be an increase in demand for social housing and in homeless applications, and that the ability of the Council to assist with mortgage rescue was constrained.

The Head of Housing and Capital Programmes said that he anticipated there would be an increase in demand and in homeless applications, but it was likely that this would have occurred regardless of the credit crunch due to changes in legislation. The ability of the Council to respond to this in the short-term was limited. He went on to say that there were several initiatives with which the Council was working with Hjaltsland Housing Association (HHA), and there had recently been a

good response to the Tenant Incentive Scheme that subsidised tenants wishing to buy private sector housing.

It was suggested that there were already indications that the credit crunch was impacting on Shetland, as there was anecdotal evidence that people had been able to move ahead in queues for house building due to others being unable to access mortgages. It was pointed out that a downturn in private house building might mean that firms were freed up to construct social housing.

It was questioned if there was scope for the Council to assist with mortgage rescue and low-cost ownership.

Mr R Sandison advised that the Scottish Government operated a Mortgage to Rent Scheme whereby householders could approach local housing associations to buy their house if they were having difficulty in meeting mortgage payments. This enabled the householder to remain in their home, whilst the house became part of local housing association stock. However there had been difficulties in applying this scheme locally due to valuation differences, but the guidance may become easier to apply locally if valuations remain stable.

The Head of Housing and Capital Programmes said that he understood there were discretionary powers for the Council to lend money as a last resort, and that there may be scope for the Council to operate a similar scheme. There would probably be a strong case for the Council to assist, as it had an obligation to house homeless people.

The Forum agreed to advise the Services Committee that further investigations should take place to see if there was scope for the Council to assist with mortgage rescue packages and low-cost home ownership schemes, or for the Council to act as a mortgage lender, as it had done in the past.

03/08

Hjaltland Housing Association as Providers in Shetland

Mr R Sandison advised the Forum that Hjaltland Housing Association's role was to assist the Council with the provision of housing. Since it had been created in 1975, its remit had widened to include regeneration, although this currently did not form a large part of its work. HHA currently had 440 houses, with over 100 to be completed in the next 18 months. Over 60 houses were currently at the planning stage, and more than 100 were being considered for development at the moment. The new Scottish Government had significantly revised its requirements in relation to development, and it was a challenge for HHA to consider how to meet the requirement to build more higher-quality houses for less money.

In response to a query, Mr B Leask said that it would be very difficult for HHA to meet the Government's requirements. The Housing Association Grant (HAG) made available to HHA to develop new-build properties had recently been significantly reduced, and HHA was expected to make up the difference required by sourcing private finance. However it would now be more difficult and more expensive to

source private finance, and this would have a potential impact on rents. The Government had indicated that it would be willing to reconsider its formula for HAG in terms of the additional costs facing the rural and island areas.

In response to a query regarding whether it would be possible for Shetland Charitable Trust (SCT) to lend money to HHA, the Head of Housing and Capital Programmes advised that discussions of this nature in relation to houses already under construction had taken place with HHA, and would be the subject of a report to the Services Committee. Mr W H Manson added that SCT could consider lending money at commercial rates for appropriate schemes.

The Head of Housing and Capital Programmes went on to say that there was an assertion at national level that social sector rents were artificially low in comparison to the private sector. He felt that there was an attempt to force housing associations to gather additional income through rents, thereby 'passing the buck' for funding to tenants.

In response to a query, Mr B Leask advised that HHA had, up until last year, a healthy building programme. If the level of funding had been maintained, HHA were looking to achieve 450 houses over the next 6 years. However this would now be curtailed due to cuts in funding, with HHA being allocated £2.5 million in grant in comparison to £6 million the year before. However he expected that some additional funding would be made available in the longer term. The credit crunch meant that private developers in other areas were no longer building social housing, so the funding allocated to these projects may be passed on to other areas. He stressed that just making money available for housing did not immediately solve housing issues, as the timescale for housing projects was usually around four years.

In response to a query regarding shared ownership, Mr R Sandison outlined how the two main forms of shared ownership operated. Whilst the main shared ownership scheme was very popular and operated well in Shetland, particularly for first-time buyers, the new "Homestake" scheme in Gulberwick had not been as easy to operate. This was because it was difficult to get applicants who fitted the criteria for the scheme, as many applicants had been ineligible as they were able to achieve higher mortgages than the scheme allowed for.

The Forum agreed that further consideration should be given to the following in order to encourage people to enter the housing market, or remain in their properties should they encounter difficulties in the current economic climate:

- **shared ownership schemes**
- **"Homestake" scheme**
- **tenant incentive schemes**
- **mortgage rescue**
- **the SIC as a mortgage lender**

The Forum considered a discussion paper by the Head of Housing and Capital Programmes (RECORD Appendix 2).

The Head of Housing and Capital Programme summarised the main terms of the paper, advising that there were lots of problems and constraints for the Council as housing providers, and that staff had to deliver services against a background of limited and decreasing resources. He advised that the Council's main responsibility was to existing tenants and it had to continue to provide a service to them. However a general needs housing service was carried out at the discretion of the Council. There had been significant changes to the homeless legislation, and forthcoming changes indicated that more and more people would be classed as homeless. This would result in an increased responsibility for the Council which, when considered in the context of the credit crunch and existing demand, meant that the situation may arise whereby the Council would only be able to house the homeless, and not general needs applicants. The Right to Buy (RTB) legislation had reduced the Council's stock, with 40-50 houses lost each year. This figure may be exacerbated by the credit crunch, as it would make Council houses more attractive to purchase due to the discounts available. The Council was also the only local authority in receipt of Housing Support Grant (HSG). There had been discussions about abolishing HSG and if it were abolished, the Council would be left in a position where it was unable to service the housing debt.

It was noted that some Councils had suspended RTB and it was felt that this was something the Council may have to consider in the future, given the problems currently being experienced and the cumulative effect of losing stock.

The Service Manager – Housing Business Support said that consideration had been given to applying for Pressured Area Status, however it would be difficult to apply the criteria locally and it would not have an immediate effect. The majority of tenants would be unaffected as it only applied to new tenants, so it had been felt that it would not achieve much in the short term.

In response to a query regarding stock transfer, the Head of Housing and Capital Programmes advised that this was currently out of favour with the Government, and that it would be difficult to introduce in Shetland because of the stock valuation. There were also difficulties in relation to the housing debt, which the Government had made clear that they would never be in a position to pay off. Tenants would still retain the Right to Buy in the event of a stock transfer.

The Forum agreed that suspension of the Right to Buy was something that it may be necessary to explore further in the future.

05/08

Private Rented Sector in Shetland

The Forum considered a discussion paper by the Environmental Health Manager (RECORD Appendix 3).

The Head of Environment and Building Services summarised the main terms of the paper, advising that the private rented sector made up around 3% of private sector housing stock in Shetland and therefore made an important contribution to meeting housing need. There had been several pieces of legislation aimed at increasing standards and improving the reputation of the private rented sector as a good option for tenants. The Service wanted to work closely with landlords to encourage a more professional approach. As most landlords in Shetland were not professional landlords, he felt that there was a lack of awareness and uncertainty locally rather than a disregard for legislation. Landlord forums had been held to advise on new legislation and requirements, but these had not been well attended. However the Service was looking at how to promote better communications with the sector, and was currently building up a more comprehensive database with 153 properties registered at the moment and 210 waiting approval. It was noted that demand for private sector rented accommodation might increase as a result of the credit crunch.

The Service Manager – Housing and Property pointed out that people sometimes presented themselves to the Housing Service as homeless as they had been asked to leave private rented accommodation. On some occasions they had been asked to leave unlawfully, and the Service was trying to encourage private sector tenants to enforce their rights.

Mr B Leask advised that there was a “Lead Tenancy” Scheme whereby people could approach HHA to lease their property for an agreed period of time. HHA would then maintain and manage the property and retain a proportion of the rent. As the Scheme would not make as much money for the owner as a private sector let, it would be more suitable for people with second homes that did not have a mortgage on them. The Scheme had been in existence for a number of years, but there had not been much interest locally as it did not make much money for people.

The Forum felt that it would be useful to raise awareness of this Scheme as it may add some houses to the housing stock.

06/08

Zoning and Structure/Development Plan

The Forum considered a discussion paper by the Development Plans Manager (RECORD Appendix 4).

The Development Plans Manager summarised the main terms of the paper, which illustrated the issues faced by planners in creating sustainable communities. She advised that the Planning Service was currently working on the new requirements of the Planning etc (Scotland) Act 2006. The next generation of local development plans would have to evidence links to corporate plans and programmes. There were a number of fundamental questions relating to housing that would have to be considered in relation to increasing the supply of housing, the implications in planning terms of encouraging people to

live in rural areas, and the construction and siting of buildings to reduce CO² emissions.

The Head of Housing and Capital Programmes added that the Council would have some major decisions to make in terms of planning policy as so many people wanted to stay in Lerwick. The Council may have to consider controlling this in future by not giving planning permission for developments in Lerwick, and this would link into wider transport and infrastructure issues.

In response to a query regarding benchmarks for affordable housing in housing developments, the Development Plans Manager said that there was a benchmark percentage of 25%, but that it could be adjusted for individual areas. The Head of Environment and Building Services added that that the guidance was vague. He felt that it would be necessary for the Council to tighten up the wording of its policy if it wanted to encourage the development of social housing, and that the forthcoming legislation would assist this.

It was noted that the development of private housing schemes was something that was relatively new to Shetland, and that currently only HHA were building large housing schemes.

It was suggested that the Council needed to make a determined effort to encourage people to live outwith Lerwick, however there were difficulties when employment was centred in Lerwick. The Head of Environment and Building Services pointed out that the Planning Service was going through a process of reviewing and updating the Structure Plan, which took wider issues such as transport, housing and economic development into account. The Development Plans Manager added that the Council had had talks with Shetland Enterprise regarding economic development in rural areas, and they were in the process of commissioning studies on this. Having a strategic approach to enable expansion in particular areas would be important.

The Forum agreed that it was important that policies were flexible in order to encourage people to build houses in, and live in, rural areas. The Forum also agreed to the Chairperson's suggestion that as planning came under the remit of the Infrastructure Committee, it would be useful for the Infrastructure Committee to hold a forum meeting to further discuss the issue of development in rural areas as it was key to the provision and use of all housing in future.

07/08

Sheltered Housing Review

The Forum considered a discussion paper by the Senior Housing Officer – Supported Accommodation (RECORD Appendix 5).

The Senior Housing Officer – Supported Accommodation summarised the main terms of the paper, advising that the catalyst for the sheltered housing review had been the changing profile of people applying for sheltered houses and the decrease in demand for traditional sheltered houses. He advised that sheltered houses accounted for 12-15% of

the Council's stock. Whilst there had been an increase in demand for Council housing, the demand for sheltered houses had fallen.

The Service Manager – Community Care Resources added that older people in Shetland were being maintained in their own homes with the support of care services, so there was a reduced need for sheltered housing tenancies. The client group Housing Support Workers were working with had changed, and there were more clients applying for sheltered housing who had support needs rather than physical care needs.

The Senior Housing Officer – Supported Accommodation said that one positive thing that had come out of the Review so far was that it was possible to demonstrate how the provision of a good quality housing support service had reduced the need for people to access direct care services. In response to a query regarding the number of sheltered housing voids, he went on to explain that the numbers of long-term voids were continually decreasing as houses were being allocated to general needs applicants and people on the waiting list. He understood that there were approximately currently 16 void sheltered houses out of more than 260, and that these were exclusively in country areas. The demand for sheltered housing in Lerwick outstripped availability.

Concern was expressed that there may be some duplication of services, and it was questioned if supported accommodation services would be better placed in Social Work.

The Senior Housing Officer – Supported Accommodation confirmed that the links between the Housing and Community Care Services were very strong and that there was daily contact, and that there was also Housing Service involvement in the delayed discharge planning group. One of the issues for discussion following the review process would be where the housing support service should be managed, but things were not yet at that stage. He added that housing support was a support function that was regulated by the Care Commission, who were very happy with the standard of housing support delivered. The Service Manager – Community Care Resources added that both Services provided different types of support but worked very well together, and he felt that there wasn't any duplication of services.

The Chairperson noted that the Review Group would be providing an interim report to the Services Committee, and a report on the future of the Service would be presented to the Services Committee in December.

It was felt that it was important that the Council used its resources appropriately to meet people's needs. It was questioned if it was necessary to have designated sheltered housing given that many sheltered houses were being allocated to general needs applicants in order to meet demand, and as other support services were not based on the type of accommodation that an individual lived in. It was suggested that this would have to be a policy decision for the Council when the Review had been completed. It was emphasised that

consideration had to be given to the needs of tenants already living in sheltered housing when making a decision to allocate a property to someone from the general needs list.

In response to a query regarding delayed discharges, the Service Manager – Community Care Resources advised that it very rarely made any difference to the Social Work Service whether or not a person was in sheltered housing. It was a questioned of delivering care packages to the individual and they type of property they lived in was mostly not connected to the delivery of these care packages.

The Forum felt that there was a need to review the actual numbers of sheltered housing units required, and the locations in which they were required. Forum members agreed that the review of sheltered housing currently in hand should consider the implications of care and support delivery, and the best use of these properties in future, including the need to designate of sheltered housing. The provision of more supported accommodation in future was supported.

08/08 **Items for Future Forums**

The Chairperson advised that future Forums would be themed and would be held as and when necessary.

09/08 **AOCB**

There was nothing to report.

The meeting concluded at 12.20pm.

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Mrs E L Fullerton
CHAIRPERSON